



# NOVO ATHLETICS DELIVERY MANUAL



HAVE FUN • GET FIT • DO YOU



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- This resource has been designed for use with students aged 12 to 15. It assumes that each student is healthy and has no medical condition, disability, illness, impairment or other reason that may impact, limit or restrict their involvement in sport or other physical activity. A student should not be allowed to participate in an activity if any medical, physical or other factor indicate that they are not suited to that activity. Where there are any queries or concerns about such matters, the consent of the student's parent or guardian should be obtained before allowing participation.
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# PROGRAM OVERVIEW

Novo Athletics is designed to develop competence and capability in early adolescents.

The program was developed in response to the research undertaken by Latrobe University 'Addressing the decline in sport participation in Secondary Schools'.

**The program incorporates the following elements:**

- **Warm Up Games**
- **Circuits**
- **Skill Development**
- **Cardio Development**
- **Wrap Up**

The program is designed to be delivered over a minimum of 4 sessions.

On page 5 there is a suggested Session Outline and a variety of activities for each element are included in this manual. The manual is designed to progress individual competence and confidence in a fun and supportive environment. The skills gained are transferable across many physical activities.

Program deliverers will assess the requirements of their class and using the suggested outline as the base, select activities to most effectively develop the competencies of students.





# PROGRAM OVERVIEW

## Warm up Games & Circuits

It is strongly recommended to provide an active warm up to all sessions to help prepare the body and the mind for more strenuous activity. An active warm up increases overall exercise performance and helps all students to ease into further activity in a fun and active environment. Circuit activities focus on developing the power and mobility to repetitively perform important foundation movements.

## Skill Development

The intention of skill development sessions are to develop the confidence and competence of students to engage in physical activity. The activities in this section particularly support students in developing the skills of running, jumping and throwing. As Athletics is a foundation sport, developing these skills also builds the competence for students to participate in a wide variety of individual and team sports including football, basketball, soccer and netball and general physical activity.

## Cardio Development

The purpose of cardio development is to increase endurance fitness and develop the skill of running at a comfortable pace. When a student's cardio ability increases, they feel more confident about participating in physical activity. Activities in this section help disguise endurance by providing interesting and fun alternatives that encourage students to think about developing their skills and supporting their team. This provides the long-term outcome of building a strong base of fitness that students will be able to use for the rest of their lives.

## Cool Down/Self Reflection

The purpose of this is to provide an opportunity for students to cool down and self reflect.



# SESSION OUTLINE



SUGGESTED DURATION	SUGGESTED SCHEDULE FOR SESSIONS	
Get started 15 minutes		
	Warm up Game	Choose Warm up Game
	Circuit	Choose a variety of exercises
Skill Up 25 minutes		
	Run	Choose a Run Activity
	Jump	Choose a Jump Activity
	Throw	Choose a Throw Activity
Keep running 5 minutes		
	Cardio	Choose a Cardio activity
Wrap Up 5 minutes		
	Cool Down	Stretch it out and self reflection for students



# WARM UP GAMES & CIRCUITS



## Contents

- **Flip it!**
- **Cone Grab**
- **Form a Group**
- **Out the Gate**
- **Noughts and Crosses**
- **Warriors and Dragons**
- **Circuit**
- **Suggested Circuit Activities**

## Why Warm Up?

- It warms the muscles and increases body temperature, which improves the oxygen supply to the body
- It helps increase blood flow to the muscles, allowing them to contract and relax more quickly
- It helps prepare the body and the mind for more strenuous activity
- It may help reduce the risk of injury
- It may increase overall exercise performance
- It increases the elasticity of the ligaments, tendons and other connective tissues
- It improves the relationships of all participants through co-operative activity

## Why Circuit Training?

- It's never boring
- It increases heart rate
- It strengthens muscles
- You can choose exercises to work different muscle groups
- You can manipulate reps/sets/resistance to ensure the activities are appropriate for a variety of competency levels





# FLIP IT



## What to do:

- Split the group into 2 groups
- Each student is given a cone, 1 group place their cones round side up and the other group place their cone round side down (dish up)
- On a signal, students run around for a set time trying to flip the other group's cones to match their own cones
- Repeat.

## Equipment:

- Cones

## Three-Tiered Approach:

- Inexperienced: play activity in its simplest form and split into groups of similar ability and/or gender
- Some level of skill: increase the size of the playing area, vary the means of locomotion e.g., double foot jump
- Students actively engaged in sport: add further complexity, after turning a cone students sprint to a marker placed 20 – 30metres from the playing area and perform a functional movement activity e.g., 10 x squats, hold a plank for 30 seconds... then return to game

## Cohort Motivation:

- ✓ Skill development – reaction, agility, speed, problem solving, decision making
- ✓ Social interaction – encourage cooperative effort between group members
- ✓ Friendly program with peers of similar ability and gender – divide group by ability and/or gender and create a multi tiered approach

## Safety

- ✓ Students should adopt actions to avoid collisions, eyes forward, look short and look long
- ✓ Ensure area of play is safe and free of obstructions
- ✓ If playing indoors, boundaries should be away from walls or free standing objects.



# CONE GRAB



## Safety

- ✓ Ensure area of play is safe and free of obstructions
- ✓ If playing indoors, boundaries should be away from walls or free standing objects.

## What to do:

- Divide the group into pairs and line up each pair in a squat position, elbows on knees and with an upturned cone in between each pair
- Deliverer calls out a variety of body parts, e.g., glutes, head, knees, toes, eyes..... and participants to touch nominated body part with both hands (see photo)
- Deliverer can call out “cone” at any time and first of the pair to grab the cone is the ‘winner’
- Repeat.

## Equipment:

- Cones

## Three-Tiered Approach:

- Inexperienced: play activity in its simplest form
- Some level of skill: play with 3 cones, calling out color of cone to be grabbed (see photo)
- Students actively engaged in sport: add further complexity by students progressing to single leg half squat position, add further movements: switch – swap positions with your partner, sprint – run out to cone 10 metres away and back, plank – play game from plank position.

## Cohort Motivation:

- ✓ Skill development – reaction, agility, speed, strength, decision making
- ✓ Social interaction – swap partners regularly
- ✓ Friendly program with peers of similar ability and gender – divide group by ability and/or gender and create a multi tiered approach.



# FORM A GROUP



## Safety

- ✓ Students should adopt actions to avoid collisions, eyes forward, look short and look long
- ✓ Ensure area of play is safe and free of obstructions
- ✓ If playing indoors, boundaries should be away from walls or free standing objects.

## What to do:

- Students to move in random directions around marked, safe playing space
- Deliverer directs the locomotion to be used
- Deliverer directs the number of students to form a group
- Deliverer directs the activity that students are to perform once the group is formed

## Equipment:

- Cones

## Three-Tiered Approach:

- Inexperienced: play activity in its simplest form focusing on progressing locomotion from slow to fast, walk – skip - easy run; suggested group activities; right hands in, touch ears, back-to-back, group to form a letter, group to form a number
- Some level of skill: vary the locomotion; bear crawl, inch worm, forwards, backwards and lateral movements; suggested group activities; right hands in, touch ears, back-to-back, group to form a letter, group to form a number
- Students actively engaged in sport: vary the locomotion, bear crawl, inch worm, forwards, backwards and lateral movements, double and single leg; suggested group activities, right hands in, touch ears, back-to-back, group to form a letter, group to form a number

## Cohort Motivation:

- ✓ Skill development – mobility, agility, problem solving, decision making
- ✓ Social interaction – encourage cooperative effort between group members
- ✓ Friendly program with peers of similar ability and gender – divide group by ability and/or gender and create a multi tiered approach.





