



## **Advanced Athletics Middle and Senior Classes**

These documents were originally compiled by team members of the previous support services that are now part of PDST.

Event	Tips	PSSI Ref.
<b>High Jump</b>	<ul style="list-style-type: none"> <li>• The approach for the scissors jump should be straight and at an approximate angle of 25° – 45° to the bar.</li> <li>• Take-off is with the foot furthest from the bar (i.e. those who take off from their left foot will take off from the right-hand side of the landing area, as it is viewed from head on. Right-footers jump from the other side.).</li> <li>• At take-off, there must be a firm plant of the take-off foot.</li> <li>• Use both arms to drive the hips upwards.</li> <li>• At take-off, keep the shoulder nearest the bar high – do not let it lean in towards the bar.</li> <li>• The knee of the free leg is driven strongly upwards at take-off and is straightened to allow clearance over the bar.</li> <li>• The take-off leg follows quickly so that the legs ‘scissor’ over the bar.</li> <li>• Landing is with the free leg followed by the take-off leg for stability and balance.</li> <li>• Start with a low bar and a 3-stride approach. Progress can then be made to 5-stride and 7-stride approaches and to gradual increases in the height of the bar by approximately 5cm at a time. A run-up that is too fast or too long will negatively affect the take-off.</li> </ul>	<p>3<sup>rd</sup>/4<sup>th</sup>Class L. 5/6 p.3.</p> <p>5<sup>th</sup>/6<sup>th</sup>Class Lesson.4 p.2</p>
<b>Standing Long Jump</b>	<ul style="list-style-type: none"> <li>• The Standing Long Jump requires a two footed take-off from behind the take-off line.</li> <li>• The child starts with feet shoulder-width apart and swinging the arms.</li> <li>• Techniques involving a ‘crouch’ or ‘rock’ leading up to the jump should be encouraged provided both feet remain alongside each other and in contact with the ground from the start of the action to the actual commencement of the jump.</li> <li>• On commencement of the jump, the child should swing the arms powerfully forwards and upwards, which will assist the thrust of the legs and body.</li> <li>• The arms swing back just before landing adding body-leg distance and then swing forwards as part of the soft landing to assist in forward rotation.</li> </ul>	<p>1<sup>st</sup>/2<sup>nd</sup>Class Lesson 5/6 p.2.</p> <p>3<sup>rd</sup>/4<sup>th</sup>Class Lesson 1 p.3</p> <p>Infants Lesson1 p.2</p> <p>3<sup>rd</sup>/4<sup>th</sup>Class Lesson 1 p.3</p> <p>Infants Lesson1</p>

	<ul style="list-style-type: none"> <li>Landing in the Standing Long Jump should be on two feet and kept 'soft' with plenty of 'give' in the knees. It does not need to be a dead stop, as the child may step forward after the jump but any step back or touching the mat behind the feet with any part of the body counts as a 'no jump'.</li> </ul>	<p>p.2 Lesson 2 p.2</p> <p>3<sup>rd</sup>/4<sup>th</sup>Class Lesson 1 p.3</p>
<p><b>Long Jump</b></p>	<ul style="list-style-type: none"> <li>The Long Jump may be broken down into four phases: The Approach, The Take-Off, The Flight, The Landing. For the purposes of teaching young children in the Long Jump technique, the take-off and flight are the first skills that are practised, followed by the landing and finally the approach.</li> <li><b>Take-Off:</b> The free leg is swung through quickly with the knees flexed high. The following heel is kept up until the child has taken off.</li> <li>The action of the arms at take-off is one of lifting and continuing of the running action to ensure forward momentum.</li> <li>The jumping leg should strike backwards and downwards to give lift. Full hip and leg extension should be sought in the split-second it takes to execute take-off</li> <li><b>Flight:</b> There are several flight techniques in the Long Jump. Before they reach reasonable distances, children are recommended to perform only one stride in the flight before landing:</li> <li>The child should remain in the take-off position during the first phase of the flight. The upper body should remain upright or, better still, have a slight backward lean</li> <li>The take-off leg should relax after the take-off, hanging behind the body. It should swing widely forward just before the landing.</li> <li>At this stage the body should get into a jack-knife position with the upper body leaning over the knees, with both legs stretched out and at the same height.</li> <li><b>Landing:</b> Legs should be brought forward fast for the landing and kept virtually straight, although not stiff.</li> <li>The knee joints should flex immediately after the heels break the sand in the landing pit. At this stage the upper body must straighten a little to allow the hips to move forward.</li> <li>As the hips move forward to shift the body weight over the supporting legs, the backside should be kept high to avoid touching the sand.</li> <li>Both feet must land at the same level. The arms, trailing at the start of the landing, are swung forward fast to avoid falling back.</li> <li><b>Approach:</b> Children should use a 3 to 11 stride run-up according to their development level.</li> <li>It is essential to reach speed as soon as possible. A fast acceleration ensures that the stride length remains unchanged, contributing to accuracy on the board.</li> <li>The upper body should be upright shortly before the board is</li> </ul>	<p>1<sup>st</sup>/2<sup>nd</sup>Class Lesson 2 p.2</p> <p>5<sup>th</sup>/6<sup>th</sup> Class Lesson 4 p.3 L. 5/6 p.2</p> <p>1<sup>st</sup>/2<sup>nd</sup>Class Lesson 2 p.2</p> <p>5<sup>th</sup>/6<sup>th</sup>Class Lesson 4 p.3 L. 5/6 p.2.</p> <p>1<sup>st</sup>/2<sup>nd</sup> Class Lesson 2 p.2 L.5/6 p.2</p> <p>3<sup>rd</sup>/4<sup>th</sup> Class</p>

