ON YOUR MARKS!

Eleven fun, cross-curricular lesson plans that bring athletics into the classroom

Plus Six athletics-themed extra-curricular activities!
In the most exciting and biggest year for sport in the UK, athletics is delighted to bring you this cross-curricular educational pack. This year, 2012, offers a unique opportunity for schools and teachers to inspire and motivate every child to learn through sport. On Your Marks! contains 11 lesson plans and six extra-curricular activities for pupils aged 7 to 11. It has been designed by United Kingdom Athletics (UKA) and England Athletics (EA), in partnership with all Home Country athletics federations, to be used in schools across the UK.

The flexibility of athletics

Hundreds of thousands of people across the UK are involved in athletics. Athletics is one of the most exciting, diverse and vibrant sports there is. The range of disciplines across the track, field, road and off-road provides an incredible diversity of events for different people with different skills and abilities. Athletics really does offer something for everyone.

This pack and the set of resources included in it is designed to place running, jumping and throwing at the heart of school education for 7 to 11 year-old-pupils. It uses a broad spectrum of the curriculum to focus on areas of athletics that can be taught in and out of the classroom. The pack also conforms to curriculum standards for England, Northern Ireland, Scotland and Wales.
Educational pack

This educational pack contains 11 lesson plans and six extra-curricular activities. These lessons and activities aim to engage 7 to 11-year-old pupils with various elements of athletics. The sport is rich in historical and cultural heritage, as well as being a flexible sport with inclusive events suited to all ages and abilities.

These lessons have been produced in consultation with educational specialists, so you can adapt the lessons to the ability of your pupils. You can set your pupils one of 11 options: write a poem/rap, write a news report, calculations based around relay teams, calculations based around high jumps, science of muscles, create art showing athletic movement, compose a victory anthem, freeze-framing athletics events, examining important historical events in athletics or one of two PE-based lessons. Of course, you can teach all of them if you wish.

All 11 lessons provided in this pack focus on an area of the United Kingdom's curriculum. They also contain specified cross-curricular links to a broad range of other subjects.

Aims and objectives

Pupils will learn that athletics is a sport that consists of all three key movement skills: running, jumping and throwing. They will also learn the importance of leading a happy and healthy lifestyle. All pupils will create their own materials and findings in each lesson. They will also be encouraged to share and assess their findings with their peers.

We want every child to realise how their expertise and ambition can come to the fore, whether they are considering a future in sports science, medicine, facility design, sports coaching, media writing and reporting or actually taking part as an athlete. The world of sport can offer a career path and bright future to everyone. We believe that the reach of this resource can light the flame.
The following lesson plans may be used as discrete one-off lessons or expanded into a sequence of related lessons. Depending on the lesson, the ability and experience of your pupils, and the depth to which you wish to investigate the subject, some plans will take more than one lesson to deliver.

Lesson one: Literacy - Write a poem or rap
Pupils will write a poem or rap about a specific athletics event. They will be given a list of events to choose from, and they will also be provided with an example poem to draw inspiration from.

Lesson two: Literacy - Write a news report
Pupils will choose a famous athlete and write a news report describing that athlete’s progress in a major competition. They will be provided with an example of a real news report from a children's newspaper.

Lesson three: Numeracy - Choosing a relay team
This lesson will ask the pupils to “become” a coach to choose a 4 x 100m relay team. They will do this by comparing average running times of a number of sprinters. They will then decide the sprinters’ running order based on given criteria.

Lesson four: Numeracy - Taking the high jump
Pupils will look at the various techniques of high jump that have developed over the history of the sport. They will look at some recorded jumps from each technique to find out which produces the best results. They will then use non-standard forms of measurement to measure the various heights.

Lesson five: Science - Muscles and how they work
Pupils will examine a partner’s muscles to see how they make the body move. They will also see how muscles work in pairs. They will learn about different muscle fibres (fast and slow twitch), and see which athletics events use which muscle fibre type.

Lesson six: PE - Circuit training
Working in groups, pupils will complete a provided athletics-based circuit. Emphasis should be placed on quality of movement.

Lesson seven: PE - Progressive skills
Pupils will practise two key movements essential to athletic skills. After a suitable warm-up, pupils will spend 15 minutes each on a jumping and running activity.
Lesson eight: Art - Athletic movement in art
Working in small groups, pupils will work together to create a piece of art that depicts athletic movement.

Lesson nine: Drama - Acting out moments in an athlete’s career
In this lesson, your pupils will work in groups to act out significant moments in an elite athlete’s life, using Forum theatre.

Lesson ten: Music - Composing a victory anthem
Pupils will work in groups to compose their own victory anthem. Choice of instruments will depend on school resources. They will perform their compositions to the rest of the class at the end of the lesson.

Lesson 11: History - A significant moment in athletics history
Pupils will research a famous occurrence in Olympic history. They will then present a short TV news report of that famous event, explaining what happened, why it happened and why it is important today.

Extra activities
Six extra-curricular activities have also been provided. These fun activities can be completed by pupils during wet play, or as part of extra-curricular activity.

Differentiation
There is provision for all individual needs in every classroom to achieve success in each lesson outlined as well as through the extra-curricular activities provided.
RUN, JUMP AND THROW – HAVE A GO!

If this resource has whetted your appetite for our sport, then you’ll be pleased to learn the Aviva Athletics Academy provides something for everyone – from those who just want to have fun, to those who aspire to be the next British champion.

The Aviva Athletics Academy is made up of six different programmes that engage and attract children to athletics, regardless of their age, level or ability. Each programme has been developed in partnership between UKA and our Home Country Federation partners.

Elevating Athletics – giving teachers the tools they need

A teaching resource that highlights athletics as the foundation of most other sports – that is running, jumping and throwing – giving every child regardless of ability, a sporting base built on a solid foundation.

Awards – recognising personal bests

A single UK-wide awards programme for indoor, track and field, and endurance athletics, used by schools and clubs to recognise and reward personal development. This includes specially tailored programmes for disabled children.

Sportshall – a first taste of athletics competition

A first taste of athletics competition for young athletes. The main programme consists of regional finals across the UK (U13/U15) culminating in the Aviva Sportshall UK Final, held each year to crown team champions as well as U15 individual winners.

Startrack – helping to develop your skills

This programme provides an exciting athletics opportunity for 8 to 15-year-olds throughout the year. Children can develop and hone their athletic skills within structured coaching programmes that operate after school, during holiday periods and at weekends.
Schools Championships - showcasing tomorrow’s champions

The Aviva National Schools programme, in all four home nations, covers Cross Country and Track and Field Championships. The programme also supports two Home Country Internationals where the very best school talent can earn their first National “Vest”.

Parallel Success - unearthing talent with a chance of Paralympic glory

A new programme to find and support talented athletes who will follow the dream of competing at the Paralympic Games. Aviva Parallel Success gives teachers the tools to identify potential talent.

You can find out more by visiting the Aviva Athletics Academy. It is packed with information, tips and a wide range of education resources. And it’s free for your school! Just visit www.uka.org.uk/academy and choose the free option, then email academy@uka.org.uk for a full membership upgrade (normally £30/year).
LESSON ONE – LITERACY

TEACHER SHEET 1

★ Poetry lesson - Write a poem or rap
Pupils will conduct research into a particular athletics event. They will then write their own poem or rap about their chosen event. This lesson is designed to be split into two, 50-minute periods to allow for research and writing the poem. Some classes may benefit from this lesson being spread out over a longer period.

Age
Suitable for 7 to 11-year-olds.

Objectives
★ To understand the structure and creative elements used in poetry
★ To write a poem about an athletics event using emotive language.

Resources
★ Display poem on Teacher sheet 2 onto the whiteboard
★ One copy of Pupil sheets 1, 2, 3 and 4 per group
★ Large sheets of paper to generate as many ideas as possible
★ ICT or books for research.

Period 1

Starter
Explain to the class that they will be working in groups to write a poem or rap about an athletics event of their choice. Ask the class to name as many athletics events as possible in five minutes and display them on the board. Pupils should then look at a few of the case studies of famous athletes (provided on Pupil sheet 1), in order to gain inspiration for the coming task.

Main body
In this first session, the pupils will research the event they have chosen to write their poem about. They will then plan for the next lesson, in which they will write their poem or rap. Their poem or rap should highlight the emotions involved in competing in their chosen event. They can choose whether their athlete is successful or unsuccessful in the event.

Task
Pupils should work through Pupil sheet 2, which will help them research the event they have chosen to write their poem about. They can use ICT, if available, in order to gather as much information as possible. The teacher can model organisation of research findings into a grid format. Headings could be: event requirements, training involved, actions of competitors before event, emotions of competitors before event, actions of competitors after event, emotions of competitors after event and so on.

Continues on next page
Plenary

Children peer assess by each group sharing three of their findings with the class. Each group should also tell the class one thing they learned about the event that they didn’t know prior to beginning their research. The teacher assesses children’s understanding of the task by asking each group to explain which event they will be writing about in the next period. Students should ensure they have enough research material with which to write their poem or rap.

Period 2

Starter

Explain to the class that there are key aspects of poetry. Display as many of the following words onto the board as you think necessary:

- Rhyme, rhythm, metaphor, simile, alliteration and onomatopoeia.

Give the class examples of each and ask them to provide some of their own examples.

Project the example of a poem provided on Teacher sheet 2 onto the board. Read it through with the class and explain that they will be writing their own poems based on the information they have gathered so far. Emphasise the importance of emotive language.

Main body

Pupils will write their poems on their chosen event, ensuring that they include some characteristics of poetry or rap in their writing, such as rhyme, rhythm, metaphor and simile. Remind pupils to use Pupil sheet 2 to guide their writing. Pupils can use Country Running by Roy Saxby (see Teacher sheet 2) for guidance on how to structure their poem.

Task

Using Pupil sheets 3 and 4 for guidance, pupils will write their poem or rap, with a view to it being performed to the rest of the class at the end of the lesson. Or, if you feel appropriate, designate a separate session to the performance of the pupils’ work.
Plenary
Pupils can perform their poem or rap to the rest of the class. Alternatively, they can highlight any emotive words and share them with the class. Pupils have to guess whether or not the athlete in the poem was successful based on the choice of emotive words.

Extension activity
Using the case studies examined on Pupil sheet 1, pupils can complete a week’s diary of an athlete of their choice. This should include diet, training, ups and downs, and any competitions they may be taking part in.

Differentiation
Gifted and talented pupils could use a thesaurus to explore other descriptive and emotive words. They could then find some more sporting poems or songs and examine the creative language used in them. SEN pupils could draw an image that sums up their particular poem or rap, and annotate their drawing to explain their picture and how it links to their poem. It may be useful to provide additional images and a word bank to help SEN pupils.

Literacy strands

England
Speaking and listening: 1a, 1b, 1c, 1d, 2a, 2b, 2d, 2e, 3a, 3b, 3d, 3f
Reading: 1a, 1c, 1d, 3a, 3c, 3d, 4a, 4b, 4c, 4e, 4f, 4h, 4i, 6, 7, 8c
Writing: 1a, 1b, 1c, 1e, 2a, 2b, 2c, 2e, 2f, 3, 4a, 4c, 4d, 4j, 5a, 5b, 6a, 6b, 7a, 7c, 7d, 8a, 8d, 10, 11, 12.

Scotland
Listening and talking: Lit 1-01a, 2-01a, 1-02a, 2-02a, Eng 1-03a, 2-03a, Lit 1-04a, 2-04a, 1-05a, 2-05a, 1-07a, 2-07a, 1-08a, 2-08a, 1-10a, 2-10a
Reading: Lit 1-11a, 2-11a, Eng 1-12a, 2-12a, Lit 1-13a, 2-13a, 1-14a, 2-14a, 1-16a, 2-16a, Eng 1-18a, 2-18a
Writing: Lit 1-20a, 2-20a, 1-21a, 2-21a, 1-22a, 2-22a, 1-23a, 2-23a, 1-24a, 2-24a, 1-26a, 2-26a, Eng 2-27a, 1-28a, 2-28a, 1-31a, 2-31a.

Wales
Oracy - Skills: 1, 2, 3, 5, 7
Oracy - Range: 1, 2, 3, 4, 5, 6, 7, 8
Reading - Skills: 1, 2, 4, 5, 6b, 7, 8
Reading - Range: 2, 3, 4
Writing - Skills: 1, 2, 3, 4, 5, 6, 7, 8, 9
Writing - Range: 1, 2, 4.

Northern Ireland
Talking and listening
- Listen and respond to a range of texts through the use of traditional and digital resources
- Participate in group and class discussions for a variety of purposes
- Identify and ask appropriate questions to seek information, views and feelings
- Read aloud, inflecting appropriately, to express thoughts and feelings and to emphasise the meaning of what they have read.

Reading
- Participate in modelled, shared, paired and guided reading experiences.
- Use traditional and digital sources to locate, select, evaluate and communicate information relevant for a particular task.

Writing
- Participate in modelled, shared, guided and independent writing, including composing on-screen
- Experiment with rhythm, rhyme, verse structure and all kinds of word play and dialect
- Use the skills of planning, revising and redrafting to improve their writing, including that which they have composed digitally
- Use a variety of stylistic features to create mood and effect
- Use a variety of skills to spell words properly
- Develop a swift and legible style of handwriting.

