




Athletics

Stage 3

This unit aims to give students opportunity to practise the skills needed to participate in the events held at an athletics carnival. The focus is on skill development rather than competition, and uses resources that are readily available in schools. If students have not had previous experience of the skills taught in this unit, reference can be made to the Stage 2 unit on Athletics. Supervision will need to be provided considering the age, experience and capability of the students and the activities or events to be conducted. Equipment awaiting use must be supervised. Equipment not in use must be stored to prevent unauthorised use.

Week	Equipment needed	Focus	Syllabus content
1	- 30 markers - Starting line	Sprinting	<input checked="" type="checkbox"/> Athletics – running: sprinting, crouch start <input checked="" type="checkbox"/> Locomotor skills – running variations: accelerate, start
2	- markers - relay batons	Circular relay	<input checked="" type="checkbox"/> Athletics – running: sprinting, circular relay <input checked="" type="checkbox"/> Locomotor skills – running variations: accelerate, start <input checked="" type="checkbox"/> Minor games – relays
3	- long jump pit or mats - markers	Long jump	<input checked="" type="checkbox"/> Athletics – jumping: long jump <input checked="" type="checkbox"/> Locomotor skills – running variations: accelerate, start <input checked="" type="checkbox"/> Playing the game – effort and practice, competition
4	- high jump uprights - flexi bar - mats for landing area	High jump	<input checked="" type="checkbox"/> Athletics – jumping: high jump <input checked="" type="checkbox"/> Locomotor skills – running variations: stop, start <input checked="" type="checkbox"/> Playing the game – safety considerations
5	- shot puts - hoops - boxes, buckets or bases to be used as targets	Shot put	<input checked="" type="checkbox"/> Athletics – throwing: shot put <input checked="" type="checkbox"/> Manipulative skills – throwing; for distance, accuracy <input checked="" type="checkbox"/> Playing the game – safety considerations
6	- discuses (as many as available) - 2 wickets - Markers - class set of braids - frisbees	Discus	<input checked="" type="checkbox"/> Athletics – throwing: discus <input checked="" type="checkbox"/> Manipulative skills – throwing; for distance, accuracy <input checked="" type="checkbox"/> Playing the game – safety considerations


Outcomes and indicators	Learning experience	Planned assessment and teaching notes
<p>GSS3.8 Applies movement skills in games and sports that require communication, cooperation, decision making and observation of rules</p> <ul style="list-style-type: none"> <i>identifies ways to improve their sprinting skills</i> <p>ALS3.6 Shows how to maintain and improve the quality of an active lifestyle</p> <ul style="list-style-type: none"> <i>participates in activities to develop techniques for sprinting</i> <p>MOS3.4 Refines and applies movement skills creatively to a variety of challenging situations</p> <ul style="list-style-type: none"> <i>varies running patterns to cater for sprinting</i> 	<p>Week 1 – Sprinting (3-4 sessions)</p> <p>Getting started</p> <p><i>Bulldozers and builders.</i> Scatter a large number of cones in a large playing area, with half of the cones turned up and the other half turned down. Divide the class into two teams. The bulldozer team is to turn over down as many cones as possible. The builder team is to set back up as many cones as possible.</p> <p><i>The Blob.</i> Mark out a grass area and select one student who is ‘The Blob’. On the whistle ‘The Blob’ chases the other students trying to tag them. Students who are tagged hold onto ‘The Blob’ and try to tag others. If ‘The Blob’ breaks apart, no tagging can happen until it is joined together again. As ‘The Blob’ grows only players on the end with free hands can tag. Free players cannot break through ‘The Blob’ by running through the arms. When ‘The Blob’ has more than eight students it splits into smaller Blobs.</p> <p><i>Helicopters and Planes.</i> Students work in pairs. ‘Planes’ are formed by pairs joining hands and moving freely within a predetermined playing area. Three or four players become ‘Helicopters’. The ‘Helicopters’ goal is to attempt to tag the ‘planes’. Once a ‘plane’ is tagged they stand still making an archway with their hands held high overhead. ‘Planes’ can be freed to re-join the game by another ‘Plane’ flying through the archway.</p> <p>Skill development</p> <p>Set out a line of markers. Students march over the markers with their hands on their hips, then on their heads and then stretched out at shoulder level. Emphasise upper body control, making sure students step over markers with alternate legs, lifting their knees high. Students repeat actions when running, maintaining upper body control.</p> <p>Students sit down in a “tall” position and practise the correct use of their arms. Students swing their arms quickly while maintaining sound posture and arm control. Students run over the markers again using their arms and maintaining a sound technique emphasising light, rhythmic steps and bent, driving arms.</p> <p><i>Introducing the crouch start.</i> Demonstrate to students the correct way to perform a crouch start. The correct way to perform a crouch start is:</p> <p>“On your marks”</p> <ul style="list-style-type: none"> place front foot a forearm’s length (fingertips to elbows) behind the line place knee on ground next to the toes of the front foot 	