# OUT THE GATE



## Safety

- ✓ Students should adopt actions to avoid collisions, eyes forward, look short and look long
- ✓ Ensure area of play is safe and free of obstructions
- ✓ If playing indoors, boundaries should be away from walls or free standing objects.

## What to do:

- Mark safe playing space
- Mark 2 'gates', an entry and exit gate on opposite sides of the playing area
- Choose 2 students to be taggers
- For a prescribed time (e.g., 1 minute) the student/s who is/are tagger/s attempts to tag the other students, tagged students leave the space through the designated exit gate and run around the playing space to enter through the designated entry gate and continue the game

## Equipment:

- Cones

## Three-Tiered Approach:

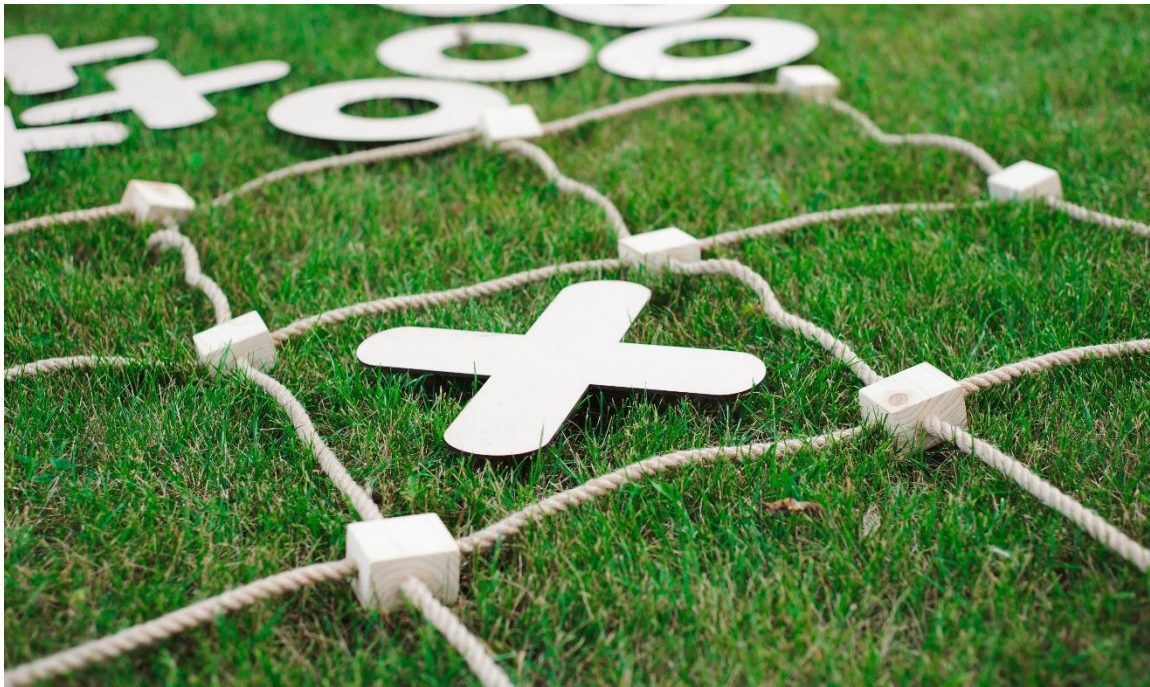
- Inexperienced: play activity in its simplest form with an appropriately sized playing space and locomotion for the fitness level of the cohort, e.g., walking and skipping; increase the number of taggers
- Some level of skill: increase the playing space size for a focus on endurance; increase the speed of movement; decrease the number of taggers
- Students actively engaged in sport: increase the playing space and move the entry and exit gates next to each other so that students 'out the gate' are sprinting a lap of the playing space; increase the activity time.

## Cohort Motivation:

- ✓ Skill development –agility, decision making, speed
- ✓ Friendly program with peers of similar ability and gender – divide group by ability and/or gender and create a multi tiered approach.



# NOUGHTS & CROSSES



## Safety

- ✓ Students should adopt actions to avoid collisions, eyes forward, look short and look long
- ✓ Ensure area of play is safe and free of obstructions
- ✓ If playing indoors, boundaries should be away from walls or free standing objects.

## What to do:

- Mark up noughts and crosses grids with hoops/chalk– 1 grid per 2 teams; the game is played head-to-head
- Mark a start line 15 – 30metres from each grid and provide each team with 3 bean bags, ensure the objects given to directly competing teams are contrasting colours
- Set up sufficient grids to ensure all students can be active, recommended 3 – 5 students per team
- On signal, first student from each team runs and places object in one of their grid spaces, returns and tags next student
- If 3 bean bags have been played and there is no result, the next student can pick up an already played object and move it in their grid
- First team to place 3 objects in a row diagonally, vertically or horizontally wins.

## Equipment:

- Bean bags
- Hoops

## Three-Tiered Approach:

- Inexperienced: play activity in its simplest form, match length of run in to grid and locomotion to the fitness level of the cohort e.g., 15metres run in, walking and skipping
- Some level of skill: increase the length and speed of the run in
- Students actively engaged in sport: increase the length and speed of the run in; have a time limit to place bean bag/ring e.g., 2 seconds – create decision making under pressure

## Cohort Motivation:

- ✓ Skill development – agility, decision making under pressure, speed
- ✓ Friendly program with peers of similar ability and gender – divide group by ability and/or gender and create a multi tiered approach.





# WARRIORS & DRAGONS



## Safety

- ✓ Students should adopt actions to avoid collisions, eyes forward, look short and look long
- ✓ Ensure area of play is safe and free of obstructions
- ✓ If playing indoors, boundaries should be away from walls or free standing objects.

## What to do:

- Establish a playing area with a moat surrounding it
- 2 teams – Warriors and Dragons.
- Warriors can pass a ball amongst their team members in order to tag Dragon opponents
- Dragons can move around the playing area but must not enter the moat
- When a Dragon is tagged, they become a Warrior
- Warriors may not step with the ball or throw it at a Dragon
- When all the Dragons are Warriors, teams swap.

## Equipment:

- Medium sized ball
- Bibs

## Three-Tiered Approach:

- Inexperienced: play activity in its simplest form
- Some level of skill: vary the type and size of ball; vary the type of throw used between warriors
- Students actively engaged in sport: create uneven team numbers, more Warriors speeds up the game and makes it harder for Dragons; have a time limit for how long the ball can be held, e.g., 2 seconds – create decision making under pressure.

## Cohort Motivation:

- ✓ Skill development – agility, decision making under pressure, speed
- ✓ Friendly program with peers of similar ability and gender – divide group by ability and/or gender and create a multi tiered approach.





# CIRCUIT



## Safety

- ✓ If playing indoors, boundaries should be away from walls or free standing objects
- ✓ Ensure equipment used is well maintained and set up safely.