Cross-curricular links
- PSHE (England), Health and well-being (Scotland), PSE (Wales), Learning for life and work (Northern Ireland).
LESSON ONE – LITERACY
TEACHER SHEET 2

★ Example of a poem

Project or write the poem onto the board and read it as a class.

Once you have read the poem, ask the class to pick out some interesting, descriptive words and discuss their possible meanings and the emotions they evoke. You may find it useful to display the class’s findings on the board.

Country Running by Roy Saxby (2001)

It’s great to get out surely you see,
To run like the wind so fast and so free.
To blaze a long trail wherever you go,
It just doesn’t matter if you’re fast or you’re slow.

A cross country run or a jog in the street,
A couple of miles on fast moving feet
Your arms are pumping, your blood’s in a rush
But it’s so much better than taking a bus.

Out with some friends and having some fun
It really is great when you’re out for a run.
No matter the weather, sun, snow or rain
You’ll only get better if you continue to train.

So run with your body, your heart and your mind
It’s pleasure and fun, I’m sure you will find.
Sometimes it’s hard. “That’s enough!” you will say,
At the end of a session, a really tough day.

The next will be better, just wait and see
And again you’ll be running alive and so free.
So never give up wherever you are
The finishing line is not really far.
Athlete case studies

**JESSICA ENNIS**
- **DOB:** 28 January 1986
- **Home town:** Sheffield
- **Event:** Heptathlon
- **Career highs:** Jessica is a double World Champion after winning gold in Berlin 2009 (outdoor) and Doha 2010 (Indoor). In July 2010, she also added the European Championship Gold medal to her ever-growing collection.
- **Set backs:** A stress fracture on her right ankle before the 2008 Beijing Olympics meant Jessica was unable to compete.
- **Training regime:** Twice a day, six days a week.
- **Other interests:** Walking her pet dog and listening to music.
- **Interesting fact:** Prince Charles is a big fan!

**MO FARAH**
- **DOB:** 23 March 1983
- **Home town:** Mogadishu, Somalia
- **Event:** Distance running
- **Career highs:** After much success in his early career, Mo has achieved a lot, including European Champion in 2010 for 5km and 10km, as well as gold in the 2011 World Championship for 5000m.
- **Set backs:** Mo suffered an iron and magnesium deficiency in 2009 but soon bounced back to fitness.
- **Training regime:** Mo runs over 120 miles a week, weight trains and runs on an underwater treadmill!
- **Other interests:** Helping charities in Somalia.
- **Interesting fact:** When Mo moved to the UK aged eight, he couldn’t speak any English.

**PHILLIPS IDOWU**
- **DOB:** 30 December 1978
- **Home town:** Hackney, London
- **Event:** Triple jump
- **Set backs:** Phillips suffered a knee injury that affected his performance at the 2004 Athens Olympics.
- **Training regime:** Phillips works on a lot of strength training to ensure he has a strong core when jumping.
- **Other interests:** Dying his hair wacky colours!
- **Interesting fact:** Phillips is also a really good basketball player.

**SHELLY WOODS**
- **DOB:** 4 June 1986
- **Home town:** Blackpool
- **Event:** Wheelchair racing
- **Career highs:** Shelly won the 2007 London marathon. Shelly also won Bronze for 5000m and silver for 1500m at the 2008 Beijing Olympics.
- **Set backs:** Shelly suffered a spinal chord injury aged 11, after falling from a tree. However, by the age of 18 she was already an accomplished road racer.
- **Training regime:** She trains every day apart from Sundays. Training consists of gym, road and track.
- **Other interests:** Shelly visits schools to talk about what it’s like to be an elite athlete.
- **Interesting fact:** Shelly credits her family with much of her success.
Choosing your event

In your group, you will be writing a poem or a rap about an athletics event. You should choose your event from one of the following:

- 100m sprint
- 110m hurdles
- Long jump
- High Jump
- 4 x 100m relay
- Javelin
- Pole vault
- Marathon or long-distance running.

Once you have chosen your event, you can also choose to base your poem or rap on a famous athlete if you wish. To do this, you may need to do some additional research.

The event and athlete our poem or rap will be about is

..............................................................................................................................

..............................................................................................................................

The event involves the following
(for example, actions, equipment and locations)

..............................................................................................................................

..............................................................................................................................

Once you know your event, you can then begin to look at different words that are associated with that event. Perhaps you can draw an idea shower to get your group’s thoughts on paper.

For example, some words associated with the 110m hurdles and emotions could be:

- Fast
- Stride
- Pace
- Finishing line
- Hurdle
- Jump
- Win
- Struggle
- Fall
- Elated
- Victorious
- Proud
- Deflated
Writing your poem or rap

Here are some examples of video clips that show interviews with athletes after winning and losing their events. If you have time, you can look at these and listen for any emotive language that is used:

Jessica Ennis after winning 2010 European championships: http://tinyurl.com/7ytroc8

Phillips Idowu after coming fifth at the 2010 Samsung Galan: http://tinyurl.com/7egkzyx

See how many words about emotions you can come up with!

TIP

Don’t make your poem or rap too long. You want to be able to perform it to the class quickly and clearly!

TIP

Are you going to use rhyme? Not all poems or songs have to rhyme but it’s a great way to make it memorable!
Performing your poem or rap
You will perform your poem or rap to the rest of the class. Here are some tips to help!

For a rap

Reciting
Is one person going to do the whole rap or will you share lines? Can everyone join in on the last line of each verse? Would you like your audience to join in with some call and response?

Actions and performance
You could use simple actions to illustrate your event. Rap stars move their arms and bodies around a lot when they perform. If you do this, make sure your actions are clear for everyone to follow. Some could dance while others do the rap!

Rhythm
How will you beat out the rhythm of your rap? Can somebody make drum and cymbal sounds? Or can you clap the rhythm?

For a poem

Reciting
Is one person going to do the whole poem or will you share lines? Can everyone join in on the last line of each verse? You could use call and response.

Emotion and feeling
You could use actions to add to the emotion of your performance.

Props
You can use props to add interest. For instance, you could use a relay baton to show whose turn it is to speak.
LESSON TWO – LITERACY
TEACHER SHEET 1

★ Write a news report

Pupils will choose a famous athlete and write a fictional news report, which describes that athlete’s performance in a major athletics competition.

Age
Suitable for 7 to 11-year-olds.

Objectives
★ To understand how a news article is constructed
★ To write their own news article for print or web.

Resources
★ Display the news report on Teacher sheet 2 on the whiteboard
★ Enough copies of Pupil sheet 1 for each pupil or pairs if working together.
★ Prompt sheet for SEN pupils if required.

Starter
Explain to the class that they are going to write a news report based on a famous athlete. Project the news report provided on Teacher sheet 2 onto the board. Read this through as a class and then discuss the elements that make up a newspaper report.

Main body
Pupils will write their own fictional news report about a famous athlete who has taken part in a major athletics competition. The athlete they choose can either win or lose – it is up to the pupils to decide the outcome.

Task
Depending on your pupils’ ages and abilities, they can either work on their own or in pairs. They should work through Pupil sheet 1, which will show them how to structure a basic news report. Teachers can use their discretion as to the length of the children’s reports based on age and ability. Tell pupils they will come up with a headline later in the lesson.

Plenary
Assess the class’s understanding of the task, by showing the news report again (provided on Teacher sheet 2) and asking
LESSON TWO – LITERACY
TEACHER SHEET I (CONT)

the class to come up with suggestions for alternative headlines. Discuss their suggestions and then ask each pupil or pair to come up with two alternative headlines for their own article. Children self-assess these two headlines in their groups and discuss which one is more appropriate.

Extension activity

Pupils can upload their article to the school’s intranet, or they could write another article that reports on the same event but with a different outcome. For example, if their athlete won their competition, they could now write one in which they lose. Emphasis should be placed on comparing the different language used, especially emotive words.

Differentiation

Gifted and talented pupils could extend their news reports by another 50 words, in which the athlete explains their emotional journey during the race. For SEN pupils, provide them with a few examples of sports articles. Then ask them to point out and highlight some emotive words found in those articles. They could use some of the words they have found in their own articles.

Literacy strands

England

Speaking and listening: 1a, 1b, 1c, 1f, 2a, 2b, 2d, 2e, 2a, 3b, 3c, 3d, 3f, 5, 6a, 6c
Reading: 1a, 1b, 1c, 1d, 2a, 3a, 3c, 3e, 4a, 4b, 4c, 4d, 4e, 4f, 4g, 4h, 4i
Writing: 1a, 1b, 1c, 1d, 1e, 2a-f, 3a, 4a-f, 4j, 5a, 6b, 7a, 7c, 7d.

Scotland

Listening and talking: Lit 1-01a, 2-01a, 1-02a, 2-02a, Eng 1-03a, 2-03a, Lit 1-07a, 2-07a, 1-09a, 2-09a, 1-10a, 2-10a
Reading: Eng 1-12a, 2-12a, Lit 1-13a, 2-13a, 1-14a, 2-14a, 1-16a, 2-16a, Eng 1-17a, 2-17a, 1-19a, 2-19a
Writing: Lit 1-20a, 2-20a, 1-21a, 2-21a, 1-22a, 2-22a, 1-23a, 2-23a, 1-24a, 2-24a, 1-25a, 2-25a, Eng 2-27a, 1-31a, 2-31a.

Wales

Oracy – Skills: 1, 2, 3, 5, 6, 7
Oracy – Range: 1, 2, 3, 4, 5, 7, 8
Reading – Skills: 1, 2, 3, 4, 6a, 6b, 7
Reading – Range: 1, 2, 3, 4
Writing – Skills: 1, 2, 3, 4, 5, 6, 7, 8, 9
Writing – Range: 1, 4.

Northern Ireland

Talking and listening:
• Listen and respond to a range of fiction, poetry, drama and media texts through the use of traditional and digital resources
• Participate in group and class discussions for a variety of purposes

• Know, understand, and use the conventions of group discussion
• Describe and talk about real experiences and imaginary situations and about people, places, events and artifacts
• Identify and ask appropriate questions to seek information, views and feelings.

Reading:
• Participate in modelled, shared, paired and guided reading experiences
• Extend the range of their reading and develop their preferences
• Read aloud to the class or teacher from prepared texts, including those composed by themselves using inflection to assist meaning.

Writing:
• Participate in modelled, shared, guided and independent writing including composing on-screen
• Experiment with rhymes, rhythms, verse structure and all kinds of word play and dialect
• Write for a variety of purposes and audiences, selecting, planning and using appropriate style and form
• Use the skills of planning, revising and re-drafting to improve their writing, including that which they have composed digitally
• Use a variety of stylistic features to create mood and effect
• Begin to formulate their own personal style
• Use a variety of skills to spell words correctly
• Develop a swift and legible style of handwriting.

Cross-curricular links

• PSHE (England), Health and well-being (Scotland), PSE (Wales), Learning for life and work (Northern Ireland).
Lesson two – literacy
Teacher sheet 2

Example of a newspaper report

Project this example of a report from children’s newspaper First News onto the board. The original of the article can be found here: http://tinyurl.com/7kjuadn

Explain to the pupils some of the key concepts of an article and their aims, namely:

- Headline
- Introduction (also known as a sell or standfirst)
- Reported speech (also known as quotations)
- Third person composition style
- Concluding sentence or paragraph.

Although she has won world titles and set a world record, even Paula Radcliffe couldn’t outrun the dog that attacked her this week.

British marathon runner Paula Radcliffe was training in Monaco, when a dog attacked her and bit her leg.

“My calf went into spasm,” said Radcliffe. “My calf now feels like I have done a track workout three days in a row.”

Two days later, Radcliffe said that she could run again, but that her leg was still swollen.

The dog’s owner tried to blame Radcliffe, saying that it was her fault because she was running and his dog got excited. Radcliffe was quite casual about the whole incident, and said that she was thankful that most dog owners were responsible.

Radcliffe has had several other training accidents. In 2003, she was injured after colliding with a child on a bike, and almost missed the Beijing Olympics when she was bitten by a spider.
**Writing your article**

You will be writing a news article for a newspaper or the internet. Before you begin, there are some things you need to think about.

- First, you need to choose an athlete to write about. What is their event? For example, Mo Farah (above) is a long-distance runner.
- Will your athlete win or lose their event? Perhaps they suffer an injury during the competition?
- How will your article end? What will your athlete’s outcome be?

**Get reporting!**

Once you have decided this, you can begin to write your article. Here are some tips to help get you started:

- The first paragraph should tell the reader what the article is about. For example, if the article is about Mo Farah winning a World Championship competition, the first paragraph will state that this is what happened.
- The middle part of your report can be about the lead up to the competition, how your athlete trained or about the competition itself. It’s up to you.
- The last paragraph should close the article and include some kind of conclusion.
Prompt sheet

To help you write your article, write some answers to the questions below.

Here are two famous athletes and their sports - can you think of any more?

- **Mo Farah** - Middle distance and long-distance runner
- **Jessica Ennis** - Heptathlon

These are some famous athletics competitions - can you think of at least one more?

- London Marathon
- The Great North Run
- Commonwealth Games

What could happen during an athletics event? Here are things that could happen, can you think of two more?

- Athlete comes second and wins a silver medal
- Athlete gets injured and has to give up
- Athlete trips up and doesn’t win

Here’s a list of words to do with athletics. Can you think of five more to add?

