

Home School Pack



Brought to you by



An athletics-based cross-curricular resource for keeping fit and learning in a home environment

Supported by



A message from the CEO of England Athletics

In these unprecedented times England Athletics is continuing to support its 185,000 member athletes & runners and affiliated grassroots clubs. We have recognised that much of our work with young and emerging athletes can also help parents, carers and teachers who are currently home schooling primary-school aged children.

As a result, we feel it is our duty to extend our love of and belief in the sport of athletics to parents, carers and teachers and are sharing our curriculum focused resources to complement our **Athletics & Running For Everyone @Home** programme aimed at supporting children and adults to keep active.

This **Home School Pack** is based in part on our new **funetics** programme, which in turn is based on the award-winning framework of our **Athletics 365** courses for young athletes. funetics provides fun athletics sessions to help 4-11 year old children learn, develop and practice running, jumping and throwing all year round. Do please visit our new funetics website, www.funetics.co.uk, to access our free videos and to find out more about the programme that has been designed to reflect the requirements of the National Curriculum Key Stage 1 and 2.



Chris Jones
CEO, England Athletics


ENGLAND ATHLETICS
www.Englandathletics.org


funetics
run + jump + throw
www.funetics.co.uk

funetics was created so that all children aged 4–11 years can discover new physical confidence and raise their activity levels through fun, dynamic sessions. The guiding principles for the child-centred funetics programme are:

- ▼ **Safe** – all activities have been created with safety as a first priority
- ▼ **Developmental and rewarding** – children will learn at their own pace through age-appropriate sessions as they move through the various stages. The **funetics** stages are built around a best practice competency framework which outlines all the challenges children need to complete and the progressive stages a child should move through in order to develop their physical literacy skills.

We are proud to be able to produce a unique resource which not only teaches the fundamental life skills of running, jumping and throwing but which gives children the opportunity to practise academic skills using sport as a foundation. Our **Home School Pack** includes:

- ▼ **Worksheets**
- ▼ **Activity cards**
- ▼ **Fun games** (supporting topics in the curriculum) brought to life in video format
- ▼ The **history and heroes** of the sport
- ▼ And a **competition** to support these super-heroes led by our very own super hero **Katarina Johnson Thompson**. As a record-breaking heptathlete, Katarina has won medals at the Commonwealth Games, World and European Championships and competed in two Olympics.

All that remains for me to say is:

Enjoy. Stay safe.



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Welcome to the England Athletics Home School Pack from funetics Ambassador

Katarina Johnson-Thompson

When England Athletics approached me to be the first official ambassador of funetics, which now forms a significant part of the curriculum-focused support in this Home School Pack, I was so excited and proud to be able to support children to get more active. I still am!