## What to do:

- Set up a variety of equipment spread out over a circuit
- Consider equipment that allows students to focus on speed, strength, balance, mobility and agility

## Equipment:

- Cones
- Mini hurdles
- Slalom poles
- Stability pads
- Ladders
- Plyo boxes
- Gym mats
- Skipping ropes
- Medicine balls
- Balance beams

## Three-Tiered Approach:

- Inexperienced: skill appropriate activities for this cohort
- Some level of skill: increase complexity of activities; increase number of repetitions of activities
- Students actively engaged in sport: increase complexity of activities; increase number of repetitions of activities, perform 2 sets of the circuit; complete the circuit in a designated time

## Cohort Motivation:

- ✓ Skill development – speed, strength, balance, mobility and agility
- ✓ Friendly program with peers of similar ability and gender – divide group by ability and/or gender and create a multi tiered approach.



# SUGGESTED CIRCUIT ACTIVITIES



ACTIVITY	EQUIPMENT	FOCUS
Jump Rope	Skipping ropes	Whole Body
Speed Ladder	Speed Ladder/Cones	Speed
Star Jumps	Nil	Whole Body
High Knee Running	Cones/Mini Hurdles	Whole Body
Burpees	Nil	Whole Body
Skipping	Cones/Mini Hurdles	Whole Body
20 – 30metre Accelerations	Nil	Speed
Crab Walks/Bear Crawls/Inchworm	Nil	Mobility
Tricep Dips	Step/Stable Bench	Upper Body
Mountain Climbers	Nil	Upper Body
Push Ups	Nil	Upper Body
Step Ups	Step/Stable Bench	Lower Body
Hopping	Cones/Mini Hurdles	Lower Body
Walking Lunges	Nil	Lower Body
Speed Bounce	Cones/Mini Hurdles	Lower Body



# SUGGESTED CIRCUIT ACTIVITIES



ACTIVITY	EQUIPMENT	FOCUS
Tuck Jumps	Nil	Lower Body
Squats	Nil	Lower Body
Squats on Stability Pads	Stability Pads	Lower Body
Squat Jumps	Nil	Lower Body
Calf Raises	Nil	Lower Body
Split Lunges	Stable bench/Step	Lower Body
Plank on knees	Nil	Core
Plank on toes	Nil	Core
Side planks	Nil	Core
Walk Backwards and Forwards on Balance Beam	Balance Beam	Balance
Sprint Around Slalom Poles	Slalom Poles	Agility





# DEVELOP - RUN



## Contents

- Accelerations
- Chase your Partner
- Sally and Steve
- Racing Obstacles
- Sprint/Hurdle Shuttle Relay

## Purpose

The aim of this section is to promote an efficient running technique while being engaged in fun group activities. Developing running skills will not only benefit athletics but also improve competencies transferable to other sports and general physical activity.

## Key coaching points:

- The Running 'shape' is body tall, chest open, head relaxed, eyes ahead
- Run Tall
- Toes up
- Thighs parallel to the ground
- Running across the ground
- Hands held in a relaxed position
- In sprinting think of punching the elbows back
- Middle distance – relaxed arms that do not cross the body's centre line



# ACCELERATIONS



## Safety

- ✓ Ensure area of play is safe and free of obstructions
- ✓ If playing indoors, boundaries should be away from walls or free standing objects.

## What to do:

- Set up an area of play with cones 15 – 30metres apart marking start and finish line
- Students lie face down at start line, facing away from the direction of the run
- On whistle, students react by pushing off the ground, turning around and sprinting to finish cones

## Equipment:

- Cones
- Whistle
- Stopwatch

## Three-Tiered Approach:

- Inexperienced: play activity in its simplest form; set up area of play over 15 – 20metres; time individual students and repeat activity 3 to 5 times to allow students to self reflect on individual improvement
- Some level of skill: increase area of play to 20 – 25 metres; time individual students and repeat activity 3 to 5 times to allow students to self reflect on individual improvement
- Students actively engaged in sport: increase area of play to 25 – 30 metres; deliver the activity as a competition, last person in each race is eliminated until there is an ultimate winner

## Cohort Motivation:

- ✓ Skill development – reaction time and acceleration
- ✓ Friendly program with peers of similar ability and gender – divide group by ability and/or gender and create a multi tiered approach.



# CHASE YOUR PARTNER



## Safety

- ✓ Ensure area of play is safe and free of obstructions
- ✓ If playing indoors, boundaries should be away from walls or free standing objects.

## What to do:

- Set up cones as start line, set up second line of cones 20 – 30metres from start cones, set up third line of cones 5metres from second line cones, set up finish cones 25 – 30metres from third line of cones
- Pair up students placing student #1 at start cones and student #2 at third line of cones
- On whistle, all #1 students sprint towards their partners, when #1 students reach the second line of cones their #2 pair starts to sprint towards the finish cones
- #1 students attempt to overtake their #2 pair before they reach the finish cones

## Equipment:

- Cones
- Whistle
- Batons

## Three-Tiered Approach:

- Inexperienced: play activity in its simplest form
- Some level of skill: #1 students attempt to catch their #2 pair and tag them on the torso
- Students actively engaged in sport: play this activity with relay batons, #1 students must perform a nonvisual change with their #2 pair between the third line of cones and finish cones

## Cohort Motivation:

- ✓ Skill development – reaction time, acceleration and passing objects
- ✓ Friendly program with peers of similar ability and gender – divide group by ability and/or gender and create a multi tiered approach.





# SALLY & STEVE



## Program Design:

- ✓ Inclusive with no downtime or queues
- ✓ Includes a diversified suite of activities that are flexible and adaptable for different school environments and student cohorts.

## What to do:

- Set up area of play, 2 lines of cones placed 30 – 50metres apart and line of cones in the middle of this area
- Pair up students. Students line up back-to-back at middle cones. Students facing one direction are all designated as 'Steve', students facing other direction are designated as 'Sally'
- Coach calls out 'Sally' or 'Steve', and group called sprint towards their end cones, partner turns and chases and attempts to tag partner on torso before end cones are reached.

## Equipment:

- Cones

## Three-Tiered Approach:

- Inexperienced: play activity in its simplest form
- Some level of skill: vary the starting positions, plank, squatting, kneeling
- Students actively engaged in sport: vary starting positions as above; swap partners; deliver the activity competitively e.g., score 1 point if you successfully tag your partner, first student to gain 5 points wins

## Cohort Motivation:

- ✓ Skill development – reaction time and acceleration
- ✓ Friendly program with peers of similar ability and gender – divide group by ability and/or gender and create a multi tiered approach.



# RACING OBSTACLES



## Safety

- ✓ Ensure area of play is safe and free of obstructions
- ✓ If playing indoors, boundaries should be away from walls or free standing objects.