- Train
- Run
- Jump
- Throw
- Celebrate

- Race
- Fast
- Strong
- Happy
- Disappointed
Lesson Three – Numeracy
Teacher Sheet 1

Choosing a relay team

Pupils will work out average times for six runners. They will use this information to select four runners for a relay team. They will then work out in which order the relay team should run, based on a provided strategy.

Age

Suitable for 9 to 11-year-olds. This could be used for gifted and talented eight year olds.

Objectives

- To work out averages from sets of three numbers
- To select the four smallest averages and place them in an order depending on given criteria.

Resources

- ICT prompt clips (see below)
- One copy of Pupil sheet 1 for each group.

Starter

Introduce the concept of a relay race to your pupils. If an example is needed, show the women’s and/or men’s 4 x 100m from the 2008 Olympic Games.

Women’s 4 x 100m: http://tinyurl.com/74e3vsy
Men’s 4 x 100m: http://tinyurl.com/6u39gox

Main body

Explain that the pupils will work in groups of three. They are going to pretend to be a coach of a relay team. They are going to analyse the results of six runners. They will choose a team of four runners based on the runners’ average times. They will also use the averages they have calculated and other information to define what order the athletes should run in.

Task

To introduce the class to the idea of averages ask them, in their groups, to each pick a number between ten and 11 to one decimal place. Each child in the group should choose a different number. This number will represent the time it takes them to run the 100m sprint. Once all pupils have chosen a number, working in their groups, they will add their chosen times together and then divide them by the number of people in their group to reveal the average time.

When pupils are comfortable with this process, ask them to look at Pupil sheet 1. Using this sheet, pupils will calculate the average times for each runner. Pupils will

Continues on next page
then choose the four fastest runners based on the average times they have calculated. Following this, the pupils will now decide what order the athletes should run in, based on a given strategy.

**Plenary**

Pupils peer assess in their groups to check they agree on the correct answers. Teachers assess understanding of the task by checking all groups have the correct answers. Open a class discussion about choosing a team of four runners. Prompt the pupils by asking what happens to an athlete’s average time if they run one slow race? And what if they run one fast race? Then ask whether using average times is a good or bad way to select runners. Encourage pupils to think of the shortcomings in such a strategy and to suggest alternative strategies.

**Extension activity**

Pupils can consider what other factors may affect their choice of a relay team. For example:

- Is an athlete’s performance improving, staying the same or worsening?
- Is an athlete coming back from injury or likely to get injured?
- Will an athlete be over-tired from competing in other events?
- Does an athlete run very fast but often drop the relay baton?
- Is the athlete a better starter (60m times) or better bend runner (200m times)?

**Differentiation**

Gifted and talented pupils can examine the times in more detail. In the example, some of the athletes are improving and one athlete had a bad race that increased the average time. Knowing this, pupils can consider whether this would make a difference to team selection and prepare a written argument for their choices. SEN pupils can note down the fastest time for each runner.

---

**Mathematics strands**

**England**

- Using and applying number: 1a, 1b, 1f, 1i, 1k, 2i, 3k, 4b
- Shape, space and measures: 1a, 1c, 1g, 3a, 4a
- Handling data: 1c, 1d, 1e, 1f, 1g, 2b, 2f

**Scotland**

- Number, money and measure: MNU 1-02a, 2-02a, 1-03a, 2-03a, 1-11a, 2-11a, 1-12a, 2-12a, 1-20a, 2-20a, 1-20b, 2-20b, 1-21a, 2-21a.

**Wales**

- Range
  - Understand number and number notation
  - Calculate in a number of ways
  - Understand and use measurements
  - Collect, represent and interpret data.
- Skills
  - Solve mathematical problems
  - Communicate mathematically
  - Reason mathematically.

**Northern Ireland**

- Making and monitoring decisions
  - Plan and organise their work, learning to work systematically.

**Communicating mathematically**

- Understand mathematical language and use it to discuss their work and explain their thinking
- Present information and results clearly.

**Mathematical reasoning**

- Understand and make general statements
- Check results and consider whether they are reasonable.

**Understanding number and number notation**

- Count, read, write and order whole numbers.

**Measures**

- Appreciate important ideas about measurement, including the continuous nature of measurement and the need for accuracy.

**Collecting, representing and interpreting data**

- Collect, classify, record and present data drawn from a range of meaningful situations, using graphs, tables, diagrams and ICT software.
- Explain their work orally and/or through writing and draw conclusions.
- Interpret a wide range of tables, lists, graphs and diagrams; create and interpret frequency tables, including those for grouped data.
- Understand, calculate and use the mean and range of a set of data.

**Cross-curricular links**

- PSHE (England), Health and well-being (Scotland), PSE (Wales), Learning for life and work (Northern Ireland), Science.
The completed table for Pupil sheet 1 is below.

<table>
<thead>
<tr>
<th>Runner</th>
<th>Time on 15 January</th>
<th>Time on 15 February</th>
<th>Time on 15 March</th>
<th>Average time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Runner A</td>
<td>10.5 secs</td>
<td>10.6 secs</td>
<td>10.4 secs</td>
<td>10.5 secs</td>
</tr>
<tr>
<td>Runner B</td>
<td>10.0 secs</td>
<td>10.3 secs</td>
<td>10.3 secs</td>
<td>10.2 secs</td>
</tr>
<tr>
<td>Runner C</td>
<td>10.3 secs</td>
<td>11.2 secs</td>
<td>10.3 secs</td>
<td>10.6 secs</td>
</tr>
<tr>
<td>Runner D</td>
<td>10.6 secs</td>
<td>10.6 secs</td>
<td>10.4 secs</td>
<td>10.53 secs</td>
</tr>
<tr>
<td>Runner E</td>
<td>11.0 secs</td>
<td>10.6 secs</td>
<td>10.2 secs</td>
<td>10.6 secs</td>
</tr>
<tr>
<td>Runner F</td>
<td>10.4 secs</td>
<td>10.3 secs</td>
<td>10.5 secs</td>
<td>10.4 secs</td>
</tr>
</tbody>
</table>

Based on the four, fastest average times, the team will be made up of:
1) Runner A
2) Runner B
3) Runner D
4) Runner F.

<table>
<thead>
<tr>
<th>Runner</th>
<th>Good starter?</th>
<th>Good bend runner?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Runner A</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Runner B</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Runner C</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Runner D</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Runner E</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Runner F</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

One popular strategy for running a successful relay race is:
- The fastest runner goes last
- Of the remaining three runners, the best at starting goes first
- Of the remaining two runners, the best bend runner goes third as this is the top bend
- The remaining runner goes second as this is a straight run.

- The first runner will be Runner D
- The second runner will be Runner A
- The third runner will be Runner F
- The fourth runner will be Runner B.
LENSSON THREE - NUMERACY
TEACHER SHEET 2 (CONT)

Note
The reason for saving the best runner until last is that runner will know what he or she has to
do in order to win the race by the time he or she receives the baton. If the team is leading, the
last runner or “anchor” needs to run in control and maintain the lead. If the team is behind,
then the last runner has to try to make up the distance to the leading team. The best runner
at starting should take the first leg in order to give the team a solid start.

Differentiation
When gifted and talented pupils analyse the table further, they will note two things:

* Runner C had two very fast times and one slow time that gave a poor overall average.
  Prompt the pupils to think about what could have been the cause of this slow time:
  ie was the slow time just a bad day for the runner or due to an injury? In real life, a coach
  would want to investigate this further.

* Runner E started off as the slowest runner, but over time has shown marked improvement –
  to the point where, in the last race, he or she ran the second fastest time of all races
  over the whole period. What could be the reasons for the runner’s improvement? A coach
  would want to investigate this further and find out if this runner can be consistent and,
  therefore, relied upon by the team.
**Runners’ times**

You are managing a 4 x 100m relay team. You have to choose four runners from six possible athletes. Below is a table of six runners with their three most recent 100m times. Work out their average times.

<table>
<thead>
<tr>
<th>Runner</th>
<th>Time on 15 January</th>
<th>Time on 15 February</th>
<th>Time on 15 March</th>
<th>Average time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Runner A</td>
<td>10.5secs</td>
<td>10.6secs</td>
<td>10.4secs</td>
<td></td>
</tr>
<tr>
<td>Runner B</td>
<td>10.0secs</td>
<td>10.3secs</td>
<td>10.3secs</td>
<td></td>
</tr>
<tr>
<td>Runner C</td>
<td>10.3secs</td>
<td>11.2secs</td>
<td>10.3secs</td>
<td></td>
</tr>
<tr>
<td>Runner D</td>
<td>10.6secs</td>
<td>10.6secs</td>
<td>10.4secs</td>
<td></td>
</tr>
<tr>
<td>Runner E</td>
<td>11.0secs</td>
<td>10.6secs</td>
<td>10.2secs</td>
<td></td>
</tr>
<tr>
<td>Runner F</td>
<td>10.4secs</td>
<td>10.3secs</td>
<td>10.5secs</td>
<td></td>
</tr>
</tbody>
</table>

By looking at the results, choose your relay team of the four runners with the four fastest average times.

Our team will be made up of the following athletes

1) ..................................................
2) ..................................................
3) ..................................................
4) ..................................................

Now you have chosen your team, you must choose which order they run in. Use the strategy outlined below to select who runs when.

**One popular strategy for running a successful relay race is:**

- The fastest runner goes last
- Of the remaining three runners, the best at starting goes first
- Of the remaining two runners, the best bend runner goes third as this is the top bend
- The remaining runner goes second as this is a straight run.

Continues on next page
PUPIL SHEET 1 Numeracy (Cont)

**Runners’ times**

<table>
<thead>
<tr>
<th>Runner</th>
<th>Good starter?</th>
<th>Good bend runner?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Runner A</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Runner B</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Runner C</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Runner D</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Runner E</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Runner F</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

★ The first runner will be .................................................................
★ The second runner will be .................................................................
★ The third runner will be .................................................................
★ The fourth runner will be .................................................................
LESSON FOUR – NUMERACY
TEACHER SHEET 1

★ Taking the high jump

Pupils will look at various high jump techniques that have existed over the years. They will examine a variety of jumps and measure them to see just how high some professional athletes can jump.

Age

Suitable for 7 to 11-year-olds.

Objectives

★ To measure out heights of professional high jumpers’ achievements
★ To use non-standard forms of measurement when looking at the high jump.

Resources

★ Tape measure for each group
★ Copies of Pupil sheets 1, 2 and 3 for each pupil
★ Chalk
★ Items of your choice for non-standard measuring (litre bottles, school ties, CD cases etc).

Starter

Split the class into groups of four to six, mixed-ability pupils. Using Teacher sheet 2, look at the clips or images of various high jump techniques. Ask the pupils to discuss, in their groups, which method they think produces the best results/highest jumps, and why this is so. They could write notes about their thoughts. When your pupils are ready, open this up to class discussion.

Main body

This lesson will give pupils the opportunity to look at world records for each high jump technique. They will measure out world records on the floor to see how high some people have jumped.

Task

Using Pupil sheets 1 and 2, pupils will put the jumps in order of highest to lowest and analyse the results. They will use Pupil sheet 3 to measure out the jumps to see exactly how high the jumps are compared to their own height. Following this, they will record the measurements using non-standard forms of measurement. For example, how many 1 litre milk bottles, school ties or CD cases do the jumps measure?

Plenary

Each group will measure out the men’s and women’s Fosbury flop jumps, as well as use a different form of non-standard measurement. Pupils peer assess by checking all members of the group agree on their results. Further peer assessment can take place by allowing each group to share their findings with the rest of the class. The teacher can assess understanding of the task through observing the groups’ presentations of results.

Continues on next page
Extension activity
Pupils could research into world records for the long jump and triple jump, using ICT or the school library. They could see how long the world records are compared to other non-standard forms of measurement, for example, a classroom table or a gym crash mat. Or, examine the differences in technique between the long jump and high jump.

Differentiation
Gifted and talented pupils could look at world records for the pole vault and compare it to the records for the high jump. The official world records for pole vault can be found at the IAAF website http://tinyurl.com/7ts3xzt. Pupils should note the differences and work out corresponding ratios. SEN pupils could work with a partner in their group, who could model the activity to help them better access the task.

Mathematics strands

England
Using and applying number: 1a, 1b, 1f, 1i, 1k, 2i, 3k, 4b
Shape, space and measures: 1a, 1c, 1g, 3a, 4a
Handling data: 1a, 1d, 1e, 1f, 1g, 2b, 2f.

Scotland
Number, money and measure: MNU 1-02a, 2-02a, 1-03a, 2-03a, 1-11a, 2-11a, 2-11b, 1-12a, 2-12a, 1-20a, 2-20a, 1-20b, 2-20b, 1-21a, 2-21a.

Wales
Range
• Understand number and number notation
• Calculate in a number of ways
• Understand and use measurements
• Collect, represent and interpret data.

Skills
• Solve mathematical problems
• Communicate mathematically
• Reason mathematically.

Northern Ireland
Making and monitoring decisions
• Plan and organise their work, learning to work systematically

Communicating mathematically
• Understand mathematical language and use it to discuss their work and explain their thinking
• Present information and results clearly.

Mathematical reasoning
• Understand and make general statements
• Check results and consider whether they are reasonable.

Understanding number and number notation
• Count, read, write and order whole numbers.

Measures
• Appreciate important ideas about measurement, including the continuous nature of measurement and the need for accuracy.