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	<ul style="list-style-type: none"> • there should be a fist width between the foot and the knee • hands are shoulder width apart, behind but not on the line • head down, vision down. <p>“Set”</p> <ul style="list-style-type: none"> • raise the hips slightly higher than the shoulders • the front leg is at approximately 90 degrees, the back leg at 120 degrees. <p>“Go”</p> <ul style="list-style-type: none"> • drive arms and legs forward. <p>Students line up behind a starting line with a marker 10m in front. Students take turns to practise the crouch start and sprint 10m to the marker.</p> <p>Ask students questions like:</p> <ul style="list-style-type: none"> - Why is this a better way to start than a standing start? - What parts of your body does the power come from? - How can you make your starting technique better? <p>Skill development - Practising the sprint run</p> <p>Demonstrate the sprint run to the students, outlining the following components:</p> <ul style="list-style-type: none"> ▪ Lands on ball of the foot. ▪ Non-support knee bends at least 90 degrees during the recovery phase. ▪ High knee lift (thigh almost parallel to the ground). ▪ Head and trunk stable, eyes focused forward. ▪ Elbows bent at 90 degrees. ▪ Arms drive forward and back in opposition to the legs. <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p>Students line up behind starting line. Move marker to 20m in front. Students practise the sprint run from a crouch start over a 20m distance.</p>	<p>Use the teaching cues:</p> <ul style="list-style-type: none"> • Lift your knees high. • Bring your heel close to your bottom. • Look ahead. • Make your feet follow an imaginary line. • Don't let your heels touch the ground. • Land on the balls of your feet. • Bend your elbows and swing your arms. • Run tall. • Bring your heels up to your bottom.

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	<p><i>Starting game – Dominoes.</i> Students start in a straight line, all facing the same direction, towards a designated finish line. The teacher stands at the head of the line and calls “On your marks.... Set.....” but does not call “Go”. Instead they tap the student closest to them on the shoulder as a signal to start sprinting to the finish line. Each student in turn then begins running as the student immediately before them in the line starts. This creates a domino effect. Students can play this game from a standing start or a crouch start.</p> <p>Finishing off</p> <p><i>Obstacle course run.</i> Using different equipment create an obstacle course that students have to run through as quickly and safely as they can. The obstacle course could include the students:</p> <ul style="list-style-type: none"> • running around markers in a given shape or layout, for example weaving through markers • jumping over markers to practise springing from one foot to another, swinging their arms to help • running over skipping ropes having a foot either side to practise running in a straight line • jogging up and down on the spot to focus on high knees and having a stable head and body <p><i>Tag steal.</i> Students work in two teams. Students line up on opposite sides of a large marked space, for example a playing field or a basketball court. Each team selects two players to be in. Each selected player has a braid or tag tucked into their pants or pocket. The aim is for the selected players to grab as many tags as they can within a set time limit. Change “in” players until each team member has participated. Teams keep score of how many tags are collected.</p> <p><i>Racing.</i> Place students with similar ability in heats together. Have them practise racing each other to a finishing line.</p> <p>Ask students questions like:</p> <ul style="list-style-type: none"> • Why is it important to keep your head still and your eyes focused forward? • Which part of the foot should you land on? • What should your arms be doing when you are sprinting? • How high should you lift your knees when you are sprinting? How does this help? • What do you need to practise to improve your sprinting? 	

