

LAPS

Little Athletics

Program for Schools



Australian Little Athletics

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Introduction

As the primary provider of modified track and field activities for children under the age of 15 years, Australian Little Athletics is pleased to present this comprehensive teaching resource.

This resource aims to be the definitive reference for teaching athletics in Australian primary schools. It aims to be practical and user-friendly, containing simple information outlining age-appropriate working technique models, teaching progressions, lesson plans, games, assessment ideas, and competition guidelines.

The resource is divided into six sections:

SECTION 1: THE EVENTS

A resource to provide teachers with a brief and basic overview of each event relevant to the primary school system.

SECTION 2: THE LESSON PLANS

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

SECTION 3: GREAT IDEAS FOR GROUP GAMES

A collection of games for conducting warm up activities and event skill training.

SECTION 4: ASSESSMENT SECTION

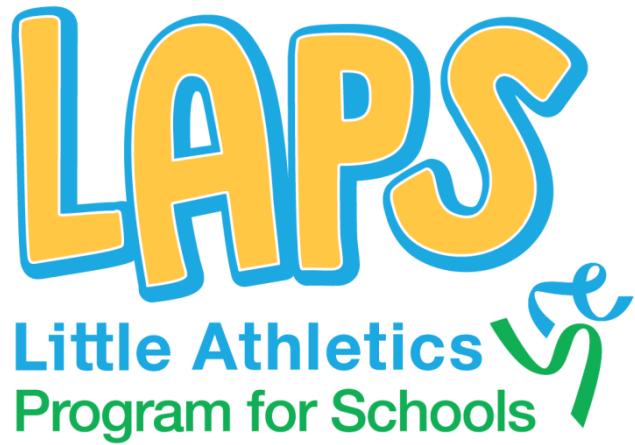
A resource of ideas about how to assess children who are participating in an athletics unit.

SECTION 5: COMPETITIONS

A guide for organising and conducting athletics competitions.

SECTION 6: APPENDICES

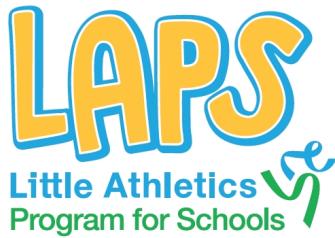
A collection of useful information relating to athletics.



THE EVENTS

A resource to provide teachers with a brief overview of each event relevant to the primary school system.





Australian Little Athletics

The Events

A resource providing

teachers with a brief and basic overview

of each event relevant to the primary school system

This resource has been created by Darren Wensor on behalf of Australian Little Athletics.

Graphic design by Nicole Duffey.

Photos of skill sequences courtesy of Phillip Penel.

This resource is not intended to be a definitive analysis about conducting warm up activities and events skill training and professional advice should be taken before any course of action is pursued. The authors and publishers are not responsible for the results of any action on the basis of information in this publication nor for any error or omission in or from it.

Introduction

This section aims to provide teachers with a brief and basic overview of each event relevant to the primary school system.

Athletics is often seen by many as a very technical sport to teach. The following pages attempt to demystify the sport by providing the "bare bones" facts and the most important information that a teacher needs to successfully teach an athletics unit in a class situation with confidence and authority. Use the section as an introduction to the sport or as quick revision prior to taking a class outside. The following information is dealt with for each event:



THE WORKING MODEL:

What is the simplest movement pattern that will allow a child to complete an event within the rules and with some success?

The working models featured aim to create an understanding of the key features of a target technique suitable for the primary school aged child. The working model for each event presented in the following pages deals with suggested basic teaching points to be used when instructing children in primary schools. This is not to be confused with a technical model, often featured in books and videos, which is far more specific and more suitable to performers at higher levels.

An intricate technical knowledge of each event is not needed to successfully teach athletics skills to young people. Familiarization with the working model provides the teacher with enough information to sufficiently introduce events to young athletes.



COMMON FAULTS:

What are the common errors that beginners will invariably exhibit when they are in the early stages of learning how to perform athletics skills?

The information contained under this heading on the following pages aims to assist teachers with the detection and correction of the most common faults that young people demonstrate.

Most of the faults that young people exhibit are predictable and generally opposite to the features of a good working model. Understanding common faults makes it easier to understand the target technique.

Introduction cont.



BASIC RULES:

What are the basic rules that teachers need to know so that they can properly teach the events?

Under this heading, the rules most basic to the correct execution of the skills and participation in the event are listed. Only the "Priority A" rules for teachers are listed here. More specific rules that officials at formal competitions are required to know are dealt with in a later section.



Long Jump

The Long Jump is an event suitable for most ages, simply requiring the competitor to run up and jump as far as possible into a sand-filled landing pit.



The basic long jump requires:



profile view



front view

A fast, controlled, accurate run-up (11-15 strides).

A one foot take off.

A drive of the free knee and arms high into the air.

An upright take off position - vision elevated or to the front.

A landing, in which the feet are close together, and bending occurs at the hips and knees.

Long Jump

Common Faults



YOUNG ATHLETES OFTEN:

- Take a run up that is too long.
- Not drive their knee up or use their arms.
- Look at the ground on take off.
- Land straight-legged with feet apart; bending at the hips, but not at the knees.



- A competitor records a foul if he or she touches the ground beyond the take off line with any part of his or her body, whether running up without jumping or in the act of jumping.
- A competitor records a foul if, after a completed jump, they walk back through the landing area.
- When using a take off board, all jumps are measured from the nearest break in the landing area made by any part of the body or limbs, to the take off line. The measurement is taken perpendicular to the take off line or its extension.
- When using a sand-covered mat, all jumps are measured from the nearest break in the landing area made by any part of the body or limbs, to the imprint made on the take off mat by the take off foot.