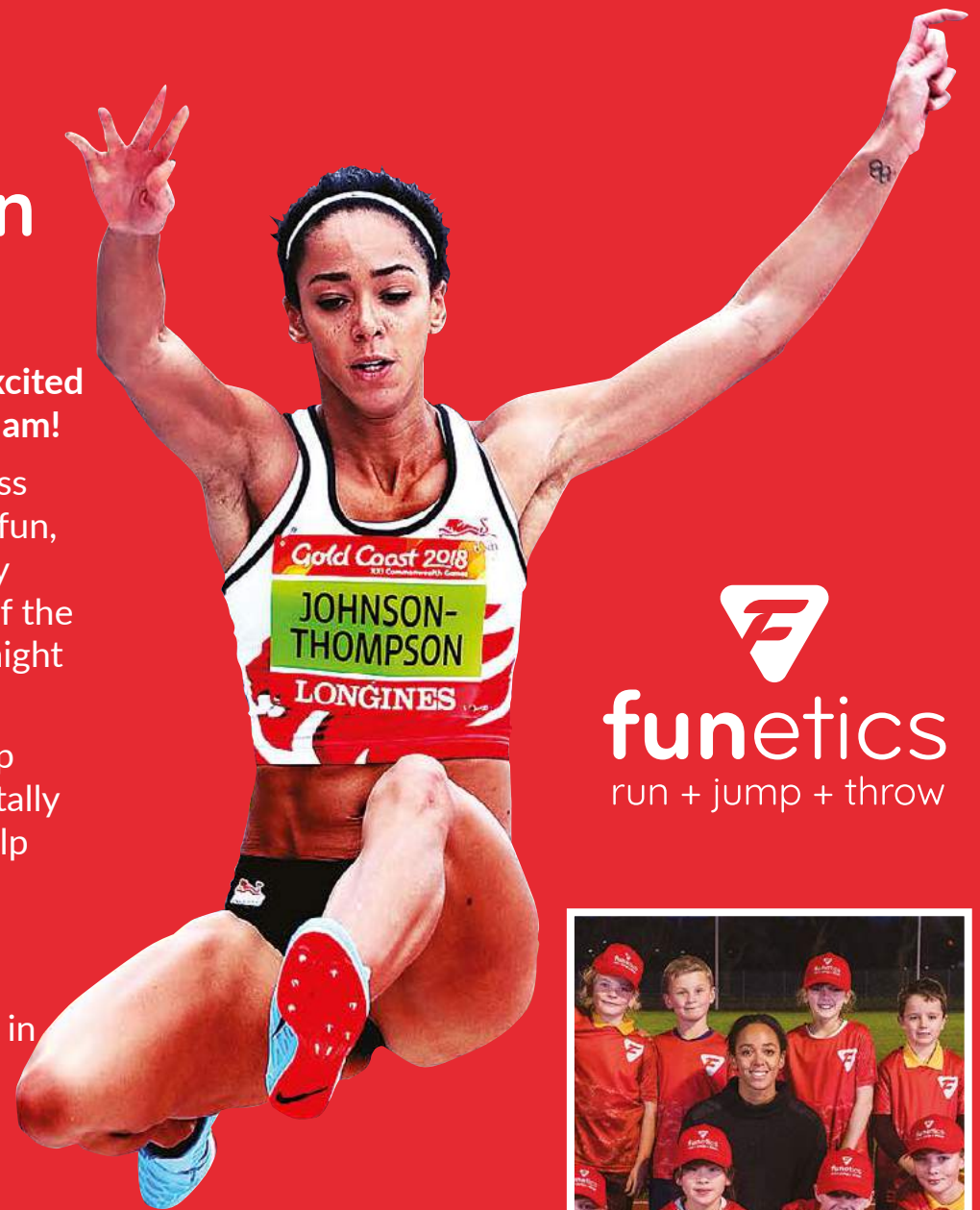
funetics is a fantastic opportunity for more young children to access running, jumping and throwing at an early age and in a way that is fun, safe and nurturing and accessible all year round. Having been lucky enough to meet some of young children during the development of the funetics programme has made me wonder how much more fun I might have had – as well as achieved – in athletics had I started earlier.

I'm not a teacher, but I know athletics and I know athletics can help keep anyone – and especially young children – physically and mentally engaged, challenged and rewarded. This Home School Pack will help parents, carers and teachers home-school children and keep them active and safe at home.

Developing fundamental movement skills and confidence will not only help boost children's activity levels but will also support them in participating in different sports and build core physical life skills for the future.

At this time, we all need some distractions, activity, fun and for many of us, the knowledge we can be doing something now that will help us in the future. funetics can help your child or pupil be happy, active, safe and learn all at the same time!

Let's get funetical, be safe and look to the future too!



funetics
run + jump + throw



1: Introduction

Using this resource

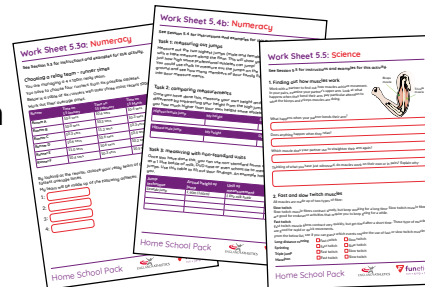
This resource has been created for parents, carers and teachers to help children learn and stay active at home.

You'll find cross-curricular sessions linking athletics to literacy, numeracy, science, PE and art – fun ways to help children complement their school work at home – together with practical information about athletics, its events, its history and its heroes.

Worksheets

The worksheets in the accompanying document can be printed out for children to fill in during the cross-curricular sessions.

Download [here](#).



Activity Sheets

This additional document contains a range of fun athletics-themed activities such as colouring, word searches and quizzes.

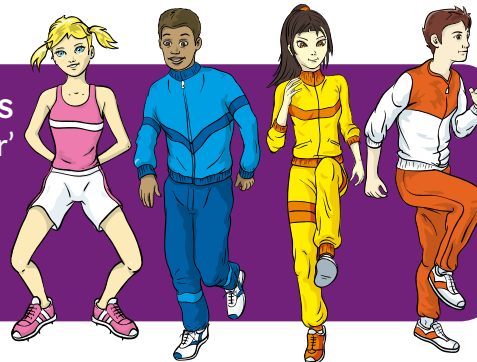
Download [here](#).



