



TINY TOTS PROGRAM

RESOURCE FOR LITTLE
ATHLETICS CENTRES

Acknowledgment

Little Athletics NSW acknowledges the work of Little Athletics SA and ACHPER (SA) in compiling this Tiny Tots resource.

The aim of distributing this resource by Little Athletics NSW is to support Centers in the implementation of the Tiny Tots Program, improving the physical, social, emotional and cognitive development of children through a play-based approach that is engaging and stimulating to the child.

For enquires and/ or additional resources about Tiny Tots in NSW contact participation@lansw.com.au

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Little Athletics SA appreciates the work of the steering committee in the initial development of this resource. Members include:

- Steven Marotti – Programs and Events Manager at Little Athletics SA (Coordinator)
- Bridget Senyszyn – Pathways Coordinator at Little Athletics SA, Athletics SA and Adelaide Harriers LAC Tiny Tots Coordinator
- Cathy Lambert – Barossa Valley LAC Coaching Coordinator and Inclusion Consultant for Little Athletics Australia
- Jane Sternagel – Tea Tree Gully LAC President and Tiny Tots Coordinator
- Amy Cobb – Golden Grove LAC Tiny Tots Coordinator
- Carly Whitaker – Port Augusta & Districts LAC Tiny Tots Coordinator

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ACHPER (SA) Writers

Rick Baldock, Professional Learning Coordinator, ACHPER (SA)

Kylie Newbold, Primary School Teacher

Stephanie McPharlin, Junior Primary School Teacher

Editors: Matt Schmidt and Anna Colley, ACHPER (SA)

Acknowledgement of Sources

These games have been used in work with many kinds of groups. They have grown with us over the years, and their sources have been wide and various. Their growth has also involved adaptation, evolution, integration, extension, variation, so that is no longer possible to identify sources for most of the games. Can games be copyrighted? Our own games, as well as games which we have obtained from other resources, are open for use by anyone. Many times we have 'invented' a game for an occasion, only to find it later in another resource, and vice versa.

Little Athletics SA wishes to acknowledge the fine work of previous Little Athletics resources that were designed specifically to engage Tiny Tots and their families in athletic pursuits over the past 20 years. A special thank you and acknowledgement is provided to *Little Athletics New South Wales* for their *Tiny Tots On Track* resource, and to *William and Mary Crouch (South Australia)* for their *First Steps To Success* resource. The activities in these resources have been used by many Little Athletics centres over a number of years and they played a part in the development/creation of this current resource.

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Introduction

The Little Athletics SA (LASA) Tiny Tots Program is for children 3 -5 years of age. This program seeks to encourage the development of Fundamental Movement Skills that underpin the growth of specialised sporting skills in athletics and other sports.

Children are active learners and need to move to learn and by doing so, they learn to move with skill and enjoyment. At this stage of development, children learn best through play which is often spontaneous and unstructured but with appropriate encouragement their skills can be developed at the same time.

Children at this age are growing at a constant annual rate of 5.1 cm per year while weight gains are 2.3 kg per year (Gallahue). This age (Early Childhood) is an ideal time for children to develop and refine a variety of Fundamental Movement Skills (FMS). This stage of life is sometimes referred to as the 'golden age of technique learning' where a movement skill is developed and refined due to the challenge it presents the child.

This resource contains 11 sessions and a range of activities which are designed to develop four fundamental movement skills (FMS):

- Running
- Walking
- Throwing and
- Jumping

The aim of the Tiny Tots Centre Program is to improve the physical, social, emotional and cognitive development of children through a play-based approach that is engaging and stimulating to the child.

Tiny Tots Coordinators Information

Expectations of Tiny Tots Coordinators

Children's natural energy and enthusiasm can be channeled into experiences where they learn about their bodies, about themselves and how to enjoy playing with others when participating in movement, games and other activities.

Through these games and activities children develop sporting skills, tactics and learn to interact with others. The games and activities are the focus of each session, challenging young children to think about what they are doing and why.

It is expected that Tiny Tots Coordinators actively display the following characteristics by being:

- Confident and competent in working with 3-5 year olds and parents.
- Child centred and focused, rather than sport centred.
- Supportive and passionate about the program.
- Enthusiastic in the promotion of the benefits of the program to parents and centre committee members.
- Patient and understanding with children and their parents.
- Aware of and understanding of the developmental needs of the child.
- Sensitive to the needs of the child and their family.
- Well informed and well planned with each session.
- Open minded, adaptable and flexible to meet the aims of each session.

Key Points to Improve the Management of Children in Centres

Session management skills should be taught to children in a manner similar to physical skill teaching. All skills need to be learnt through practice and repetition until they become second nature.

1. Have all children listen to directions prior to activity.
2. Instructions should be specific and as clear as possible. A coach who talks longer than 30 seconds during any single instructional episode will find a group beginning to lose interest.
3. Coaches should alternate short instructional episodes with periods of activity.
4. Tell children "when" before "what." Tell the group when to perform an activity before stating what the activity is.
5. Use keywords such as "Begin!" or "Start!" or the centre/sport nickname. e.g. "When I say Sun Devils [centre nickname], I'd like you to...." or "When I say Go! I want you to find a partner and practice tossing and catching."

6. A consistent signal should be established for stopping the group e.g. an audio signal (such as a whistle blast) and a visual signal (raising the hand overhead).
7. Remember to reinforce management of behavior as well as movement skills and the activities.
8. Devise simple activities to divide children into groups e.g. Ask children to stand toe to toe in groups of two.
9. Have a central spot in the playing space for children to move towards if they cannot find a group or partner.
10. Practice making groups of different sizes and going back to back with a partner.
11. Each child must have their own pieces of equipment to undertake a task.
12. Coaches must demonstrate the proper use of equipment.
13. Equipment should be placed in the same position when the group is called upon to listen.
14. Equipment should be distributed to children as rapidly as possible by placing it around the edge of the playing space.
15. Keep lines of children short (no more than 2-3 children) so they do not have to wait for too long.

Adapted from Robert P. Pangrazi, Dynamic Physical Education For Elementary School Children

Other Considerations for the Effective Management of Children

When managing the children, please consider the following:

Show up and be on time – If you're not early, you're late.

The activities should be fun – Your centre needs to attract more children and their families. Children need to have fun and to bring their friends. We want them to look forward to these sessions.

Avoid the 4 L's: Laps, Lectures and Long Lines.

Favourite Games: Games can often become "all-time favourites" with different children and can be frequently requested. Remember to not play the same game too often.

Plan your sessions by:

- Being prepared
- Being creative

Improve your sessions by:

- Being positive in your body language and verbal interactions
- Not measuring jumps and timing runs
- Using brief and clear language that 3-5 years olds can understand
- Using a pre-arranged signal to gain children's attention
- Getting them active as soon as you can
- Asking lots of questions without providing the answers to stimulate children's thinking
- Keep lines short, 2-3 children at a time
- Use your experience to judge when an activity has lasted too long
- Vary the activity for different children to provide differentiated tasks. 3-5 year olds provide significant developmental differences

Try not to:

- Talk for more than 30 seconds
- Talk above children and their parents
- Program activities that are too easy or difficult for each child

Each session has been designed with particular sporting outcomes/skills development in mind, and the games selected purposefully to achieve these objectives.

As the coach, you are a facilitator rather than director. Set challenges for the children to find solutions through the games rather than instructing children how to perform a particular skill.

Coaches provide key coaching points for performing the skill, developing the tactic or learning how to be social with others. Then set the children a challenge that they must solve through activity. This engages children in the activity at a level that matches their ability, and helps them to learn through guided discovery and working with and observing other children.

Discrete Coaching

Keep your instructions and demonstrations to a minimum and focus on play continuing where possible. Discrete coaching is provided on the side in an unobtrusive way, creating an encouraging and supportive environment where children can develop at their own rate. This approach can help build a child's confidence and self-esteem and allows them to receive one-on-one support where needed.

Mandingo & Holt (2002) suggest that sessions should include the following:

- O** pportunities for success (e.g. self-competitive goals)
- P** erceptions of choice (e.g. allow participants choice during activities; child created activities, open-ended tasks)
- T** ask mastery (e.g. TARGET principles that emphasise task mastery over competition)
- I** nclusive teaching style (e.g. allow children to choose their own entry level of task difficulty)
- M** otivate through intrinsic elements (e.g. self-assessment strategies; less pressure on evaluative components; avoid using rewards to control behaviour; constructive and informative feedback)
- A** bilities awareness (e.g. provide for a variety of skill levels in sessions; take into consideration the "whole" child's developmental capabilities and needs)
- L** ike to do it (e.g. ask children to indicate the type of activities they like to do)

Some of the adaptations that occur as a result of extended engagement in purposeful practice and training, with particular reference to perceptual-cognitive skills, such as anticipation and decision-making are highlighted by Williams & Ford (2008). These include:

- a) Advance cue utilisation
- b) Pattern recognition
- c) Visual search behaviours
- d) Situational probabilities or expectations and
- e) Strategic decision

Nature of 3-5 Year Olds

What can Tiny Tots be expected to do?

During this period of development, a child's movement patterns become increasingly complex.

Children's play is the main way in which they learn about their bodies and their ability to move. Play also serves as an important factor in the development of cognitive and emotional growth of the young child. At this stage of development, children are ego-centric and often view almost everything in terms of themselves.

At this age:

- Movement capabilities are rapidly developing but confusion often exists in body, directional, sequential, and spatial awareness.
- Children are rapidly developing fundamental movement abilities in a variety of movement skills.
- Children find it challenging to perform bilateral movements such as skipping than unilateral movements such as galloping.
- Children are active and energetic and will often prefer to run than walk, but still require rest periods.
- The body builds of girls and boys are very similar.
- Large body movements are developing rapidly although fine movement control is not fully established.
- There is a constantly increasing ability to express thoughts and ideas verbally.
- Children at this age have a great imagination enabling them to imitate both actions and symbols but with little concern for accuracy or correct sequencing of events.
- The 'how' and 'why' of children's actions are learnt through almost constant play.
- Children at this age are egocentric and assume that everyone thinks the way they do. As such, they can often appear to be argumentative and reluctant to share and get along with others.
- They are often fearful of new situations, shy, self-conscious and unwilling to leave the security of that which is familiar.
- They are beginning to distinguish right from wrong and to develop a conscience.

Adapted from Understanding Motor Development, Infants, Children, Adolescents, Adults, 6th edition, David Gallahue & John Ozmun 2006

Developmental Chart for Children 3-5 Years of Age

	3 years	4 years	5 years
Walking	Walks alone upstairs with alternate feet and downstairs two feet to a step. Walks forwards, backwards and sideways pulling a large toy.	Walks or runs alone up and down stairs, one foot to a step. Walks easily on a narrow line.	Can heel/toe walk. Walks up and down stairs carrying objects in both hands.
Running	Runs well in a straight line. While running, can turn around obstacles and corners.	While running can skillfully navigate and turn sharp corners.	Can stop, start and turn while running.
Jumping	Jumps from the bottom step of a flight of steps, two feet together.	Can jump from a low height with two feet together.	From standing, jumps with two feet together.
Hopping	At 3.5 years, can hop one to three times on preferred foot.	Hops on preferred foot four to six times.	Can hop forward about ten hops on preferred foot. One leg is more dominant.
Galloping	Generally not present (basic but inefficient gallop at about 4 years of age)	Some children have a basic gallop pattern when leading with their preferred foot.	Most children can gallop in a coordinated way.
Skipping	Generally not present (one-footed skip at about four years old)	Approximately 15% can skip at this stage.	Most children about to achieve this on alternate feet.
Throwing	Can throw a ball overhead.	Can roll a ball.	Immature underarm pattern if small ball used. Can toss one to five bean bags into a container.
Catching	Catches a large ball tossed gently and accurately onto or between straight arms.	Can catch a bean bag. Can catch a large ball with elbows bent.	Thrower must be accurate for a successful catch. Catches with clapping then scooping action using arms to chest.
Bouncing	Can bounce a large ball competently.	Bounces/pats large ball 12 or more times with both hands.	Small bounce and catch small ball but with varying success.

Catering for Different Size Groups

The skills required to manage a group of young children are a prerequisite to effective instruction and enjoyment of the activities. Moving and organising children quickly and efficiently requires understanding of various procedures, coupled with children's acceptance of those techniques. Observers of the coaching process agree that if children are unmanageable then little will be learnt. Coaching management skills should not be viewed as a negative or punishing proposition. Most children and coaches enjoy a learning environment that is well organised, efficient, and allows a maximum amount of activity time to be devoted to learning techniques and strategies (the skills of the sport).

Session management skills should be taught to children with parent support in a manner similar to physical skill teaching. All skills need to be learnt through practice and repetition until they become second nature. If coaches view behaviour management skills in this light, they will have more empathy for children who do not perform well. Just as children make mistakes when performing physical skills, they will sometimes perform management skills incorrectly. A simple statement to the effect, "It appears that you forgot how to freeze quickly, let's practice," is much more positive than accusing a child for their carelessness and disinterest. Movement skills are practiced many times over without perfection ever being reached. In similar fashion, behaviour management skills must be practiced many times while understanding that children will not always achieve perfection in this area.

Adapted from: Authentic Management: Skills Youngsters Can Use, Robert P. Pangrazi, Dynamic Physical Education For Elementary School Children

Summary of Tiny Tots (3-5) Year Old Sessions

Session	Session Learning Intention	Games Progression
1	<p>Know: To know how to follow instructions from Tiny Tots Coordinator / parent.</p> <p>Do: To be able to perform whole body movements in space.</p> <p>Understand: To understand personal space in relation to other children moving in a confined area.</p>	<p>Simon Says with Mum or Dad</p> <p>Empty the Bucket</p> <p>Aussie Animal Relays</p> <p>Snow Ball Tag</p> <p>Tiny Tots Dash</p> <p>Hokey Pokey</p>
2	<p>Know: To know how to change roles in a game, respond to instructions and situations within games.</p> <p>Do: To be able to play with other children / parents.</p> <p>Understand: To understand how to take turns and participate in a group.</p>	<p>Jolly Standing Jumps #1</p> <p>Dead Ants</p> <p>Throwing Relay</p> <p>Rainbow Tag</p> <p>Blast Off!</p>
3	<p>Know: To know the importance of finding space by yourself when others are moving.</p> <p>Do: To track and trap objects, and improve previously learnt movement skills.</p> <p>Understand: To understand how to be a "good" team member and the importance of including others, and participate as part of a big group.</p>	<p>How Far Can You Throw?</p> <p>Hoop Tossing</p> <p>Obstacle Course</p> <p>Howzat?</p> <p>Fast Cars</p>
4	<p>Know: To know how to play cooperatively with other children.</p> <p>Do: To further develop the techniques of running, throwing objects, and jumping.</p> <p>Understand: To understand the importance of scanning and checking for others, while being aware of your personal space.</p>	<p>Stuck in the Mud</p> <p>Jolly Standing Jumps #2</p> <p>Hurdle Relay</p> <p>Beanbag Golf</p> <p>Tiny Tots Marathon: 100m</p>

5	<p>Know: To know how to take off from 1/2 feet and land on 1/2 feet.</p> <p>Do: Can throw with 1/2 hand(s), both overarm and underarm.</p> <p>Understand: To understand how to take aim and throw at a target using different types of throws.</p>	<p>Pass the Hoop Hoop Bounce Continuous Snakes and Ladders Tails (with parents) Steal the Giant's Treasure Leaping Lizards High Jump</p>
6	<p>Know: To know at least 1 skill criteria for the run, the jump, and the throw.</p> <p>Do: To run short distances quickly, dodging and stopping with control.</p> <p>Understand: To begin to understand how to move effectively and efficiently.</p>	<p>Tiny Tots Dash Knock Them Down Animal Relays Obstacle Course Campers and Tents</p>
7	<p>Know: To know when to pace yourself when running a longer distance.</p> <p>Do: To be able to throw underarm and overarm.</p> <p>Understand: To understand how to move effectively and efficiently.</p>	<p>Popcorn Chasey Popping Popcorn Hopscotch Water Relays Big Jump Long Jump</p>
8	<p>Know: To know how to pace yourself to run a longer distance.</p> <p>Do: To be able to leap off one foot.</p> <p>Understand: To understand how to run, jump, and throw more effectively and efficiently.</p>	<p>Octopus Wet Sponge Throw Tiny Tots Marathon: Run As Far As You Can Crocodile Leap How Far Can You Throw?</p>
9	<p>Know: To know 2 things that can enable faster sprinting.</p> <p>Do: To be able to run, leap, and throw.</p> <p>Understand: To understand how to leap and throw.</p>	<p>Aero Planes Big Jump Long Jump Tiny Tots Dash Washing Machines Shot Put Bullseye</p>

<p>10</p>	<p>Tiny Tots Family Fun Day Children complete stations with parents</p> <p>Know: To know 1 or 2 movement skill criteria for each of the following FMS; run, jump, and throw.</p> <p>Do: To purposefully practice a range of movement skills developed during the previous sessions.</p> <p>Understand: To understand how to apply the techniques, strategies and social skills learnt during the previous sessions.</p>	<p>Tiny Tots Dash (50m Race) Jolly Standing Jumps #2 Ball Throw Leaping Lizards High Jump Hoop Slings Tiny Tots Marathon: Run As Far As You Can Tiny Tots Marathon: 100m</p>
<p>11-19</p>	<p><i>Select Session Learning Intentions that are of most interest to the children and suit their development.</i></p>	<p><i>Select activities from the Compendium of Games</i></p>
<p>20</p>	<p>Tiny Tots Mini Olympics Children complete stations with parents</p> <p>Know: To know 1 or 2 movement skill criteria for each of the following FMS; run, jump, and throw.</p> <p>Do: To purposefully practice a range of movement skills developed during the season.</p> <p>Understand: To understand how to apply the techniques, strategies and social skills learnt during the season.</p>	<p>Tiny Tots Dash (70m Race) Shot Put Bullseye Big Jump Long Jump Tiny Tots Marathon: Run As Far As You Can Leaping Lizards High Jump How Far Can You Throw? Hoop Slings</p>

Skills Summary

Movement competence and confidence developed through structured and unstructured play is the foundation for this stage. This means time spent on developing Fundamental Movement Skills in and through play where the skills (technical, tactical and social) are developed.