## What to do:

- Set up area of play with 1 lane set up with 5 cones each placed 5metres apart, 1 lane set up with 5 mini hurdles each placed 6metres apart, 1 lane set up with 5 athletics hurdles each placed 7 metres apart
- Students to experiment running over obstacles with speed

## Equipment:

- Cones
- Mini hurdles
- Athletics hurdles

## Three-Tiered Approach:

- Inexperienced: students to start in the lane where cones are 5metres apart and experiment with running over obstacles with speed; ensure students practice clearing the cones with both dominant and non dominant leg forward
- Some level of skill: students to start in the lane where mini hurdles are 6metres apart and experiment with running over obstacles with speed; ensure students practice clearing the mini hurdles with both dominant and non dominant leg forward
- Students actively engaged in sport: students to start in the lane where athletics hurdles are 7metres apart and experiment with running over obstacles with speed; ensure students practice clearing the athletics hurdles with both dominant and non dominant leg forward; progress to delivering the activity competitively with students in this cohort being paired up and racing with one of the pair hurdling and the other of the pair sprinting in an adjacent spare lane

## Cohort Motivation:

- ✓ Skill development – speed, flexibility, mobility and obstacle clearance
- ✓ Friendly program with peers of similar ability and gender – divide group by ability and/or gender and create a multi tiered approach.



# SPRINT/HURDLE SHUTTLE RELAY



## Safety

- ✓ Ensure area of play is safe and free of obstructions
- ✓ Ensure mini hurdles and athletics hurdles are placed facing the correct way
- ✓ If playing indoors, boundaries should be away from walls or free standing objects.

## What to do:

- Divide the group by similar abilities into teams
- Two lanes are required per team – one lane is set up with 5 obstacles with an 11metres run in and 11metres run out, this is the hurdling lane, and the adjacent lane is clear of obstacles, this is the sprinting lane
- Each team is divided with half of the students at the start of the hurdling lane and the other half at the start of the sprint lane
- First student in each hurdling lane clears the obstacles and passes the baton to the next student who sprints back in the sprint lane
- The relay is completed once each student has completed both phases

## Equipment:

- Cones
- Mini hurdles
- Athletics hurdles
- Batons

## Three-Tiered Approach:

- By dividing groups into similar abilities and setting up the 'hurdling lane' with obstacles appropriate to each team, i.e., cones/mini hurdles/athletics hurdles, this relay can engage all students simultaneously
- Consider an additional handicapping by shortening the area of play for the inexperienced students
- Effective handicapping of the teams should result in the outcome being uncertain

## Cohort Motivation:

- ✓ Skill development – speed, flexibility, mobility, coordination and obstacle clearance





# DEVELOP - JUMP



## Contents

- Cross Jump
- Sticks
- Short Run up Long Jump
- Standing Triple Jump
- Forward Squat Jump Relay

## Purpose

The aim of this section is to promote an effective jumping technique while being engaged in fun group activities. Developing jumping competency will not only benefit athletics but is a transferable skill for other sports and general physical activity.

## Key coaching points:

### Take off

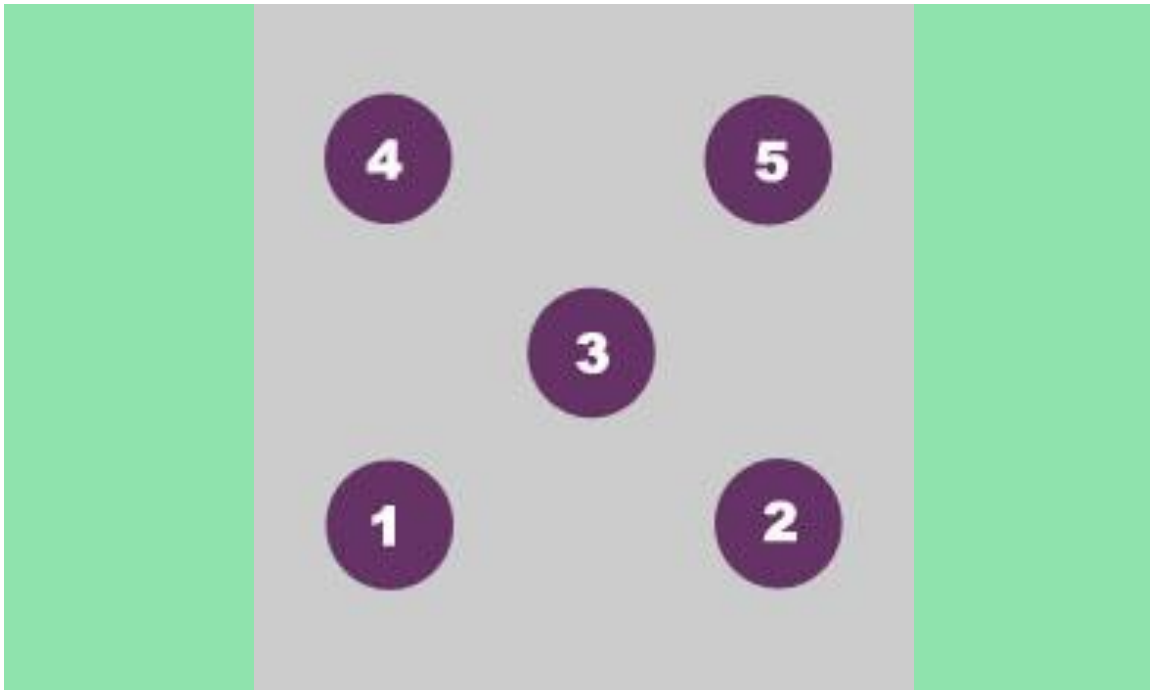
- Eyes focused forwards
- Upright position with flat back
- Lift hips high on take off
- Drive free knee and fully extend planted leg
- Forceful thrust of opposite arm as take off leg extends

### Landing

- Quiet landing
- Trunk in a straight and stable position
- Land on 2 feet simultaneously
- Absorb the landing with bent hips, knees and ankles



# CROSS JUMP



## Safety

- ✓ Ensure area of play is safe and free of obstructions
- ✓ Ensure dots are on a stable surface
- ✓ If playing indoors, boundaries should be away from walls or free standing objects.

## What to do:

- Pair up students
- For each pair, set up dots in cross jump pattern (see photo)
- One of the pair stands on dot 3 and performs cross jump pattern, jumping from two feet and landing on two feet
- Cross jump pattern:
  - Jump forwards from 3 to 2 - Jump laterally from 2 to 1
  - Jump backwards from 1 to 3 - Jump backwards from 3 to 4
  - Jump laterally from 4 to 5 - Jump forwards from 5 to 3
- Repeat as many times as possible in 20 seconds
- Student not jumping counts how many times jumping student lands on a dot
- Swap

## Equipment:

- Dots

## Three-Tiered Approach:

- Inexperienced : Keep dots close together; ensure that 'jumping time' is appropriate to the fitness level of this cohort; each student to perform activity 2 to 3 times to allow students to self reflect on personal improvement
- Some level of skill: Move dots slightly further apart; ensure that 'jumping time' is appropriate to the fitness level of this cohort; vary the pattern; each student to perform activity 2 to 3 times to allow students to self reflect on personal improvement
- Students actively engaged in sport: Extend 'jumping time'; perform activity hopping on dominant and non dominant leg; vary the pattern; each student to perform activity 2 to 3 times to allow students to self reflect on personal improvement

## Cohort Motivation:

- ✓ Skill development – strength, balance, speed and coordination
- ✓ Friendly program with emphasis on self improvement



# STICKS



## Safety

- ✓ Ensure area of play is safe and free of obstructions
- ✓ If playing indoors, boundaries should be away from walls or free standing objects.