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	<p>down their line while:</p> <ul style="list-style-type: none"> - standing still - walking forward - jogging forward <p>Emphasise a non-visual pass with the receiver's eyes to the front; the receiver to keep their hand steady; the baton to be placed firmly into the receiver's hand. When the baton gets to the front of the line, ask students to turn and face the other way. The relay baton is now at the end of the line and the drill is repeated.</p> <p>Skill development - Relay zone changeover Revise the components of the sprint run as taught in week 1.</p> <p>Set up a 20m relay changeover zone and a 10m acceleration zone using marker cones. Place a check mark about six metres behind the start of the acceleration zone. Divide the class into groups of three. One student competes against the other two. The incoming runner and the single runner stand 20m beyond the start of the acceleration zone. The outgoing runner stands just inside the acceleration zone, looking back over their shoulder at the incoming runner. On "Go" the incoming runner and the outgoing runner attempt to make a clean and fast baton exchange within the changeover zone. At the same time the single runner attempts to beat the baton to the end of the changeover zone.</p> <p>Finishing off <i>Corners.</i> Mark out a playing field and number the corners one, two, three and four. Have students run to one of the four corners of their choice. Students get a ten second count to get to a corner. A number is drawn out of a hat and called out. The students in the corner corresponding to the number called out must run around the outside of the playing area and then join back into the game.</p> <p><i>Lifesaving relay.</i> Set out markers for each team to start at, and to run around (10 m–15 m apart). The class is divided into teams of five and allocated a start marker. The first student (the swimmer) runs around the marker and back to their team. The swimmer then collects the second student and holding one hand they both run around the marker and return to the start. This pattern continues until the whole team runs together. A broken chain while running results in the team starting again.</p> <p><i>Circular relay.</i> Divide class into teams of four for a circular relay. Place makers in a large circle around the play area. Have teams compete in a fun circular relay.</p>	

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	Ask students questions like: <ul style="list-style-type: none"> • Why is it important to be running at the same speed when the baton is changed? • Why do we use a downwards motion to place the baton in our partners hand? • Why is it important to hold your hand with palms up, fingers together and thumb out when receiving the baton? • What can you do if you don't think you are going to reach the person in time to put the baton in their hands? 	
<p>GSS3.8 Applies movement skills in games and sports that require communication, cooperation, decision making and observation of rules</p> <ul style="list-style-type: none"> • <i>identifies ways to improve their long jump skills</i> <p>ALS3.6 Shows how to maintain and improve the quality of an active lifestyle</p> <ul style="list-style-type: none"> • <i>participates in activities to develop techniques for long jump</i> <p>MOS3.4 Refines and applies movement skills creatively to a variety of challenging situations</p> <ul style="list-style-type: none"> • <i>varies running patterns to cater for sprinting in a run up</i> 	<p>Week 3 – Long jump (3-4 sessions)</p> <p>Getting started</p> <p><i>Octopus tag.</i> Mark out a designated area. One student is chosen to be the octopus. The others line up on one side of the area. When the octopus yells out “Octopus” the students all run to the other side of the area – trying not to get caught. Those that are caught become one of the octopus’s arms. They stand where they were caught and try to tag the remaining students.</p> <p><i>Kangaroos and Emus.</i> Divide students into two even teams and give each student a braid to tuck into the waistband or pocket of their uniform. The aim of the game is to steal the braid from the opposition player. The students line up in two lines, facing the caller who is standing at the front of the line. The team on the left are the Kangaroos and the team on the right are the Emus. If Kangaroos is called these students must run to their end zone before the Emus can steal their braid. Repeat the game calling out different teams each time.</p> <p><i>Alarm.</i> Mark out a playing area with two end lines. Choose three students to be ‘taggers’. They move to the middle of the area and the other students stand behind one of the end lines. The taggers call out ‘Alarm’ to signal for all of the other students to run to the opposite end of the playing field. The taggers try to tag as many students as they can. A tagged student joins the taggers. The last three students tagged become the taggers for the next game.</p> <p>Skill development</p> <p>Students practise swinging their arms back above the horizontal position. They jump as high as they can. Use the teaching cues</p> <ul style="list-style-type: none"> - Look up. - Focus your eyes on where you want to go. - Get ready to explode up high, get ready to take off. <div style="display: flex; justify-content: space-around;">  </div>	