"Fundamental Movement Skills usually referred to as FMS, are the basic building blocks or precursor patterns of the more specialised, complex skills used in organised and non-organised sports and recreational activities." Hands, Beth (2012) How Fundamental are Fundamental Motor Skills?, ACHPER Active and Healthy Magazine, Vol19 (1), pp 17-17.

Play Area

At this stage, coaches, parents and children can define their own space by marking out an area or boundary so that there is an awareness of space and space of others. Existing lines from the track and the field events can be used as can soft cones or flat markers. For most of the activities in the session, a flat grassed or artificial surface is all that is required.

Equipment

To ensure the successful delivery of activities, it is recommended that centres should have the following equipment (** optional):

EQUIPMENT	10 Children	20 Children	30+ Children
Parachute	1	2	3
Small Hurdles	9	18	27
Large Hurdle**	1	1	1
Small Balls	10	20	30
Large Balls	10	20	30
Bean Bags	15	30	45
Hoops	20	30	40
Coloured Dot Markers	30	30	30
Coloured Cones	30	30	40
Relay Batons**	3	5	8
Coloured Tags/Sashes	10	20	30
Vortexes	5	10	15
Quoits**	3 sets	6 sets	9 sets
Frisbees**	3	5	8
Long Skipping Ropes	3	5	8
Scissor Kick High Jump Mat	1	1	1
High Jump Flexi Bar	1	1	1
Step Ladders	1	2	2
Foldable Tunnels	1	1	1
Pool Noodles (cut in half)	2	4	6
Sponges	3	5	8
Plastic Cups	3	5	8
2-3L Plastic Containers	3	5	8
Medium Buckets	3	5	8
Large Bucket	1	1	2
Pop Sticks	30	60	90
Music Player**	1	1	1
Chalk**	1	1	1

Please ensure that all equipment used is in good working order and is safe for the children participating.

NOTE: Please understand that this equipment list is recommended to deliver activities throughout the program, however some centres may not have the equipment listed. This is not of great concern as all activities can be modified, pending on the equipment available.

End Events

The End Events is where we would like to see every child have the confidence and competence in which to participate and enjoy the activities that Little Athletics has to offer.

There are two opportunities for the End Events with a "Family Fun Day" in Session #10 and a "Mini Olympics" in Session #20.

Keep the End Events in mind as you plan your sessions so that children and their parents are well prepared for these events.

They are the perfect opportunity for Tiny Tots to put all the skills they have learnt in the first half of the season, as well as at the end of the season, into practice. It is recommended that parents be there to participate and support their child in all the activities.

Important Information on How to Use the Session Plans

Take a flexible view of the sessions

Where necessary, change, vary or discard activities and replace them with other favourites that you think will provide even better opportunities for children to learn new skills. When selecting activities, ensure that they have a purpose that will enhance learning about athletics and movements that can be used in a variety of sports and physical activities.

Teach the same session more than once

Sometimes it makes sense to repeat a session so that children are not rushed into the next one. There are no rules which state you must complete all sessions in a particular order before participating in the end event.

Be prepared to re-visit (repeat) activities

At this stage of development, children need to experiment through play and practice and repeat Fundamental Movement Skills as many times as possible. Children will have greater opportunities to see how much they have improved by being active for most of the session.

Mix it up during a session

There are variations to all activities within each session. If you find that an activity is not working, ask the children and parents how they would change it to make it more or less challenging or interesting. You may have some children who are more competent than others to undertake activities.

The idea of providing opportunities for continued practice of various athletics skills (techniques and tactics) is very important, as is the need to maximise the number of times a child performs during a session. This should be at the forefront when planning your lessons so there is no waiting in line and everyone is involved all the time.

Other Features of the Lesson

Learning Intentions

All sessions have Learning Intentions outlining what children would be expected to Know, Do and Understand by the end of the session. These elements comprise of:

KNOW: The facts and information.

DO: How to perform the basic skills.

UNDERSTAND: The “big idea” and concept.

Variations

Variations act as suggested ways for changing an activity to make it more (or less) challenging. At this stage, it could include changing the distance that a child runs, jumps or throws, changing hands when throwing, throwing using different sized balls and objects, changing other equipment or making the playing area smaller or larger.

Scoring

In some activities, basic scoring or timing will be introduced which will assist the children and parents in achieving a holistic understanding of the sport of athletics. Scoring at this stage may be how many throws you were able to achieve or how many times you were able to reach a target.

Tips

These are provided to support you to emphasise a technical or tactical point which will help a child's performance.

Did You Knows

Included throughout this resource to provide specific information on a new technique or element being introduced into the game/activity or a specific fact about athletics. These points can assist in developing the children's and parents' understanding of the sport.

Focus Questions

Each session contains focus questions that aim to encourage children to solve the problems that the game or activity pose. The questions may assist in improving how movements are performed and assist children's understanding as to why moving in a certain way can achieve a better result. Focus questions should be open-ended which will guide the child's and possibly the parents' learning and achievement.

Child Reflection

At the completion of a session, children can be asked to reflect on what they have learnt during the activities. This will help solidify their learning and understanding of the sport. It is a good idea to begin the following session with the questions you asked the children to think about.

SESSION #1

Session Learning Intention

Know:

To know how to follow instructions from Tiny Tots Coordinator / parent.

Do:

To be able to perform whole body movements in space.

Understand:

To understand personal space in relation to other children moving in a confined area.

Time	60 minutes
Focus of Session	Movement Skills: <ul style="list-style-type: none">• Locomotion: running.• Stability: dynamic balance skills, keeping balance whilst moving, changing directions.• Manipulative: throwing with one hand (overarm / underarm).
Area	Oval / grassed area
Equipment	Hoops Coloured Dot Markers Small Balls Beanbags Large Bucket or Bin Cones Relay Batons Music: "Hokey Pokey" / Player / or sing the song with the children & parents
Games Included	Simon Says with Mum or Dad Empty the Bucket Aussie Animal Relays Snow Ball Tag Tiny Tots Dash Hokey Pokey

ACTIVITY #1

Simon Says with Mum or Dad

Time: 5 minutes

Equipment:

Hoops
Coloured Dot Markers

Space:

Oval / grassed area - approx. 20m X 20m

Formation:

The children stand in a circle or "find a hoop" in which to move with a parent next to them.

Instructions:

- The Leader is "Simon". Standing in front of the group 'Simon' tells the children what they must do. The children must only obey commands that begin with the words 'Simon says'.
- Continue issuing challenges until the child is tricked and has moved without being told to do so by Simon. Ask the parents to show their child what to do and the child copies their parent.
- Challenges can include:
 - Simon says bounce like a ball in your hoop
 - Simon says bob down small like a ball
 - Simon says stand up tall like a tree
 - Stand outside your hoop
 - Simon says stand up tall like a tree
 - Simon says wobble like a jelly
 - Simon says spin your hoop
 - Stand still
 - Simon says, if you are standing still, spin your hoop
 - Simon says skip / hop / gallop

Questions:

What other actions could Simon say?

How do you know when to move and when to be still?

How do you avoid being tricked by Simon?

Variations:

- Use your name instead of 'Simon'.
- Face a partner.
- Form a rectangle or square.
- Change the size of the defined area.
- Those tricked by Simon:
 - Fall on the ground and laugh
 - Chase their parent and rejoin the game when they want

ACTIVITY #2

Empty the Bucket

Time: 15 minutes

Equipment:

Large Bucket or Bin

Beanbags

Space:

Oval / grassed area - approx. 20m X 20m

Formation:

Throwers stand in a central space.

Runners spread out around the throwers.

Instructions:

- 2 - 4 children at a time are selected to be the throwers. Other children are the runners.
- The throwers try to empty the bucket / bin whilst the runners try to keep the bucket / bin full.
- Throwers throw 1 beanbag at a time and runners return 1 beanbag at a time.
- Once the bucket / bin is emptied, select new throwers.
- Play again.

Scoring:

After a designated period of time, stop the game and count the number of beanbags in the bucket / bin compared with the number on the oval / grassed area.

Questions:

How can the throwers make it harder for the runners?

How can you throw further?

Where should the throwers aim to throw the beanbags?

How can the runners make it harder for the throwers?

How can you run faster?

How can runners work out where the throwers will be throwing?

How do we know who is winning the game?

Variations:

- Stipulate type of throw (underarm or overarm).
- Runners join hands with a partner and run together collecting a beanbag each before returning them.

ACTIVITY #3

Aussie Animal Relays

Time: 15 minutes

Equipment:

Cones
Beanbags
Relay Batons

Space:

Oval / grassed area - approx. 20m X 20m

Formation:

Relay lines – turn around cone at 5 - 10 metres.

Instructions:

- Organise the children into relay lines of 3 - 4 behind the cones.
- Call out different Aussie animals e.g. kangaroo, emu, koala, wallaby. Children perform the animal action up to a cone / turn around point and run back.
- Children carry a beanbag / baton and pass beanbag / baton to next child.
- Continue to allow many turns for each child.

Scoring:

Most enthusiastic team!!

Questions:

How does a "good kangaroo" jump? (2 feet take off and land on two feet)

What can you do to give the beanbag / baton to your team mate more quickly?

What can you do to help your team go faster? (Hint: Cheer them on!)

Which animal would you choose to be? Why?

Is it better to jump quickly in small jumps or take longer jumps?

Variations:

- Kangaroo jump individually and not in teams.
- Perform Kangaroo jumps each time the coach blows the whistle.
- Stipulate a time for the children to have as many turns as they can.
- 2 children go together.
- Travel backwards / side ways.

ACTIVITY #4

Snow Ball Tag

Time: 10 minutes

Equipment:

Small Balls

Large Bucket

Space:

Oval / grassed area - approx. 20m X 20m

Formation:

Children spread out in the designated area.

Instructions:

- 1 child is selected to be the first tagger and carries a "snowball" to "tag" others.
- Once another child is tagged, they become a tagger also by collecting a "snowball" and chasing others. The snowball cannot be thrown (otherwise it will melt!!) and can only be used to tag another child.
- The game concludes once all but 1 child has been tagged.
- That child can then become the first tagger for a new game.

Scoring:

Optional. Scoring can involve timing the length of the game.

Questions:

How do you not get tagged?

What do you do once you have been tagged?

Where is the best place to be so you do not get caught?

Variations:

- Play the game in "reverse" and the children return their snowball once tagged and the game concludes once all snowballs have been returned to the "freezer".
- Have parents involved in the game.

ACTIVITY #5

Tiny Tots Dash

Time: 10 minutes

Equipment:

Lanes marked out or cones for a start and finish line

Space:

Open grassed area or running track - anywhere from 40m to 70m from start to finish.

Formation:

Children line up in groups of 4 (or more depending on the amount of track lanes/space available) for a running race.

Children race against their parents.

Instructions:

- Line children up on the start line.
- Make sure children have their opposite foot and arm forward and eyes are looking straight ahead at the finishing line.
- Instructor to use a whistle or 'clappers' to start the race.
- Children run in a straight line as fast as they can to the finish line.
- Encourage parents to be waiting at the finish line.
- When children have finished their race, they can return to the start line for another race against their parent/s.
- Remind children that they have a line down the middle of their body and their arms cannot cross it.
- Introduce a starting routine – On Your Marks, set, whistle.

Questions:

Where are you looking when you are sprinting? Straight ahead (finishing line)

What happens if you move your arms fast? Does it do anything to your legs?

Variations:

- Put ribbons on the children's wrists as a visual reminder about their arms not crossing their body.
- Increase or decrease the distance of the sprint.
- Set up a 4 x 40m relay with a baton.
- Fastest backwards race over 10m.

Tips:

Starts: Opposite arm, opposite leg.

Arms: Keep arms bent. Swing from the shoulders, not the elbows. This is great to learn whilst sitting on the floor!

Knees: Keep high (but not higher than waist level).

CONCLUDING ACTIVITY

Hokey Pokey

Time: 5 minutes

Equipment:

Music Player
Coloured Dot Markers
Cones

Space:

Oval / grassed area - approx. 5m X 5m

Formation:

Use the coloured dots to mark out a circle or ask the children to spread out in the designated space.

Instructions:

- Words of the song identify different body parts on which to focus e.g. right hand and direct the action.
- During the chorus, the children can be led through different whole body actions e.g. bend knees and stretch arms up and around in large circle / sway from side to side / touch ground with 2 hands and jump up.

Song:

Put your right hand in, put your right hand out, put your right hand in
And SHAKE it all about
Do the Hokey Pokey and turn around
That's what it's all about!!

CHORUS

Oh Hokey Pokey, oh Hokey Pokey, oh Hokey Pokey
That's what it's all about!!

Put your left hand in...

Put your right leg in...

Put your left leg in...

Put your head in...

Put your back in...

Put your whole self in...

Questions:

What other parts of our bodies can we think of? (Let's try this body part in the song)
What other whole body actions can we do?

Variations:

- Face a partner.
- Form a rectangle or square.
- Change the size of the defined area.
- Use coloured dots to identify where children stand.
- Perform actions whilst kneeling, lying down, balancing on a designated body part.
- Repeat the song and use the same body parts numerous times so children can learn the correct names for body parts.

SESSION #2

Session Learning Intention

Know:

To know how to change roles in a game, respond to instructions and situations within games.

Do:

To be able to play with other children / parents.

Understand:

To understand how to take turns and participate in a group.

Time	60 minutes
Focus of Session	Movement Skills: <ul style="list-style-type: none">• Locomotion: running, skipping, hopping, galloping.• Stability: dynamic balance skills, keeping balance whilst moving, changing directions.• Manipulative: throwing with one hand (overarm / underarm).
Area	Oval / grassed area
Equipment	Beanbags Small Balls Cones Hoops Coloured Tags Coloured Dot Markers
Games Included	Jolly Standing Jumps #1 Dead Ants Throwing Relay Rainbow Tag Blast Off!

ACTIVITY #1

Jolly Standing Jumps #1

Time: 10 minutes

Equipment:

Cones

Space:

Sandpit (long jump pit)

Formation:

Children start on the edge of the long jump pit with their two feet together. Allocate children into groups of 2-3. Children line up in preparation to jump. Allocate a parent to supervise each group.