Collecting, representing and interpreting data
• Collect, classify, record and present data drawn from a range of meaningful situations, using graphs, tables, diagrams and ICT software
• Explain their work orally and/or through writing and draw conclusions
• Interpret a wide range of tables, lists, graphs and diagrams; create and interpret frequency tables, including those for grouped data
• Understand, calculate and use the mean and range of a set of data.

Cross-curricular links
• PSHE (England), Health and well-being (Scotland), PSE (Wales), Learning for life and work (Northern Ireland), Science.
High jump techniques

During the history of the high jump, there have been various techniques adopted by professional athletes. Below is a short description of some main techniques, including links to videos where you can show pupils an example of the jumping styles.

The standing jump
This was one of the first high jump techniques (see photo right) and involved the athlete standing still and then jumping over the bar with both feet together, and landing on their feet again. No run up was allowed.

The scissor jump
A run up was allowed. This technique involves the lead leg (closest to the bar) being held straight and swung into the air to clear the bar. At the same time, the hips and body are driven into the air by the take-off leg. As the jumper crosses the bar, the trailing or take-off leg has to be quickly swung up to clear the bar. The athlete lands on their feet.

Example video: http://tinyurl.com/7bo2rmv

The straddle or Western roll
Unlike the scissor jump, where the jumpers face forwards when jumping, in the straddle they face down as they roll over the bar.

Example video: http://tinyurl.com/7tx93ok

The Fosbury flop
Named after an American athlete, Dick Fosbury, the Fosbury flop involves the athlete jumping over the bar with their back to the bar, and head and shoulders going over the bar before the legs and feet. While in the air, the athlete can arc their shoulders, back and legs in order to clear the bar. This technique is only possible if there is a soft, raised landing mat. This is the technique used by high jumpers today.

Example video: http://tinyurl.com/8s946ps
## Ordering

### Task 1 - High jump world records

Below are some world record high jumps, along with the technique used to achieve those jumps. Put the jumps in order from highest to lowest by filling out the table below.

#### Male world record high jumps
- Fosbury flop - 2.45m (245cm), Javier Sotomayor of Cuba, 1993
- Scissor jump - 1.97m (197cm), Michael Sweeney of USA, 1895
- Standing jump - 1.89m (189cm), Marshall Brooks of Great Britain, 1876
- Straddle jump - 2.00m (200cm), George Horine of USA, 1912

<table>
<thead>
<tr>
<th>Technique</th>
<th>Jump height (highest to lowest)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Female world record high jumps
- Fosbury flop - 2.09m (209cm), Stefka Kostadinova of Bulgaria, 1987
- Scissor jump - 1.59m (159cm), Ethel Catherwood of Canada, 1928
- Straddle jump - 2.00m (200cm), Rosemarie Ackermann of Germany, 1977

<table>
<thead>
<tr>
<th>Technique</th>
<th>Jump height (highest to lowest)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Analysis**

**Task 2 – your results**

Once you have filled in the tables, answer the questions below.

- Look at the data. What do you notice about the highest jumps for men and women and the corresponding techniques?

- What other patterns do you notice?

- Thinking back to your predictions at the beginning of the lesson, which technique do you think produces the best results?
PUPIL SHEET 3
NUMERACY

★ Measurements

Task 1
Measure out the two highest jumps (male and female) with a tape measure along the floor. This will show you just how high some professional athletes can jump! You could use chalk to measure out the jumps on the ground and see how many of your classmates fit into your measurement.

Task 2
Once you have done this, measure your own height and then calculate the difference by subtracting your height from the high jump’s height. This will show you how much higher than your own height some athletes can jump!

<table>
<thead>
<tr>
<th>Highest female jump</th>
<th>My height</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Highest male jump</th>
<th>My height</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Task 3
Once you have done this, you can use non-standard forms of measurement such as a 1 litre bottle of milk, CD case or even school tie to measure the height of two jumps. Use this table to fill out your findings. An example has been completed for you.

Non-standard forms of measurement

<table>
<thead>
<tr>
<th>Jump technique</th>
<th>Actual height of jump</th>
<th>Form of measurement</th>
<th>Number of units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Straddle jump</td>
<td>1.90m (190cm)</td>
<td>1 litre milk bottle</td>
<td>9.5 (9 1/2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
LESSON FIVE – SCIENCE
TEACHER SHEET 1

★ Muscles and how they work
Pupils will identify muscles and, by looking at their own bodies, learn how muscles work in pairs. Following this, pupils will learn about slow twitch and fast twitch muscle fibres, and which athletic events use which sort of muscle fibre.

Age
Suitable for 7-11 year olds.

Objectives
★ Pupils to identify major muscle groups
★ Pupils to learn how muscles work in pairs
★ Pupils to understand the difference between fast and slow twitch muscle fibres.

Resources
★ Display Teacher sheet 2 on whiteboard
★ Pack of Post-it notes or stickers
★ Copies of Pupil sheets 1 and 2; one of each sheet per pair.

Starter
Explain to the class that muscles are responsible for all human movement and that the human body has over 600 muscles. Using Teacher sheet 2, project the image of the body onto the whiteboard. Ask the students to write the name of each of the muscles onto a Post-it note or sticky label. Working in pairs, they should then stick their labels in the correct places on their partner.

Main body
This lesson will teach pupils that muscles can only pull in one direction - and therefore, muscle groups always work in pairs. They will also learn that there are two main types of muscle fibres - fast twitch and slow twitch. These muscle fibres are suited to certain athletics events.

Task
Using Pupil sheet 1, pupils will work in pairs to see how muscles work. They will examine their partner’s biceps and triceps muscles. They will feel how the biceps muscle contracts to bend the arm. They will then see that the biceps muscle has to relax and the triceps muscle contract in order for the arm to return to its original position (an explanation is given on Teacher sheet 3, if needed). Pupils will then use Pupil sheet 2 to learn about fast twitch and slow twitch muscle fibres.
Lesson Five – Science
Teacher Sheet 1 (Cont)

Plenary
When all groups have finished, ask the class as a whole to get into a squatting position.
For younger children: Ask the pupils to do a standing jump from their squatting position. Then ask them to go back to the squatting position and this time to slowly stand up straight. The teacher can assess the children’s understanding of slow twitch and fast twitch muscle fibres by asking the children which muscle fibres are being used in each movement.
For older children: Ask the pupils to get into a squatting position. Assess the pupils’ understanding of slow twitch and fast twitch muscle fibres by asking them to demonstrate a fast twitch muscle fibre movement using a burst of energy. They should do a standing jump from their squatting position. Now ask the class to demonstrate a slow twitch muscle fibre movement from a crouching position. This time they should all slowly stand up straight. As an extension to this, you can ask the pupils if they can work out which muscle in the pair is used for squatting and which is used for jumping (refer to Teacher sheet 2, if necessary).

Extension activity
Pupils could investigate other muscle groups that work in pairs.

Differentiation
Gifted and talented pupils could investigate further into muscle groups, and come up with some other athletics events and the particular muscles that they rely on. SEN pupils can write down an athletics event which uses the biceps and triceps muscle pairs.

Science strands
England
Investigative skills:
2a, 2b, 2d, 2f, 2g, 2j, 2k, 2l, 2m
Life processes:
1a, 2b, 2e, 2n
Scotland
Biological systems:
SCN 1-12a, 2-12a.
Wales
Skills
Communication: 1, 2, 3
Planning: 2, 3, 5, 6
Developing: 1, 2, 3, 5, 6, 7
Reflecting: 3, 4, 5
Range
Interdependence of organisms: 1, 2
How things work: 2, 3.

Northern Ireland
Movement and energy:
• The causes and effect of energy, forces and movement
• Causes that affect the movement of people and animals.

Cross-curricular links
• Physical education
• PSHE (England)
• Health and well-being (Scotland)
• PSE (Wales)
• Learning for life and work (Northern Ireland).
Lesson Five – Science
Teacher Sheet 2

⭐ Identify your muscles

Project this diagram onto the board. In pairs, ask the pupils to write the names of each muscle group on separate Post-it notes or sticky labels. Now, working in pairs, ask the students to stick the labels in the correct place on their partner.
Muscles can only contract or relax. Also, they can only pull in one direction. So, relaxing a muscle does not return the body to its original position. To do that, another muscle has to contract. That is why muscles need to work in pairs.

In the example the children are examining, when the biceps muscle contracts, the arm bends. However, when it relaxes, the biceps cannot push the arm back out again.

To do this, the triceps muscle, on the underside of the upper arm, contracts and straightens the arm out. This shows how muscles work in pairs. If the triceps muscle wasn’t there, the arm would stay bent permanently. Without this system of muscle pairs, we wouldn’t be able to straighten our legs to walk or bend our fingers to grip a pencil, for example.

Answers to Pupil sheet 1.

★ What happens when your partner bends their arm? The biceps muscle contracts. The triceps muscle is relaxed.

★ Does anything happen when they relax? No, the arm stays where it is.

★ Which muscle does your partner use to straighten their arm again? The triceps muscle which contracts. The biceps muscle remains relaxed.

Answers to Pupil sheet 2.

★ Do muscles work on their own or in pairs? Muscles work in pairs. They can only cause movement by contracting, so the body needs two muscles in order to move a body part or joint back and forth.

★ Long distance running – slow twitch
★ Sprinting – Fast twitch
★ Triple jump – Fast twitch
★ Marathon – Slow twitch
**Finding out how muscles work**

You will work in pairs to find out how muscles achieve movement.

In your pairs, examine your partner’s upper arm. Look at what happens when they bend their arm. Pay particular attention to what the biceps and triceps muscles are doing.

**What happens when your partner bends their arm?**

**Does anything happen when they relax?**

**Which muscle does your partner use to straighten their arm again?**

Thinking of what you have just witnessed, do muscles work on their own or in pairs? Explain why.

---

**Biceps muscle**

**Triceps muscle**
Fast and slow twitch muscles

All muscles are made up of two types of fibre:

Slow twitch

Slow twitch muscle fibres contract slowly, but keep working for a long time. Slow twitch muscle fibres are good for endurance activities that require you to keep going for a while.

Fast twitch

Fast twitch muscle fibres contract very quickly, but get tired after a short time. These type of muscles are good for rapid or quick movements.

From the below list, see if you can guess which events require the use of fast or slow twitch muscles:

- Long-distance running
- Sprinting
- Triple jump
- Marathon
Lesson Six – PE Teacher Sheet 1

★ Circuit training
Pupils will participate in an exercise circuit (provided). They will practise key athletics skills through carrying out various activities.

Age
Suitable for 7-11 year olds.

Objectives
To practise key running, jumping and throwing skills through circuit training activities.

Resources
★ Lay out the circuit as shown on Teacher sheet 2
★ Tennis balls
★ Long jump area (can use grass if outside or mats inside)
★ Relay batons
★ Five cones or markers
★ Stopwatches (one for central timing and one to time).

Starter
Spread the class out evenly at circuit stations 1-4, into four mixed-ability groups. Some warm up activities are provided on Teacher sheet 3. Warming up before participating in the circuit is essential to avoid injury.

Main body
Pupils will work their way around the circuit, staying at a station for 6-7 minutes. You will need to demonstrate each of the activities to check pupils are using the correct technique (see Teacher sheet 4). Emphasis should be placed on the quality of the movement rather than the quantity. Once all the groups have completed stations 1-4, they will then compete against each other in the Relay Baton Passing task at station 5.

Task
Teacher sheet 4 provides you with the activities for each station. Make sure that you walk the groups through all of the activities before they begin, so they know exactly what they are doing.

Continues on next page
Plenary
Pupils perform some cool down activities. Some examples are provided on Teacher sheet 5. In their groups, the children then peer assess the circuit activities by discussing what aspects they found challenging and how they could improve their performance. Teacher then prompts a class discussion asking how pupils overcame any challenges. Teachers assess pupils’ understanding of the task through this discussion.

Extension activity
Pupils could think of another run, jump or throw activity and share it with the rest of the class. Alternatively, if the class has already completed lesson five (Muscles and how they work), pupils could identify which muscles they are using for each activity.

Differentiation
Gifted and talented pupils could demonstrate each of the activities to show good techniques. They could then help other pupils to enhance their performance. SEN pupils could use lighter balls for the throwing activities and be given a “buddy” to guide them in the correct technique.

### Physical education strands

**England**
- **Acquiring and developing skills:** 1a, 1b
- **Select and apply skills, tactics and compositional ideas:** 2c
- **Evaluating and improving performance:** 3a, 3b
- **Knowledge and understanding of fitness and health:** 4b, 4c, 4d
- **Athletic activity:** 10a, 10b, 10c

**Scotland**
- HWB 1-21a, 2-21a, 1-22a, 2-22a, 1-23a, 2-23a, 1-24a, 2-24a, 1-25a, 2-25a, 2-26a, 1-27a, 2-27a, 1-28a, 2-28a

**Wales**
- **Skills:** 1.1, 1.2, 1.5, 1.6, 1.7, 2.1, 2.3, 2.5, 3.1, 3.2, 3.3, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8
- **Range:** 1, 3, 4

**Northern Ireland**
- **Athletics**
  - Participate in activities and physical challenges to learn, understand and continue to develop the core skills of running, jumping and throwing in a cooperative and competitive context using a variety of equipment
  - Progress from simple running, jumping and throwing activities towards becoming involved in more difficult personal challenges and, through them, improving performance
  - Practise running over short and long distances
  - Practise jumping for height and distance
  - Practise throwing activities for accuracy and distance from a stationary position to a controlled run-up
  - Record and analyse performance in a variety of ways.

