



ATHLETICS CHALLENGE

DATES 24th May- 28th May

THEME

These events are non-competitive and focus on targeting pupils who benefit from being physically active.

EVENT/ CHALLENGE

4 fun athletics activities focussing on core athletics skills- Running, jumping, and throwing.

YEAR GROUPS

Year 3,4,5 & 6

WHERE?

Why not try each of the challenges in PE lessons before putting together a mini-Olympic themed festival where pupils compete in an intra-school competition?

LEADERSHIP OPPORTUNITIES

Engage leaders by:

- Using leaders to lead part of the session (warm up/cool down).
- Using leaders to demonstrate tasks.
- Using leaders to time the activities.
- Using leaders to record results.

Using leaders to take photographs for use on social media to celebrate school involvement in the School Games

GETTING STARTED

1. Familiarise yourself with the athletics Challenges.
2. Set up the challenges in a carousel.
3. Allow the pupils to practice each challenge.
4. You might want to score the pupils and record their final score for each challenge or allow pupils to focus on achieving their personal best. Score sheets/ spreadsheet included.



VALUES

During each School Sport Partnership experience pupils are challenged to demonstrate the School Games values



Determination - Never giving up on trying to achieve your goals. Putting in 100% even at difficult times and being the very best you can be.



Passion- Giving it 100%, putting your heart and soul into the game and never giving up. Passion makes you enter the race and passion makes you finish it.



Respect- For the referee, for the opposition, for your teammates and for yourself. Treating others politely and with understanding.



Honesty- With others and with yourself. Have the courage to do what you know is right.



Self-Belief- Have belief in yourself, the confidence to succeed and reach your personal best.



Teamwork- Treating everyone equally, supporting each other and working together to have fun and achieve. Celebrate each other's success and be a positive team player.

HINTS AND TIPS

- Give a clear brief at the start of the competition, explaining how it works and what is required.

Leadership and volunteering opportunities

- Record keepers can update team score cards as they complete each event and convert distances and times to points using the Quad kids score sheets.
- Equipment managers can ensure all equipment is set up correctly and available throughout the event.
- Media team can take action photos throughout the competition and conduct short interviews with participants. After the event the leader should transfer the pictures to a computer and help to create a display in school.
- Students who compete in disability athletics can inform others about their specialist events.

Officiating Running events will require:

- A **starter** who will brief the runners prior to the start. The starter will give the instructions: 'On your marks, get set, go.' Go can be signalled by a clacker, whistle, starting pistol or arm dropped.
- **Timekeepers** will record the finish time of all runners
- **Spotters** will record the finish order of each of the athletes.

Standing long jump will require:

- A **field judge** - to determine if each jump is valid. After each jump the field judge should mark and measure the jump. It is recommended that two judges are used. One judge to watch the throw and one to watch and record the landing.

Vortex howler will require:

- A **field judge** to mark each valid throw with a peg or cone bearing the athlete's name or number.
- If the athlete's second or third throw is longer, the peg is moved to mark the best performance.
- When all athletes have completed their throw, the best performance should be measured and recorded.





THINK INCLUSIVELY (STEP)!

- ⇒ **Space** - Hard surface needed for wheelchair races
- ⇒ **Task** - Wheelchair users can use a seated position or stand with support (throwing frame) for throwing events.
- ⇒ **Equipment** - Use of lightweight or alternative throwing equipment to allow comfortable grip i.e. soft ball, tennis ball, beanbag etc.
- ⇒ **People**
 - Guide runners/visual markers to support visually impaired athletes.
 - Some disabled students will be able to participate alongside non-disabled peers with minimal or no adaption.
 - Some events may need simple considerations or adaptations to enable disabled students to participate, for example: manual wheelchair users can perform a distance push instead of the standing broad jump (distance travelled from standing start with one double-arm push).
 - To ensure a meaningful competition opportunity the inclusion of additional races / events for disabled athletes should be considered.