Instructions:

- Children jump off two feet and land with two feet in the sandpit.
- Mark the jump with a cone.
- Challenge the children to improve their jump each time.
- Provide each child with as many opportunities as possible to practice their jumps.

Questions:

What kind of landing do you want to do in the sandpit? Motorbike landing
Do you want to land with straight legs or bent legs? Bent legs to help you balance

Variations:

- Instead of cones, let the children make a small sandcastle where they land. Leader can choose to have children either "save" their sandcastle (jumping over) or "destroy" their sandcastle (jump on top).

Tips:

Suggest to children that they use a 'motor bike' landing.

ACTIVITY #2

Dead Ants

Time: 10 minutes

Equipment:

Coloured Dot Markers

Space:

Oval / grassed area - approx. 20m X 20m

Formation:

Children spread out in designated space and stand on a coloured dot.

Instructions:

The Leader introduces the instructions one at a time and gradually builds the variety of activities to include all the instructions. This can be done over a number of sessions. The instructor or a child and parent can demonstrate the actions:

- “Dead ants”: children lie on their backs and wave their arms and their legs in the air.
- “Ants warming up”: children jog on the spot pumping their arms back and forth.
- “Ants on the start line”: children settle into the starting position with one foot forward and one foot back, arms straight and hands on the ground.
- “Ants in a relay team”: a number of children line up, one behind the other.

Once children are familiar with the instructions, begin the game by issuing the appropriate challenges slowly at first, but with increasing speed. Then vary the speed and add variations.

Continue the game by adding variations if the children are ready.

Scoring:

There is no scoring in this game but it is important to commend children who are responding quickly to directions.

Questions:

How do you decide who is at the front of the relay line?

What can you do if you see that someone does not have a group to join?

How can you do the actions more quickly?

Variations:

Stipulate a number of ants to complete each challenge e.g.:

- “4 ants warming up”: 4 children form a circle and jog on the spot;
- “3 ants on the start line”: 3 children line up next to each other and assume the starting position;
- “6 ants in a relay team”: 6 children line up one behind the other;
- “Dead ants”: children carry out this challenge individually by finding a coloured dot and lying on their backs whilst waving their arms and legs in the air.

If there is an uneven number of children, encourage groups to include an extra member.

ACTIVITY #3

Throwing Relay

Time: 15 minutes

Equipment:

Beanbags
Cones
Hoops
Small Balls

Space:

Oval / grassed area - approx. 20m X 20m

Formation:

Relay lines setup.



Cone

1 - 2m



Hoop

Instructions:

- 2-3 children line up behind each cone with a beanbag in hand. Each team member is challenged to throw the beanbag into the hoop and then return to the end of the line. Once all team members have thrown their beanbags they run to the hoop, one at a time, to collect a beanbag and return to the end of their team.
- Repeat allowing the children to have as many turns as possible.

Scoring:

There is no scoring in this game but those completing the task properly should be praised for their effort and for following the rules. Children should be reminded to celebrate appropriately!

Questions:

How do we know if our team has done well?

How can you best assist your team?

What is the best way to throw the beanbag so it lands in the hoop?

Where do you aim?

Variations:

- Stipulate the type of throw.
- Provide each child with 2 or more beanbags.
- Put out 2 or more hoops for the children to throw one beanbag into each hoop.
- Use small balls rather than beanbags and throw through a hoop that is held up by a volunteer.
- Increase the distance from the cone to the first hoop.

ACTIVITY #4

Rainbow Tag

Time: 15 minutes

Equipment:

Coloured Tags

Cones

Space:

Oval / grassed area - approx. 20m X 20m

Formation:

Children spread out in the designated area.

Instructions:

- All children are allocated a coloured tag, which they wear over their shoulders (Hint; if the tags are too big for the children, they can wear it "like a jacket" and cross it over several times behind their backs).
- Ensure that there are approx. equal numbers of each coloured tag allocated to the children.
- The Leader calls a colour and those children are the taggers until the Leader blows the whistle and nominates another colour to be the taggers.
- When children have been tagged, they stand on the spot with their legs apart and arms held horizontally, until they are freed by a non-tagger who gives them a high five!
- Taggers are trying to tag everyone so that there are no children left to free others. The non-taggers are trying to ensure that everyone stays free from the taggers.
- The game continues for as long as deemed appropriate.

Scoring:

Acknowledge those runners who are making an effort to run in a straight line, pumping their arms, lifting their legs, running on the balls of their feet.

Questions:

How can you avoid bumping into each other?

How do you feel when you are running fast?

How do you know if you are running fast?

What do you need to do in the game if you are a tagger / non-tagger?

Variations:

- The non-taggers can only be freed by someone from their own team, wearing the same coloured tag.
- Tagged players can be freed by some other means e.g. by the player running around the tagged person.

ACTIVITY #5

Blast Off!

Time: 10 minutes

Equipment:

Coloured Tags

Space:

Oval / grassed area - approx. 20m X 20m

Formation:

Children spread out in the designated space.

Instructions:

- The Leader and the children count down together from 10 – 0, assuming a different pose on the spot as they say each number. On “Blast off” all children move around in the designated area as directed by the Leader e.g. run, walk, leap, gallop, etc.
- After a minute or so, the Leader blows the whistle and the countdown begins again.
- Encourage the children to be creative and assume poses at different heights, widths, shapes, etc. for each number during the countdown.
- Game to continue as required.

Scoring:

Commend children who are creating different and dynamic poses.

Questions:

How do you make yourself as big / little as possible?

How do you make yourself as high / low as possible?

How do you make yourself as wide / narrow as possible?

How do you make yourself as prickly / smooth as possible?

Variations:

- All children wear a coloured tag and on “Blast off”, a particular colour is designated as the tagging group, by the Leader. Children who are then tagged, assume a “rocket” pose until the countdown begins again, when they are free to rejoin the game.
- The poses could relate to a theme e.g. an Olympic athlete, an astronaut, an Australian animal, different colours.

SESSION #3

Session Learning Intention

Know:

To know the importance of finding space by yourself when others are moving.

Do:

To track and trap objects, and improve previously learnt movement skills.

Understand:

To understand how to be a “good” team member and the importance of including others, and participate as part of a big group.

Time	60 minutes
Focus of Session	Movement Skills: <ul style="list-style-type: none">• Locomotion: running, walking, leaping, jogging.• Stability: dynamic balance skills, keeping balance whilst moving, changing directions.• Manipulative: throwing with one hand (overarm / underarm).
Area	Oval / grassed area
Equipment	Vortexes Skipping Rope Cones Hoops Mini hurdles Tunnel Beanbags Buckets High Jump Bar Scissor Kick High Jump Mat Large Balls Coloured Dot Markers Quoits
Games Included	How Far Can You Throw? Hoop Tossing Obstacle Course Howzat? Fast Cars

ACTIVITY #1

How Far Can You Throw?

Time: 10 minutes

Equipment:

Vortexes

Skipping Rope (or long piece of rope)

Coloured or numbered cones to mark the throws

Space:

Open grassed area

Formation:

Children line up behind the rope, well spaced apart.

Instructions:

- Children use an overarm throwing action to throw the vortex as far as they can.
- Leader can count 3 2 1 "Throw"! The children throw all together on "Throw".
- Use parents to mark where the throws land with a cone.
- The Leader requests for the children to retrieve the vortex they threw, but only once all the children have thrown.
- Challenge the children to improve their throw each time.
- Provide each child with as many opportunities as possible to practice their throws.
- Only move the cone if the throw is further.

Tips

- Eyes focused on the target.
- Body side on to the target with weight on rear foot.
- Arm extension to rear during wind-up.
- Step forward onto foot opposite the throwing arm and shift weight onto the front foot.
- Rotate the upper body from side on to face forward during the throw.
- Follow through down and across the body, slapping the empty throwing hand against the thigh of the forward leg.

Questions:

What part of your hand touches the vortex? Your fingers grip the 'squishy' part

What do other children and mum or dad do to throw the vortex further?

Variations:

- Can you throw over your parent(s) head?

ACTIVITY #2

Hoop Tossing

Time: 15 minutes

Equipment:

Cones
Hoops
Quoits (variation only)

Space:

Oval / grassed area - approx. 20m X 20m

Formation:

Children spread out in the designated area with a hoop each.
The Leader ensures that there is a safe distance between each child and observers such as parents.

Instructions:

- Children are given time to experiment and play with their hoop to see what they can do with it.
- Leaders to encourage children to spin, toss, throw and catch, roll, flick their hoop using different parts of their bodies. Several children can be nominated to show the rest of the group what they are doing / how they are using their hoops.
- Leaders can then challenge children to:
 - throw their hoop as far as possible
 - throw their hoop into the air and catch it / use 1 / 2 hands
 - roll their hoop along the ground
 - roll their hoop along the ground and jump through it before it falls over
 - roll their hoop and run to overtake it
 - spin their hoop on one arm / on the other arm / other body part
 - spin their hoop on the ground
 - make their hoop spin backwards
- Children can then return to their own experimentation and play.

Scoring:

No scoring in this game.

Questions:

How far / high / low can your hoop be thrown?

How do we measure the distance your hoop has travelled?

What do you do to throw a hoop a long way / high in the air / just above the ground?

How many different "tricks" can you do with a hoop?

Variations:

- The children can share one hoop with a partner and challenge each other to experiment and play with the hoop to make new discoveries. Pairs could have a hoop each and continue to experiment and play together.
- Use cones as targets and challenge the children to toss the hoop so it lands around the cone. Children can count successful throws.
- Use quoits instead of hoops.

ACTIVITY #3

Obstacle Course

Time: 10 minutes

Equipment:

Cones
Hoops
Mini Hurdles
Tunnel
Beanbags
Buckets
High Jump Bar
Scissor Kick High Jump Mat
Large Balls

Space:

Oval / grassed area - approx. 20m X 20m

Formation:

Obstacle course established in designated play space using available equipment in a circle formation:

1. Beanbag throw into bucket – each child to throw a beanbag into the bucket each time they pass through the station
2. Crawl through a tunnel – 1 at a time
3. Run around the cones in a large zigzag formation
4. Under the bridge – Go under the pole trying not to dislodge it off the cones
5. Bear Walk for a distance of 10-15 metres
6. Mini hurdles - 0.5m apart
7. Log roll along high jump mat – 1 at a time
8. Step from hoop to hoop – 1 foot in each hoop

Instructions:

- Children line up behind the Leader. The Leader leads the children from station to station to demonstrate what to do at each station.
- Once the course has been introduced to the children, they can then proceed at their own pace with parent assistance.
- Additional parents / volunteers can stand at each station to support children as they move around the course.

Scoring:

Commend children who are moving quickly through each station, participating cooperatively and having fun!

Questions:

What can you do if you forget what to do at a station? (Watch other children and copy what they do or ask your parents)

What can you say to the other children to encourage them?

What can you do if a child is taking a long time to have their turn?

What can you say whilst you are waiting for your turn?

How many steps do you take between hurdles?

How do you move more quickly around the cones?

How do you best throw the bean bag to get it in the bucket?

How do you Bear Walk?

What do you have to think about before you step a foot into each hoop?

Variations:

- Initially ask parents to work with their child(ren). Divide children into groups of 2 - 3 and start at a designated station and only move to the next station when directed to do so. You can use a whistle or play music when it is time to move. Parent / volunteer support for this arrangement is very useful.
- Extend the amount of time designated to this activity to ensure all children have adequate time to practice each skill.
- Once children become confident with the circuit of activities, they can complete the circuit as quickly as possible.

ACTIVITY #4

Howzat?

Time: 15 minutes

Equipment:

Cones

Large Balls

Beanbags

Space:

Oval / grassed area - approx. 20m X 20m

Formation:

Children stand on a coloured dot to form a circle with a large ball balanced on top of a cone in the centre of the circle.

Instructions:

- Each child has a beanbag which they throw at the target on the designated signal. Children can be instructed on how to perform a particular throw e.g. an over arm throw – hold the beanbag in your fingers, bend your elbow and hold the beanbag behind your head, straighten your arm as you aim to hit the target.
- Leader can count 3 2 1 "Throw"! On 3, the children hold the beanbag correctly, on 2, the children bend their elbows, on 1 they straighten their arms and throw at the target.

Scoring:

Each time the large ball is dislodged from the cone, the children, as a team, score (10 / 100 / 1,000 points).

Questions:

Which type of throw do you find is best for this game?

How do you feel when you hit the target?

What can you do to improve your accuracy?

How do you throw further?

Variations:

- Throw underarm.
- Use a large ball and throw with two hands.
- Use a small ball instead of a beanbag.
- Make the circle larger or smaller depending on the success of the throwers. Children should be 2 – 3m from the target.
- Play the game in a number of smaller circles with an adult Leader at each circle.

ACTIVITY #5

Fast Cars

Time: 10 minutes

Equipment:

Coloured Dot Markers

Space:

Oval / grassed area - approx. 20m X 20m

Formation:

Children stand on a coloured dot to form a circle.

Instructions:

- Each child is a car that is parked on a coloured dot.
- When the colour of the dot is called (e.g. red), the children who are parked on that coloured dot run around the circle in a clockwise direction and back to their "parking space".
- If the group is large, form 2 / 3 games, so that all children have regular turns (approx. 10 per group).

Scoring:

No scoring is required in this game.

Questions:

What can you do while you are waiting to be called?

What makes a fast runner? Suggestions could include:

- high knee lift
- land on the balls of your feet
- head up looking ahead
- body leaning slightly forward
- arms swinging forward rather than across your body

Variations:

- Tell the children that they are 'little' cars with small engines that can move fast but not race.
- Tell the children they are 'big' cars with large engines that can move really fast.
- If the Leader calls "red light", all cars have to stop suddenly until the Leader calls "green light".
- Call two colours and see which group garages their cars the fastest.

SESSION #4

Session Learning Intention

Know:

To know how to play cooperatively with other children.

Do:

To further develop the techniques of running, throwing objects, and jumping.

Understand:

To understand the importance of scanning and checking for others, while being aware of your personal space.

Time	60 minutes
Focus of Session	Movement Skills: <ul style="list-style-type: none">• Locomotion: running.• Stability: dynamic balance skills, keeping balance whilst moving, changing directions.• Manipulative: throwing with one hand (overarm / underarm).
Area	Oval / grassed area & sandpit
Equipment	Coloured Tags Mini Hurdles Cones Relay Batons Beanbags Hoops
Games Included	Stuck in the Mud Jolly Standing Jumps #2 Hurdle Relay Beanbag Golf Tiny Tots Marathon: 100m

ACTIVITY #1

Stuck in the Mud

Time: 10 minutes

Equipment:

Coloured Tags

Cones

Space:

Oval / grassed area

Formation:

Children spread out in designated area approx. 20m X 20m

Instructions:

- 6 – 8 children are selected / volunteer to be the first taggers and wear a coloured tag. These taggers chase after the other children, who, if they are tagged, stand with legs apart and arms held out horizontally.
- The children can free each other by crawling under the legs of those who are “stuck in the mud”.
- The taggers are trying to tag all of the other children i.e. get them all “stuck in the mud”. All non-taggers are trying to prevent all the children from being stuck by continually scanning the play area and freeing those stuck.
- Game continues until all children have become “stuck in the mud” or as required.

Scoring:

No scoring required. Acknowledge those children who are obviously vigilant and are “freeing” many others.

Questions:

What can you do to release players who are “stuck in the mud”?

How do you avoid becoming “stuck in the mud”?

What else are you doing whilst you are trying to avoid becoming stuck?

How else can we free children who are stuck?

Variations:

- Children can free each other by giving “a high five” or some other agreed technique.
- Play the game in pairs i.e. pairs of taggers and pairs of non-taggers.

ACTIVITY #2

Jolly Standing Jumps #2

Time: 15 minutes

Equipment:

Cones

Space:

Sandpit (long jump pit)

Formation:

Children start on the edge of the long jump pit with their two feet together. Allocate children into groups of 2-3. Children line up in preparation to jump. Allocate a parent to supervise each group.