**Cross-curricular links**
- **Science**
- **PSHE (England)**
- **Health and well-being (Scotland)**
- **PSE (Wales)**
- Learning for life and work (Northern Ireland).
Lesson Six – PE Teacher Sheet 2

★ Circuit Layout

Example of Circuit Layout

1. Endurance Run
2. Standing Long Jump
3. Sprinting
4. Javelin Action/Ball Throw
5. Relay Baton Passing

Direction of throw: throwing line
★ Warm-up activities
Here are some warm-up activities that you can do with the class to prepare for the circuit exercise:

1. Policeman’s bend
Stand upright with feet together and with arms clasped behind the back. Flex knees to lower the upper body down before returning to the start position. (Keep the back and upper body upright and straight.)

2. Loose jogging
Slowly run around the room with relaxed shoulders and arms hanging down by your sides.

3. Marching on the spot
Raise and lower arms and legs to perform a marching action without moving off your position.

4. March around the room
Raise and lower arms and legs to perform a marching action around the room – remaining aware of others.

5. Reach for the sky
Stand upright with feet together. Reach upwards with hands as high as you can.

6. Simulated swimming
Front crawl, breaststroke, butterfly, backstroke imitation with feet astride in a stationary position.
Warm-up activities

**7. Pumping the tyre**
Stand on left leg and simulate the pumping action required to inflate the tyre by means of a foot pump with your right leg. Then change legs.

**8. Follow the leader**
Team leaders are selected. They perform any reasonable physical action which must then be copied by all the other members of the team.

**9. Aeroplanes**
As Loose jogging but with imitation aeroplane action using arms as wings (with noises as appropriate for younger age groups).

**10. Side bends**
Stand with feet shoulder width apart and hands on hips. Lean to the left and right alternately without bouncing and keeping the shoulders up and back.
LESSON SIX – PE
TEACHER SHEET 4

★ Circuit exercises
Ensure that each station is shown to the class. Emphasise the technique they should be following.

Note: Pupils should always work a safe distance apart. Also, throwing activities should be set out so that pupils will be throwing away from the other stations.

1 Endurance Run
Set out three cones as per the diagram on Teacher sheet 2. One by one, pupils will walk to one cone, jog to the next and then sprint to the last before re-joining the queue and repeating the sequence. Pupils could vary the run by skipping and hopping. Pupils should concentrate on a tall running position, their arms should reflect the speed at which they are travelling and they should also change pace smoothly.

2 Standing Long Jump
Pupils will perform a standing long jump onto a mat. They should concentrate on movement from a squatting position to help them gather momentum to jump. Pupils should also use their arms to help their explosive movement and ensure maximum progress. Emphasis should be placed on the quality of movement rather than the amount of jumps they complete per minute.

3 Sprinting
Set out two cones (10m apart). At the whistle, pupils will sprint between the two cones. They should concentrate on pumping their arms to help with speed. They should also look ahead and stay tall to ensure they are following the correct technique for sprinting. Once children have stopped for their rest, they should continue to walk around and NOT sit down or stand completely still as this can cool the body down and lead potentially to injury.

4 Javelin Action/Ball Throw
Using a tennis ball, pupils will stand behind the designated throwing line, with one foot in front of the other and sideways on for good form. They will then use an overarm throw with a slightly bent arm. They should concentrate on keeping the elbow high and also stand tall when they throw. This activity is about technique, and not how far they can throw the ball.

5 Relay Baton Passing
Once each group has taken part in all four of the circuits, they will compete against each other in the baton-passing relay. Move four of the cones to set out a square or rectangle area. Each pupil will take it in turns to run around the four cones and pass the baton onto the next person to run with. They should use the push pass technique, in which the next person to go starts jogging before the previous person reaches them. This ensures a smooth baton pass.
LESSON SIX – PE
TEACHER SHEET 5

Cool-down activities
Pupils should carry out the cool-down activities below when they have completed the whole circuit.

1. Back of lower leg
   - Calf - gastrocnemius
   - Heel of back foot flat
   - Back straight
   - Both feet point straight at wall
   - Feel stretch at back of rear lower leg.

2. Back of thigh
   - Hamstrings
   - One leg in front of the other and knee straight
   - Hands on bent knee or thigh
   - Sit back on support leg with bottom out and straight back
   - Feel stretch on back of thigh of straight leg.

3. Inside thigh
   - Adductors
   - Stand with feet a little over shoulder width apart
   - Keep back straight
   - Feet face forward
   - Lean to one side, bending that knee
   - Feel stretch on thigh on inside of straight leg.

4. Side of trunk
   - Stand with feet a little over shoulder width apart
   - Keep back straight
   - Take arm over head
   - Feel stretch down side of trunk.

5. Back of lower leg
   - Calf - soleus
   - Toes point forward
   - Weight on rear leg
   - Heels flat on ground
   - Stretch felt in lowest part of calf.

6. Front of thigh
   - Quadriceps
   - Hold wall for support, if needed
   - Knees level
   - Support leg slightly bent
   - Stand tall with tummy in
   - Feel stretch on front of thigh.
LESSON SEVEN – PE
TEACHER SHEET 1

★ Progressive skills

During this lesson, pupils will undertake two different athletics skills – one jumping activity and another that focuses on running.

Age

Suitable for 7-11 year olds.

Objectives

To practise key running and jumping skills through activities provided and to improve their techniques.

Resources

This activity will require two adults, one to lead each activity. Or, you could use gifted and talented pupils to demonstrate their techniques to other pupils.

★ Cones
★ Coloured markers
★ Three landing mats.

Starter

Split the class into small, mixed-ability groups of five or six pupils. Get the pupils warmed up by using some of the activities provided on Teacher sheet 2. Students stay in their small groups throughout the whole lesson.

Main body

Pupils will spend 15 minutes on each of the provided activities. Pupils must ensure that they undertake the activities properly and concentrate on the quality of their movements rather than the quantity or speed. Within their groups, pupils take turns to sit and observe their peers. They then comment on good techniques and ways to improve.

Task

Teacher sheet 3 provides you with descriptions of the two activities that the pupils will be carrying out.

Plenary

Pupils perform some cool-down activities. Some examples are provided on Teacher sheet 4. Then, in their groups, children peer assess by considering how they achieved their best results. Teacher then prompts a class discussion asking how pupils altered their techniques in order to improve their results. Teachers assess pupils’ understanding of the task through this discussion.

Continues on next page
Extension activity
For Quick smart start: Start from lying down on front or back.
For Triple skill relay: Introduce another element to the jump. Perhaps a hop on the alternative leg at the end of the sequence.

Differentiation
Gifted and talented pupils could demonstrate each of the activities to show good techniques. They could then help other pupils to enhance their performance.
SEN pupils could be given a “buddy” to guide them in the correct technique.

<table>
<thead>
<tr>
<th>Physical education strands</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>England</strong></td>
<td></td>
</tr>
<tr>
<td>Acquiring and developing skills:</td>
<td>1a, 1b</td>
</tr>
<tr>
<td>Select and apply skills, tactics and compositional ideas:</td>
<td>2c</td>
</tr>
<tr>
<td>Evaluating and improving performance:</td>
<td>3a, 3b</td>
</tr>
<tr>
<td>Knowledge and understanding of fitness and health:</td>
<td>4b, 4c, 4d</td>
</tr>
<tr>
<td>Athletic activity:</td>
<td>10a, 10b, 10c</td>
</tr>
<tr>
<td><strong>Scotland</strong></td>
<td></td>
</tr>
<tr>
<td>HWB 1-21a, 2-21a, 1-22a, 2-22a, 1-23a, 2-23a, 1-24a, 2-24a, 1-25a, 2-25a, 2-26a, 1-27a, 2-27a, 1-28a, 2-28a</td>
<td></td>
</tr>
<tr>
<td><strong>Wales</strong></td>
<td></td>
</tr>
<tr>
<td>Skills:</td>
<td>1.1, 1.2, 1.5, 1.6, 1.7, 1.21, 2.3, 2.5, 3.1, 3.2, 3.3, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8</td>
</tr>
<tr>
<td>Range:</td>
<td>1, 3, 4</td>
</tr>
<tr>
<td><strong>Northern Ireland</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Athletics</strong></td>
<td></td>
</tr>
<tr>
<td>• Participate in activities and physical challenges to learn, understand and continue to develop the core skills of running, jumping and throwing in a cooperative and competitive context using a variety of equipment</td>
<td></td>
</tr>
<tr>
<td>• Progress from simple running, jumping and throwing activities towards becoming involved in more difficult personal challenges and, through them, improving performance</td>
<td></td>
</tr>
<tr>
<td>• Practise running over short and long distances</td>
<td></td>
</tr>
<tr>
<td>• Practise jumping for height and distance</td>
<td></td>
</tr>
<tr>
<td>• Practise throwing activities for accuracy and distance from a stationary position to a controlled run-up</td>
<td></td>
</tr>
<tr>
<td>• Record and analyse performance in a variety of ways</td>
<td></td>
</tr>
<tr>
<td><strong>Games</strong></td>
<td></td>
</tr>
<tr>
<td>• Progress from developing individual skills and partner activities and games to suitable small-side, adapted and mini-games through both cooperative and then competitive play</td>
<td></td>
</tr>
<tr>
<td>• Develop control in running, jumping and changing speed, stopping and starting, with and without small equipment</td>
<td></td>
</tr>
<tr>
<td>• Develop an understanding of, and participate in, small-sided, adapted and mini-games</td>
<td></td>
</tr>
</tbody>
</table>

**Cross-curricular links**
- Science
- PSHE (England)
- Health and well-being (Scotland)
- PSE (Wales)
- Learning for life and work (Northern Ireland)
Warm-up activities

Here are some warm-up activities that you can do with the class to prepare for the circuit exercise:

1. **Policeman’s bend**
   - Stand upright with feet together and with arms clasped behind the back. Flex knees to lower the upper body down before returning to the start position. (Keep the back and upper body upright and straight.)

2. **Loose jogging**
   - Slowly run around the room with relaxed shoulders and arms hanging down by your sides.

3. **Marching on the spot**
   - Raise and lower arms and legs to perform a marching action without moving off your position.

4. **March around the room**
   - Raise and lower arms and legs to perform a marching action around the room – remaining aware of others.

5. **Reach for the sky**
   - Stand upright with feet together. Reach upwards with hands as high as you can.

6. **Simulated swimming**
   - Front crawl, breaststroke, butterfly, backstroke imitation with feet astride in a stationary position.
LESSON SEVEN - PE TEACHER SHEET 2 (CONT)

★ Warm-up activities

7 Pumping the tyre
Stand on left leg and simulate the pumping action required to inflate the tyre by means of a foot pump with your right leg. Then change legs.

8 Follow the leader
Team leaders are selected. They perform any reasonable physical action which must then be copied by all the other members of the team.

9 Aeroplanes
As Loose jogging but with imitation aeroplane action using arms as wings (with noises as appropriate for younger age groups).

10 Side bends
Stand with feet shoulder width apart and hands on hips. Lean to the left and right alternately without bouncing and keeping the shoulders up and back.
LESSON SEVEN – PE
TEACHER SHEET 3

★ Progressive skills

Here are the two explanations of the activities the pupils will be doing during the main task. They should spend a maximum of 15 minutes on each exercise. Pupils can observe one another and comment on good techniques and ways to improve.

**Activity one – Quick smart start**

Pupils to accelerate with good posture from stationary positions.

1. First of all, set a start and finish line with cones that are 10-20m apart. Tell the pupils to start from a kneeling or standing position.
2. Athletes get ready when you say “On your marks”, concentrate on “Get set” and on “Go!” they should accelerate away as fast as possible.
3. Pupils should walk back to the start (outside of the sprint area), and repeat the activity every minute or two.

**Pointers**

Pupils should concentrate on good form by:

★ Leaning forward
★ Legs pushing until straight (hips, knees and ankles, in that order)
★ Arms power back
★ Footsteps speed up.

Continues on next page
Lesson Seven - PE
Teacher Sheet 3 (Cont)

★ Activity two - Triple skill relay

Pupils to perform a hop, step and jump in sequence

1. Pupils put down the markers, 1m apart, in a straight line - finishing at the landing area.

2. Each pupil performs a hop, step and jump. They should start from a standing still position and land on each marker as they go.

3. Gradually move the markers further apart to increase the distance jumped.

Pointers

Pupils should concentrate on good form by:

★ Landing with balance
★ Make sure the order is ‘hop’, ‘step’, ‘jump’
★ Use a consistent rhythm: 1… 2… 3.
★ Free leg pushes forwards and up
★ Pupils stay tall with high hips.

Tip

Ensure that pupils land two-footed on the landing mat
Cool-down activities
Pupils should carry out the cool-down activities below when they have completed the two main activities.

1. Back of lower leg
   Calf - gastrocnemius
   - Heel of back foot flat
   - Back straight
   - Both feet point straight at wall
   - Feel stretch at back of rear lower leg.

2. Back of thigh
   Hamstrings
   - One leg in front of the other and knee straight
   - Hands on bent knee or thigh
   - Sit back on support leg with bottom out and straight back
   - Feel stretch on back of thigh of straight leg.