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The funetics Superstars
Our four 'funetics Superstar' characters – Suzi, Josh, Elisabeth and Abdul - will help to guide you through.



1: Introduction

Meet the funetics Superstars

Our funetics Superstars are here to help you with the tasks and challenges set out in this resource.

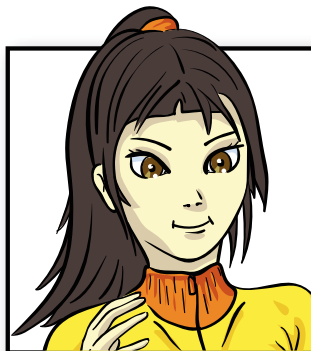
Suzi

Suzi is a sporty, arty, outdoor hands-on kind of girl, a member of the drama club.

HOBBIES: Film, athletics, Taekwondo, horse riding, cycling, computers.

AMBITIONS: Win gold at the Olympics, become an athletics coach, breed puppies.

SUPERHERO MUM: Lucy is a Supermarket delivery driver, delivering food to the nation.



Josh

Josh is sporty, entrepreneurial, loves mathematics and video games.

HOBBIES: Football, Formula 1, athletics, table tennis, golf, painting and cooking.

AMBITIONS: Compete at the Olympics or play at Wimbledon, run his own sportswear company.

SUPERHERO DAD: Tom works for the NHS and helps save lives and keep us all safe.



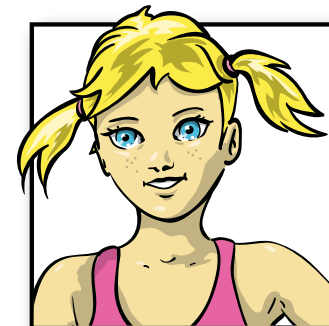
Elisabeth

Elisabeth is academic, confident, a Girl Guide and member of the drama club.

HOBBIES: Running, horses, Instagram, swimming, hockey, Talyor Swift .

AMBITIONS: Win the London Marathon, own a riding school, be a mounted police officer.

SUPERHERO DAD: James is a refuge collector who keeps the world clean and tidy.



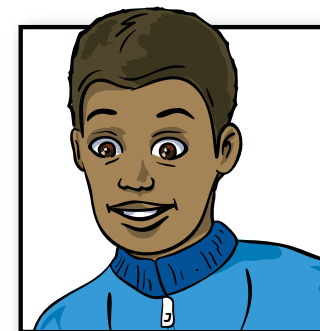
Abdul

Abdul is funny, a joker, a mathematician and plays guitar.

HOBBIES: Athletics, sport, computer gaming, football (Liverpool), skateboarding, mountain biking.

AMBITIONS: Compete at the Olympics or play for a Premier league football team and represent England.

SUPERHERO MUM: Shazia is a School Teacher, helping educate our children.



2: What is funetics?

2: What is funetics?

funetics is a fun and inclusive programme, created by England Athletics to help 4-11 year old children to learn, develop and practice running, jumping and throwing skills, all year round. funetics is a programme to help you learn skills that can make you better at athletics.

It's not just about how fast you can run, or how high you can jump, or how far you can throw. It's about the best way to do all of these and get even better. This is the way that the superstars like Katarina Johnson Thmpson (KJT) train. She started training when she was young and now she has won gold medals for her country.

So who knows, it might make you a champion one day!

As well as these skills, you will also learn how to get fit and get in the right state of mind to do your best.

The full funetics programme is being rolled out across schools, clubs and communities later this year.

For more information please visit www.funetics.co.uk



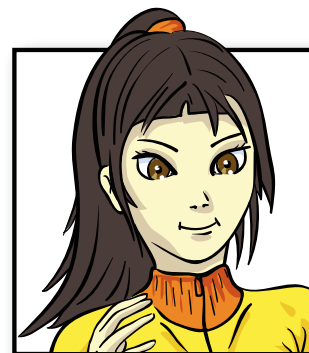
Why Athletics?

Athletics is fun, safe and helps children to develop.

Athletics is a great way to make friends, learn new skills and achieve success.

Athletics teaches you how to run, jump and throw. These skills are vital in almost every sport.

Learning how to be good at athletics can also help you feel more confident in life.



Athletics can help you be more confident in life!

2: What is funetics?

The funetics stages

At the heart of funetics is a framework of six stages, based on the award-winning Athletics 365 programme. You have to try to move up higher and get from one stage to the next. So, it's a bit like 'belts' in Judo or Karate. Try your hardest, and you might become the best!