## What to do:

- Divide the group by similar abilities into teams
- Establish an area of play with start and finish cones
- For each team set up 4 - 8 cones, placed 1 – 1½ individual foot lengths apart
- Each student runs over cones placing one foot in each space between cones
- Once all team members have run over cones, 1 cone is moved and placed further down the lane at a distance chosen by the team members
- Repeat
- As distances between cones increases, encourage students to lengthen their stride with a 'bounding' action

## Equipment:

- Cones

## Three-Tiered Approach:

- Inexperienced : Set up cones 1 individual foot length apart and encourage students when moving cone to only move it 1 individual foot length ahead of last cone; as distances between cones lengthen, allow students to take 2 steps between cones; ensure that area of play is of appropriate length for the capability of this cohort
- Some level of skill: Set up cones 1 individual foot length apart and encourage students when moving cone to only move it 2 individual foot lengths ahead of last cone; as distances lengthen allow students to take 2 steps between cones; lengthen the area of play
- Students actively engaged in sport: Set up cones 1 ½ individual foot lengths apart, students may move 1 cone any distance they choose past last cone; only 1-foot strike allowed between cones, encourage 'bounding action'; lengthen the area of play

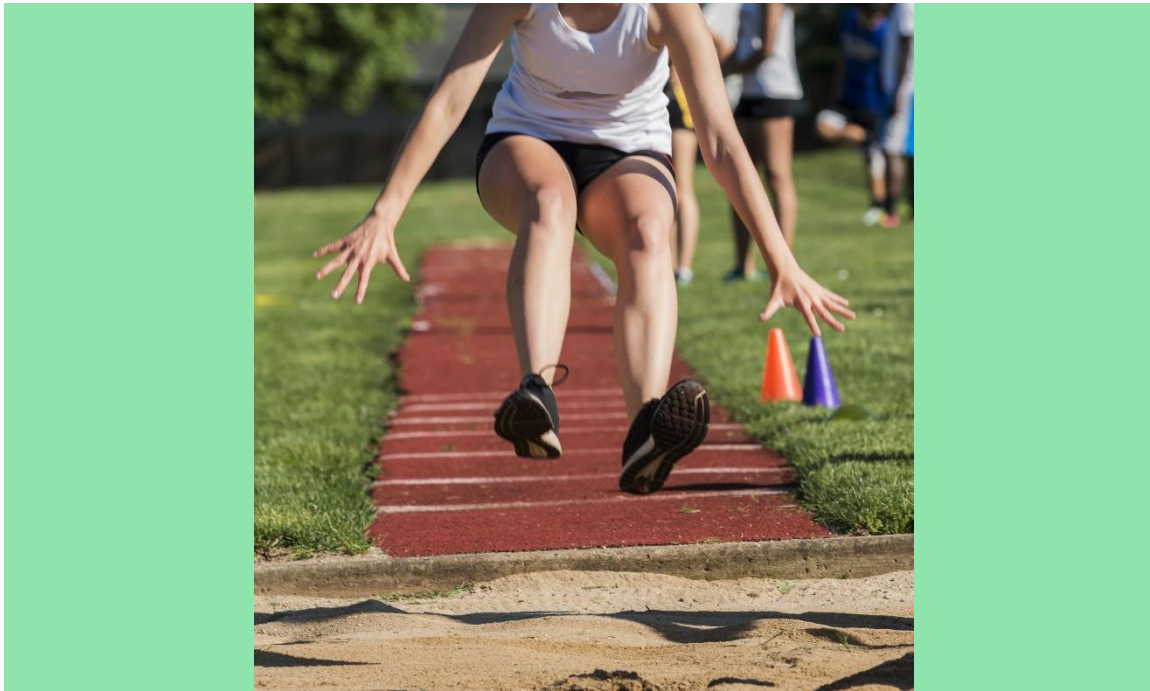
## Cohort Motivation:

- ✓ Skill development – speed, mobility, strength and balance
- ✓ Friendly program with peers of similar ability and gender – divide group by ability and/or gender and create a multi tiered approach.





# SHORT RUN LONG JUMP



## What to do:

- Divide the group by similar abilities into teams
- Pair up students in the 'actively engaged' cohort

## Equipment:

- Jumps pit
- Cones
- Hoops

## Three-Tiered Approach:

- Inexperienced : on a flat safe surface, set up cones to mark run up start point and take off point (approximately 3 to 5 strides) and place 3 hoops approximately 1metre, 2metres and 3metres from take off point; perform long jump taking off on 1 foot and landing on 2 feet in a hoop; repeat several times to allow students to self reflect on improvement
- Some level of skill: on a flat safe surface, set up cones to mark run up start point and take off point (approximately 5 to 7 strides) and place 3 hoops approximately 1.5metres, 2.5metres and 3.5metres from take off point; perform long jump taking off on 1 foot and landing on 2 feet in a hoop; assign a point score to each hoop, e.g., points assigned 1, 2 and 3, and encourage students to try and score 10 points
- Students actively engaged in sport: set up cones on the side of a jumps pit marking every 50centimetres to create sectors; assign points to each sector; maximum run up allowed is 10metres; allow students 3 to 5 jumps; total up points scored by each pair to determine the winning pair

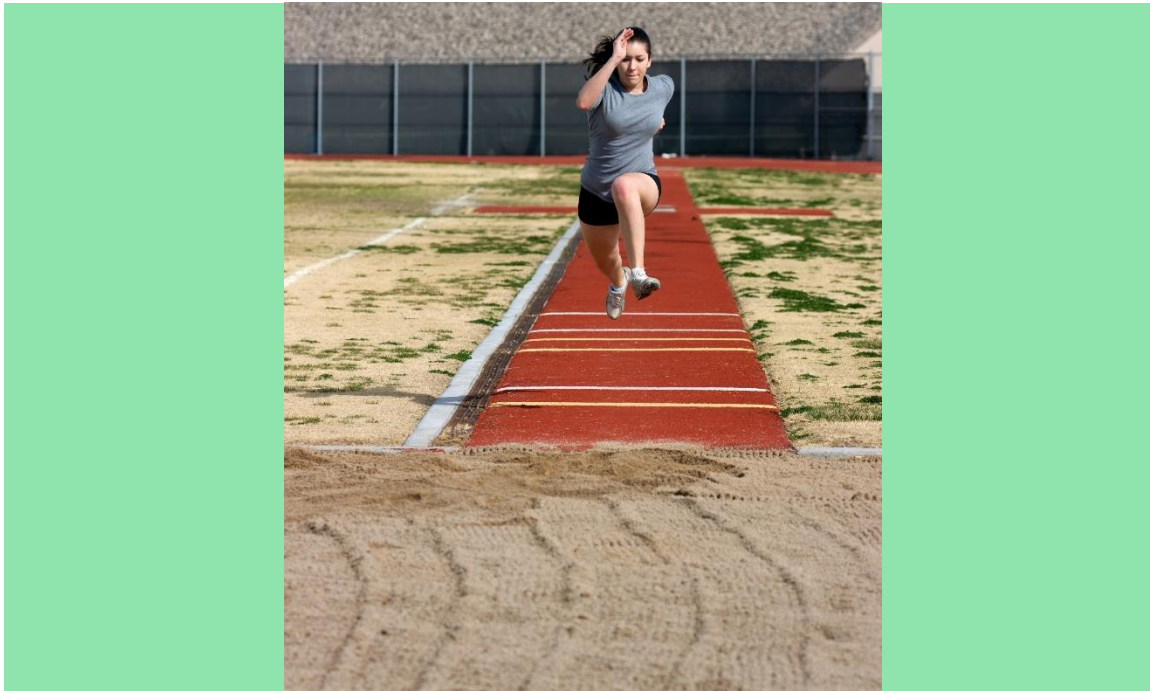
## Cohort Motivation:

- ✓ Skill development – speed, coordination, and strength
- ✓ Friendly program with peers of similar ability and gender – divide group by ability and/or gender and create a multi tiered approach.