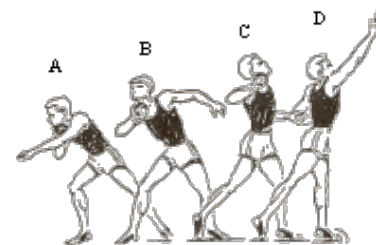
Outcomes and indicators	Learning experience	Planned assessment and teaching notes
	<ul style="list-style-type: none"> - Swing your arms back and up. - Straighten your legs when in the air. - Bend your knees on landing. - Control your body and balance yourself when landing. - Land with feet the width of your shoulders apart. <p>Students line up along the side of a long jump pit or mats. Students practise standing long jumps from one foot to two feet. Emphasise soft, safe landings with knees bending on impact; the use of arms to swing and reach for height and driving the free knee forward. Revise the components of the sprint run as taught in week 1.</p> <p><i>Measuring a run up.</i> Demonstrate to students how to measure a run up for long jump. In small groups, allow students to practise away from the long jump pits or mats. If possible, have students do this parallel to the long jump runway so that they can move their check marks sideways when they are ready to practise long jumps. A check mark can be made using any object that can be easily seen but will not interfere with the run up. Bean bags or small markers can be placed at the side of the runway as check markers. The check mark then allows students to begin their run up from the correct distance.</p> <p><i>Long jump game.</i> Place markers along the side of the long jump pit or mats. Allow students to place their check marks down along the runway (this will be less time consuming if students have been practising their run up parallel to the runway in the previous activity). Group students in teams. Students score points for their team by landing next to the markers. Further jumps lead to progressively more points e.g. first marker = one point, second marker = two points, and so on. Foul jumps do not score any points.</p> <p>Finishing off</p> <p><i>Leaping long jump.</i> Students form groups of five and set up six ropes, spread about one metre apart. Students jump over the ropes and land softly on both feet. As students complete each sequence they can move the ropes further apart depending on the ability levels of the students.</p> <p>Ask students questions like:</p> <ul style="list-style-type: none"> • Why is it important to have an accurate run up? • Which leg is your preferred take off leg? How do you know? • What happens if you start running with the wrong leg? • How do your arms help you jump? 	<p>The vertical jump is a fundamental movement skill that is similar in its components, preparation and landing as the long jump. The skill components for the vertical jump are:</p> <ol style="list-style-type: none"> 1. Eyes focused forward or upward throughout the jump. 2. Crouches with knees bent and arms behind the body. 3. Forceful forward and upward swing of the arms. 4. Legs straighten in the air. 5. Lands on balls of the feet and bends knees to absorb landing. 6. Controlled landing with no more than one step in any direction <p>The aim of measuring an accurate long jump run up is to achieve a take off position as close as possible to the foul line, without going over it. A run up of 11 to 13 steps is appropriate for students at this stage.</p> <p>A run up is measured by running the required number of steps away from the take off area to determine the starting point of the run up. The student uses a natural sprinting action to sprint away from the pit. A mark is placed down the runway when the required amount of steps is reached.</p>