3. Inside thigh
   Adductors
   - Stand with feet a little over shoulder width apart
   - Keep back straight
   - Feet face forward
   - Lean to one side, bending that knee
   - Feel stretch on thigh on inside of straight leg.

4. Side of trunk
   - Stand with feet a little over shoulder width apart
   - Keep back straight
   - Take arm over head
   - Feel stretch down side of trunk.

5. Back of lower leg
   Calf - soleus
   - Toes point forward
   - Weight on rear leg
   - Heels flat on ground
   - Stretch felt in lowest part of calf.

6. Front of thigh
   Quadriceps
   - Hold wall for support, if needed
   - Knees level
   - Support leg slightly bent
   - Stand tall with tummy in
   - Feel stretch on front of thigh.
Lesson Eight – Art

Teacher Sheet 1

★ Athletic movement in art

Working in small, mixed ability groups, the pupils will create their own piece of artwork that represents movement in athletics. This lesson will take two 50-minute lessons to complete. However, depending on the resources available at your school, the abilities of your pupils, the complexity of their artwork and the medium they choose, this may need to be extended to three lessons.

Age

Suitable for 7-11 year olds.

Objectives

★ Pupils to study how the body moves during sporting activities
★ Pupils to create their own representation of sporting movement.

Resources

★ Display Pupil sheet 1 on whiteboard or hand out one copy of Pupil sheet 1 per group
★ Range of materials and media for creative artwork
★ One copy of Pupil sheet 2 per group
★ ICT clips (links provided on this sheet).

Period 1

Starter

In this lesson, you will ask your pupils to observe how the body moves during different athletics events. Begin by asking pupils to look at Pupil sheet 1 (or this can be displayed on the board). Split the class into small groups. Ask the class to discuss within their groups what the images have in common. Then open up the discussion to the whole class. Now, explain that motion and movement can be depicted in art in many different ways such as clay modelling, charcoal drawing, painting, action sequence photography and so on.

Main body

The first lesson will be used to study how athletes’ bodies move. Assign each of the small, mixed-ability groups one of the following athletic events:

★ Sprinting
★ Relay
★ Hammer throw
★ Discuss
★ Javelin
★ Long jump
★ High jump
★ Hurdles.

You may want to demonstrate the various techniques for depicting motion and give the children time to experiment and practise their techniques. Also, give the pupils a chance to recreate the movements of their event. Ask them to pay attention to the positions of their arms, legs and torso during their movements.
Task
In their groups, the pupils will try to see how athletes’ bodies move when competing. They will use their observations to create their artworks. To help the pupils, it is suggested each group watches a short clip of athletes captured in slow motion.

- **Slow motion of sprinting**  
  [http://tinyurl.com/cwtdz2](http://tinyurl.com/cwtdz2)  
- **Slow motion of relay**  
  [http://tinyurl.com/76rc4v](http://tinyurl.com/76rc4v)  
- **Slow motion of hammer throw**  
  [http://tinyurl.com/bvugb4y](http://tinyurl.com/bvugb4y)  
- **Slow motion of discus throw**  
  [http://tinyurl.com/88t6r8s](http://tinyurl.com/88t6r8s)

If access to ICT is not possible for this lesson, ask each group of pupils to pose as if they are competing in the event. They should look at each other and note their different body positions. They should sketch these positions for reference or use a digital camera. If your pupils have completed Lesson five (Muscles and how they work), encourage them to think about which muscles are being used to create which movement.

Working as a group, the pupils now agree on what aspect of their event they will represent in their art. Will it be a single moment or the whole event?

They must also agree on which medium they will use or the teacher can assign each group a different medium or method. The group can now start planning their work of art using Pupil sheet 2. Pupils can also start making rough sketches of how their art will look.

Plenary
Pupils peer assess by all groups sharing the event they are going to depict, which part of the event they are going to represent and what medium they will be using. Groups should display any preliminary sketches to demonstrate their understanding of the task. Teacher assesses pupils’ understanding by asking them to explain their artwork and the reasoning behind their chosen technique.

Period 2
Starter
Using Pupil sheet 2, pupils refresh themselves with the athletics event they are going to represent and the medium they are going to use. Remind pupils that they will be focusing on depicting the movement involved in their chosen event. To help with this, ask the pupils to choose five words to describe their event. They then share them with the rest of the class.

Main body
Pupils work together to create a piece of art that shows an athlete during an event.
Lesson Eight – Art Teacher Sheet 1 (Cont)

Task
Working together, pupils create their piece of art.

Plenary
Pupils present their piece of art to their peers, explaining what it depicts. Pupils peer assess by asking questions about why certain decisions were taken.

Extension activity
Pupils to consider how art represents speed and movement in other sports, such as football and Formula 1. They then take those techniques and apply them to a new artwork.

Differentiation
Gifted and talented pupils can make more complex artworks, creating imagery with “special effects” or using techniques such as stop-motion animation. SEN pupils can draw sketches of human forms using simplifying techniques. For example, to depict a knee joint, SEN pupils could draw two cylinders connected by a ball.

Art strands

England
Exploring and developing ideas:
1a, 1b
Investigating and making art, craft and design:
2a, 2b, 2c
Evaluating and developing work:
3a, 3b
Knowledge and understanding:
4a, 4b, 4c, 4d
Breadth of study:
5b, 5c, 5d.

Scotland
EXA 1-02a, 1-03a, 1-05a, 1-06a, 1-07a, 2-02a, 2-03a, 2-05a, 2-06a, 2-07a.

Wales
Skills
Understanding: 1, 2, 3
Investigating: 1, 2, 3
Making: 1, 2, 3.

Northern Ireland
• Collect, examine and select resource material to use in the development of ideas
• Look at and talk about the work of artists, designers and craftworkers from their own and other cultures; appreciate methods used in the resource materials and use their appreciation to stimulate personal ideas and engage with informed art making
• Develop their understanding of the visual elements of colour, tone, line, shape, form, space, texture and pattern to communicate ideas
• Evaluate their own and others’ work and how it was made, explain and share their ideas, discuss difficulties and review and modify work to find solutions
• Use a range of media, materials, tools and processes such as: drawing, painting, printmaking, malleable materials, textiles and three-dimensional construction, selecting which is appropriate in order to realise personal ideas and intentions.

Cross-curricular links
• History
• Science.
PUPIL SHEET 1
ART

Examples of art

Replica of Myron's ancient Greek statue Discobolus, originally made circa 460-450BC

Wheelchair racer by Helen Gyngell, made in plaster and wire. © www.helengyngell.co.uk
PUPIL SHEET 2

ART

★ Showing movement in athletics

Working as a group, fill in the answers to the questions below.

1. Which athletics event are you studying?

2. Will your art sum up the feeling of the whole event or will it show one point?

3. What will you use to create your piece of art?

4. What is it about the event that you will show with your art? Write down some descriptive words. It may have some of the following words but include at least three other words that aren’t on this list:
   Speed, height, power, agility, teamwork, concentration, victory.

5. How will you convey the idea of movement?
LESSON NINE – DRAMA
TEACHER SHEET 1

★ Acting out moments in an athlete’s career

In this lesson, your pupils will act out significant moments in an elite athlete’s life.

Age

Suitable for 7-11 year olds.

Objectives

★ Pupils to understand that to become successful at athletics (or any other area of life), preparation is key
★ Pupils to understand that all athletes have to overcome obstacles and setbacks to achieve success.

Starter

Explain pupils will be using drama to explore some of the emotions athletes experience.

Main body

As a class, pupils use Forum theatre to explore possible outcomes to given scenarios.

Task

The class should be split into two groups, the audience and the performers. The class forms a circle with a performance space in the middle. Three pupils read out the numbered paragraphs on Teacher sheet 2.

The teacher reads out the first of two scenarios on Teacher sheet 2 after which the pupils act out the short scene. The scene should be left uninterrupted until the final conclusion.

The scene should now be started again but this time, once the scene has reached its dramatic turning point, any audience member can step in and replace a performer. They do this by tapping the performer on the shoulder and replacing him or her. The new performer can change the outcome of the story if they wish.

When the scene has reached its conclusion, the teacher opens it up for discussion. Pupils should think about the following:

★ How characters’ decisions influenced the direction of the improvisation at certain points throughout the scene
★ How characters’ decisions affected the overall outcome of the scene.

Continues on next page
Performers are replaced at least twice, allowing pupils to view or participate in a number of versions of the same story or scene.

This exercise is then repeated for the second scenario. It can build on the work of the first scenario or not, as the teacher chooses.

As a class, pupils watch each other’s performances. They then ask one of the characters a question. The person playing that character has to answer from the point of view of the character.

Plenary
Teacher assesses pupils’ understanding of the task by asking children to discuss what they think are the qualities that make a successful athlete. If necessary, prompt them to think about the role of preparation in success.

Extension activity
Ask the pupils to prepare a monologue spoken by the athlete, describing the best and worst moments of their sporting career. As a class, pupils can ask two clarifying questions of each monologue.

Differentiation
Gifted and talented pupils can be encouraged to devise their own third scenario, based around their family and friends. SEN pupils can be asked questions to help them access the task, such as “What does your character do? Does it make them happy?”, and “Is your character good at what they do? How does that make them feel?”

Drama strands
England
- Speaking: 1b, 1c, 1d, 1e, 1f
- Listening: 2a, 2b, 2c, 2d, 2e
- Group discussion and interaction: 3a, 3b, 3c, 3d, 3e
- Drama: 4a, 4b, 4c, 4d.

Scotland
EXA 1-12a, 1-13a, 1-14a, 1-15a, 2-12a, 2-13a, 2-14a, 2-15a.

Wales
- Oracy – skills: 1, 2, 3, 7
- Oracy – range: 1, 2, 3, 4, 6, 7, 8.

Northern Ireland
- Develop their understanding of the world by engaging in a range of creative and imaginative role-play situations
- Explore a range of cultural and human issues in a safe environment by using drama to begin to explore their own and others’ feelings about issues, and by negotiating situations both in and out of role
- Develop a range of drama strategies including freeze frame, tableau, hot-seating, thought-tracking and conscience.

Cross-curricular links
- English
- PSHE (England)
- Health and well-being (Scotland)
- PSE (Wales)
- Learning for life and work (Northern Ireland).
Three pupils should each read one of the three paragraphs below. They are all based on the words of elite British athlete Jessica Ennis.

1. "I'm an athlete – it's what I do. The event I compete in is called the heptathlon. The heptathlon is not a race but seven different events split over two days. Hurdles, sprints, javelin, high jump and more – I have to be good at all of them. I like the adrenaline rush I get during competitions, that's something I feed off. I'm just going to go out there and do my best."

2. "Training is full-on. Some days I really don't want to get out of bed and hit that track again. Sunday and Monday morning sessions are always horrible. But who really looks forward to going to work or school on a Monday morning? I’ll wake up and my body will be screaming at me. But I’ll drag myself out because it’s my job."

3. "When I first started the heptathlon, I hated it. I didn't want to do it, I didn't think I'd be any good at it. I guess that's the point about trying things you're not good at... The javelin, shot put and long jump are my weaker events – they don't come as naturally to me as running and jumping. I'm still trying to master those events. It is hard and very frustrating."

Now read out the following scenarios, asking the pupils to act out a short scene based on each scenario. Each scene should be left uninterrupted until the final conclusion. It can help if each of the performers holds a prop to signify which role they are playing; for example, a towel for the athlete, a clipboard for the coach and book for the best friend.

Scenery 1
It's Monday morning, a month before a big athletics competition. The athlete is worried that training is not going well. The athlete can't improve in their weak events and is getting frustrated. The personal coach and a fellow athlete are trying to get the athlete to continue training, but the athlete is very down and can't get motivated. The athlete says, "I can't do it. It's not working. I should pull out of the Championships..."

Scenery 2
It is the second day of the competition and the last event is about to take place – the lung-busting 800m. The athlete is in second place. If the athlete achieves their best time, they can win the competition. But the athlete has a strain. If they go for it, and get injured, they won't be able to run – and won't get a medal. The athlete, personal coach and friend are trying to work out what to do. The athlete says, "Maybe I should not push it and settle for silver..."

Notes on Forum theatre
Forum theatre is an interactive form of theatre and a useful way to explore potential outcomes of a situation. The audience are allowed to participate in the action as much as they want. For more information on Forum theatre, see Augusto Boal's "The Rainbow of Desire".
Below are some questions you could ask your pupils to help them explore the scene and the emotions the characters might feel.

- At this point, what are your character’s hopes?
- At this point, what are your character’s fears?
- What does your character want to achieve?
- What choices does your character have at this point?
- What is your character feeling at the moment?
- What is your character thinking at the moment?
- What does your character need to do to achieve his/her goals?
Lesson Ten – Music
Teacher Sheet 1

Composing a victory anthem

Pupils will listen to the music played to athletes who win at events such as the Commonwealth Games. They will discuss the music and then compose a new victory tune based on their discussions and the instruments available to them.

Age
Suitable for 7-11 year olds.

Objectives
★ To compose a piece of music, without lyrics, that could be used to represent their country at victory ceremonies.

Resources
★ ICT clips (see below)
★ Musical instruments.