## Safety

- ✓ Ensure area of play is safe and free of obstructions
- ✓ Ensure jumps pit is dug and raked.

# STANDING TRIPLE JUMP



## Safety

- ✓ Ensure area of play is safe and free of obstructions
- ✓ Ensure pit is dug and raked
- ✓ Ensure students using jumps pit take their first jump from a board/cone from which they are guaranteed to safely land in the pit.

## What to do:

- Divide the group by similar abilities into teams
- Pair up students in the 'actively engaged' cohort

## Equipment:

- Jumps pit
- Cones
- Hoops

## Three-Tiered Approach:

- Inexperienced : on a flat safe surface, set up cones to mark triple jump take off point and place 3 hoops at 50cm, 1metre and 1.5metres from take off point – perform standing triple jump hopping from take off point into hoop #1, stepping into hoop #2 and landing double foot into hoop #3 - perform 'triple jump' several times to allow students to self reflect on improvement
- Some level of skill: on a flat safe surface, set up cones to mark triple jump take off and place 3 hoops at 1metre, 2metres and 3metres from take off point – perform standing triple jump hopping from take off point into hoop #1, stepping into hoop #2 and landing double foot into hoop #3 perform 'triple jump' several times allowing students to move hoops further apart as they become more confident (keep hoops equidistant apart)
- Students actively engaged in sport: set up cones on the side of a jumps pit marking every 50cms to create sectors; assign points to each sector; perform standing triple jump from 2/3/4metres board/cone; all students get 3 jumps; total points scored by each pair to determine the winning pair

## Cohort Motivation:

- ✓ Skill development – speed, coordination, mobility, balance and strength
- ✓ Friendly program with peers of similar ability and gender – divide group by ability and/or gender and create a multi tiered approach.



# FORWARD SQUAT JUMP RELAY



## Safety

- ✓ Ensure area of play is safe and free of obstructions
- ✓ Ensure students practice a balanced and stable landing
- ✓ If playing indoors, boundaries should be away from walls or free standing objects.

## What to do:

- Divide the group by similar abilities into teams
- Establish an area of play with start and finish cones
- Each team has one cone
- First student in each team with cone in hand jumps from 2 feet landing on 2 feet. Cone is placed at landing point and student runs back to tag next team member
- Next student runs to cone, picks up cone and jumps from 2 feet landing on 2 feet, places cone at landing point and returns to tag next team member
- Repeat until all team members have jumped past the finish cone

## Equipment:

- Cones

## Three-Tiered Approach:

- This activity can move to a competitive model that engages all students simultaneously through the application of a handicap system:
  - That the placement of the finish cones is manipulated to ensure that the more competent students cover a greater distance
  - That the movement pattern for the more competent students is varied; jump from one foot land on two feet, jump from two feet land on one foot, jump from one foot land on one foot (hop)
- Effective handicapping of the teams should result in the outcome being uncertain

## Cohort Motivation:

- ✓ Skill development – strength, balance and speed
- ✓ Friendly program with peers of similar ability and gender – divide group by ability and/or gender and create a multi tiered approach.





# DEVELOP - THROW



## Contents

- Koolchee
- Squat Push Pass
- Throwing for Accuracy
- Slinging for Accuracy
- Gorri

## Purpose

The aim of this section is to promote an effective throwing technique while being engaged in fun group activities. Developing throwing competencies will not only benefit athletics but is also transferable to other sports and general physical activities.

## Key coaching points:

- Start low and finish high.
- Push off the back leg to drive the hips up and forward
- Tall delivery position.
- Hips facing the delivery of the throw
- Open Chest
- Eyes forward toward the direction of the throw
- Extend fully through the throw to finish with extended arm.



# KOOLCHEE



## Safety

- ✓ Use cones to mark where students should stand to throw for all activities
- ✓ Throwing landing area must be clear of students, students only to collect throwing implements when 'collect' is called

## What to do:

- Divide the group by similar abilities into teams
- Create 3 areas of play; in each area of play there is a team at either end
- Each team places 6 to 8 skittles in front of their team line
- Students roll balls attempting to knock over the other team's skittles (while avoiding knocking over their own skittles)
- The winning team is the first to knock down all their opponents' skittles

## Equipment:

- Skittles
- Cones
- Tennis/Kanga cricket/Soft balls

## Three-Tiered Approach:

- Inexperienced : play activity in its simplest form; keep area of play at an appropriate size to allow success; encourage students to use both dominant and non dominant hand to roll the balls
- Some level of skill: keep area of play at an appropriate size to provide some challenge; encourage students to use both dominant and non dominant hand to roll balls; progress activity to permit teams to defend their own skittles by rolling balls to hit their opponents' balls
- Students actively engaged in sport: set up an area of play that provides a challenging environment; progress activity to permit teams to defend their own skittles by throwing balls to hit their opponents' rolling balls (balls must hit opponents' balls on the full)

## Cohort Motivation:

- ✓ Skill development – speed, coordination, mobility and strength
- ✓ Friendly program with peers of similar ability and gender – divide group by ability and/or gender and create a multi tiered approach.



# SQUAT PUSH PASS



## Safety

- ✓ Use cones to mark where students should stand to throw for paired activities
- ✓ Students must be aware of other students
- ✓ For students performing throw and chase, ensure landing area is marked and students perform this activity one at a time, no one should throw until the landing area is clear

## What to do:

- Divide the group by similar abilities into teams
- Pair up students within teams
- In pairs, students squat down and extend legs to a standing position pushing the ball to their partner as they come to standing position and finishing with long arms

## Equipment:

- Soccer/Basketballs/Medicine Balls
- Cones

## Three-Tiered Approach:

- Inexperienced : play activity in its simplest form with a basketball or soccer ball; encourage students to increase distance between the pair and attempt to generate more power through the throw
- Some level of skill: consider progressing to a lightweight medicine ball; encourage students to increase distance between the pair and attempt to generate more power through the throw; progress to a two-handed overhead pass, and a sling pass from both sides of the body
- Students actively engaged in sport: perform activity with an appropriately weighted medicine ball; with partner: squat push pass, overhead pass, sling pass from both sides of the body; singularly: with a two-handed throw that commences in a squat position with the medicine ball positioned at knee height, throw medicine ball forward, chase and attempt to catch medicine ball after one bounce

## Cohort Motivation:

- ✓ Skill development – speed, coordination, mobility and strength
- ✓ Friendly program with peers of similar ability and gender – divide group by ability and/or gender and create a multi tiered approach.