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	<ul style="list-style-type: none"> Why is it important to try and jump high for long jump? <p><i>Heroes and Villains.</i> Students are in lines holding hands at shoulder level. When they are holding horizontal lines they are called lanes and when they are holding vertical lines they are called streets. One student is a hero and another student is a villain. On the signal the hero chases the villain up and down the lanes, but when streets are called, students turn to hold hands vertically. If the hero catches the villain they swap with other students. When students are confident playing the game have more heroes and villains running at the same time.</p> <p><i>Frog jump relays.</i> Allocate a playing space and set up markers as a start and end line for the relay. Students form groups of four. Each group lines up behind a starting marker. On a whistle the first student in each group frog jumps to the end line and back and tags student two. Student two then frog jumps to the end line and back and tags student three. This continues until all students have had a turn. Whilst the other students are waiting they perform star jumps on the spot.</p>	
<p>GSS3.8 Applies movement skills in games and sports that require communication, cooperation, decision making and observation of rules</p> <ul style="list-style-type: none"> identifies ways to improve their high jump skills <p>ALS3.6 Shows how to maintain and improve the quality of an active lifestyle</p> <ul style="list-style-type: none"> participates in activities to develop techniques for high jump <p>MOS3.4 Refines and applies movement skills creatively to a variety of challenging situations</p> <ul style="list-style-type: none"> adapts jumping action to cater for high jump 	<p>Week 4 – High jump (3-4 sessions)</p> <p>Getting started</p> <p><i>Glue.</i> Students are in pairs. Student A must free themselves from student B who follows student A as closely as possible. When the teacher blows a whistle all students stop. Student B then sees if they can take one step and touch student A. After a set period of time, reverse roles.</p> <p><i>Warlocks and Wizards.</i> Mark out a large playing area. Choose two students to be Warlocks and two students to be Wizards. The Warlocks and Wizards try to tag the other students to add them to their team. Give each Warlock and Wizard a set of coloured braids. There should be enough braids for all students. The Warlocks and Wizards stand in the middle of the playing area and the other students scatter around the playing area. On the signal ‘Go’ the Warlocks and Wizards start chasing the other students. When students are tagged they jog on the spot until they are given a braid and then they help their team. Continue playing until all players are tagged.</p> <p><i>Skipping chain.</i> Students form groups of four or five and line up behind the starting line. On go, student one skips up and around a marker and comes back and collects student two. These students link arms and skip up and around the marker. They then collect student three who joins the chain. Continue until all team members are on the chain and skip up and around the marker. If the chain is broken, students must stop until it is joined up again. The students who are waiting in the line should skip on the spot with high knees.</p>	<p>Safety considerations</p> <ul style="list-style-type: none"> ensure that where the landing area consists of several mats, they are held firmly together with straps or ties and the whole area is covered with a one piece overlay ensure mats are carried by handles at the side and not carried aloft on backs, shoulders or head ensure run-up and take-off areas are level, dry and free from slippery material specific take-off points should be identified and insisted upon to avoid landing off the mats the high jump uprights must be sufficiently stable to avoid falling on to the mats during the


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	<p>Skill development</p> <p><i>Sergeant jump.</i> Students work in pairs. Each pair lines up along a wall with a piece of chalk in the hand closest to the wall. They take turns to perform a vertical jump and, at the peak of the jump, make a chalk mark on the wall. Pairs should rotate so that both students get a turn. Students try to beat their previous best mark.</p> <p>Divide class into four groups. Make a large figure eight for each group using markers. Place a low obstacle that can easily be scissored, or two skipping ropes spaced apart, at the intersection of the figures eight. The group lines up at the top of their figure eight. Each student covers the figure eight circuit, scissoring over the obstacle in the middle twice before returning and tagging the last runner. To allow the students to concentrate on technique, it is better to run this activity as a continuous relay rather than a race. Students will need to use both left and right legs as their take off legs for this activity. Emphasise the closest leg to the obstacle goes over first; the obstacle should be approached from side-on, not front-on and students must take off and land from the same direction.</p> <p><i>High jump point score.</i> Set up the high jump uprights, with mats for the landing area and a flexi bar. Students line up on their preferred side of the high jump landing area, preparing to jump. The students attempt to scissor jump over the flexi bar and onto the mats to score points. The point score is as follows:</p> <ul style="list-style-type: none"> - correct take off foot = one point - upright landing = one point - bar clearance = one point <p>Students can keep their individual total, or may add their points to a progressive team score. To add further challenge, mark the high jump uprights with three standard heights depending on the abilities of the class e.g. 1.00m, 1.05m, 1.10m and give each of these heights a point score. The students nominate what height they would like to attempt and the flexi bar is moved accordingly. If they clear the bar, they or their team gets the relevant points. No points are recorded for a miss.</p> <p>Finishing off</p> <p>Ask questions like:</p> <ul style="list-style-type: none"> • How do you know which is your preferred take-off leg? • How can you lift yourself higher over the bar? • How can your arms help you jump? • Why do you think we are learning the scissor jump instead of the Fosbury flop for high jump? 	<p>course of a jump. High jump landing mats should:</p> <ul style="list-style-type: none"> • cover an area of approximately 3600mm x 2400mm with height from floor of 600mm • be linked together to avoid separation. <p>Students should be discouraged from using the Fosbury flop technique during school athletics lessons and must never attempt to “dive” over the high jump bar. The Fosbury flop should only be taught in small specialised groups conducted by teachers or coaches with specific expertise in the event. All students engaged in the Fosbury flop technique must be given adequate lead-up activities before advancing to the actual technique.</p> <p>For further safety considerations refer to the Guidelines for the Safe Conduct of Sport and Physical Activity in Schools which can be found at http://www.sports.det.nsw.edu.au/spguide/activities/index.php</p> <p>Assessment strategy</p> <p>The teacher:</p> <ul style="list-style-type: none"> • record student proficiency to perform a high jump using scissor