Instructions:

- Children take turns to perform a standing jump where they:
 - stand on 2 feet behind the start line;
 - take off on 2 feet and land on 2 feet;
 - bend their knees;
 - use their arms to help propel their body forwards.
- The Leader can tell the children approximately how far they have jumped. Try to use comparisons with their previous jumps rather than comparing with others.
- Challenge the children to improve their jump each time.
- Provide each child with as many opportunities as possible to practice their jumps.

Scoring:

Have different coloured cones on the side of the long jump pit for every 50 cm. e.g. Red cone 1 is 0.5m, Red cone 2 is 1m, Blue cone 1 is 1.5m, Blue cone 2 is 2m etc. Provides an approximate measurement for children to see how far they've jumped.

Questions:

What do you say to yourself when it is your turn?

How can you increase the distance you can jump?

Which parts of your body help you to jump further?

What can you say to the other children in your group when it is their turn / after their turn?

Tips:

Suggest to children that they use a 'motor bike' landing.

ACTIVITY #3

Hurdle Relay

Time: 15 minutes

Equipment:

Mini Hurdles

Cones

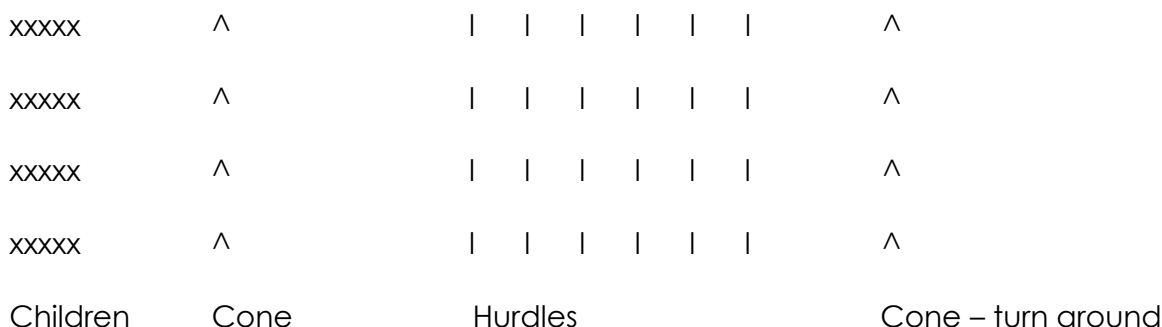
Relay Batons

Space:

Oval / grassed area

Formation:

Set up lanes with cones marking the start and turn around points and the hurdles spaced as required in between. Ask the children to line up in teams of 2 – 3 children.



Instructions:

- The Leader asks the children to line up in teams of 2 – 3 and demonstrates what is required by stepping up to the cone, running to the first hurdle, jumping the hurdles, running around the turn around cone and returning and passing the baton to the child at the front of the line before returning to the end of their team, ready for their next turn.
- Each hurdler must return on the same side of the hurdles.
- It is important to explain / remind the children that they only jump the hurdles from one direction, otherwise it may be unsafe.
- Allow as much time as appropriate for the children to have as many turns as possible.

Scoring:

Encourage the children who are making an effort to complete the course quickly and having as many turns as possible.

Questions:

How many steps do you take between each hurdle? Ask mum or dad to help you count the number of steps you take.

Which foot do you like to jump off and land on?

How can you encourage your team members?

What do "good" team members do?

What do you do when you have had a turn?

Variations:

- Conduct the relay as a race with the children carrying batons to pass to the next team member. Once all team members have had 1 turn, the team sits down in a row.
- Have teams run the race 2-3 times before sitting down.

Tips:

Suggest to the children that while hurdling, they imagine that they are a “dog going to the toilet” or “stepping over a fence”.

ACTIVITY #4

Beanbag Golf

Time: 15 minutes

Equipment:

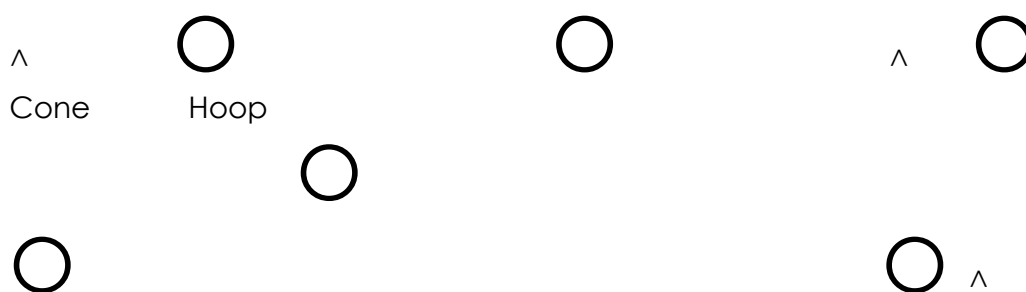
Beanbags
Hoops
Cones

Space:

Oval / grassed area

Formation:

Multiple starting positions are marked with cones, hoops are spread out over the designated area and each child has a beanbag.



Instructions:

- The children choose a cone at which to start and proceed to throw their beanbags, aiming for a hoop. If the beanbag does not land in a hoop, the child runs to pick it up and throws from that point towards the hoop. This continues until they have successfully thrown their beanbag into each hoop around the circuit.
- The game continues as required.

Scoring:

Celebrate appropriately at each “hole” (bean bag landing in a hoop)!

The children could count the number of throws they have to complete to land in the hoop and remember their “best hole” (least number of throws).

Questions:

What type of throw is best suited to this game? Is it better to use an overarm throw sometimes and / or at other times throw underarm? Why?

How many throws did it take you to get your beanbag into a hoop?

Did anyone get a “hole in one”?

Variations:

- Stipulate the type of throw to be used i.e. overarm / underarm / left / right handed.
- Have hoops and cones set up well outside of the 400m track. Children play with their parent progressing from one hole to another. They complete the game when they have thrown their bean bag into each hoop or when the whistle blows to end the game.

ACTIVITY #5

Tiny Tots Marathon: 100m

Time: 5 minutes

Equipment:

Cones

Space:

Open grassed area or 100m running track

Formation:

Children run along the 100m track.

Parents to run/walk with their child or are placed at the end or round the track to offer encouragement.

Instructions:

- Design a course with markers so children know where to run.
- Explain that this is a long-distance run, not a sprint.
- Show the children an appropriate pace to run at.
- Explain to children what they can do when they get tired (keep moving... don't stop).
- Encourage children to put their hands on their heads and take deep breaths in through their nose and out through their mouth when they finish.
- Children attempt to run the whole 100 m track without stopping.

Questions:

What did you do when you got tired?

Did the '100m Tiny Tots Marathon' require a big effort? Why?

Tip:

Suggest to children that they begin by running slowly.

SESSION #5

Session Learning Intention

Know:

To know how to take off from 1/2 feet and land on 1/2 feet.

Do:

Can throw with 1/2 hand(s), both overarm and underarm.

Understand:

To understand how to take aim and throw at a target using different types of throws.

Time	60 minutes
Focus of Session	<p>Movement Skills:</p> <ul style="list-style-type: none">• Locomotion: running, walking, leaping, jumping, skipping, hopping.• Stability: dynamic balance skills, keeping balance whilst moving, changing directions.• Manipulative: throwing with one / two hand/s (overarm / underarm).
Area	Oval / grassed area
Equipment	<p>Cones Hoops Large Balls Coloured Tags Coloured Dot Markers Beanbags Scissor Kick High Jump Mat</p>
Games Included	<p>Pass the Hoop Hoop Bounce Continuous Snakes and Ladders Tails (with parents) Steal the Giant's Treasure Leaping Lizards High Jump</p>

ACTIVITY #1

Pass the Hoop

Time: 10 minutes

Equipment:

Hoops
Coloured Dot Markers

Space:

Oval / grassed area - approx. 10m X 10m

Formation:

Coloured dot markers placed in a circle, one per child.

Instructions:

- Ask parents to work with their children for this game.
- Form groups of 6-8 children with 1 hoop per group.
- Game 1: Pass the hoop around the circle of children by hand.
- Game 2: Pass the hoop by foot around the circle of children.
- Game 3: A hoop is placed between 2 children and all the children join hands. Ask the children to pass the hoop around the circle, in whatever way they can, without letting go of hands. The aim is to try to complete a full circle in this way.
- Game continues as required.

Scoring:

No scoring required.

Questions:

How can you help the child next to you to move the hoop on?
What can you do whilst waiting for the hoop to get to you?

Variations:

- Introduce a second, third hoop, etc. to the circle.
- Play the game in one large circle.
- Time how long it takes to complete one full circle.

ACTIVITY #2

Hoop Bounce

Time: 10 minutes

Equipment:

Large Balls

Hoops

Space:

Oval / grassed area - approx. 20m X 20m

Formation:

Children spread out in the designated area and partner with a parent or another child. Each pair shares a ball and hoop.

Instructions:

- Partners stand 3 – 4 m apart with the hoop on the ground in the middle. One child throws the ball towards their partner aiming to bounce the ball in the hoop. The other child tries to catch it. Allow time for experimentation and practice.
- Encourage the children to ensure that the ball is thrown so that the ball reaches their partner and that their partner is ready to receive the ball.
- Challenge the children to experiment to find the most appropriate throw for the game.
- Continue game as required.

Scoring:

The children can count how many throws / catches they can make in a row.

Questions:

Which throw is the most appropriate for this game?

How do you feel when you throw / catch the ball?

What do you watch to catch the ball?

Variations:

- Use a smaller / larger ball and throw with 1 / 2 hands overarm / underarm.
- Vary the distance between the partners.
- Roll the ball between partners to increase success.
- Allow a number of bounces so that their partner can catch the ball.

ACTIVITY #3

Continuous Snakes and Ladders

Time: 10 minutes

Equipment:

Hoops

Cones

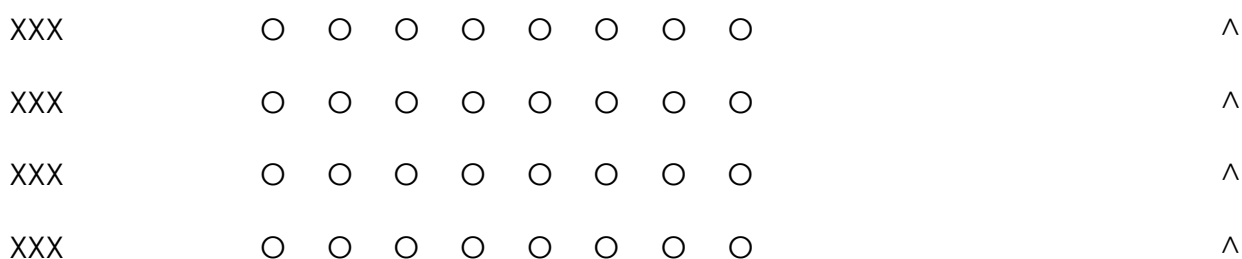
Space:

Oval / grassed area - approx. 20m X 20m

Formation:

A long line of hoops approx. 1m apart is placed on the grass.

Children lineup behind a starting line with no more than 3 children per team.



Instructions:

- Children start by one at a time stepping carefully into each hoop one foot at a time, until they have stepped in all the hoops in their line. They then run around the end cone and back to the start.
- Continue this until the whistle blows.
- Ask children to step in each hoop with only one foot.
- Ask children to step in each hoop with two feet.

Scoring:

No scoring.

Questions:

What do you tell yourself to do before stepping/jumping in each hoop?

Where do you look while stepping in the hoops?

How do you know when it is your turn?

Variation:

- Vary the gap between each hoop.

ACTIVITY #4

Tails (with parents)

Time: 10 minutes

Equipment:

Coloured Tags

Cones

Space:

Oval / grassed area - approx. 20m X 20m

Formation:

The children partner with a parent or adult and spread out in the designated coned area (approx. 20m X 20m).

Instructions:

- Each child and adult wears a coloured tag tucked into the back of their shorts / track pants at the waist, ensuring that most of the tag is dangling behind them (and not tucked in so much that it is difficult to remove).
- The children and parent or adult joins hands to make pairs. On the signal, each pair chase after other pairs, trying to collect their tails, whilst also trying to protect their own.
- Once a pair has secured a tail, it is worn over one partner's head.
- The game continues until all tags have been removed.

Scoring:

The pairs can count up how many tails they secured and the greatest number can be the winner. It is also fun to check with the group on how many tails each pair collected and then announce a "lucky number" e.g. 0 / 2 / 3 and say that those pairs are the winners! Celebrate appropriately!

Questions:

What do you say to yourself when you lose your tail that will encourage you to keep playing the game?

How can you and your partner run together more easily?

How do you try to avoid losing your tail?

Where is the best place to stand to keep your tail safe?

Where is the best place to stand to catch others?

What can you do, as a team, to try to avoid losing your tail?

Variation:

- Play the game between the parent/adult and the child.
- Play the game for a designated time e.g. 2 minutes and then check how many tails each group has collected. Resume playing for another designated period of time.

ACTIVITY #5

Steal the Giant's Treasure

Time: 10 minutes

Equipment:

Large Balls
Beanbags
Cones

Space:

Oval / grassed area - approx. 20m X 20m

Formation:

The children stand along one boundary line. The giant and his / her treasure are on the opposite boundary.

Instructions:

- On the signal, the giant (leader or parent) looks away and the children slowly creep towards the "sleeping" giant. When the giant awakes and turns to look at the children, they must "freeze". If the giant sees any other the children moving, they must return to the start line.
- If a child can sneak close enough, they can grab the treasure and run back to the start line. The giant gives chase trying to retrieve the treasure.
- Encourage the giant to "sleep" for brief periods only and the children to try to anticipate when the giant wakes so they can "freeze" in time and not have to return to the start line.
- Repeat with children acting as the Giant as time allows.

Scoring:

No scoring is required in this game.

Questions:

How do you know when the giant is waking up?

How can you get to the treasure quietly without the giant hearing you?

How do you "freeze" and not move?

What would you do if you were the giant in this game?

Variations:

- The children pass the ball to each other as they are running back to the start line to confuse the giant about who he/she is chasing.
- Use beanbags / some other object as the treasure.
- The giant selects the next giant and the game continues.

ACTIVITY #6

Leaping Lizards High Jump

Time: 10 minutes

Equipment:

Cones

Scissor Kick High Jump Mat (no bar or uprights required)

Space:

Oval / grassed area - approx. 20m X 20m

Formation:

Children line up on a 30 degree angle from the mat.

Instructions:

- Children run towards the mat (use cones to guide run up so children take off close to the mat).
- Children try to leap off of one leg.
- Leg closest goes up and onto the mat first.
- Encourage children to land on their feet in a standing position.
- Children can try a run up from both sides.

Questions:

What direction does your body go when you leap onto the mat? Vertical (up)

How can you jump higher? What can you do with your legs or your arms?

SESSION #6

Session Learning Intention

Know:

To know at least 1 skill criteria for the run, the jump, and the throw.

Do:

To run short distances quickly, dodging and stopping with control.

Understand:

To begin to understand how to move effectively and efficiently.

Time	60 minutes
Focus of Session	Run – Run short distances quickly, dodging and stopping with control. Jump – Locomotion skills and balance. Throw – Underarm and overarm throw at a target.
Area	Oval / grassed area
Equipment	Cones Witches Hats (small or large) Small Balls Beanbags Hoops Animal Cards Tunnel Coloured Dot Markers Large Hurdle Skipping Rope Mini Hurdles
Games Included	Tiny Tots Dash Knock Them Down Animal Relays Obstacle Course Campers and Tents

ACTIVITY #1

Tiny Tots Dash

Time: 10 minutes

Equipment:

Lanes marked out or cones for a start and finish line

Space:

Open grassed area or running track - anywhere from 40m to 70m from start to finish.

Formation:

Children line up in groups of 4 (or more depending on the amount of track lanes/space available) for a running race.

Children race against their parents.

Instructions:

- Line children up on the start line.
- Make sure children have their opposite foot and arm forward and eyes are looking straight ahead at the finishing line.
- Instructor to use a whistle or 'clappers' to start the race.
- Children run in a straight line as fast as they can to the finish line.
- Encourage parents to be waiting at the finish line.
- When children have finished their race, they can return to the start line for another race against their parent/s.
- Remind children that they have a line down the middle of their body and their arms cannot cross it.
- Introduce a starting routine – On Your Marks, set, whistle.