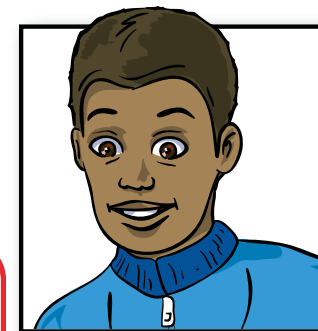
There are six colour-coded stages in two phases.

Developing Stages



Learning and developing new skills. You learn to undertake simple skills; similar to a novice.

It's a bit like belts in karate!



Practising Stages



You've mastered the simple skills and move on to semi-complex and ever more challenging skills, including some event-specific skills; similar to an intermediate athlete.

Complete the challenges and head for gold!



2:
What is
funetics?

Practice at home

It's good to stay active and practice new skills at home!

Ask one of the grown-ups in your home to watch and help you.

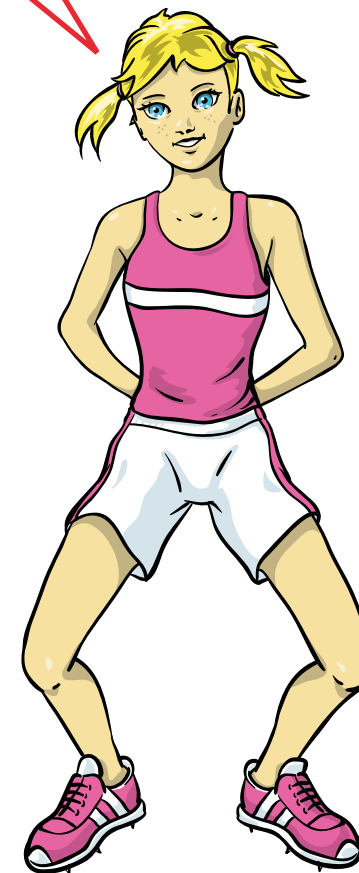
Try to practice every day. The more you practice, the better you will get.

It's not always easy. Sometimes it might take longer than you think.

Sometimes it will be hard to keep up with everyone else.

Keep going. Keep practicing your skills. Keep doing your best.

*Practice
give you
the power!*



*Keep going
you can
do it!*

*Never
give up!*



funetics Activity Videos

2: What is funetics?

Having fun with athletics at home through our funetics Activity Videos

England Athletics and funetics have fast forwarded the launch of our new funetics activity videos, originally planned for launch this Autumn as part of our public launch of our new funetics programme. The videos demonstrate parents and children (aged 4-11) taking part in FUN activities based on fundamental core movement skills: running, jumping and throwing.

Funetics is a programme that has been designed to reflect the requirements of the National Curriculum Key Stage 1 and 2. At this time when our children are currently schooling at home, we hope that these video activities will support the need for education to continue at home.

Please view the videos at:

<https://funetics.co.uk/for-parents/funetics-activity-videos/>



2:
What is
funetics?

Running, jumping and throwing

You have to be good at them all,
but which do you love doing most?

Is it running, jumping or throwing?

You might want to do only one of these things. But you still need to learn how to be good at all of them.

Why is that?

Well, it's because that's how all great athletes start in life. It helps to get your whole body fit. That means you can get much better at the things you want to do, and you have less chance of injury when you try new things.

So, in funetics you will learn about running, jumping and throwing.

You can still do the things you enjoy most. But you might find you are really good at other things you haven't tried before as well

Get fit and
have fun!



3: Warming up and cooling down

Warming up and cooling down

- ▼ Before you do any training you have to warm up.
- ▼ This means doing some exercises such as mobility exercises.
- ▼ You warm up to get your body ready for action.
- ▼ It also gets you in the right mood to do your best.

- ▼ Have you seen athletes on TV? They always warm up before they start.
- ▼ Training is hard work. Your heart beats faster and you breathe faster.
- ▼ So when you stop, your body needs to cool down.
- ▼ To cool down you do gradually easier exercises as well as stretching.
- ▼ This helps your body relax and get back to normal.

Always warm up before you start training.

A selection of warm up exercises are shown on pages 13 and 14

Always cool down when you have finished.

A selection of cool down exercises are shown on page 15

Work hard,
but cool
down after!