	<p>reached to get into a correct take-off position.</p> <ul style="list-style-type: none"> <li>Relaxation is important during the run-up. The athlete should concentrate on developing speed right from the beginning of the approach.</li> <li>To establish a run-up, an observer counts the steps of the child who runs from the take-off board back along the runway in a similar manner to that of the normal approach when jumping. The position of the foot on the 3<sup>rd</sup>/5<sup>th</sup>/7<sup>th</sup>/9<sup>th</sup>/11<sup>th</sup> stride (depending on length of run-up) is noted by the observer who places a marker in that place alongside the runway. The observer standing by the take-off board will tell the child if the take-off foot is landing short or over the board. Adjustments can be made to the marker position until the athlete achieves take-off exactly on the board.</li> </ul>	<p>Lesson 1 p.3</p>
<p><b>Javelin</b></p>	<ul style="list-style-type: none"> <li><b>Grip:</b> The javelin is held between the thumb and the index finger, while the non-gripping fingers are firmly wrapped around the javelin. The palm of the hand holding the javelin should be turned upwards and the palm must be kept under the javelin throughout the throw.</li> <li><b>Run-up:</b> The final three / five strides in the run-up are known as 'impulse strides' or 'cross strides'. Before the start of impulse strides, the javelin must be drawn back into a throwing position, with the arm virtually straight and the palm facing upwards.</li> <li>During this phase, the javelin should be straight in line with the throwing direction, the hand holding it above the shoulder height.</li> <li>The step pattern for the final three strides is 'step', 'over' ('cross over'), 'plant' and then 'throw'.</li> <li>The step pattern for the final five strides is 'step', 'over', 'step', 'over', 'plant' and 'throw'.</li> <li>When 'planting' the left foot, the toes of the left foot point forwards in the direction of the throw.</li> <li>The final impulse stride must be performed with a high knee pick-up and a pronounced forward drive from the rear leg.</li> <li>The upper body must develop a backward lean during the final impulse stride as the legs move ahead of the body.</li> <li>The hips of the thrower must be kept facing to the front throughout</li> </ul>	<p>3<sup>rd</sup>/4<sup>th</sup> Class Lesson 2 p.3 L. 5/6 p.2.</p> <p>5<sup>th</sup>/6<sup>th</sup> Class Lesson 1 p.3 L. 5/6 p.2</p> <p>3<sup>rd</sup>/4<sup>th</sup> Class Lesson 2 p.3 L. 5/6 p.2</p> <p>5<sup>th</sup>/6<sup>th</sup> Class Lesson 1 P.3 L. 5/6 p.2</p> <p>1<sup>st</sup>/2<sup>nd</sup> Class Lesson 3 p.2 Lesson 4 p.2 L. 5/6 p.2/3</p>

this phase.

- **Delivery:** The following applies for right-handed throwers: The throwing action must start immediately after the right foot has landed, following the final impulse stride (just before 'planting' with the left foot).
- The right leg must start driving the hips and chest forward before the left foot has landed.
- The throwing arm with the javelin must trail, virtually straight, until the body weight is moved over the left leg and the arm action begins.
- The arm action must start with a high elbow leading into the throw.

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## Shot Put

- The basic action of 'putting' a shot is PUSHING (not throwing) the shot with one hand
- A 600g primary shot is an advisable weight for children at primary school.
- In order to grip the shot, the child should place the shot in the throwing hand at the base of the first three fingers ensuring it does not rest in the palm (to avoid throwing the implement). The first three fingers should then be placed behind the shot, with the thumb and little finger providing support at the side. The shot should then be pushed into the neck which will ensure the elbow is held high and correctly ready to begin the 'put'.