Further guidance and contact details for support is available via [www.englandathletics.org/ disabilityathletics](http://www.englandathletics.org/disabilityathletics)





CHALLENGE 1 – VORTEX HOWLER THROW

Nothing is greater fun than throwing the vortex, and this challenge makes a fun competition as well. The idea of the competition is to throw the vortex howler as far as possible. The further you throw the more points you score. For further resources and guidance, please visit www.quadkids.org

Equipment required

- Vortex howlers and markers.

Health and safety

- It is recommended that two judges are used. One judge to watch the throw and one to watch and record the landing.
- The throwing area should be clearly marked to prevent spectators walking through.
- The howler competition should be supervised at all times.
- DO NOT allow the equipment to be thrown back to waiting athletes.

How to play

- The vortex howler is thrown from a standing position with both feet behind the throwing line and in contact with the floor.
 - Ensure that the challenge is set in plenty of space where other athletes or spectators will not walk into the throwing area.
 - Each athlete will get three consecutive throws.
 - The athlete must throw the vortex howler overarm in a ball throw/javelin action.
 - The throw is measured from the front of the throwing line to where the tip of the howler first makes contact with the ground.
 - The distance is measured in metres and always down to the nearest metre. Mark each throw with a cone. Only move the cone if the next throw is greater.
 - Only the longest throw out of the three will count toward the score.
 - It is safe to allow the athletes to collect their own vortex howlers once all competitors have had their turn.
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THINK INCLUSIVELY (STEP)!

- ⇒ **Space** - A human guide or tactile throwing line can help visually impaired athletes to orientate themselves.
- ⇒ **Task** - A target version may be more appropriate for some young people who have severe physical impairments; for example, throwing a beanbag or lightweight ball into a target grid adjacent to the throwing line.
- ⇒ **Equipment** Substitute lightweight implements, such as soft balls or bean bags; some athletes may need to practise with these before trying the vortex.
- ⇒ **People** - Try a relay version; a small team throw in turn to reach a target line; each thrower goes from where the previous throw landed.

TOP TIPS

- ⇒ **Physical me** - Athletes should: have opposite foot from throwing arm forward, drive legs before arms, aim for height as well as distance by moving from a low to high position. Athletes throwing from a seated position may need to sit at an angle to direction of throw to maximise leverage.
- ⇒ **Social me** - Leading and volunteering - Equipment managers should ensure all equipment is set up correctly and available throughout the event. Media team should take action photos throughout the competition and conduct short interviews with participants. After the event the leader should transfer the pictures to a computer and help to create a display in school.
- ⇒ **Thinking me** - How can I ensure I use my legs as well as my arms? Do I know the right angle of release to get the howler to go furthest? How can I ensure I am accurate?
- ⇒ **Sporting me** – School Games Value – RESPECT - Do I always congratulate others on their good throws?
- ⇒ **Tactical me** - Do I evaluate every throw and work out what kind of throw is needed next?



CHALLENGE 2 – STANDING LONG JUMP

The standing long jump is a two-footed jump from a standing position. It is a great challenge for measuring and improving leg strength and improving jumping technique. This activity is an event that forms part of the Sportshall and Quadkids team competitions.

Equipment required

- Standing long jump mat.
- Alternatively, you can mark out a jumping line and use a tape measure to record the distance jumped.