Starter
Explain to the pupils that at major sporting events such as the Commonwealth Games, music is played during medal ceremonies to celebrate the gold medallist’s victory. That music is often the national anthem but not always. It is played without words or singing. Explain that the pupils will listen to the music played when an athlete wins a gold medal at the Commonwealth Games. Play one of the following pieces.

From about 20 secs: http://tinyurl.com/7xhff3v

Northern Ireland – Londonderry Air (traditional)
From about 1 min: http://tinyurl.com/7nf7bet

Scotland – Flower of Scotland (composed by Roy Williamson, 1965)
http://tinyurl.com/ph438u

Wales – Land of my Fathers or Hen Wlad Fy Nhadau (composed by James and James, 1856)
From about 2 min 30 secs: http://tinyurl.com/2baxzxx

Note: The British National Anthem, God Save the Queen, is played at events such as the Olympic Games, where athletes compete as part of Great Britain or the UK.

Ask the pupils what they think about the music.
★ Is it a sad, sweet or uplifting tune?
★ What is the tempo – is it fast or slow?
★ How does it make them feel?
★ Does the tune’s pitch change at any points?
★ Does it feel right for people today?
★ Does the piece have sections or rhythms that repeat and what does that mean for the listener?
★ Does the music climax towards the end?

Continues on next page
Main body

The pupils will now split into small mixed-ability groups and create their own victory music. Encourage the pupils to think about:

★ Rhythm and use of tone
★ How loud or soft the music or instruments are at a various times
★ Pupils could include the human voice as an instrument but without using words
★ How different instruments enter or leave the piece, and how it begins and ends

Note: Pupils could bring in their own instruments if you think it is appropriate.

The teacher opens a discussion about how to record musical pieces on paper. Teacher asks each group to devise a simple notation system using symbols to record their musical piece. Teacher can model this if necessary.

Task

Pupils to produce a piece of music which, without using lyrics, could be used as a victory celebration. The piece should be no longer than 1-1.5 minutes. Pupils should organise their work in such a way that they can play the same piece twice, with it sounding more or less the same each time.

Plenary

Pupils present and play their compositions to each other. After each composition has been played, the class can peer assess each group’s music – what worked best and what didn’t work quite as well. Afterwards, the class can vote on which piece best represented a victory anthem.

Extension activity

Pupils can present their compositions at assembly or upload them to the school website.

Differentiation

Gifted and talented pupils can share their musical expertise to help less able groups. SEN pupils can write a list of descriptive words to help guide them in their choice of sounds and tempo. They may find this task easier if the victory anthem played during the starter is played once more.

Music strands

England
1a, 1b, 1c, 2b, 3a, 3c, 4a, 4b, 4c, 5c, 5e.

Scotland (expressive arts)
EXA 1-16a, 2-16a, 1-17a, 2-17a, 1-18a, 2-18a, 1-19a, 2-19a.

Wales
Skills - Performing: 1, 2, 3, 4, 5, 7, 8
Skills - Composing: 1, 2, 3, 4
Skills - Appraising: 1, 2, 3, 4.

Northern Ireland
• Work creatively with sound by creating musical stories, pictures, patterns, conversations, accompaniments and by investigating ways of preserving the music they have created
• Sing and perform with simple instruments from memory, by ear or from notation to develop vocal and instrumental skills
• Listen and respond to their own and others’ music-making, thinking about, talking about and discussing a variety of characteristics within music that they create, perform or listen to.

Cross-curricular links
• English
• Art
• PSHE (England)
• Health and well-being (Scotland)
• PSE (Wales)
• Learning for life and work (Northern Ireland)
• Drama.
LESSON 11 – HISTORY
TEACHER SHEET 1

A significant moment in athletics history

Pupils will research a famous occurrence in Olympic history. They will then present a 2.5 minute TV news report of that famous event, explaining what happened, why it happened and why it is important to us today.

This lesson can be taught over one or two sessions. If taught over one session, groups of pupils will use the information provided on Pupil sheets 2 and 3 to prepare their reports, and will present their TV news report to another group of pupils. If the lesson is taught over two sessions, pupils will carry out additional research on their own using the internet or school library, and each group’s news report should be presented to the whole class.

Age
Suitable for 7-11 year olds.

Objectives
★ To communicate information about a sporting event in history
★ To identify differences between ways of life at different times.

Resources
★ ICT clips (see below)
★ Copies of Pupil sheet 1, and Pupil sheets 2 or 3 (depending on the event studied).

Starter
Explain to the pupils that they will be presenting a short news report as if on TV. The news report will be about an important event that happened in Olympic history. The pupils will be working in small, mixed-ability groups of four or five pupils.

Explain to the pupils what a news report is. It may help to play one of the news reports below:

BBC report – Pupils from a school in London visit the Olympic Stadium: http://tinyurl.com/72b45z9


Main body
Read either Teacher sheet 2 or 3 to your pupils depending on their age:

Teacher sheet 2 – Derek Redmond at the 1992 Barcelona Olympics (suitable for all ages of children)

Teacher sheet 3 – Black Power Salute at the 1968 Mexico City Olympics (suitable for 9-11 year old pupils)
Lesson 11 – History
Teacher Sheet 1 (Cont)

Pupils should complete Pupil sheet 1 – this will help them to prepare their 2.5 minute news report on that event. If this lesson is to be completed over one session, pupils should be given Pupil sheet 2 or 3 as appropriate. For lessons taking two sessions, pupils should not be given Pupil sheets 2 or 3 but do their own research into the event.

Task
Each group will prepare a news report about the event. Pupils can play one or more roles, such as a news reporter in the studio, news reporter at the track, athletes, track officials, coach, relatives and so on.

The news report should last about 2.5 minutes and it should explain:
* What happened
* Why it happened
* Whether it changed people’s attitudes.

Plenary
Depending on the time dedicated to this lesson, pupils will present their news reports to another group or to the whole class (if the lesson is to be completed over two sessions). Peer assessment will take place in these groups or as a whole class. Pupils’ understanding of each other’s reports can be assessed by asking them to explain what happened at the event. Teachers can assess pupils’ understanding of the task through monitoring these discussions.

Extension activity
Pupils can research their event further and write a newspaper report on the event.

Differentiation
Gifted and talented pupils can invent some additional eye-witnesses and include them in the news report. SEN pupils can write a short timeline of the event to help them structure their report.

History strands
England
1a, 1b, 2a, 2b, 4a, 4b, 5c, 6, 13.

Wales
Skills - Chronological awareness: 1
Skills - Historical knowledge and understanding: 2, 3
Skills - Interpretations of history: 1, 2
Skills - Historical enquiry: 1, 3, 4,
Skills - Organisation and communication: 1, 2.

Scotland
Social studies – People, past events and society
SOC 1-01a, 2-01a, 1-04a, 2-04a, 1-06a, 2-06a.

Northern Ireland
The world around us
• How they and others interact in the world
• Change over time in places

• Positive and negative effects of natural and human events upon place over time
• How change is a feature of the human and natural world and may have consequences for our lives and the world around us
• The effects of positive and negative changes globally and how we contribute to some of these changes.

Cross-curricular links
• English
• Art
• PSHE (England)
• Health and well-being (Scotland)
• PSE (Wales)
• Learning for life and work (Northern Ireland).
Derek Redmond at the 1992 Barcelona Olympics

During the late 1980s and early 1990s, Derek Redmond was one of Britain’s greatest track athletes. He broke the British record for the 400m twice and won gold medals in the 4 x 400m relay at the World Championships, European Championships and Commonwealth Games.

However, his career had been affected by injuries. For example, at the 1988 Olympics he had to pull out from his 400m heat just seconds before the start due to an injury to his Achilles tendon.

By the 1992 Olympics in Barcelona, Redmond had been operated on eight times. He won his 400m heat in his quickest time for four years. He followed that by cruising through the quarter-final, to win a place in the semi-final.

“I was feeling 100 per cent before the race,” Redmond says. “I’d had two really good rounds without even trying. On the day, everything went smoothly.” By the time he got to the first bend, Redmond was in a great position and feeling so confident that “I decided to save my energy in case I had to fight for the line. Three strides later I felt a pop.”

It was Redmond’s hamstring, the large muscle at the back of his leg, tearing.

Redmond collapsed to the floor, clutching his leg. As officials approached with a stretcher to help, Redmond instead pushed himself back to his feet... and, in pain, started hopping towards the finish. He explains: “I said to myself: ‘There’s no way I’m going to be stretchered out of these Olympics.’ ”

Redmond’s father, Jim, was in the crowd. He decided he had to help his son. Pushing past security guards, Jim tried to get his son to stop, afraid Derek might hurt himself even more. But Derek refused. “Well then,” said Jim. “We’re going to finish this together.”

With the son leaning on his father, they hobbled to the finish line. Olympic officials tried to stop them, but Derek’s father pushed them away. Slowly, they made it to the finishing line.

As they crossed the finish line, 65,000 spectators gave Derek a standing ovation. “I was taken to the doctors and I was crying like a baby the whole time,” said Redmond. “I had no idea how the crowd had reacted until I saw the video.”

A fellow athlete from Canada wrote to Derek Redmond the next day, saying: “Long after the names of the medallists have faded from our minds, you will be remembered for having finished, for trying so hard, for having a father to demonstrate the strength of his love for his son. I thank you, and I will always remember your race and remember you.”

As Redmond’s father had helped him finish, Derek was disqualified and official Olympic records state that he “Did Not Finish”. His race has, however, gone down as one of the greatest moments in Olympic history.
Black Power Salute at 1968 Mexico City Olympics

The 1968 Olympic Games were held in Mexico City, Mexico. On the morning of 16 October, American sprinter Tommie Smith won the 200m in a new world-record time. In second place was an Australian, Peter Norman, and another American sprinter, John Carlos, came third. Both the American sprinters were African Americans.

At the time, black people in America were discriminated against: black children couldn’t get into some schools, black adults couldn’t get certain jobs and some famous protesters, including Martin Luther King, Jr, had been assassinated earlier that year.

At the medal presentation ceremony, the two American sprinters walked to the medal podium wearing black socks and carrying their shoes. While the American national anthem was being played, both Smith and Carlos dropped their heads to their chests and each raised a fist into the air. On their fists were black gloves. This was known as a Black Power Salute. As they left the podium, they were booed by the crowd.

Asked later why they did it, Smith said: “If I win, I am American, not a black American. But if I did something bad, then they would say I am a Negro. We are black and we are proud of being black.” They went on to explain that wearing black socks and no shoes represented the poverty of black Americans. The salute with black gloves symbolised what black people could achieve and how they shouldn’t be discriminated against.

The Olympics were supposed to be an event free from political influence. The organisers were outraged that Smith and Carlos had made such a political gesture. The International Olympic Committee told the American Olympic team managers to suspend the two athletes or the whole American team would be expelled. The two athletes were suspended.

When the pair got back to America, they received death threats, and were criticised in newspapers and on TV. American sporting bodies began to ignore them and their careers suffered.

They were not alone. Second placed Norman wore a badge during the medal ceremony to show he supported the pair’s actions. When Norman arrived back in Australia, he was treated badly. He was banned from running for two years, criticised by newspapers and not picked for the next Olympics four years later, despite still being one of Australia’s best runners.

However, over 40 years later, their protest is now seen as a defining moment in gaining equality for black people in America.
**Preparing to make a TV news report**

You are going to present a short news report as if it was on TV. You will work in small groups to prepare a 2.5 minute TV news report.

One pupil will pretend to be a news reporter. The news reporter will question various people present at the event, played by the other pupils. Through their answers, your news report will explain to the viewers what is happening. The other roles pupils can play include another reporter at the track, athletes, track officials, coach or relatives.

Your teacher will either give you a sheet of background information or tell you to use the internet to prepare your report.

To help you prepare your report, fill in answers to the questions below:

★ **When did this event happen?**

..........................................................................................................................

★ **What happened?**

..........................................................................................................................

★ **What were the names of the main people or countries involved?**

..........................................................................................................................
..........................................................................................................................

★ **Why did it happen?**

..........................................................................................................................
..........................................................................................................................

★ **Why was it important to sport?**

..........................................................................................................................
..........................................................................................................................
Preparing to make a TV news report

Consider each of the following to help you produce the best news report possible:

- Rather than a reporter explaining what happened, it can be more effective if the reporter asks a series of questions. This allows eyewitnesses to explain what happened in their own words.

- The report should have a clear introduction that sets the scene quickly using few words.

- Consider adding useful and interesting information that helps the TV viewer enjoy and understand the report.

- The report should have a definite ending that provides a clear conclusion.
Derek Redmond at the 1992 Barcelona Olympics

During the late 1980s and early 1990s, Derek Redmond was one of Britain’s greatest track athletes who had won many medals for his country.

Redmond was plagued with injuries. He fought through this to reach the semi-final of the 400m at the 1992 Barcelona Olympics.

During the semi-final, Redmond was in a great position and said, “I decided to save my energy in case I had to fight for the line. Three strides later I felt a pop.” This was his hamstring tearing.

Redmond collapsed to the floor, clutching his leg. However, he pushed himself back to his feet... and, in pain, started hopping towards the finish. He explains: “I said to myself: ‘There’s no way I’m going to be stretchered out of these Olympics.’ ”

Redmond’s father, Jim, was in the crowd. He decided he had to help his son. Jim tried to get his son to stop running but Derek refused. “Well then,” said Jim said. “We’re going to finish this together.”