# THROWING FOR ACCURACY



## What to do:

- Divide the group by similar abilities into teams
- Create 3 throwing areas with bins, buckets, and hoops placed randomly for students to attempt to throw tennis ball/softball/vortex to land in

## Equipment:

- Tennis balls
- Soft/Baseballs
- Vortex

## Three-Tiered Approach:

- Inexperienced : place objects at various distances from throw line but place the majority at a distance that allows success; encourage students to perform a standing throw using tennis balls with both dominant and non dominant hand and under and overarm; perform activity numerous times to allow students to self reflect on their performance
- Some level of skill: place objects at various distances from throw line with some objects at a distance that allows success and some objects that are placed at a challenging distance; encourage students to perform a standing throw with soft/baseballs overarm with both dominant and non dominant hand; perform activity numerous times to allow students to self reflect on their performance
- Students actively engaged in sport: place objects at various distances from throw line with some objects at a distance that encourages success, some objects that are placed at a challenging distance and a couple of objects placed at an aspirational distance; encourage students to perform a standing throw with a vortex; progress the activity to include a 3 to 5 stride javelin run up

## Cohort Motivation:

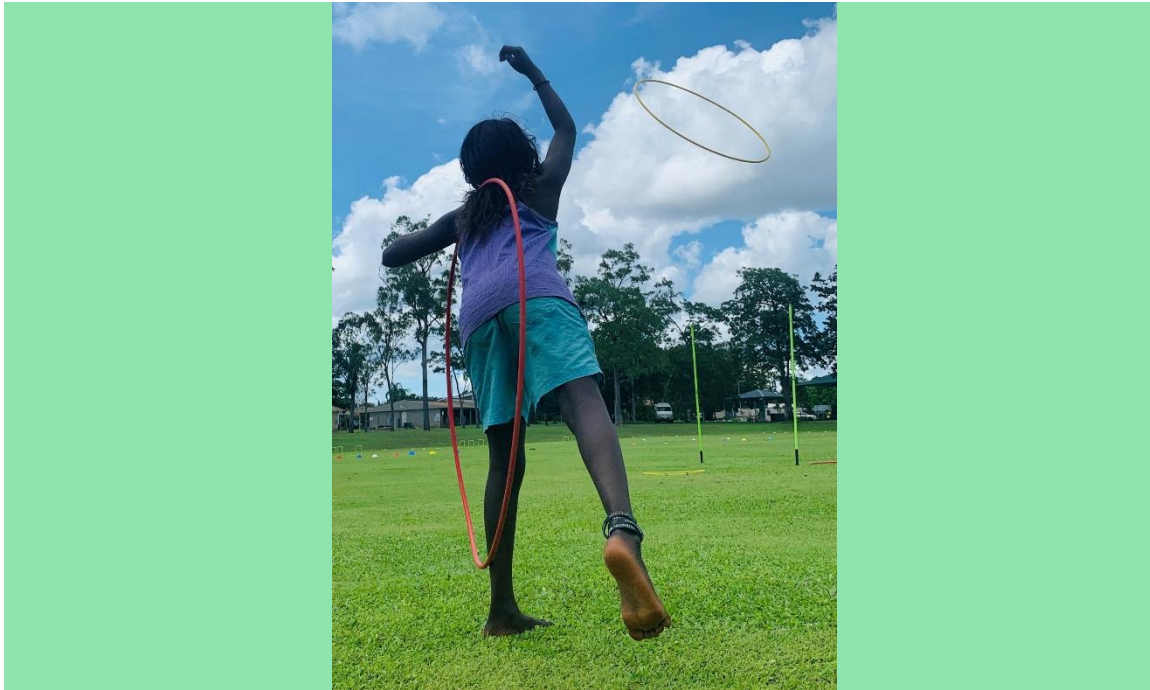
- ✓ Skill development – speed, coordination, mobility and strength
- ✓ Friendly program with peers of similar ability and gender – divide group by ability and/or gender and create a multi tiered approach.

## Safety

- ✓ Use cones to mark where students should stand to throw for all activities
- ✓ Throwing landing area must be clear of students, students only to collect throwing implements when 'collect' is called



# SLINGING FOR ACCURACY



## What to do:

- Divide the group by similar abilities into teams
- Create 3 areas of play with cones and slalom poles for students to sling hoops onto

## Equipment:

- Cones
- Slalom Poles
- Hoops

## Three-Tiered Approach:

- Inexperienced : place objects at various distances from throw line but place the majority at a distance that allows success; encourage students to perform a standing throw using hoops with both dominant and non dominant hand; perform activity numerous times to allow students to self reflect on their performance
- Some level of skill: place objects at various distances from throw line with some objects at a distance that allows success and some objects that are placed at a challenging distance; encourage students to perform a standing throw with hoops with both dominant and non dominant hand; perform activity numerous times to allow students to self reflect on their performance
- Students actively engaged in sport: place objects at various distances from throw line with some objects at a distance that encourages success, some objects that are placed at a challenging distance and a couple of objects placed at an aspirational distance; encourage students to perform a standing throw with a hoop, focusing on throwing from a power position

## Cohort Motivation:

- ✓ Skill development – speed, coordination, mobility and strength
- ✓ Friendly program with peers of similar ability and gender – divide group by ability and/or gender and create a multi tiered approach.

## Safety

- ✓ Use cones to mark where students should stand to throw for all activities
- ✓ Ensure adequate distance between students
- ✓ Throwing landing area must be clear of students, students only to collect throwing implements when 'collect' is called



# GORRI



## Safety

- ✓ Use cones to mark where students should stand to throw for all activities
- ✓ Throwing landing area must be clear of students, students only to collect throwing implements when 'collect' is called

## What to do:

- Divide the group by similar abilities into teams
- Create 3 areas of play; in each area of play students stand in a line with 2 students selected to be the 'throwers'
- One Swiss ball provided to each pair of throwers; bean bags/tennis balls provided to all other students
- Throwers roll the Swiss ball to each other, and students attempt to knock the Swiss ball off its path by throwing bean bags/tennis balls to hit it

## Equipment:

- Swiss balls
- Tennis balls
- Bean bags
- Medicine balls

## Three-Tiered Approach:

- Inexperienced : play activity in its simplest form; keep area of play at an appropriate size to allow success; encourage students to use both dominant and non dominant hand
- Some level of skill: set area of play at an appropriate size to provide a challenge ; encourage students to use both dominant and non dominant hand; progress activity to allow 'throwers' to bounce the Swiss ball to each other to increase difficulty
- Students actively engaged in sport: set area of play at an appropriate size to provide a challenging environment; progress activity to allow 'throwers' to bounce the Swiss ball to each other or swap to rolling medicine ball to increase level of difficulty

## Cohort Motivation:

- ✓ Skill development – speed, coordination, mobility and strength
- ✓ Friendly program with peers of similar ability and gender – divide group by ability and/or gender and create a multi tiered approach.





# DEVELOP - CARDIO



## Contents

- Paarlauf Relay
- 3 Musketeers
- Seeded Pairs Relay
- Pick Up Run
- Introduction to Gerschler Fartlek

## Purpose

The aim of this section is to promote an increase in aerobic activity while being engaged in fun group activities.