Questions:

Where are you looking when you are sprinting? Straight ahead (finishing line)

What happens if you move your arms fast? Does it do anything to your legs?

Variations:

- Put ribbons on the children's wrists as a visual reminder about their arms not crossing their body.
- Increase or decrease the distance of the sprint.
- Set up a 4 x 40m relay with a baton.
- Fastest backwards race over 10m.

Tips:

Starts: Opposite arm, opposite leg.

Arms: Keep arms bent. Swing from the shoulders, not the elbows. This is great to learn whilst sitting on the floor!

Knees: Keep high (but not higher than waist level).

ACTIVITY #2

Knock Them Down

Time: 15 minutes

Equipment:

Witches Hats (small or large)

Small Balls

Beanbags

Hoops

Space:

Oval / grassed area - approx. 20m X 20m

Formation:

Witches hats scattered around with a ball sitting on top.

Instructions:

- Children try to knock the ball off the witches hat by throwing a bean bag at it.
- Children start close to the witches hat and throw. Each time they are successful, they take a step back.

Scoring:

Bean bag hits the witches hat = 1 point

Ball falls off the top = 100 points

Knock witches hat over = 1,000 points

Questions:

Where is a good place to look when you are throwing?

Is it easier to throw with one or two hands? Why?

Are you better with an underarm or overarm throw?

Which throw do you use if you are further away from the target?

Variations:

- Children use an underarm throw or an over arm throw.
- You may place the marker inside a hoop and score if the beanbag gets in the hoop.
- Children throw from a sitting position.
- Change the distance between child and target.

ACTIVITY #3

Animal Relays

Time: 10 minutes

Equipment:

Animal Cards

Cones

Space:

Oval / grassed area - approx. 10m X 20m

Formation:

Cones approx. 10m apart.

Instructions:

- Children choose a cone with a picture of an animal on it.
- They move like the animal up, around the cone and back.
- When they return, they choose a different animal picture to try.
- **Kangaroo** – 2 feet jump at the same time and try to land 2 feet at the same time.
- **Horse (Gallop)** – The same foot is always leading. Children can practice using both legs as the lead leg (variation – use a pool noodle as a horse to ride).
- **Frog** – Start in a squat position with knees spread and hands in front, children jump up and forward.
- **Dinosaur** – Stomping action with high knees.
- **Duck** – Waddle like a duck in a crouch position.
- **Bear** – Walk like a bear with straight arms and legs.

Scoring:

1 point for every completed animal.

Questions:

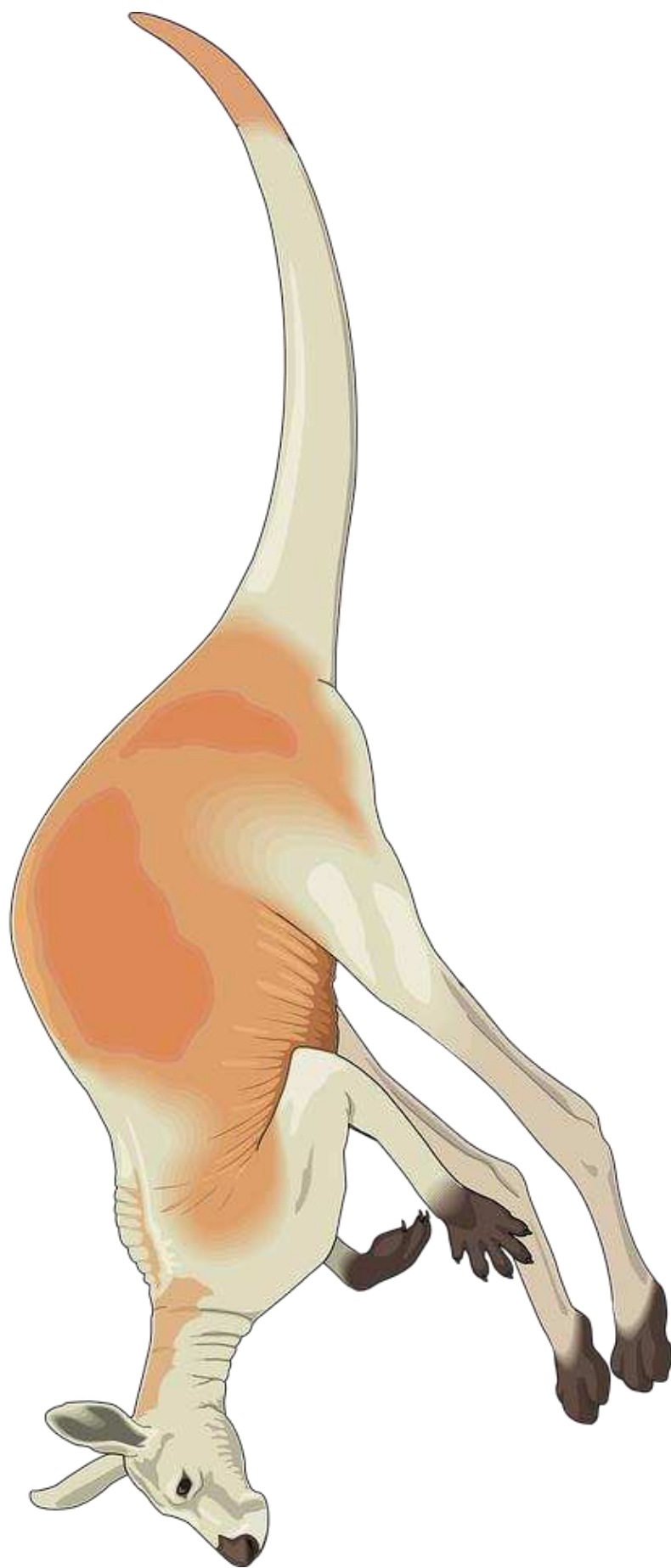
Which animal walk was your favourite?

Which animal was the hardest? Why?

What did you do when it got hard?

Variations:

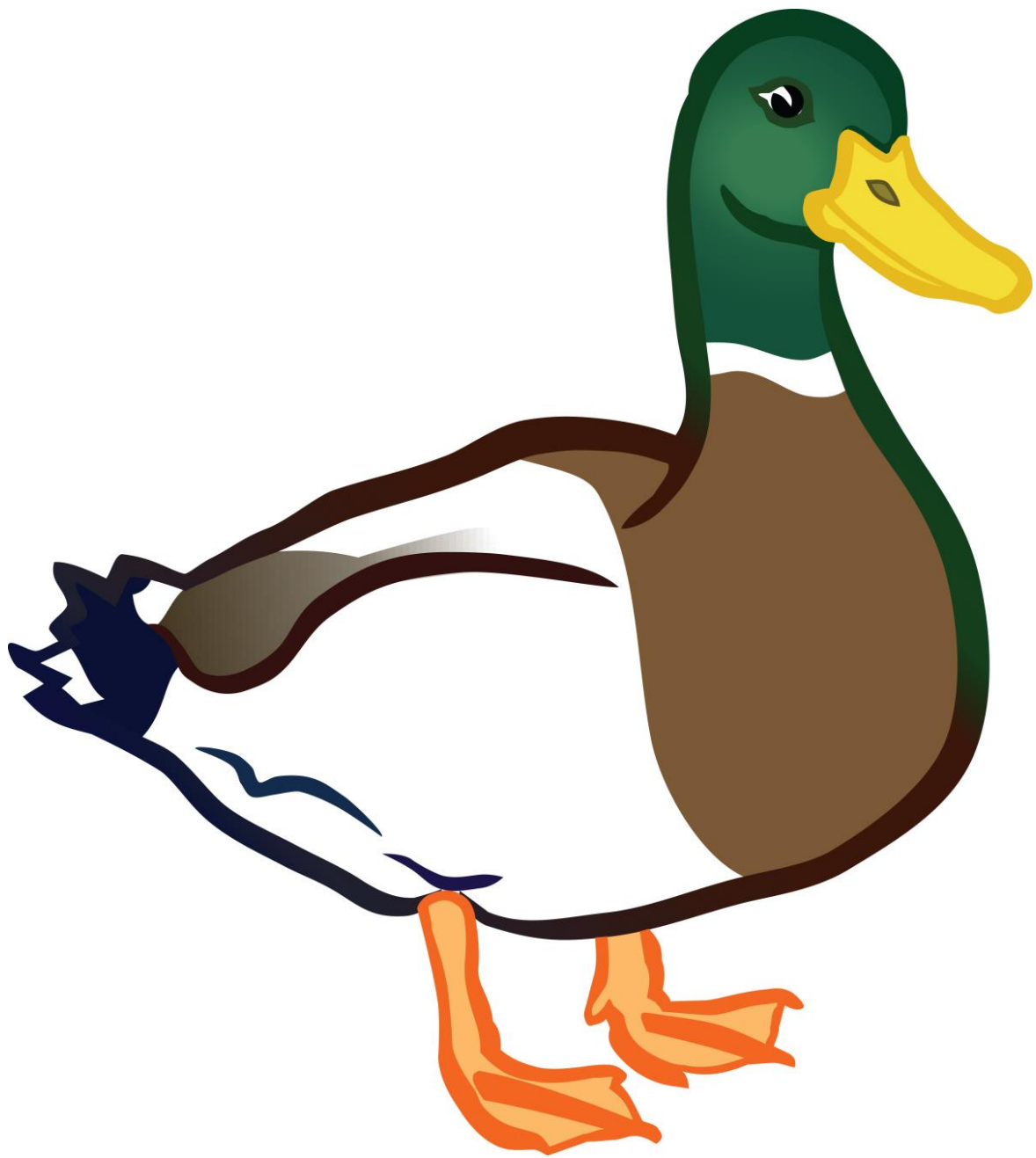
- Change the distance between cones.
- Change the direction of the movements – forwards, backwards, sideways.
- Children create their own animal movement.













ACTIVITY #4

Obstacle Course

Time: 15 minutes

Equipment:

Tunnel
Cones or Coloured Dot Markers
Large Hurdle
Skipping Rope
Mini Hurdles

Space:

Oval / grassed area - approx. 20m X 20m

Formation:

Set obstacle course up in a circle/oval shape so children can continue to move around the course.

Instructions:

- Crawl through the tunnel.
- Weave around the cones or dot markers.
- Crawl under a bridge (hurdle).
- Balance along a skipping rope.
- Run over mini hurdles.
- Touch the cone at the end (finish line).

Scoring:

No need to score this activity.

Questions:

What obstacle did you have to go under?
What does your body do when you go under something?
How quickly can you complete the obstacle course?
What helps you complete the course faster?

Variations:

- Use other obstacles that may occur naturally at your venue.
- You could make a tunnel with hurdles for children to crawl through.
- Children skip, hop, gallop between obstacles.

ACTIVITY #5

Campers and Tents

Time: 10 minutes

Equipment:

Nil

Space:

Oval / grassed area - approx. 10m X 10m

Formation:

Children stand in a circle – one person is standing with their legs apart and hands together above their head (Tent). The other person is sitting in front with their legs crossed (Camper).

Instructions:

- Instructor blows whistle and the Camper (seated child) quickly crawls through their partners legs, runs around the circle, back to their partner, crawls back through their legs and sits quickly (just as they started).
- Swap roles with partner.

Scoring:

No need to score this game.

Questions:

What can you do when your partner is running to encourage them?

How can you run faster around the circle?

What things can you do to become faster?

Variations:

- Children can start in a lying position, instead of a sitting position.
- Children can move around the circle in different ways – skipping, crawling, galloping etc.
- Make the circle bigger.
- Parents can join in with their child in this activity.

SESSION #7

Session Learning Intention

Know:

To know when to pace yourself when running a longer distance.

Do:

To be able to throw underarm and overarm.

Understand:

To understand how to move effectively and efficiently.

Time	60 minutes
Focus of Session	Run – Choosing the right speed. Jump – Locomotion movements: hopping. Throw – Underarm and overarm throw.
Area	Oval / grassed area & sandpit
Equipment	Cones Pool Noodles (cut in half) Parachute Light Balls (or rolled up socks) Hoops or Coloured Dot Markers Beanbags Chalk Buckets (filled with coloured water) Plastic Containers (2-3L) Cups
Games Included	Popcorn Chasey Popping Popcorn Hopscotch Water Relays Big Jump Long Jump

ACTIVITY #1

Popcorn Chasey

Time: 15 minutes

Equipment:

Cones

Pool Noodles (cut in half)

Space:

Oval / grassed area - approx. 20m X 20m

Formation:

Children spread out within the designated playing area. Two children with the noodles (catchers) start next to the Leader.

Instructions:

- Children move around the playing area.
- Catchers chase the children and tag between the shoulders and knees with the noodle.
- When a child gets caught they crouch down with their hands on their knees.
- Another team mate can free them by tapping them on the shoulder.
- The tap zaps the crouching dodger with energy, they have to pop out of the pose by jumping as high as they can (like a popcorn in the microwave exploding).
- When released, the child joins back in the game.

Scoring:

No need to score this game.

Questions:

How can you use your legs to jump higher (vertical)?

Can you make a shape when you pop up?

How can you use your arms to jump higher?

Variations:

- Change the playing boundaries – make it bigger or smaller.
- Include different types of locomotor movements – hopping, skipping, jumping (bunny hops).

ACTIVITY #2

Popping Popcorn

Time: 10 minutes

Equipment:

Parachute

Light Balls (or rolled up socks)

Space:

Oval / grassed area - approx. 20m X 20m

Formation:

Children evenly spaced around the stretched out parachute. Place the balls in the middle of the parachute.

Instructions:

- Children start sitting on the ground, evenly spaced around the parachute.
- Start with children discovering what the parachute can do when they work together as a team – e.g. lift it up and down at the same time.
- Choose 4 children to take a few steps back (they are the retrievers).
- Place a number of balls or rolled up socks (popcorn) in the middle of the parachute.
- On the instructors whistle, the children start moving the parachute up and down trying to make the balls fly off.
- The retrievers quickly return any ball to the parachute using an overarm or underarm throwing action.
- Children hanging onto the parachute try and get all the balls off the parachute before the retrievers can return all the balls.

Scoring:

If you wish to score this activity, you could time how long it takes to remove all the objects off the parachute.

Questions:

How can you make the balls/socks jump like popcorn in a pan?

When do you need to use an overarm throw?

When is best to use an underarm throw?

Variations:

- Change the number of retrievers.
- Change the balls – tennis balls, foam balls.
- Throw with your non-preferred hand.

ACTIVITY #3

Hopscotch

Time: 10 minutes

Equipment:

Hoops or Coloured Dot Markers
Beanbags
Chalk

Space:

Oval / grassed area or flat hard surfaced area - approx. 20m X 20m

Formation:

Make a hopscotch design (see diagram below) with hoops, spots or chalk. Children can work in small groups or pairs, depending on numbers.

Instructions:

- Start outside square one and throw the beanbag into the first square.
- Hop over the square into single squares and landing on two feet when reaching double squares together.
- When returning back to the start stand on one leg, bend down and pick up the beanbag before hopping in the now empty square.
- When the child has returned to where they began, they then throw the beanbag into the second square.
- Hop into the first square, repeat first action of picking up the beanbag, then hop to the start.
- The game continues until all squares have had the beanbag land inside.
- The course is designed so that the child has to hop in the single squares and jump with a foot in each of the double squares.
- Each time the throw gets further away, the child performs a planned sequence of movement patterns of hopping and jumping to retrieve the beanbag.



Scoring:

Score 1 point every time you can make the beanbag land in the correct square.

Score 10 points if you can make it through the course without putting your foot down and can stay balanced throughout the movement sequence.

Questions:

What part of your foot touches the ground when you hop?

When working with a partner, why do you take turns?

How can you best balance and pick up a beanbag without falling over or having to put your other foot down on the ground?

Variations:

- Hop with your hands behind your back, on top of your head or on your hips.
- Hop in a different direction – sideways, backwards.
- Jump with two feet in each section.