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	<p><i>Rope jump.</i> Students work in groups of four with a skipping rope each. They start by skipping individually focusing on jumping over the rope and landing on the balls of their feet. They then try to skip in time as a group.</p> <p><i>Skipping combinations.</i> Students should perform the following jumping activities with a skipping rope:</p> <ul style="list-style-type: none"> • jumping with their feet together, turning the rope forwards ten times • jumping four times on the right foot and four times on the left foot • jumping and turning the rope backwards • jumping with their feet together on the first turn of the rope and then spread their feet apart so that the right foot is in front of the left for the next jump • jumping by creating their own single-jump patterns. <p><i>Skipping routines.</i> Divide students into groups of three. Students create a routine with five different jumps to share with another group. Once a group shares a routine the other group copies it. The groups then swap roles so that both groups have shown their routine and learnt another groups. If there is time allow groups to share their routine with other groups of students.</p>	<p>jump</p> <p>Assessment criteria The student:</p> <ul style="list-style-type: none"> • jumps from correct take off foot • clears the bar • lands upright and in the same direction as take-off <p>These criteria relate to outcomes GSS3.8 and MOS3.4</p>
<p>GSS3.8 Applies movement skills in games and sports that require communication, cooperation, decision making and observation of rules</p> <ul style="list-style-type: none"> • identifies ways to improve their shot put skills <p>ALS3.6 Shows how to maintain and improve the quality of an active lifestyle</p> <ul style="list-style-type: none"> • participates in activities to develop techniques for shot put <p>MOS3.4 Refines and applies movement skills creatively to a variety of challenging situations</p> <ul style="list-style-type: none"> • adapts throwing action to cater for different types of equipment for distance and accuracy e.g. shot put 	<p>Week 5 – Shot put (3-4 sessions)</p> <p>Getting started <i>Stuck in the mud.</i> One or more students are chosen as taggers depending on numbers playing. Students move randomly in a defined playing space. There is no 'home' or safe base. When players are tagged, they either stand with their legs apart or arms held out. Players can be set free again if another player who has not yet been caught crawls between their legs, or ducks under their arms respectively. The game stops when everybody has been stuck.</p> <p><i>Mice, cats, dogs.</i> Mark out a large rectangular playing area. Students line up at one end of the playing area. Three students are given braids and nominated as the farmers who stand in the middle of the area. All of the other students are mice. To start the game one of the farmers call “mice” and all students attempt to run across to the other side without being caught. Any mice caught become cats and any cats caught become dogs. To start the next round a farmer calls “mice” and they run as a group, then “cats” who run as a group then “dogs”. Dogs that get caught become farmers and wear a braid. The game continues until all of the students are farmers.</p>	<p>The shot should be placed at the base of the first three fingers, which should be evenly spread but not stretched, with the little finger and thumb supporting the shot. The shot is then placed under the chin with the elbow</p>