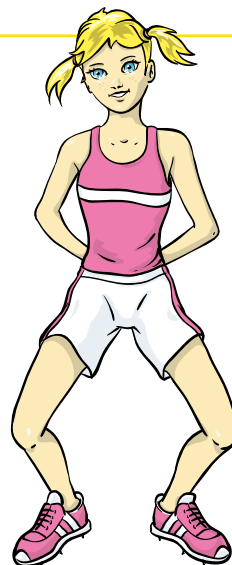


Warm up exercises 1

3: Warming up and cooling down

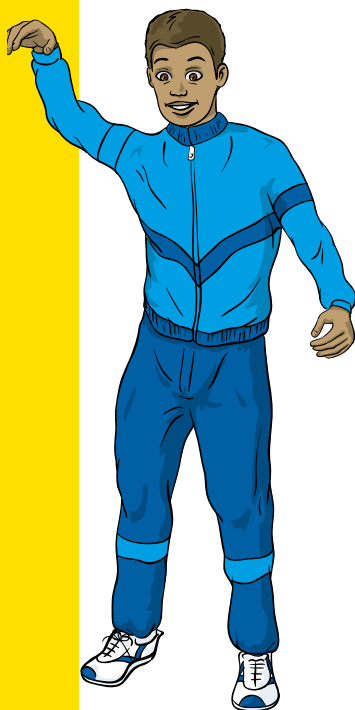
Policeman's Bend

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



Loose Jogging

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



Simulated Swimming

Front crawl, breaststroke, butterfly, backstroke imitation with feet astride in a stationary position.



Marching On The Spot

Raise and lower arms and legs to perform a marching action without moving off your position.



Reach for The Sky

Stand upright with feet together. Reach upwards with hands as high as you can.



3: Warming up and cooling down

Warm up exercises 2

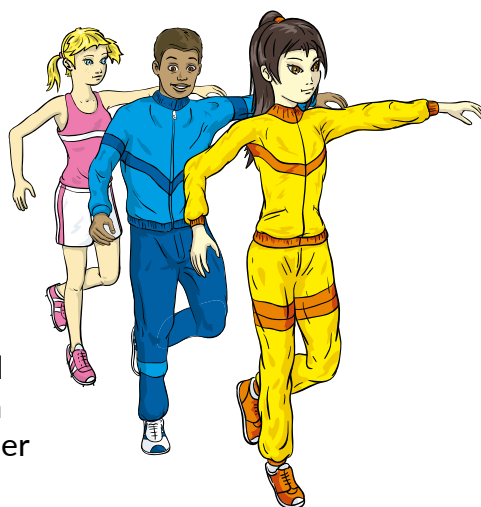
March Around The Room

As 'On the Spot' but with movement around the room - remaining aware of others.



Pumping the Tyre

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

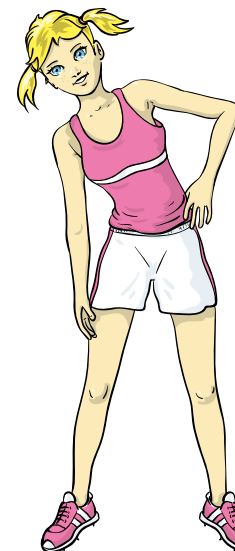
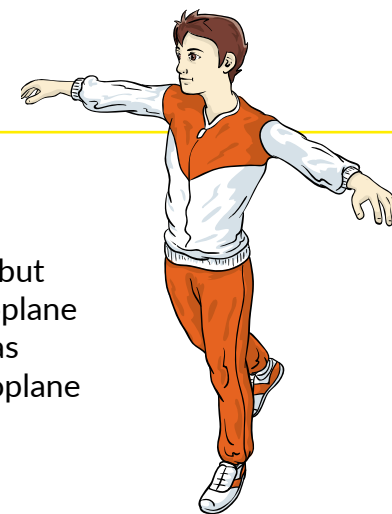


Follow the Leader

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

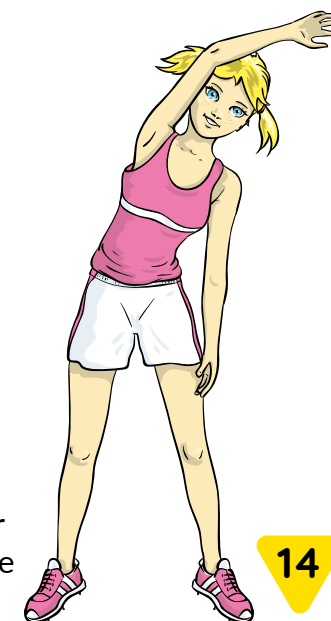
Aeroplanes

As 'Loose Jogging' but with imitation aeroplane action using arms as wings (making aeroplane noises is good).