Health and safety

- Keep the landing area away from obstructions such as walls.
- Avoid water or dirt on surfaces

How to play

- The athlete must stand on the mat with both feet behind the take-off datum line.
 - Techniques involving a crouch or rocking motion prior to the jump are permitted provided that both feet are alongside each other and retain contact with the mat until the start of the jump.
 - No part of the athlete must touch the mat in front of the start line prior to take off.
 - The athlete should jump as far as possible from a standing position, with a two footed take off. One-footed take-offs are not permitted except where an athlete's impairment prevents it. In that event, they should make every effort to jump and land with two feet.
 - The athlete must land on both feet, with both feet being placed on the mat. The measurement lines printed on the mat are for guidance only. If an athlete's foot lands outside the graduated area and the judges are able to measure the jump, it should be recorded as a good trial.
 - The athlete is not required to hold the landing position and may step forward after the jump. Should the athlete step back, fall back or touch the mat or floor behind their heel, a no jump should be recorded.
 - Measurement is taken from the take-off line to the back of the closest heel on landing.
 - Following each jump, the judges place a finger level with the spot they consider to be the shortest mark. In the event of a difference of opinion, the shorter of the two distances is recorded.
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THINK INCLUSIVELY (STEP)!

- ⇒ **Space** - A visually-impaired athlete will need to orientate themselves to the space and location of the jumping line; a tactile line (tape over string, for example) may assist this.
- ⇒ **Task** - The jump can be interpreted more widely; for example, as a two-handed push for distance by wheelchair users, or the fewest number of steps between two lines for those using a walking frame.
- ⇒ **Equipment** The measured mat may not be appropriate for some disabled athletes who use sticks, crutches, prosthetics or wheelchairs. They should jump, or push, from a line on the ground.
- ⇒ **People** - There is not a parallel disability athletics event in every case; work with athletes to develop an appropriate equivalent.

TOP TIPS

- ⇒ **Physical me** - Athletes should: keep the head up and body erect, use arms actively but swinging naturally in the opposite way from the legs, gain height as they jump, practise 'giving' in the legs on landing trying not to make a noise on landing.
- ⇒ **Social me** - Leading and volunteering - Record keepers should write down the distance achieved for each athlete and then convert the furthest distance into points using the score recorder. Public relations/Event management teams should promote the competition in school, help to organise the competition. On the day they should be involved in presenting the awards and certificates.
- ⇒ **Thinking me** - How can I ensure I land safely? How can I get the most from the action of my arms? I need to learn how to measure a jump correctly so I can get someone to help me measure when I practise.
- ⇒ **Sporting me** – School Games Value – SELF BELIEF - I know it is possible to get better and better at this event.
- ⇒ **Tactical me** - I need to know when I am at my strongest and also ensure I warm up so my muscles are warm and effective



CHALLENGE 8 – 50M SPRINT

A simple sprint challenge

Equipment Required

- Stopwatch
- Starting whistle

Health & Safety

- Pupils should be organised into lanes and must stay in the designated lane for the duration of the race.

How to Play

- Maximum of 6 per race.
 - Pupils must begin from a standing start, behind a start line.
 - On the whistle the stopwatch is started, and the pupils run 50m.
 - Record how long each pupil took to complete the distance.
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THINK INCLUSIVELY (STEP) !

- ⇒ **Space** - Hard surface needed for wheelchair races.
- ⇒ **Task** - Walk, jog and then run the course.
- ⇒ **Equipment** Reduce or increase the distance to support or challenge the athletes
- ⇒ **People** -Guide runners/visual markers to support visually impaired athletes.

TOP TIPS

- ⇒ **Physical me** - Runners should try to: move their legs fast and work their arms hard, run tall and keep the head still, practise the changeover with the next runner using hand tag, quoit or baton.
 - ⇒ **Social me** - Leading and volunteering - Equipment managers should ensure equipment is set up correctly. Team manager/Captain should motivate and encourage individuals and ensure that all runners play to the rules and respect others.
 - ⇒ **Thinking me** - Do I know how to reach a high speed quickly?
 - ⇒ **Sporting me** – School Games Value – SELF BELIEF - Even when the other side of the track seems far away, have the self-belief that you will get there in a good time.
 - ⇒ **Tactical me** - Can I choose the correct speed to run, so that I can complete the race?
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CHALLENGE 4- 8X50M RELAY

An exciting relay challenge. This is team event that can be adapted to suit the space available and the number of competitors.