ACTIVITY #4

Water Relays

Time: 15 minutes

Equipment:

Buckets (filled with coloured water)
Plastic Containers (2-3L)
Cups
Cones

Space:

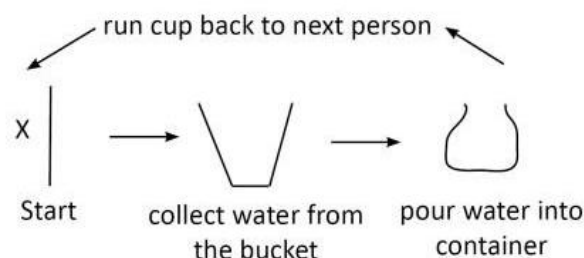
Oval / grassed area - approx. 20m X 20m

Formation:

Small groups of 3 or 4 children.

Instructions:

- Children form a line behind a marker.
- Instructor starts the relay with the whistle.
- First runner starts with the cup and runs to the bucket of water.
- Runner collects water with the cup.
- Runner transports water back to the plastic container.
- Runner carefully pours water in.
- Runner passes the cup to the next runner.
- Repeat for a set amount of time.
- Compare results after a set time.



Scoring:

Emphasise that it is the amount of water collected that is important in this game.

Questions:

When was it a good time to run?

When did you need to move at a different speed? Why?

Variations:

- Change the distance for children to run.
- Add an obstacle to go over or under when carrying water.
- Spread the children out between the bucket and plastic container. Children have to work together to pass the cup of water down the line and the last person pours it into the container (repeat).
- Each team has different coloured water for comparing at the end.

ACTIVITY #5

Big Jump Long Jump

Time: 10 minutes

Equipment:

Cones

Space:

Sandpit (long jump pit)

Formation:

Children start no more than 8-10m away from the long jump pit.

Instructions:

- Children have a short run up, take off from one foot and land with two feet in the sandpit.
- Mark the jump with a cone.
- Challenge the children to improve their jump each time.
- Provide each child with as many opportunities as possible to practice their jumps.

Questions:

What kind of landing do you want to do in the sandpit? Motorbike landing

Do you want to land with straight legs or bent legs? Bent legs to help you balance

Why is it better to land in a sandpit?

Which mark in the sand would we measure to see how far you've jumped? Why?

Variations:

- Children jump over a skipping rope.
- Children jump over a small hurdle (teaches to get knee and feet up).
- Make small sandcastles with a bucket that children have to jump on to destroy it.

SESSION #8

Session Learning Intention

Know:

To know how to pace yourself to run a longer distance.

Do:

To be able to leap off one foot.

Understand:

To understand how to run, jump, and throw more effectively and efficiently.

Time	60 minutes
Focus of Session	Run – Speed and coordination, and run a longer distance. Jump – Leaping. Throw – Overarm throw and underarm throw.
Area	Oval / grassed area
Equipment	Cones Pool Noodles (cut in half) Sponges Buckets of Water Long Skipping Ropes Pop Sticks Vortexes
Games Included	Octopus Wet Sponge Throw Tiny Tots Marathon: Run As Far As You Can Crocodile Leap How Far Can You Throw?

ACTIVITY #1

Octopus

Time: 15 minutes

Equipment:

Cones

Pool Noodles (cut in half)

Space:

Oval / grassed area - approx. 20m X 20m

Formation:

Children stand along one of the boundary lines, 2 catchers in the middle of the boundary.

Instructions:

- Children aim to get from one side of the boundary to the other without being tagged by a noodle.
- If a child gets caught by a noodle, they become an octopus and are stuck in that spot.
- Instructor blows the whistle for children to start running.
- Any child that has been caught is stuck.
- Once all children have safely made it to the other side, the instructor blows the whistle for the children to run back.
- Along the way, children can free the stuck octopus by crawling through their legs so they can rejoin the game.

Scoring:

No need to score.

Questions:

How do you avoid being caught by the noodle?

What did you say when somebody freed you? Why did you say this?

When is the best time to run across the field?

Where is the best place to run?

Variations:

- Increase the number of catchers.
- Change the playing space to make it larger or smaller.

ACTIVITY #2

Wet Sponge Throw

Time: 15 minutes

Equipment:

Sponges
Buckets of Water
Long Skipping Ropes
Cones

Space:

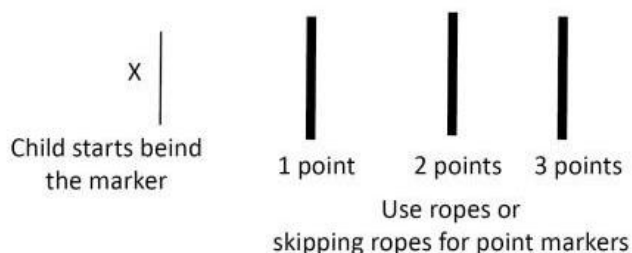
Oval / grassed area - approx. 20m X 20m

Formation:

Children line up in pairs facing the long skipping ropes – child 1 is ready to throw, child 2 is standing about 2m back and out of the way of the thrower.

Instructions:

- Children try to throw the sponge as far as they can in front of them.
- Once everybody has thrown, the instructor blows the whistle and the children retrieve their sponge.
- Children swap over with their partner.
- Children aim to get it past the 1st skipping rope, then the 2nd etc
- Children can try different throwing techniques – overarm and underarm.



Scoring:

Score 1 point if the sponge goes past the first skipping rope.

Score 2 points if it goes past the second skipping rope.

Score 3 points if it goes past the third skipping rope.

Questions:

What is the best throwing action to use when you want to throw it further? Underarm or overarm?

When you throw, is it better for your arm to move slowly or fast?

Where does the power come from to help you throw further?

Where do you follow through? (Slap your opposite pocket)

Variations:

- Children sit and throw.
- Children start by throwing a dry sponge and compare the distance with a wet sponge or a small ball.

ACTIVITY #3

Tiny Tots Marathon: Run As Far As You Can

Time: 10 minutes

Equipment:

Pop Sticks

Cones

Space:

Open grassed area (as much space as possible)

Formation:

Children run/walk around a large space collecting pop sticks as they go.

Instructions:

- Design a course with markers so children know where to run.
- Children walk the first lap.
- Children sprint a lap and see how far they get.
- Ask children is there a way they could run without stopping.
- Ask children what they can do when they get tired (slow down but keep moving... don't stop).
- Place parents at different station points to hand out pop sticks.
- Either start all children together or at different markers.
- As they go through each station (parent), they collect a pop stick.
- Encourage children to collect as many pop sticks as they can in the set time.
- A continuous run for up to 5 minutes.
- Encourage children to put their hands on their heads and breathe in through their nose and out through their mouth when they finish.

Scoring:

Count how many pop sticks each child collected.

Questions:

What did you do when you got tired?

Did the 'Tiny Tots Marathon' require a big effort? Why?

Can children feel their heart beating in their chest?

How do you feel? Are you hot?

Variations:

- Children skip to one station, run to another, walk to another etc.
- Make the station points (parents) closer or further apart.
- Add more station points (parents) so children collect more pop sticks.

ACTIVITY #4

Crocodile Leap

Time: 10 minutes

Equipment:

Long Skipping Ropes

Space:

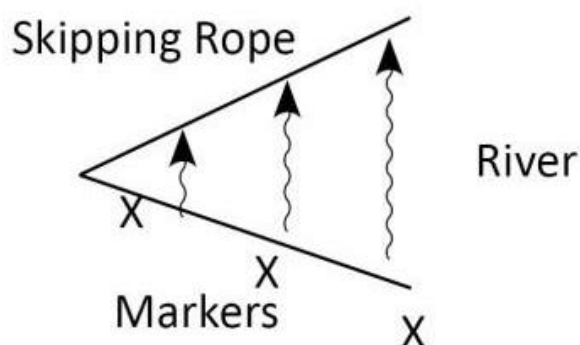
Oval / grassed area - approx. 20m X 20m

Formation:

Small groups (3-4 children) - set the ropes at an angle to each other 1m apart at the narrow end and 3m apart at the wide end.

Instructions:

- Children begin at the narrow end of the two ropes.
- Children attempt to leap across the 'river' to avoid the crocodiles.
- As the children succeed, they can move down to the wider parts of the river.
- Encourage children to land without losing balance and their body remains upright (an uninterrupted continuation of the run).



Scoring:

Children score a point if they clear the river.

Questions:

When do you use a leaping action?
Why do you want to land on your feet?

Variations:

- Children take 2 steps then leap.
- Children run up from a short distance to leap over.

ACTIVITY #5

How Far Can You Throw?

Time: 10 minutes

Equipment:

Vortexes
Skipping Rope (or long piece of rope)
Coloured or numbered cones to mark the throws

Space:

Open grassed area

Formation:

Children line up behind the rope, well spaced apart.

Instructions:

- Children use an overarm throwing action to throw the vortex as far as they can.
- Leader can count 3 2 1 "Throw"! The children throw all together on "Throw".
- Use parents to mark where the throws land with a cone.
- The Leader requests for the children to retrieve the vortex they threw, but only once all the children have thrown.
- Challenge the children to improve their throw each time.
- Provide each child with as many opportunities as possible to practice their throws.
- Only move the cone if the throw is further.

Tips

- Eyes focused on the target.
- Body side on to the target with weight on rear foot.
- Arm extension to rear during wind-up.
- Step forward onto foot opposite the throwing arm and shift weight onto the front foot.
- Rotate the upper body from side on to face forward during the throw.
- Follow through down and across the body, slapping the empty throwing hand against the thigh of the forward leg.

Questions:

What part of your hand touches the vortex? Your fingers grip the 'squishy' part
What do other children and mum or dad do to throw the vortex further?

Variations:

- Can you throw over your parent(s) head?

SESSION #9

Session Learning Intention

Know:

To know 2 things that can enable faster sprinting.

Do:

To be able to run, leap, and throw.

Understand:

To understand how to leap and throw.

Time	60 minutes
Focus of Session	Run – Run (sprint) short distance as fast as you can. Jump – Leap. Throw – Underarm throw.
Area	Oval / grassed area & sandpit
Equipment	Cones Hoops Ropes Beanbags
Games Included	Aero Planes Big Jump Long Jump Tiny Tots Dash Washing Machines Shot Put Bullseye

ACTIVITY #1

Aero Planes

Time: 10 minutes

Equipment:

Cones

Space:

Oval / grassed area - approx. 20m X 20m

Formation:

Children stand in their own space within the playing area.

Instructions:

- Children are to act like aero planes when told to take off.
- Children zoom with their arms out, swooping other aero planes, turning and gliding.
- Children to ensure they do not collide with other aero planes and that they have plenty of space.
- When the instructor calls "land", children gently drop to the ground in the prone position, like a plane at rest (lying on their tummy with their arms out and feet off the ground if possible).
- Children try and balance in that position.
- Instructor calls 'take off' and the aero planes are back in the air.

Scoring:

Instructor counts to see who can hold the balance the longest.

Question:

Do you have a tight or a floppy body when you were holding a balance?

Variations:

- Children to fly low, ensuring their knees are bent.
- Make the space bigger or smaller.
- Instructor to roll a soft ball along the ground which the aero planes have to dodge with their feet.
- Instructor calls out, 'start your engines' when children have landed. They go into a front support position (push up position) and make an engine sound with revving their engines loudly.

ACTIVITY #2

Big Jump Long Jump

Time: 10 minutes

Equipment:

Cones

Space:

Sandpit (long jump pit)

Formation:

Children start no more than 8-10m away from the long jump pit.

Instructions:

- Children have a short run up, take off from one foot and land with two feet in the sandpit.
- Mark the jump with a cone.
- Challenge the children to improve their jump each time.
- Provide each child with as many opportunities as possible to practice their jumps.

Questions:

What kind of landing do you want to do in the sandpit? Motorbike landing

Do you want to land with straight legs or bent legs? Bent legs to help you balance

Why is it better to land in a sandpit?

Which mark in the sand would we measure to see how far you have jumped? Why?

Variations:

- Children jump over a skipping rope.
- Children jump over a small hurdle (teaches to get knee and feet up).
- Make small sandcastles with a bucket that children have to jump on to destroy it.

ACTIVITY #3

Tiny Tots Dash

Time: 10 minutes

Equipment:

Lanes marked out or cones for a start and finish line

Space:

Open grassed area or running track - anywhere from 40m to 70m from start to finish.

Formation:

Children line up in groups of 4 (or more depending on the amount of track lanes/space available) for a running race.

Children race against their parents.

Instructions:

- Line children up on the start line.
- Make sure children have their opposite foot and arm forward and eyes are looking straight ahead at the finishing line.
- Instructor to use a whistle or 'clappers' to start the race.
- Children run in a straight line as fast as they can to the finish line.
- Encourage parents to be waiting at the finish line.
- When children have finished their race, they can return to the start line for another race against their parent/s.
- Remind children that they have a line down the middle of their body and their arms cannot cross it.
- Introduce a starting routine – On Your Marks, set, whistle.

Questions:

Where are you looking when you are sprinting? Straight ahead (finishing line)

What happens if you move your arms fast? Does it do anything to your legs?

Variations:

- Put ribbons on the children's wrists as a visual reminder about their arms not crossing their body.
- Increase or decrease the distance of the sprint.
- Set up a 4 x 40m relay with a baton.
- Fastest backwards race over 10m.

Tips:

Starts: Opposite arm, opposite leg.

Arms: Keep arms bent. Swing from the shoulders, not the elbows. This is great to learn whilst sitting on the floor!

Knees: Keep high (but not higher than waist level).

ACTIVITY #4

Washing Machines

Time: 15 minutes

Equipment:

A rope and beanbag for each group of three

Space:

Oval / grassed area - approx. 20m X 20m

Formation:

Groups of 3.

Instructions:

- One child has the rope with a beanbag tied to one end.
- The child or an adult rotates swinging the rope just above the ground.
- The other team members jump over the rope as it comes around.
- Everyone counts together each time the rope is cleared.
- Change roles after 1 minute or as needed.

Scoring:

Count how many times the rope is cleared.

Questions:

When did you know when to jump or leap? What are you looking for?

Do you need to jump high or low? Why?

Are you better jumping off two feet or one foot?

Variations:

- Start with jumping over the rope with two feet.
- Start with the rope on the ground and children practice running up and leaping over the rope.
- Have the two group members (who are not turning the rope) run in opposite directions to the rope and leap over it.
- Change the speed and the direction of the rope.

ACTIVITY #5

Shot Put Bullseye

Time: 15 minutes

Equipment:

Beanbags

Cones

Hoops

Ropes (that can form 2 concentric circles around the hoop to make a bullseye)

Space:

Open grassed area

Formation:

Small groups of 3 or 4, bullseye approx. 3m in front of the throwers.

Instructions:

- Each child takes it in turn to throw object to the target area with one hand.
- One throw per child before the objects are collected.
- Instructor to blow the whistle once everybody has thrown for children to retrieve objects.
- Repeat for a given number of rounds (approx. 5 throws).
- Introduce 'putting' technique to children.
- Start children standing side on.
- Hold the object in fingers touching the neck (clean palm, dirty neck).
- High elbow like a 'chicken wing'.
- Pushing action like you are giving a 'high 5'.
- Maintain good balance throughout.

Scoring:

Points are scored depending on where the object stops in the target area.

10 points for bullseye, 7 points for next circle, 5 points and 1 point for a throw.

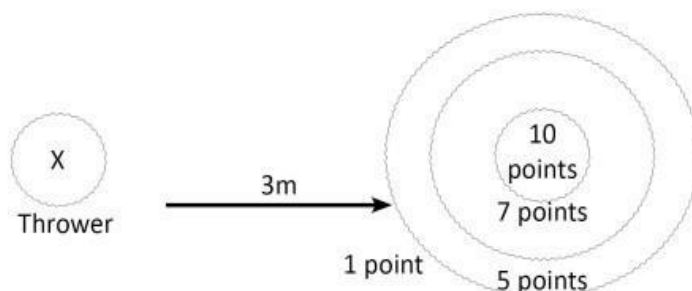
Questions:

What are we aiming for?

What do you look at when you throw? Look where you want the ball to go – eyes on the target.

Variations:

- Vary the distance from the throw line to the target.
- Choose different objects to throw – tennis balls, beanbags, light plastic balls, rolled up socks, foam balls.



SESSION #10 – TINY TOTS FAMILY FUN DAY

Session Learning Intention

Know:

To know 1 or 2 movement skill criteria for each of the following FMS; run, jump, and throw.