With the son leaning on his father, they hobbled to the finish line. Olympic officials tried to stop them, but Derek’s father pushed them away. Slowly, they made it to the finishing line where Derek was given a standing ovation by the crowd.

A fellow athlete from Canada wrote to Derek Redmond, saying: “Long after the names of the medallists have faded from our minds, you will be remembered for having finished, for trying so hard, for having a father to demonstrate the strength of his love for his son. I thank you, and I will always remember your race and remember you.”

As Redmond’s father had helped him finish, Derek was disqualified and official Olympic records state that he “Did Not Finish”. His race has, however, gone down as one of the greatest moments in Olympic history.
PUPIL SHEET 3
HISTORY

★ Black Power Salute at 1968 Mexico City Olympics

The 1968 Olympic Games were held in Mexico City, Mexico.

On 16 October, American sprinter Tommie Smith won the 200m in a new world-record time. Another American sprinter, John Carlos, came third. Both the sprinters were African Americans.

At the time, black people in America were discriminated against. Black children couldn’t get into certain schools and black people couldn’t get certain jobs.

At the medal presentation ceremony, both Smith and Carlos dropped their heads to their chests and each raised a fist into the air. On their fists were black gloves. This was called a Black Power Salute.

This became front page news all over the world. As they left the podium, they were booed by the crowd.

Smith said that the salute with black gloves symbolised what black people could achieve and how black people shouldn’t be discriminated against.

The organisers of the Olympics were outraged that Smith and Carlos had made such a political gesture. The Olympics were supposed to be an event free from any political statement. As a result, the two athletes were suspended.

When the pair got back to America, they received death threats, and were criticised in newspapers and on TV. American sporting bodies began to ignore them and their careers suffered.

Other athletes supported the pair’s actions, but they were also treated badly for showing their support of Smith and Carlos.

However, over 40 years later their protest is now seen as a key event in helping black people in America gain equal status.
EXTRA-CURRICULAR ACTIVITIES
**GOING FOR GOLD!**

Use the clues below to match the famous athlete to their country!

**ENGLAND**
- Liz McColgan comes from the northern-most British country. She represented ____________________________
- Jonathan Edwards comes from a country whose flag has red in it. He represented ____________________________
- Colin Jackson comes from the land known for dragons. He represented ____________________________
- Mary Peters comes from the smallest country in the UK. She represented ____________________________

**NORTHERN IRELAND**

**SCOTLAND**

**WALES**

The country where the Olympics started (6)
Obstacles you take to the air to clear (7)
Starting a race too early (5, 5)
High _________ (4)
A heavy metal ball used in athletics (4, 3)
Sprinters shoes are called... (6)
Passed between team-mates during a relay (5)
A very fast run (5)

**CLUES**

1. The country where the Olympics started (6)
2. Obstacles you take to the air to clear (7)
3. Starting a race too early (5, 5)
4. High _________ (4)
5. A heavy metal ball used in athletics (4, 3)
6. Sprinters shoes are called... (6)
7. Passed between team-mates during a relay (5)
8. A very fast run (5)

**THE SHADED SQUARES WILL SPELL OUT WHAT A WINNER IS!**

**CATCH ME IF YOU CAN!**

**WHAT’S YOUR MARK?**
Take this quiz to find out which event you might be suited for!

1. Do you like to run?
2. Do you like running long distances?
3. Do you have the need for speed?
4. Do you like working your upper body?
5. Do you like being timed?
6. Do you like the feeling of flying?
7. Do you enjoy playing cricket or netball?
8. Do you like the feeling of flying you get when you jump?

**FASCINATING FACT:**
Every national flag in the world contains at least one colour represented by the Olympic rings.

**DID YOU KNOW?**
Daley Thompson is an English decathlete. He broke the world decathlon record four times and won two Olympic gold medals. Champion!

**RUNNING JOKE!**
1. How did the athlete mend his torn shirt?
2. He ran until he got a stitch!

**ANSWERS**

**CROSSWORD**
1. Greece
2. Hurdles
3. False start
4. Jump
5. Shot put
6. Spikes
7. Baton
8. Sprint

The shaded squares spell out ‘champion’!
ON YOUR MARKS...

FACT OR FICTION?
How much do you know about athletics?

1. A heptathlon is made up of seven events.
   True  False

2. In the beginning, discus was practised with pancakes.
   True  False

3. Only teams can compete in athletics, not individuals.
   True  False

4. The Ancient Greeks always remembered to wear their spikes while racing.
   True  False

5. Athletics incorporates the fundamental skills of almost all sports.
   True  False

6. The Ancient Greeks used athletics as a form of military training.
   True  False

SEARCH FOR GOLD!
Can you find the 18 words (right) hidden in the grid? They read forwards, backwards, diagonally, up and down. The leftover letters spell something to cheer!

ATHLETICS  BAR  BATON  COACHES  DISCUS  FITNESS  GOLD  HOP  HURDLES  JUMP  PLAN  PODIUM  POLE VAULT  RELAY  RUN  SAND  SHOT PUT  STAMINA  TRIATHLON

WHO FINISHED FIRST?
These athletes are in a race to the finish. Can you figure out which sprinter makes it to the trophy first to win the race?

WINNER

FORGETFUL PHILLIPS!
Olympic medallist Phillips Idowu is packing his kit for a meet, but he’s forgotten something. Can you spot what it is?

ANSWERS

RUNNING JOKE!
What is an athlete’s favourite subject?

DID YOU KNOW?
No high jumper has ever been able to stay off the ground for more than one second.

RUNNING JOKE!
How do you start a jelly race?

J O G  r a p h y !
GET INTO GEAR

You need:
Four large cones and a whistle.

INSTRUCTIONS:
Whilst running, it is important to have a tall running position with your head up.

HardeR OR EasyER?
If your pupils find this hard, try making the area bigger and/or putting out four cones to mark where pupils can change their pace. If your pupils need more of a challenge, place them into pairs. One will control the pace and the other will follow. Then, they will swap positions and repeat the process.

SAFETY TIPS
1. Ensure there is cleared space around the game area.
2. If playing inside, avoid setting out the area close to walls or windows.
3. Encourage pupils to be spatially aware of each other.

ACTIVITY: Running

This activity teaches pupils to adjust their pace gradually with acceleration and deceleration.

TO START:
1. Mark out a large area with four cones.
2. You will be in control of the pace. Explain to the pupils that you will call the pace from walking, to jogging/skipping, to fast jogging, and then to the top pace: sprinting.

HOW TO PLAY:
1. Pupils move slowly around the area staying tall.
2. You will be in control of the pace. Explain to the pupils that you will call the pace from walking, to jogging/skipping, to fast jogging, and then to the top pace: sprinting.
3. When pupils move from one speed to the next, they should gradually increase or decrease their speed. When the arms move faster, so will the legs.
4. After reaching the top pace of sprinting, repeat the process in decreasing order.
5. Teachers may now choose to vary the pace from slow to fast.

ENSURE there is cleared space around the game area.

INdIvIduAl ERROR?
If playing inside, avoid setting out the area close to walls or windows.

If your pupils need more of a challenge, place them into pairs. One will control the pace and the other will follow. Then, they will swap positions and repeat the process.
ACTIVITY: JUMPING

LEAP THE GAP

YOU WILL NEED
Cones, dry take-off surface, dry landing area and a gym floor or sandpit.

Leap the gap is a great activity to help your pupils jump further.

TO START:
1. Mark out a boundary between a take-off and a landing zone.
2. Divide children into mixed-ability groups of three or four pupils per group.
3. Each group then takes it in turns to jump for distance.

HOW TO PLAY:
1. Pupils begin by standing with their feet a little apart.
2. Pupils bend their knees and then straighten them quickly – pushing up and forwards.
3. Pupils should land on two feet and with balance.
4. One person in the team then marks where the jumper lands by measuring where the back of the feet land.
5. Pupils should then repeat, trying to beat their previous distance.

INSTRUCTIONS:
1. Pupils should land softly on both feet to avoid injury.
2. When in the air, pupils should stretch tall and thin in the air. To get a good height, pupils should push off from the balls of their feet.
3. On take-off, hips, knees and ankles stretch, in that order.

SAFETY TIPS
1. Keep all pupils involved (by using small groups)
2. Encourage good form to prevent injury
3. Ensure pupils have enough space to move around
4. Ensure take-off and landing areas are safe

HARDER OR EASIER?
To make the activity a bit more difficult, pupils could do more than one jump. They could also be encouraged to jump the same distance as the others in their group.
**ACTIVITY: RUNNING**

**RAID THE GOAL**

YOU WILL NEED
Two cones, two hoops, 40 beanbags, a whistle, and a stopwatch.

**YOU WILL NEED**

**Raid the goal is a fun and competitive game for pupils. It develops pupils’ endurance by running continuously throughout the activity.**

**TO START:**
1. Set out two cones 50-100m apart, with one hoop in front of each cone.
2. Put 20 beanbags inside each hoop.
3. Create two teams of equal number and mixed ability.

**INSTRUCTIONS:**
1. It is important to have relaxed shoulders for good running form.
2. A tall running position with your head up and shoulders back is important.
3. Don’t forget to remind your pupils to keep a steady pace because this is the most important aspect of good endurance.

**HARDER OR EASIER?**
Some ways to make the activity more or less difficult is to shorten/lengthen the activity, or shorten/lengthen the course. Alternatively, change the activity into a relay to allow for recovery time.

**SAFETY TIPS**
1. Keep pupils in the same area
2. Keep pupils active!
3. Ensure pupils have ample space
4. Make sure pupils act responsibly

**HOW TO PLAY:**
1. Pupils run to the opponent’s base. Then, they squat down and pick up one beanbag each.
2. Pupils then run back to their home base and place their beanbags in the hoop.
3. The two teams keep stealing the opposing team’s beanbags until the whistle is blown. The team with the most beanbags in their hoop at the end wins!

**INSTRUCTIONS:**
1. It is important to have relaxed shoulders for good running form.
2. A tall running position with your head up and shoulders back is important.
3. Don’t forget to remind your pupils to keep a steady pace because this is the most important aspect of good endurance.

**HARDER OR EASIER?**
Some ways to make the activity more or less difficult is to shorten/lengthen the activity, or shorten/lengthen the course. Alternatively, change the activity into a relay to allow for recovery time.
**ACTIVITY: THROWING**

**SCOUT BALL**

**YOU WILL NEED**
Cones and a size 5 football or netball.

Scout ball is a fun and active game for pupils. It teaches them how to run, jump and throw at speed with good body control. It's also great for team building!

**TO START:**
1. Mark out an area with two end zones and a safety zone in the centre.
2. Split the group into two teams of mixed ability.
3. Each team must then choose a “scout” to stand in the end zone.

**HOW TO PLAY:**
1. The designated scout from each team goes to the end zone behind the opposing team. Keep in mind that only scouts are allowed in the end zone!
2. Each team stays in its half and tries to throw the ball over the opposing team for their scout to try and catch.
3. If the scout catches the ball, the thrower also becomes a scout and goes to their respective end zone.
4. The first team to have all their players in their end zone wins!

**INSTRUCTIONS:**
1. Pupils should keep their heads up at all times to ensure they are spatially aware.
2. Athletic jumps are a great way to encourage pupils to use correct athletic form and also have fun whilst doing it! An athletic jump is very easy; all you need to do is simultaneously bend from the hips, knees, and ankles. Then, jump straight up by extending both legs.
3. The best way to throw is by holding the ball in your dominant hand just behind your ear. Next, step forward with the opposite foot from your throwing arm and in a smooth, continuous motion, bring your arm up and over your head, releasing the ball out in front of you.

**SAFETY TIPS**
1. Ensure there is cleared space around the game area.
2. If playing inside, avoid setting out the area close to walls or windows.
3. Encourage players to be aware of each other.
4. Use a soft size 5 football or netball.

One easy way to adjust the game is by changing the size of the ball/area; the smaller the ball/area, the harder the game is. Another option is increasing or decreasing the number of players. The more players involved, the harder the game is.

**HARDER OR EASIER?**

- One easy way to adjust the game is by changing the size of the ball/area; the smaller the ball/area, the harder the game is.
- Another option is increasing or decreasing the number of players. The more players involved, the harder the game is.
For more information or to request a pack, please contact:

UKA
Athletics House
Alexander Stadium
Walsall Road
Perry Barr
Birmingham B42 2BE

Email: academy@uka.org.uk

www.uka.org.uk

For more information on how to bring athletics to your school, visit:

England www.englandathletics.org
Northern Ireland www.athleticsni.org
Scotland www.scottishathletics.org.uk
Wales www.welshathletics.org

Acknowledgements

The sport would like to thank the following people and organisations for their help, support and input in the production of this pack: First News, Helen Gyngell, Ian Roberts, Kate Rochester, Kim Hall, Mark Shearman, Melinda Davison, Roy Saxby, Sarah Kirby.

Whilst every effort has been made to ensure that the contents of this resource are accurate, the producer cannot accept responsibility for any injury or loss sustained as a result of delivering the material included in this pack.

This pack contains links to other third party websites for which UKA is not responsible, nor do we necessarily endorse the content expressed within them. We cannot guarantee that these links will work all of the time, and we have no control over the availability of linked pages. Nor does it imply that UKA recommends or endorses a particular company.

www.b3creative.co.uk © 2012 B3 Creative Ltd. All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without prior consent of the copyright owner.