Equipment Required

- One baton per team.
- Cones
- Mats for the team to sit (optional).
- Starting whistle.

Health & Safety

- Ensure all runners stay within their lanes throughout the event.
- All team members must remain sitting at the team base throughout the entire relay.
- In the event of a team/athlete causing an obstruction or failing to complete the relay in the prescribed format, the team may, at the discretion of the track referee, be placed in last position. No team should be disqualified.
- Wider team lanes may be required where athletes who have mobility impairments (for example, wheelchair users) are participating.

How to Play

- 8 pupils per team (4 girls and 4 boys).
 - Pupils should be organised into lanes and must stay in the designated lane for the duration of the race. For Safety it is advised that a lane space is left between teams for exchanging batons safely.
 - The boys of each team are positioned on the start line and girls on the finishing line in the adjacent lane.
 - Pupils must begin from a standing start, behind a start line.
 - On the whistle the pupils run 50m and exchange the baton at the end of their sprint.
 - Encourage pupils to work together as a team.
 - Mini hurdles can be introduced throughout the course to make it more challenging. ■ Practise the technique of baton passing to improve results.
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THINK INCLUSIVELY (STEP)!

- ⇒ **Space** - Hard surface needed for wheelchair races.
- ⇒ **Task** - Walk, jog and then run the course.
- ⇒ **Equipment** Reduce or increase the distance to support or challenge the athletes
- ⇒ **People** - Increase or decrease the numbers in each team.

TOP TIPS

- ⇒ **Physical me** - Runners should try to: move their legs fast and work their arms hard, run tall and keep the head still, practise the changeover with the next runner using hand tag, quoit or baton.
 - ⇒ **Social me** - Equipment managers should ensure equipment is set up correctly and the relay baton is with the first runner from each race. Team manager/Captain should motivate and encourage the team and individuals and ensure that all teams play to the rules and respect others. Officials should ensure all athletes remain seated with their team until it is their turn to take over the baton and ensure all runners complete the correct distance and baton changeovers.
 - ⇒ **Thinking me** - Do I know how I am going to turn quickly? Do I know how to reach a high speed quickly?
 - ⇒ **Sporting me** – School Games Value – SELF BELIEF - Do I always try my absolute hardest?
 - ⇒ **Tactical me** - Can I choose the correct speed to run, either to catch somebody or to pace myself in a longer relay?
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CLASS RESULT SHEET

	Pupils Name	Vortex Howler Throw	Standing Long Jump	50m Sprint
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PUPIL RECORDING SHEET

<u>STATION</u>	<u>DISTANCE/ TIME ACHIEVED</u>
Vortex Howler Throw	
Standing Long Jump	
50m Sprint	

PUPIL RECORDING SHEET

<u>STATION</u>	<u>DISTANCE/ TIME ACHIEVED</u>
Vortex Howler Throw	
Standing Long Jump	
50m Sprint	





HOW TO ENTER

As this is an **ENGAGE** themed event, we do not ask schools to submit pupils scores. We do however ask schools to complete the monitoring form on our website to let us know how many pupils took part in the challenge. **The deadline for submission is Friday 28th May.**

SCORING/ CERTIFICATES

Each time your class takes part in a weekly challenge make sure to remember to fill in the class recording sheet.

Schools will be sent a participation certificate for each pupil that has taken part in the summer term challenges. Schools can also request a sportsmanship award certificate for pupils who have demonstrated any of the **School Games Values.**

RISK ASSESSMENT

It is the responsibility of each school to assess the risk for participating in the challenges within their own school. It is the responsibility of schools to ensure that any space and equipment used is suitable for the challenge being attempted.

SAFEGUARDING

During the North Norfolk SSP virtual challenges schools must adhere to their own school safeguarding and photo consent policies.

COVID 19

The North Norfolk SSP virtual challenges should be completed in accordance with your schools Covid-19 PE policy.