Do:

To purposefully practice a range of movement skills developed during the previous sessions.

Understand:

To understand how to apply the techniques, strategies and social skills learnt during the previous sessions.

Time	60 minutes
Focus of Session	Movement Skills: <ul style="list-style-type: none">• Sprinting & Distance Running.• High Jump & Standing Broad Jump.• Throwing: Ball Throw & Hoop Sling.
Area	Oval / grassed area, running track & sandpit
Equipment	Cones Small Balls Hoops Pop Sticks Scissor Kick High Jump Mat Skipping Ropes Quoits or Frisbees
Games Included	Tiny Tot Dash (50m Race) Jolly Standing Jumps #2 Ball Throw Leaping Lizards High Jump Hoop Slinging Tiny Tots Marathon: Run As Far As You Can Tiny Tots Marathon: 100m

The Family Fun Day is the perfect opportunity for Tiny Tots to put all the skills they have learnt in the first half of the season into practice with their parents.

It is recommended that parents be there to participate and support their child in all the activities.

EVENT #1

Tiny Tots Dash (50m Race)

Time: 5 minutes

Equipment:

Lanes marked out or cones for a start and finish line

Space:

Open grassed area or running track – 50m from start to finish.

Formation:

Children line up in groups of 4 (or more depending on the amount of track lanes/space available) for a running race.

Children race against their parents.

Instructions:

- Line children up on the start line.
- Make sure children have their opposite foot and arm forward and eyes are looking straight ahead at the finishing line.
- Instructor to use a whistle or 'clappers' to start the race.
- Children run in a straight line as fast as they can to the finish line.
- Encourage parents to be waiting at the finish line.
- When children have finished their race, they can return to the start line for another race against their parent/s.
- Remind children that they have a line down the middle of their body and their arms cannot cross it.
- Introduce a starting routine – On Your Marks, set, whistle.

Questions:

Where are you looking when you are sprinting? Straight ahead (finishing line)

What happens if you move your arms fast? Does it do anything to your legs?

Tips:

Starts: Opposite arm, opposite leg.

Arms: Keep arms bent. Swing from the shoulders, not the elbows. This is great to learn whilst sitting on the floor!

Knees: Keep high (but not higher than waist level).

EVENT #2

Jolly Standing Jumps #2

Time: 10 minutes

Equipment:

Cones

Space:

Sandpit (long jump pit)

Formation:

Children start on the edge of the long jump pit with their two feet together. Allocate children into groups of 2-3. Children line up in preparation to jump. Allocate a parent to supervise each group.

Instructions:

- Children take turns to perform a standing jump where they:
 - stand on 2 feet behind the start line;
 - take off on 2 feet and land on 2 feet;
 - bend their knees;
 - use their arms to help propel their body forwards.
- The Leader can tell the children approximately how far they have jumped. Try to use comparisons with their previous jumps rather than comparing with others.
- Challenge the children to improve their jump each time.
- Provide each child with as many opportunities as possible to practice their jumps.

Scoring:

Have different coloured cones on the side of the long jump pit for every 50 cm. e.g. Red cone 1 is 0.5m, Red cone 2 is 1m, Blue cone 1 is 1.5m, Blue cone 2 is 2m etc. Provides an approximate measurement for children to see how far they've jumped.

Questions:

What do you say to yourself when it is your turn?

How can you increase the distance you can jump?

Which parts of your body help you to jump further?

What can you say to the other children in your group when it is their turn / after their turn?

Tips:

Suggest to children that they use a 'motorbike' landing.

EVENT #3

Ball Throw

Time: 10 minutes

Equipment:

Small Balls (i.e. tennis ball)
Skipping Rope (or long piece of rope)
Coloured or numbered cones to mark the throws

Space:

Open grassed area

Formation:

Children line up behind the rope, well spaced apart.

Instructions:

- Children use an overarm throwing action to throw the ball as far as they can.
- Leader can count 3 2 1 "Throw"! The children throw all together on "Throw".
- Use parents to mark where the throws land with a cone.
- The Leader requests for the children to retrieve the ball they threw, but only once all the children have thrown.
- Challenge the children to improve their throw each time.
- Provide each child with a maximum of 3 throws to try and beat their previous best.
- Only move the cone if the throw is further.

Tips

- Eyes focused on the target.
- Body side on to the target with weight on rear foot.
- Arm extension to rear during wind-up.
- Step forward onto foot opposite the throwing arm and shift weight onto the front foot.
- Rotate the upper body from side on to face forward during the throw.
- Follow through down and across the body, slapping the empty throwing hand against the thigh of the forward leg.

Questions:

What part of your hand touches the ball? Your fingers grip the ball.
What do other children do to throw the ball further?

Variations:

- Use an underarm throw.

EVENT #4

Leaping Lizards High Jump

Time: 10 minutes

Equipment:

Cones

Scissor Kick High Jump Mat (no bar or uprights required)

Space:

Oval / grassed area - approx. 20m X 20m

Formation:

Children line up on a 30 degree angle from the mat.

Instructions:

- Children run towards the mat (use cones to guide run up so children take off close to the mat).
- Children try to leap off of one leg.
- Leg closest goes up and onto the mat first.
- Encourage children to land on their feet in a standing position.
- Children can try a run up from both sides.

Questions:

What direction does your body go when you leap onto the mat? Vertical (up)

How can you jump higher? What can you do with your legs or your arms?

EVENT #5

Hoop Slinging

Time: 10 minutes

Equipment:

Cones
Hoops
Skipping Ropes
Quoits or Frisbees (variation only)

Space:

Wide open grassed area

Formation:

Children start behind the rope with the hoop in their hand. Allow plenty of space between throws so nobody gets hit.

Instructions:

- Children aim to 'sling' the hoop as far as they can in front of them.
- Leader can count 3 2 1 "Throw"! The children throw all together on "Throw".
- Use parents to mark where the throws land with a cone.
- The Leader requests for the children to retrieve the hoop they threw, but only once all the children have thrown.
- Challenge the children to improve their throw each time.
- Provide each child with a maximum of 3 throws to try and beat their previous best.
- Only move the cone if the throw is further.

Scoring:

No scoring in this game.

Questions:

Do you release the object with a straight or bent arm? Straight arm
What event in athletics is this like? Discuss

Variation:

- Quoits or Frisbees can be used as other objects to throw.

Tips:

- For right-handed throwers, the left shoulder remains stable as the right arm comes through so that at the point of release, both shoulders face the target.
- Keep looking at the target.
- Start from a low body position and finish in a high body position.
- Release object towards the target in an upward motion.

EVENT #6

Tiny Tots Marathon: Run As Far As You Can

Time: 10 minutes

Equipment:

Pop Sticks
Cones

Space:

Open grassed area (as much space as possible)

Formation:

Children run/walk around a large space collecting pop sticks as they go.

Instructions:

- Design a course with markers so children know where to run.
- Children walk the first lap.
- Children sprint a lap and see how far they get.
- Ask children is there a way they could run without stopping.
- Ask children what they can do when they get tired (slow down but keep moving... don't stop).
- Place parents at different station points to hand out pop sticks.
- Either start all children together or at different markers.
- As they go through each station (parent), they collect a pop stick.
- Encourage children to collect as many pop sticks as they can in the set time.
- A continuous run for up to 5 minutes.
- Encourage children to put their hands on their heads and breathe in through their nose and out through their mouth when they finish.

Scoring:

Count how many pop sticks each child collected.

Questions:

What did you do when you got tired?

Did the 'Tiny Tots Marathon' require a big effort? Why?

Can children feel their heart beating in their chest?

How do you feel? Are you hot?

Variations:

- Children skip to one station, run to another, walk to another etc.
- Make the station points (parents) closer or further apart.
- Add more station points (parents) so children collect more pop sticks.

EVENT #7

Tiny Tots Marathon: 100m

Time: 5 minutes

Equipment:

Cones

Space:

Open grassed area or 100m running track

Formation:

Children run along the 100m track.

Parents to run/walk with their child or are placed at the end or round the track to offer encouragement.

Instructions:

- Design a course with markers so children know where to run.
- Explain that this is a long-distance run, not a sprint.
- Show the children an appropriate pace to run at.
- Explain to children what they can do when they get tired (keep moving... don't stop).
- Encourage children to put their hands on their heads and take deep breaths in through their nose and out through their mouth when they finish.
- Children attempt to run the whole 100 m track without stopping.

Questions:

What did you do when you got tired?

Did the '100m Tiny Tots Marathon' require a big effort? Why?

Tip:

Suggest to children that they begin by running slowly.

SESSION #11-19

Use the Tiny Tots Compendium of Activities to design your sessions using the blank session planned below.

SESSION

Time	60 minutes
Focus of Session	
Area	
Equipment	
Games	

ACTIVITY #1

Time: minutes

Equipment:

Space:

Formation:

Instructions:

Scoring:

Questions:

Variations:

ACTIVITY #2

Time: minutes

Equipment:

Space:

Formation:

Instructions:

Scoring:

Questions:

Variations:

ACTIVITY #3

Time: minutes

Equipment:

Space:

Formation:

Instructions:

Scoring:

Questions:

Variations:

Activity #4

Time: minutes

Equipment:

Space:

Formation:

Instructions:

Scoring:

Questions:

Variations:

Concluding Activity (Whole Group Game/Activity)

Time: minutes

Equipment:

Space:

Formation:

Instructions:

Scoring:

Questions:

Variations:

SESSION #20 – TINY TOTS MINI OLYMPICS

Session Learning Intention

Know:

To know 1 or 2 movement skill criteria for each of the following FMS; run, jump, and throw.

Do:

To purposefully practice a range of movement skills developed during the season.

Understand:

To understand how to apply the techniques, strategies and social skills learnt during the season.

Time	60 minutes
Focus on Session	<p>Run – Sprint & Long Run:</p> <ul style="list-style-type: none"> ▪ Children complete a 70m sprint. ▪ Children complete a long run. <p>Jump – Long Jump & High Jump:</p> <ul style="list-style-type: none"> ▪ Long Jump - Short run up and jump/leap into the sandpit. ▪ High Jump – Short run up and jump/leap onto a low mat. <p>Throw – Discus, Shot Put & Vortex:</p> <ul style="list-style-type: none"> ▪ Discus – Use a slinging action. ▪ Shot Put – Use a ‘putting’ action. ▪ Vortex – Throw for distance.
Area	Wide open grassed area, running track & sandpit
Equipment	Cones Beanbags Skipping Ropes Ropes Vortexes Hoops Pop Sticks Scissor Kick High Jump Mat Quoits or Frisbees
Games	Tiny Tots Dash (70m Race) Shot Put Bullseye Big Jump Long Jump Tiny Tots Marathon: Run As Far As You Can Leaping Lizards High Jump How Far Can You Throw? Hoop Slinging

The Mini Olympics is the perfect opportunity for Tiny Tots to put all the skills they have learnt over the season, into practice for the final session.

It is recommended that parents be there to participate and support their child in all the activities.

Leaders are encouraged to conduct a short presentation ceremony at the completion of the Mini Olympics!

NOTE: Leaders could use this final session as an opportunity for the 5 year olds in the group to go around with the U6's. This provides those children the opportunity to experience the activities they will be doing at Little Athletics as an U6 in the next season.

EVENT #1

Tiny Tots Dash (70m Race)

Time: 5 minutes

Equipment:

Lanes marked out or cones for a start and finish line

Space:

Open grassed area or running track – 70m from start to finish.

Formation:

Children line up in groups of 4 (or more depending on the amount of track lanes/space available) for a running race.

Children race against their parents.

Instructions:

- Line children up on the start line.
- Make sure children have their opposite foot and arm forward and eyes are looking straight ahead at the finishing line.
- Instructor to use a whistle or 'clappers' to start the race.
- Children run in a straight line as fast as they can to the finish line.
- Encourage parents to be waiting at the finish line.
- When children have finished their race, they can return to the start line for another race against their parent/s.
- Remind children that they have a line down the middle of their body and their arms cannot cross it.
- Introduce a starting routine – On Your Marks, set, whistle.

Questions:

Where are you looking when you are sprinting? Straight ahead (finishing line)

What happens if you move your arms fast? Does it do anything to your legs?

Tips:

Starts: Opposite arm, opposite leg.

Arms: Keep arms bent. Swing from the shoulders, not the elbows. This is great to learn whilst sitting on the floor!

Knees: Keep high (but not higher than waist level).

EVENT #2

Shot Put Bullseye

Time: 10 minutes

Equipment:

Beanbags

Cones

Hoops

Ropes (that can form 2 concentric circles around the hoop to make a bullseye)

Space:

Open grassed area

Formation:

Small groups of 3 or 4, bullseye approx. 3m in front of the throwers.

Instructions:

- Each child takes it in turn to throw object to the target area with one hand.
- One throw per child before the objects are collected.
- Instructor to blow the whistle once everybody has thrown for children to retrieve objects.
- Repeat for a given number of rounds (approx. 5 throws).
- Introduce 'putting' technique to children.
- Start children standing side on.
- Hold the object in fingers touching the neck (clean palm, dirty neck).
- High elbow like a 'chicken wing'.
- Pushing action like you are giving a 'high 5'.
- Maintain good balance throughout.

Scoring:

Points are scored depending on where the object stops in the target area.

10 points for bullseye, 7 points for next circle, 5 points and 1 point for a throw.

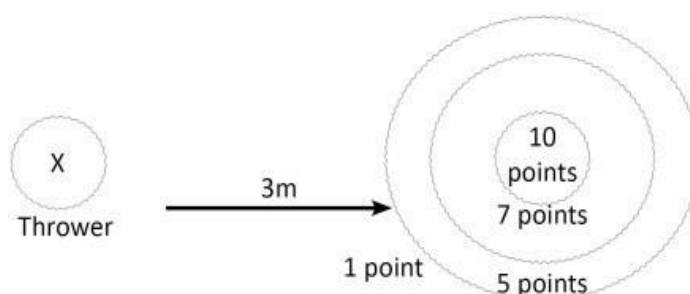
Questions:

What are we aiming for?

What do you look at when you throw? Look where you want the ball to go – eyes on the target.

Variations:

- Vary the distance from the throw line to the target.
- Choose different objects to throw – tennis balls, beanbags, light plastic balls, rolled up socks, foam balls.



EVENT #3

Big Jump Long Jump

Time: 10 minutes

Equipment:

Cones

Space:

Sandpit (long jump pit)

Formation:

Children start no more than 8-10m away from the long jump pit.

Instructions:

- Children have a short run up, take off from one foot and land with two feet in the sandpit.
- Mark the jump with a cone.
- Children have a maximum of 3 jumps to try and beat their previous best.

Scoring:

Have different coloured cones on the side of the long jump pit for every 50 cm. e.g. Red cone 1 is 0.5m, Red cone 2 is 1m, Blue cone 1 is 1.5m, Blue cone 2 is 2m etc. Provides an approximate measurement for children to see how far they've jumped.

Questions:

What kind of landing do you want to do in the sandpit? Motorbike landing

Do you want to land with straight legs or bent legs? Bent legs to help you balance

Why is it better to land in a sandpit?

Which mark in the sand would we measure to see how far you have jumped? Why?

Variations:

- Children jump over a skipping rope.
- Children jump over a small hurdle (teaches to get knee and feet up).
- Make small sandcastles with a bucket that children have to jump on to destroy it.

EVENT #4

Tiny Tots Marathon: Run As Far As You Can

Time: 10 minutes

Equipment:

Pop Sticks
Cones

Space:

Open grassed area (as much space as possible)

Formation:

Children run/walk around a large space collecting pop sticks as they go.

Instructions:

- Design a course with markers so children know where to run.
- Children walk the first lap.
- Children sprint a lap and see how far they get.
- Ask children is there a way they could run without stopping.
- Ask children what they can do when they get tired (slow down but keep moving... don't stop).
- Place parents at different station points to hand out pop sticks.
- Either start all children together or at different markers.
- As they go through each station (parent), they collect a pop stick.
- Encourage children to collect as many pop sticks as they can in the set time.
- A continuous run for up to 5 minutes.
- Encourage children to put their hands on their heads and breathe in through their nose and out through their mouth when they finish.