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	<p>Skill development</p> <p><i>Run the Gauntlet.</i> Students form 2 lines facing each other approx 5 metres apart. Students practise their shot put technique by doing the put to their partner using bean bags. One student is nominated to 'run the gauntlet' by running between the 2 lines as they put their bean bags. Students can only put their beanbags below the knees of the runner. Runner is out if they are tagged 5 times before reaching the end of the line.</p> <p>These skills follow on from the skills taught in Stage 2.</p> <p><i>Building on skills.</i> Students' line up in groups according to how many shots are available, ensuring students are adequately spaced, and all throwing occurs in the one direction. Provide each group with a shot. Students perform a front on standing throw with wrist extension. Make sure students:</p> <ul style="list-style-type: none"> - have a parallel stance - use the correct shot put grip - have non-throwing hand aimed at the target - put the shot using a punching action with the hand following the shot - stand with a tall delivery position and "watch it go" - extend their wrist. <p>Teach the students a simple chin-knee-toe beginning stance. Line up the chin, knee and toe (as in figure A). Have students perform full standing throws. Emphasise a "turn and push" action, where they turn their belly button in the direction of the throw. The back foot pivots to the front and students need to look in the direction of the throw. As students become proficient with this technique, a simple side shuffle prior to shot delivery can be introduced. Have students rehearse without shots first. To perform this movement, they begin in the "chin-knee-toe" position, then side shuffle with the back foot sliding to front foot and the front foot sliding to the delivery stance; and then turn and push.</p> <p><i>Minefield.</i> Students line up in groups behind markers ensuring markers are adequately spaced, and all throwing occurs in the one direction. Scatter numerous hoops (mines) in front of the students. Place special targets beyond the "minefield". Boxes, buckets or softball bases can be used for the targets. Students attempt to push the shots using the correct technique for maximum distance and</p>	<p>held high.</p> <p>Safety considerations</p> <ul style="list-style-type: none"> - transport shots in sturdy containers and give due consideration to limiting the total mass - ensure students are in line, adequately spaced, and all throwing occurs in the one direction when instructing groups in the standing throw - the rotational throwing technique should only be carried out by a qualified athletics instructor.



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	<p>accuracy to score points. An example of a point score is as follows:</p> <ul style="list-style-type: none"> - hit mine = no points - land in minefield = one point - over minefield = two points - hit target = three points <p>Points can be added to a progressive team score.</p> <p>Finishing off Ask students questions like:</p> <ul style="list-style-type: none"> • What part of your body does the strength come from to throw? • Why do you think we start with our weight over the opposite leg? • Can we throw further from a front on or side on position? • What safety considerations should we have? <p><i>Throwing tag.</i> Mark out a large rectangular playing area. All students get a soft ball that they place somewhere on the perimeter of the playing area. Four students are nominated as taggers and the other students spread out in the playing area. On a whistle the students run around in the space whilst the taggers attempt to catch the other students by overarm throwing the ball to tag them below the waist. If students are tagged they become a tagger.</p> <p><i>Octopus tag.</i> Mark out a designated area. One student is chosen to be the octopus. The other students line up on one side of the area. On 'go' the students run to the other side of the area – trying not to get caught. Those that are caught become one of the octopus's arms. They stand where they were caught and try to tag the remaining students.</p> <p><i>Freeze.</i> Allocate a playing area. Students run around the playing area until 'freeze' is called. When 'freeze' is called students stop and balance using the description given, for example one foot. Change the way the students balance each time 'freeze' is called.</p>	

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<p>GSS3.8 Applies movement skills in games and sports that require communication, cooperation, decision making and observation of rules</p> <ul style="list-style-type: none"> identifies ways to improve their discus skills <p>ALS3.6 Shows how to maintain and improve the quality of an active lifestyle</p> <ul style="list-style-type: none"> participates in activities to develop techniques for discus <p>MOS3.4 Refines and applies movement skills creatively to a variety of challenging situations</p> <ul style="list-style-type: none"> adapts throwing action to cater for different types of equipment for distance and accuracy e.g. discus 	<p>Week 6 – Discus (3-4 sessions)</p> <p>Getting started <i>Grab the tail.</i> Designate a playing area with markers. Give students a braid (tail) to tuck into the back of their shorts. Students move about inside the playing area, attempting to take other student’s tails, while protecting their own. These tails are then added to their own. Students may only take one of another student’s tails at a time. Students cannot protect their own tails by holding them. The aim is to collect as many tails as possible.</p> <p><i>Knots.</i> Use markers to set out a playing area. Students move around in the set area using a fundamental movement skill, for example running, skipping, hopping, galloping or leaping. The teacher blows a whistle and then calls out a number. Students make a group of that number. When a group is complete, students do star jumps to indicate that their group is complete. When all groups are complete the game begins again.</p> <p><i>Crusts and crumbs.</i> Students line up in two lines approximately two metres apart. One line is called ‘crusts’ and the other line is called ‘crumbs’. The teacher calls out a name – if ‘crumbs’ is called that line skips away and the ‘crusts’ give chase. If ‘crusts’ is called that line skips away and the ‘crumbs’ give chase. Anyone caught before crossing a given line changes sides.</p> <p>Skill development These skills follow on from those taught in Stage 2.</p> <p>Remind students of the correct grip for discus. The correct grip is to hold the discus flat against the hand, with the pads of the fingers over the rim and the thumb resting on the back of the discus, without going over the edge.</p>  <p>Students work in four groups, lined up behind markers. Place a second marker 10m in front of each team. Provide each team with a discus.</p> <p>On “Go”, the first team member rolls the discus towards the marker and chases it. When the discus passes the marker, the student gathers it and runs back to the next player, passing it to them (not throwing). If the discus does not pass the marker, the student must roll it again. The relay is finished when all the team members have had one or more turns.</p> <p>When rolling the discus, instruct the students to:</p> <ul style="list-style-type: none"> release the discus over the index finger release the discus close to the ground 	<p>Safety considerations</p> <ul style="list-style-type: none"> check discuses, and withdraw from use those with cracked rims or loose centre screws <p>For group instruction in the standing throw ensure:</p> <ul style="list-style-type: none"> throwers are at least 5 metres apart left-handed throwers are placed on the left side of the group where a protective cage or barrier is unavailable, ensure that other students are at least 20 metres behind and to the non-throwing side ensure discuses being returned to the throwing area are carried not rolled.