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<ul style="list-style-type: none"> <li>• <b>Face-on Throw (not using legs):</b> The child stands with feet in line, shoulder width apart, facing the direction of the throw. Using the arm only, the shot is pushed out, ensuring that the elbow is kept high and that the shot is kept close into the chin prior to the movement commencing.</li>   <li>• <b>Face-on Throw (using legs):</b> The child stands with both feet in line facing the direction of the throw. The shot is held correctly against the neck. The child rotates backward without moving the feet and drives forward and throws.</li>   <li>• <b>Standing Throw (side-on):</b> The child stands sideways as in the diagram. The shot is held correctly against the neck with the chin over the knee and foot of the rear leg. For the right-handed thrower, the chin, knee and toes of the right leg should be in vertical alignment.</li>   <li>• The back should be straight and not rounded. The weight is kept over the rear foot.</li>   <li>• The feet should be spaced shoulder width apart with the toes of the left foot in line with the heel of the right foot for right-handed throwers.</li>   <li>• The child positions his/her weight over the right leg and is on the ball of the foot. The top half of the body faces directly away from the throwing line. The lower body looks to the right.</li>   <li>• Rotating on the ball of the right foot, the child drives the hip around and up to the throwing line. The left side is held firm and either acts as a brace or helps the lift. The emphasis is on a fast right hip, with the elbow being kept up behind the shot. The emphasis is also on keeping the shot rising so that the release takes place at the highest possible position.</li>   <li>• The child follows through, head high, looking after the shot.</li> </ul>	<p>3<sup>rd</sup>/4<sup>th</sup> Class Lesson 3 p.2 Lesson 4 p.2</p> <p>5<sup>th</sup>/6<sup>th</sup> Class Lesson 2 p.3</p> <p>3<sup>rd</sup>/4<sup>th</sup> Class Lesson 3 p.2 Lesson 4 p.2</p> <p>5<sup>th</sup>/6<sup>th</sup> Class Lesson 2 p.3</p> <p>3<sup>rd</sup>/4<sup>th</sup> Class Lesson 3 p.2 Lesson 4 p.2</p> <p>5<sup>th</sup>/6<sup>th</sup> Class Lesson 2 p.3</p>
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<p><b>Discus</b></p>	<ul style="list-style-type: none"> <li>• The discus is thrown using a 'slinging' action.</li> <li>• When using a quoit or a hoop, the implements are held in a grip.</li> <li>• When using a 'junior discus', the hand does not hold the discus in a grip. The tips of the fingers are spread around the outer rim and the discus is actually held in place by the centrifugal force created by the swing of the arm, causing the discus to press against the fingers. Therefore, should the hand be stationary there would not be any centrifugal force and the discus would fall to the ground. Asking the children to walk around in circles to get the arm to rise and hand to stay on top of the discus can help in ensuring that the discus is held correctly.</li> <li>• Both feet face forward, shoulder-width apart, in the direction of the throw.</li> <li>• The throwing arm is straightened and is brought back to face away from the direction of the throw (180° - 225°).</li> <li>• The non-throwing arm is kept in a bent position, close to the chest throughout.</li> <li>• The upper part of the body faces to the right for right-handed throwers, and to the left for left-handed throwers.</li> <li>• The delivery action is a powerful straight arm sling. The wrist of the throwing hand should be pushed forward during the delivery to ensure that the discus leaves over the index finger with a clockwise rotation.</li> <li>• The final release should take place at near shoulder height.</li> </ul>	<p>5<sup>th</sup>/6<sup>th</sup> Class Lesson 3 p.2</p> <p>5<sup>th</sup>/6<sup>th</sup> Class Lesson 3 p.2</p> <p>3<sup>rd</sup>/4<sup>th</sup> Class Lesson 4 p.4</p> <p>5<sup>th</sup>/6<sup>th</sup> Class Lesson 3 p.2</p> <p>3<sup>rd</sup>/4<sup>th</sup> Class Lesson 4 p.4</p> <p>5<sup>th</sup>/6<sup>th</sup> Class Lesson 3 p.2</p> <p>3<sup>rd</sup>/4<sup>th</sup> Class Lesson 4 p.4</p> <p>5<sup>th</sup>/6<sup>th</sup> Class Lesson 3 p.2</p>
<p><b>Sprinting</b></p>	<ul style="list-style-type: none"> <li>• The emphasis is placed on the high head position which will automatically develop the correct forward position of the hips.</li> </ul>	