Scoring:

Count how many pop sticks each child collected.

Questions:

What did you do when you got tired?

Did the 'Tiny Tots Marathon' require a big effort? Why?

Can children feel their heart beating in their chest?

How do you feel? Are you hot?

Variations:

- Children skip to one station, run to another, walk to another etc
- Make the station points (parents) closer or further apart.
- Add more station points (parents) so children collect more pop sticks.

EVENT #5

Leaping Lizards High Jump

Time: 10 minutes

Equipment:

Cones

Scissor Kick High Jump Mat (no bar or uprights required)

Space:

Oval / grassed area - approx. 20m X 20m

Formation:

Children line up on a 30 degree angle from the mat.

Instructions:

- Children run towards the mat (use cones to guide run up so children take off close to the mat).
- Children try to leap off of one leg.
- Leg closest goes up and onto the mat first.
- Encourage children to land on their feet in a standing position.
- Children can try a run up from both sides.

Questions:

What direction does your body go when you leap onto the mat? Vertical (up)

How can you jump higher? What can you do with your legs or your arms?

EVENT #6

How Far Can You Throw?

Time: 10 minutes

Equipment:

Vortexes
Skipping Rope (or long piece of rope)
Coloured or numbered cones to mark the throws

Space:

Open grassed area

Formation:

Children line up behind the rope, well spaced apart.

Instructions:

- Children use an overarm throwing action to throw the vortex as far as they can.
- Leader can count 3 2 1 “Throw”! The children throw all together on “Throw”.
- Use parents to mark where the throws land with a cone.
- The Leader requests for the children to retrieve the vortex they threw, but only once all the children have thrown.
- Challenge the children to improve their throw each time.
- Provide each child with a maximum of 3 throws to try and beat their previous best.
- Only move the cone if the throw is further.

Tips

- Eyes focused on the target.
- Body side on to the target with weight on rear foot.
- Arm extension to rear during wind-up.
- Step forward onto foot opposite the throwing arm and shift weight onto the front foot.
- Rotate the upper body from side on to face forward during the throw.
- Follow through down and across the body, slapping the empty throwing hand against the thigh of the forward leg.

Questions:

What part of your hand touches the vortex? Your fingers grip the ‘squishy’ part
What do other children and mum or dad do to throw the vortex further?

Variations:

- Can you throw over your parent(s) head?

EVENT #7

Hoop Slinging

Time: 5 minutes

Equipment:

Cones
Hoops
Skipping Ropes
Quoits or Frisbees (variation only)

Space:

Wide open grassed area

Formation:

Children start behind the rope with the hoop in their hand. Allow plenty of space between throws so nobody gets hit.

Instructions:

- Children aim to 'sling' the hoop as far as they can in front of them.
- Leader can count 3 2 1 "Throw"! The children throw all together on "Throw".
- Use parents to mark where the throws land with a cone.
- The Leader requests for the children to retrieve the hoop they threw, but only once all the children have thrown.
- Challenge the children to improve their throw each time.
- Provide each child with a maximum of 3 throws to try and beat their previous best.
- Only move the cone if the throw is further.

Scoring:

No scoring in this game.

Questions:

Do you release the object with a straight or bent arm? Straight arm
What event in athletics is this like? Discuss

Variation:

- Quoits or Frisbees can be used as other objects to throw.

Tips:

- For right-handed throwers, the left shoulder remains stable as the right arm comes through so that at the point of release, both shoulders face the target.
- Keep looking at the target.
- Start from a low body position and finish in a high body position.
- Release object towards the target in an upward motion.

Appendices

Appendix A

Fundamental Movement Skills (FMS): Skill Criteria

The Tiny Tots Program focuses on the development of Fundamental Movement Skills (FMS). Below is a list of each FMS and their skill components on which the games and activities in this resource are based.

LOCOMOTOR SKILLS

Sprint Run

- Eyes are focused forwards throughout the run.
- As foot leaves the ground, knee bends greater than 90 degrees.
- Arms bend at elbows and move in opposition to legs.
- Contact ground with front part of the foot.
- Body leans slightly forward.

Skip

- Rhythmical and relaxed step, hop, change lead foot, step, hop.
- Performed on the balls of the feet.
- Head stable, eyes focused forward.
- Arms move in opposition to legs.

Hop

- Eyes are focused forwards throughout the hop.
- The non-contact leg is bent at the knee.
- Arms are bent and swing forward at take-off.
- Repetitive take-off and landing on the same foot.
- Non-contact, leg swings, alternate to the contact leg.
- Body leans slightly forward.

Gallop

- Rhythmical and relaxed.
- Feet face the direction of travel.
- Knees slightly bent, weight on forefeet.
- Can lead with either leg.
- Trunk, head and eyes face the front.
- Arms move to assist action.

Walk

- Eyes are focused forwards throughout the walk.
- Steps forward alternating lead leg.

- Walks fluidly without pauses.
- Keeps both feet on the surface with toes facing forward.
- Head and trunk are stable and facing the front.
- Arms move in opposition to legs.

Jumping (Horizontal)

- Eyes are focused forwards throughout the jump.
- Crouch with knees bent and arms extended behind body.
- Forward and upward thrust of arms as legs straighten to take off.
- Arms are brought forward on landing.
- Knees bend to absorb force as both feet land at the same time.
- Upon landing, the body travels forward past the feet.

Jumping (Vertical)

- Eyes are focused forward or upwards throughout the jump.
- Crouch with knees bent and arms extended behind body.
- Forceful upward thrust of arms as legs straighten to take off.
- Contact ground with front part of foot and knees bend to absorb landing.
- Take off and land in same spot.

Leaping

- Eyes are focused forwards throughout the leap.
- Take off on one foot and land on the opposite foot.
- Knee opposite to the take-off foot leads in a forward thrust movement.
- During leap, arms are held bent in opposition to legs.
- Continuation of smooth running stride following landing.

BALANCE SKILLS

Static Balance

Any stationary posture, upright or inverted, in which the centre of gravity remains stationary and the line of gravity falls within a base of support. Standing in place and standing on one foot are examples of a static balance.

Dynamic Balance

This involves control of the body as it moves through space. In a dynamic balance activity, the centre of gravity is constantly shifting. Locomotor and manipulative movements involve an element of dynamic balance.

MANIPULATIVE SKILLS

Passing Objects

- Eyes are focused on the hands of the receiver.
- The object is held in one hand throughout the run.
- The object is held steady at shoulder height in front of the runner with an extended arm.
- The object is placed on the palms of the receiver, between the fingers and thumbs.

Receiving Objects

- Eyes are focused on the object.
- Arms slightly bent and hands in front of body.
- Palms face the passer, fingers point up (for objects received above the waist) or down (for objects received below the waist) with thumbs meeting (butterfly position).
- Receive and control object with elbows bending to absorb the force.

Projection

- Eyes are focused forwards throughout projection.
- Stand side on to the target, non-throwing arm closest to the target.
- Throwing hand starts at shoulder level.
- Step towards target with foot opposite throwing arm.
- Rotate hips first, then shoulders in the direction of the throw.
- Throwing arm follows through down and across the body.

One-Handed Overarm Throw

- Stands side on to the direction of the throw.
- Throwing arm moves in a downward and backward arc.
- Opposite foot to throwing arm steps forward.

Underarm Throw

- Stands facing the direction of the throw.
- Stable head and trunk with eyes focused on target area.
- Object held in front of the body.
- Steps forward with opposite foot to throwing arm.
- Object is released towards the target in a well-timed swing of the arm.
- Follows through with straight arm.

Two-Handed Throw (Chest Pass)

- Stands facing the direction of the throw.
- Eyes focused on the target.
- Fingers spread around the ball, with thumbs behind the ball.
- Steps forward with either foot.
- Keeps elbows down.
- Follows through with arms and fingers, palms turned out.

Appendix B

Consideration for Children with Unique Needs		
Unique Need	Characteristics	Session Considerations
Autism Spectrum (Pervasive Developmental Disorders)	<ul style="list-style-type: none"> • Impaired social interaction and communication • Delays or dysfunction in language use (Autism only) • Stereotypic and repetitive behaviour patterns • Difficulty processing sensory information • Short attention span 	<ul style="list-style-type: none"> • Understand the specific disorder within the Autism Spectrum • Provide a structured routine • Use picture and communication boards • Use parallel talk (e.g. As Tyler throws the ball, the coach says, 'Tyler is throwing the ball.') • Inform the child of transitions ahead of time • Use demonstration and physical assistance when appropriate • Isolate one task at a time • Be cautious of group activities • Minimise/eliminate wait time • Develop appropriate behaviour reinforcement and use consistently • Use short instructional bouts • Speak softly and avoid loud noises • Use activity stations with pictorial instructions
Behavioural / Emotional Disabilities	<ul style="list-style-type: none"> • Odd or improbable ideas expressed • Temper tantrums or other disruptive behaviours to garner attention • Attention issues such as short attention span, blurting out responses, and inattentiveness • Inappropriate behaviour or feeling given a specific context • General feeling of unhappiness • Ongoing, extreme behaviour • Inability to relax, restless 	<ul style="list-style-type: none"> • Provide structure and establish routines • Create a positive, child-friendly environment • Identify 'triggers' for each child • Provide contexts for learning social skills • Create leadership opportunities for children when feasible • Provide lots of praise and positive reinforcement to the children • 'Catch' the child doing something positive • Work with the children on conflict resolution • Use behaviour contracts when appropriate • Avoid showing negative emotion when dealing with inappropriate behaviour • Allow children to make choices among given activities • Encourage appropriate verbal expression when frustrated
Brain Injury (Cerebral Palsy, Traumatic Brain Injury, and Stroke)	<ul style="list-style-type: none"> • Increased muscle tone or spasticity, possibly leading to permanent contractions and bone deformity • Slow, writhing movements such as facial grimacing and difficulty controlling the head • Classified from I to VIII with Class 1 being the most involved and Class VIII the least • Lack of coordination • Difficulty coordinating movement patterns • Various sensory impairments 	<ul style="list-style-type: none"> • Focus on strengthening extensor muscles for spasticity • Modify activities involving speed or quick movements • Consider coaching children who fall regularly a safe way to fall • Assist children with planning movements and allow time to plan • Minimize loud noises and speak quietly • Allow rest time as children may fatigue easily • Incorporate strategies for relaxation into sessions • Use peer coaching when appropriate • Allow children to stabilise using an apparatus when performing movement skills

<p>Deaf, Hard of Hearing, and Deaf-Blind</p>	<p>such as vision</p> <ul style="list-style-type: none"> • Spasticity • Headaches • Cognitive deficiencies • Seizures • Communication issues • Motor impairment <ul style="list-style-type: none"> • Degree of hearing loss classified by hearing threshold in decibels • Profound hearing loss (deaf) • Hearing loss that makes understanding speech difficult (hard of hearing) • Movement skills of deaf children should equal their peers given equal opportunity • Distorted visual and auditory input 	<ul style="list-style-type: none"> • Use soft equipment to minimize injury • Provide accommodation for activities involving balance • Coach body awareness (e.g. 'Which foot are you using?') • Use simple directions • Minimise distractions by creating routines • Do not assume the child has an intellectual delay <ul style="list-style-type: none"> • Use visual cues • Speak normally and avoid yelling • Use paper and pencil to assist with conversation if needed • Avoid interruptions to the conversation • Maintain eye contact • Use hand-over-hand demonstration for children who are deaf-blind • Allow children who are deaf-blind to touch equipment • Learn basic sign language applicable to Little Athletics • Use a peer-tutor to socially include children in the session who are deaf • If applicable, work with an interpreter such as a parent to enhance the child's experience • Minimise background noise • Ensure the child can see you and facial expressions • Include children in group discussion
<p>Health-Impaired Conditions (Asthma, Diabetes Mellitus, Epilepsy, Heart Condition etc.)</p>	<ul style="list-style-type: none"> • Low blood sugar could be an issue during activity • Seizures occur with relative frequency (epilepsy) • Breathing issues triggered by external allergens or internal factors 	<ul style="list-style-type: none"> • Refer to the child's parent for information about their health management plan or similar • Monitor nutrition intake prior to Little Athletics and physical activity level during the session • Be aware that for some children physical activity positively impacts seizures while for others it can trigger seizures in high humidity • Know symptoms of asthma and treatment of each child • Consult parents, physicians, and medical staff to determine appropriate activities
<p>Intellectual Disabilities</p>	<ul style="list-style-type: none"> • Classified from Mild mental retardation to Profound mental retardation • Wide variety of skills, abilities, and potential • Varied learning rates, which may be slower than peers • Inappropriate social and emotional response at times • Greater motor delays 	<ul style="list-style-type: none"> • Use peer tutoring • Move from familiar activities to unfamiliar activities • Progress slowing with instruction and motor skills • Allow the child time to process instructions before beginning activities • Allow for slow transitions between activities • Develop routines and structure and use consistently • Coach developmentally appropriate activities rather than age-appropriate activities • Limit words and use just cues when feasible

<p>Les Autres (Amputations, Dwarfism, Arthritis, Muscular Dystrophy, Multiple Sclerosis)</p>	<ul style="list-style-type: none"> • Congenital or acquired loss of limb or portion of a limb • Being shorter than 98% of other children that age • Inflammation of joints 	<ul style="list-style-type: none"> • Maintain a positive environment for all children • Avoid jarring activities • Ensure successful experiences in all activities • Integrate strength and endurance activities frequently to combat muscle atrophy • Use regular stretching and activities that foster flexibility • Be cautious of twisting activities • Use balance and agility activities to assist with gait issues
<p>Specific Learning Disabilities (Learning Disabilities, Attention Deficit/Hyperactive Disorder, Developmental Coordination Disorder)</p>	<ul style="list-style-type: none"> • Problems processing, storing, and producing information, which results in issues understanding written and/or spoken words • Learning difficulties in a specific area such as reading or math • Usually not easy to identify outward physical signs 	<ul style="list-style-type: none"> • Ensure a safe physical and psychological environment • Choose instructional practices that support behaviour management • Provide session structure so the child knows what to expect • Avoid complex instructions and use only one skill cue at a time • Use supportive feedback • Provide adequate processing time after instruction • Be aware of potential behavioural issues that may be a product of learning challenges • Use peer tutoring when appropriate • Allow children to learn through movement as much as possible • Include relaxation activities such as yoga and stretching • Use thoughtful, smooth, and efficient transitions to minimise down time
<p>Spinal Cord Disabilities (Quadraplegia, Paraplegia, Polio, Spina Bifida, Scoliosis)</p>	<ul style="list-style-type: none"> • Spinal cord injuries are classified by location of the injury on the spinal column • Quadraplegia (or tetraplegia) refers to a spinal injury that impacts all four limbs • Paraplegia references a spinal cord injury that impacts the lower limbs • A form of paralysis caused by a viral infection that impacts the spinal cord • Loss of motor function 	<ul style="list-style-type: none"> • Emphasise developing appropriate movement skills • Use stretching to assist with spasticity or increase in muscle tone • Consider the social needs of children • Maintain an inclusive PE environment as much as possible as these children have similar interests as peers • Avoid tumbling rolls and contact if the child has a shunt
<p>Visual Impairments</p>	<ul style="list-style-type: none"> • Impairment to vision that impacts the educational experience • Classification range from visual impairment to total blindness • Fearfulness and apprehension • Fewer social networks • Delays in motor skills • Holding the head in unique positions to improve vision 	<ul style="list-style-type: none"> • Incorporate socialisation during sessions • Use peer tutoring • Ask the child what will work for him or what s/he needs to succeed • Maximise the use of the tactile sense such as touching the foot when the parent is coaching them how to throw • Allow the child to touch the equipment • Describe the setting and allow the child to walk through the area and around the boundaries

	<ul style="list-style-type: none">• Posture problems	<ul style="list-style-type: none">• Allow children to take your arm when guiding her/him• Use bright-coloured equipment and beeper balls• Keep the coaching area free of clutter• Ensure the appropriate support services are present• Support the child in becoming independent in a safe manner
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Adapted from: Pangrazi, R. P and Beighle, A. 2013, *Dynamic Physical Education for Elementary School Children*, Pearson, pp131 - 133.

**Little Athletics NSW Enquires -
participation@lansw.com.au**