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	<ul style="list-style-type: none"> - use a long, swinging release arm - follow their hand through to the target after release. <p><i>Discus cricket.</i> Divide the class into an even number of teams. Select one team in each game to be the “batting” team and one team to be the “bowling” team. Set up a target or wicket for the bowling team to aim for at least 10m from where they are lined up. Set up five markers, each five metres apart, for the batting team to use as a scoring area. Two teams compete against each other. The “batting” team scores “runs” by taking turns throwing a discus to land in their scoring area. One point is awarded if the discus land past the first marker, two points if the discus lands past the second marker and so on. No points are awarded if the discus does not reach the first marker. The “bowling” team takes turns to roll a discus at the wicket to “dismiss” the batters. Wickets are taken by hitting the wicket. Ensure there is enough space between the teams so that students cannot be hit by incorrectly thrown discuses. No batter or bowler may have consecutive throws or rolls. Batters are not out of the game when wickets are taken. They continue to take turns as normal. The winning team can be determined by dividing the number of points gained by the batting team by the number of wickets taken.</p> <p><i>Frisbee frenzy discus.</i> In teams of 4, students use a frisbee to practise the discus throw. The class works in four equal teams. Two teams play against each other in a 30m x 30m grid space. One team starts with the Frisbee and attempts to pass the Frisbee (like a discus) amongst their team, keeping it off the opposition. Five continuous successful passes to team mates scores a point. After students score a point, possession goes to their opponents. (Emphasis the discus throw when passing).</p> <p>Finishing off Have students practise throwing a discus for distance, using the techniques taught during the lesson. Ask students questions like:</p> <ul style="list-style-type: none"> • How do these games and activities help us in discus competition? • What safety issues do we need to consider? • What should the discus look like when it is in the air? • How should you stand when throwing a discus? Why? <p><i>Cross the line.</i> Mark out several grass areas with two parallel end lines of markers. Place a marker, tennis ball and cricket bat in the centre of the field. Divide students into teams of four with two teams on each field. Each team takes turns to try to hit the ball off the marker and</p>	<p>Assessment strategy The teacher:</p> <ul style="list-style-type: none"> • record student proficiency to throw a discus <p>Assessment criteria The student:</p> <ul style="list-style-type: none"> • demonstrates correct grip • release the discus over the index finger • follows hand through to target <p>These criteria relate to outcomes GSS3.8 and MOS3.4</p>

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	<p>across the opponents' end line. The students on the opposing team attempt to stop or field the ball. A point is scored if the ball crosses the opponents' line between the markers. Hits are alternated between teams.</p> <p><i>Over the swamp.</i> Use markers to make two horizontal lines about twenty metres apart. All students stand behind one of these lines, except the two students who are taggers' who stand in the centre between the two lines. When the taggers call out 'over the swamp' the other students must run to the end line. The taggers attempt to catch them. Those caught join the other students in the centre. This continues until all students are caught.</p>	