	<ul style="list-style-type: none"> <li>• The child should be encouraged to focus on a point straight ahead in the distance and to avoid looking down at the feet or looking behind.</li> <li>• The child should pump the arms backwards and forwards with the elbows close to the sides. Pumping the arms across the body should be avoided. The upper and lower parts of the arms should form a right angle at the elbows.</li> <li>• The hands should be relaxed – not clenched and not open fully.</li> <li>• Emphasis should be placed on the child lifting the knees and also on running on the balls of the feet as opposed to running on the flats of the feet.</li> </ul>	<p>5<sup>th</sup>/6<sup>th</sup> Class Lesson 1 p.2</p> <p>Infants Lesson 3 p.3</p> <p>1<sup>st</sup>/2<sup>nd</sup> Class Lesson 1 p.3</p> <p>Infants Lesson 3 p.3 Lesson 4 p.3</p> <p>1<sup>st</sup>/2<sup>nd</sup> Class Lesson 1 p.3</p>
<p><b>Relays</b></p>	<ul style="list-style-type: none"> <li>• <b>Sprint Relays:</b> The baton should not stop at any change-over point, as it is essential that it keeps moving forward at speed to minimise the time taken to exchange. To achieve this forward movement at speed, when the exchange takes place the outgoing runner needs to be running as quickly as the incoming runner. Therefore, the outgoing runner must start running before the incoming runner.</li> <li>• The traditional method of baton exchange for a sprint relay team is as follows: 1<sup>st</sup> runner – starts and runs with baton in right hand; 2<sup>nd</sup> runner – takes and runs with baton in left hand; 3<sup>rd</sup> runner – takes and runs with baton in right hand; 4<sup>th</sup> runner – takes and runs with baton in left hand.</li> <li>• The ‘Downsweep’ technique at point of change-over involves a downward swing of the baton into the upward facing palm of the outgoing runner’s hand. The outgoing runner’s palm should be flat, have fingers together and thumb spread.</li> <li>• The change-over of the baton should be a ‘blind exchange’ by the outgoing runner which implies that he or she must not look back for the baton</li> </ul>	<p>3<sup>rd</sup>/4<sup>th</sup> Class Lesson 2 p.4 Lesson 3 p.4</p> <p>5<sup>th</sup>/6<sup>th</sup> Class Lesson 1 p.3 L. 2 p.2/3</p> <p>1<sup>st</sup>/2<sup>nd</sup> Class Lesson 2 p.4 Lesson 3 p.3</p> <p>3<sup>rd</sup>/4<sup>th</sup> Class Lesson 1 p.2 Lesson 2 p.4</p> <p>3<sup>rd</sup>/4<sup>th</sup> Class Lesson 3 p.4</p> <p>5<sup>th</sup>/6<sup>th</sup></p>



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<p><b>Hurdles</b></p>	<p>Emphasise to children that hurdling is not a jumping activity. They should be encouraged to ‘run over the hurdles’ rather than ‘jump over the hurdles’.</p> <ul style="list-style-type: none"> <li>• Children should be introduced to hurdling by practising running over lines (chalk lines / skipping ropes / floor strips), attempting to lead with the same lead leg each time. If the child leads with the right leg when first running over the lines, he / she should attempt to lead over all the lines with the left leg on the next occasion. This is to encourage the child to avoid becoming reliant on one leg over the other.</li> <li>• Lines / hurdles should be evenly spaced apart.</li> <li>• <b>‘Lead’ leg technique:</b> <ul style="list-style-type: none"> <li>- Fast bent knee lift at hurdle</li> <li>- Driving straight forward with toe up</li> <li>- Fast leg down once over the hurdle</li> </ul> </li> <li>• <b>‘Trail’ leg technique:</b> <ul style="list-style-type: none"> <li>- Trail leg is pulled around and forwards with ankle tucked in and toes rotated up</li> <li>- Trail leg continues round and forwards into a high knee sprint action</li> <li>- The child continues with a driving sprint action</li> </ul> </li> </ul>	<p>Infants Ln. 5/6 p.2</p> <p>1<sup>st</sup>/2<sup>nd</sup> Class Ln. 5/6 p.2</p> <p>5<sup>th</sup>/6<sup>th</sup> Class Lesson 3 p.3</p> <p>1<sup>st</sup>/2<sup>nd</sup> class Lesson 4 p.3</p> <p>3<sup>rd</sup>/4<sup>th</sup> Class Lesson 4 p.3 Ln. 5/6 p. 3</p> <p>5<sup>th</sup>/6<sup>th</sup> Class Lesson 3 p.3 Ln. 5/6 p.3</p> <p>3<sup>rd</sup>/4<sup>th</sup> Class Lesson 4 p.3 Ln. 5/6 p. 3</p> <p>5<sup>th</sup>/6<sup>th</sup> Clas Lesson 3 p.3 Ln. 5/6 p.3</p>