## Key coaching points:

- Encourage students to breathe naturally and stay relaxed
- Encourage students to run at a pace that is comfortable for them
- Keep head stable and eyes forward
- Arms not to cross the body's midline



# PAARLAUF RELAY



## Safety

- ✓ Ensure area of play is safe and free of obstructions
- ✓ Ensure students are aware of all students on the track during baton changes

## What to do:

- Divide the group by ability into 3 groups
- Teams of 3 to 5 students make up a relay team with the aim to cover a circuit of 600 – 1000metres; students to decide within the team the distance each student will run , but all students must run a minimum of 3 times
- Baton can be exchanged at any time and at any location on the circuit

## Equipment:

- Cones
- Batons

## Three-Tiered Approach:

- Inexperienced : play activity in its simplest form; keep the circuit at a distance that is appropriate to the endurance capacity of the group; allow a mixture of walking, skipping and easy running to perform relay legs
- Some level of skill: set the circuit at a distance that is appropriately challenging to the endurance capacity of the group; encourage students to perform their relay legs at an easy run
- Students actively engaged in sport: set the circuit distance at an appropriately challenging distance; encourage students to perform their relay legs at an appropriate pace that can be maintained for the entire leg

## Cohort Motivation:

- ✓ Skill development – endurance, pacing and strategic decision making
- ✓ Friendly program with peers of similar ability and gender – divide group by ability and/or gender and create a multi tiered approach.



# 3 MUSKETEERS



## Safety

- ✓ Ensure area of play is safe and free of obstructions
- ✓ Ensure students are aware of all students on the track

## What to do:

- Divide the group by ability into 3 groups
- Teams of 3 students on a 100 – 200metres circuit
- Student 1 runs a lap, picks up student 2 and both students run a lap, students 1 and 2 pick up student 3 and all 3 students run a lap; students 2 and 3 drop off student 1 and students 2 and 3 run a lap, student 3 drops off student 2 and student 3 runs final lap
- Total laps completed
  - Student 1 – 3 laps/Student 2 – 3 laps/Student 3 – 3 laps
- Encourage students to run at a pace that allows all team members to comfortably run together

## Equipment:

- Cones

## Three-Tiered Approach:

- Inexperienced : play activity in its simplest form; keep the circuit at a distance that is appropriate to the endurance capacity of the group; allow a mixture of walking, skipping and easy running to perform laps
- Some level of skill: set the circuit at a distance that is appropriately challenging to the endurance capacity of the group; encourage students to perform their laps at an easy run
- Students actively engaged in sport: set the circuit distance at an appropriately challenging distance, encourage students to perform their laps at an appropriate pace that can be consistently maintained

## Cohort Motivation:

- ✓ Skill development – endurance, and pacing
- ✓ Friendly program with peers of similar ability and gender – divide group by ability and/or gender and create a multi tiered approach.





# SEEDED PAIR RELAYS



## Safety

- ✓ Ensure area of play is safe and free of obstructions
- ✓ Ensure students are aware of all students on the track, particularly when exchanging baton and turning around to run back around circuit

## What to do:

- Divide the group by ability into 3 groups
- In pairs students run a circular relay over a 200 – 300metres circuit
- Each pair of students stand back-to-back on start line with 1 of the pair to run the circuit in a clockwise direction and the other of the pair to run in an anti clockwise direction
- Wherever the pair meet on the circuit, the baton is exchanged and each of the pair turn around and return to the start line running back over the way they have run
- Encourage students to run at a pace that allows all team members to comfortably run together

## Equipment:

- Cones
- Batons

## Three-Tiered Approach:

- Inexperienced : play activity in its simplest form; keep the circuit at a distance that is appropriate to the endurance capacity of the group; allow a mixture of walking, skipping and easy running to perform the circuit
- Some level of skill: set the circuit at a distance that is appropriately challenging to the endurance capacity of the group; encourage students to perform the circuit at an easy run
- Students actively engaged in sport: set the circuit distance at an appropriately challenging distance; encourage students to perform the circuit at an appropriate pace that can be consistently maintained out and back

## Cohort Motivation:

- ✓ Skill development – endurance, and pacing
- ✓ Friendly program with peers of similar ability and gender – divide group by ability and/or gender and create a multi tiered approach.



# PICK UP RUN



## Safety

- ✓ Ensure area of play is safe and free of obstructions
- ✓ Ensure students are aware of all students on the circuit

## What to do:

- Divide the group by ability into 3 groups
- 10 students per 100 – 250metres circuit with 10 cones placed at equal distances around the circuit; 1 student stands beside each cone
- On whistle, student at #1 cone runs to #2 cone and 'picks up' this student, students #1 and #2 now run together to #3 cone and 'pick up' this student; this continues until all 10 students are running as a group
- Each student is then progressively 'dropped off' as they reach their cone

## Equipment:

- Cones

## Three-Tiered Approach:

- Inexperienced : play activity in its simplest form; keep the circuit at a distance that is appropriate to the endurance capacity of the group; allow a mixture of walking, skipping and easy running to perform the circuit
- Some level of skill: set the circuit at a distance that is appropriately challenging to the endurance capacity of the group; encourage students to perform the circuit at an easy run that allows all students to run comfortable together
- Students actively engaged in sport: set the circuit distance at an appropriately challenging distance; encourage students to perform the circuit at an appropriate pace that can be consistently maintained; play for a designated time, how many laps can be completed in 3 minutes?

## Cohort Motivation:

- ✓ Skill development – endurance, and pacing
- ✓ Friendly program with peers of similar ability and gender – divide group by ability and/or gender and create a multi tiered approach.





# INTRODUCTION TO GERSCHLER FARTLEK



## Safety

- ✓ Ensure area of play is safe and obstructions identified
- ✓ Ensure students are aware of all students on the circuit

## What to do:

- Students to be introduced to the concept of Fartlek running
- 30 seconds easy running/90 seconds walk – 30 seconds easy running/75 seconds walk – 30 seconds easy running/60 seconds walk – 30 seconds easy running/45 seconds walk – 30 seconds easy running/30 seconds walk
- Consider the location for this activity; around the school with a variety of surfaces; during the walk phases consider adding fun activities, swing across the monkey bars, command crawl under a seat, jump through the sand pit....

## Equipment:

- Cones
- Whistle

## Three-Tiered Approach:

- Inexperienced : perform the Fartlek only once; allow a mixture of walking, skipping and easy running to complete the Fartlek
- Some level of skill: perform the Fartlek only once; encourage students to perform the Fartlek at an easy running pace that allows them to feel comfortable and complete the Fartlek
- Students actively engaged in sport: perform the Fartlek twice; encourage students to perform the Fartlek at an appropriate running pace that can be maintained

## Cohort Motivation:

- ✓ Skill development – endurance, and pacing
- ✓ Friendly program with peers of similar ability and gender – divide group by ability and/or gender and create a multi tiered approach.





# EQUIPMENT RECOMMENDATIONS

## General Equipment:

- Dots
- Skittles
- Cones
- Bean Bags
- Hoops
- Soccer/Basketballs
- Bibs
- Mini Hurdles
- Slalom Poles
- Kanga Cricket/Soft/Tennis Balls
- Medicine Balls
- Batons
- Whistle
- Stopwatch
- Athletics Hurdles
- Swiss Balls
- Vortex

## Suggested Additional Equipment for Circuits:

- Balance Beam
- Stability Pads
- Ladders
- Plyo Boxes
- Gym Mats
- Skipping Ropes



# CONTACT DETAILS

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