Side Bends

Stand with feet shoulder width apart and hands on hips. Lean to the left and right alternatively without bouncing and keeping the shoulders up and back.



Side of trunk

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

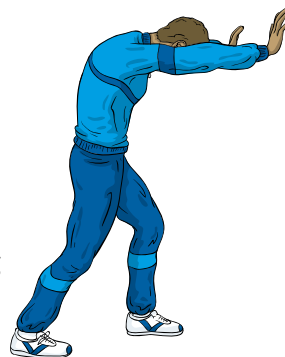
3: Warming up and cooling down

Cool down exercises

Back of lower leg

Calf - gastrocnemius

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



Back of lower leg

Calf - soleus

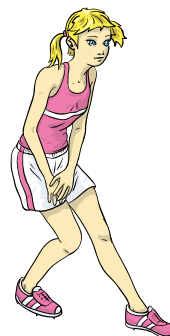
- Toes point forward
- Weight on rear leg
- Heels flat on ground
- Stretch felt in lowest part of calf



Back of thigh

Hamstrings

- One leg in front of the other and straight knee
- Hands on bent knee
- Sit back on support leg with bottom out and a straight back
- Feel stretch on back of thigh of straight leg



Inside thigh

Adductors

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



Front of thigh

Quadriceps

- Knees level
- Hold wall for support
- Support leg slightly bent
- Stand tall with tummy in
- Feel stretch on front of thigh



4: Testing yourself

4: Testing yourself

funetics encourages you to strive for new personal bests.

Sportshall Awards

To help children (and parents) practice and test their athletics skills at home we are working with our partners at Sportshall Athletics to promote the Sportshall Awards.

Children test themselves over five Sportshall challenges and record the results. They can then check to see if they have achieved one of the Sportshall Awards.

These challenges are shown on the following pages.

For more information visit: www.sportshall.org

Competition

When children are ready and able to take on a fun athletics competition, visit your local club and try multi-event competition such as SuperTeams and Sportshall Athletics.

For more information visit www.englandathletics.org



*Beat your
Personal
Best!*

4: Testing yourself

Sportshall Challenge 1: 20 Second Speed Bounce

Equipment

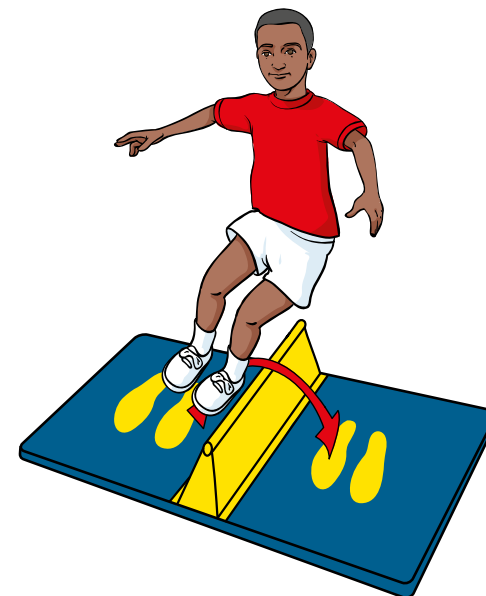
- Speed Bounce Mat (or home-made 20cms high soft wedge)
- Stopwatch (or mobile phone timer)
- Whistle (or clap your hands)

Rules

- Stand on the mat with both feet together to one side of the wedge.
- On the whistle (or clap), complete as many bounces as possible in 20s.
- Both feet must touch the same side of the mat together for a bounce to count.
- A bounce is considered void if the wedge is jumped on.
- The test finishes on the whistle (or clap).

Tips

- Counting in increments of two, i.e. 2, 4, 6, 8, 10, is recommended.



Sportshall UK Championship Records	(30 seconds)
Girls under 13	99
Boys under 13	93
Girls under 15	96
Boys under 15	99

Award	Primary Girls	Primary Boys	Secondary Girls	Secondary Boys
Gold	48	49	51	54
Silver	44	46	48	49
Bronze	37	39	44	46
Step 10	34	36	40	42
Step 9	29	32	36	38
Step 8	26	29	32	34

To qualify for a Sportshall Award you need to complete either 5 or 10 events
For more information please visit www.sportshall.org

4: Testing yourself

Sportshall Challenge 2: Standing Long Jump

Equipment

- Metromat of Standing Long Jump (or measuring tape and suitable surface to jump on)

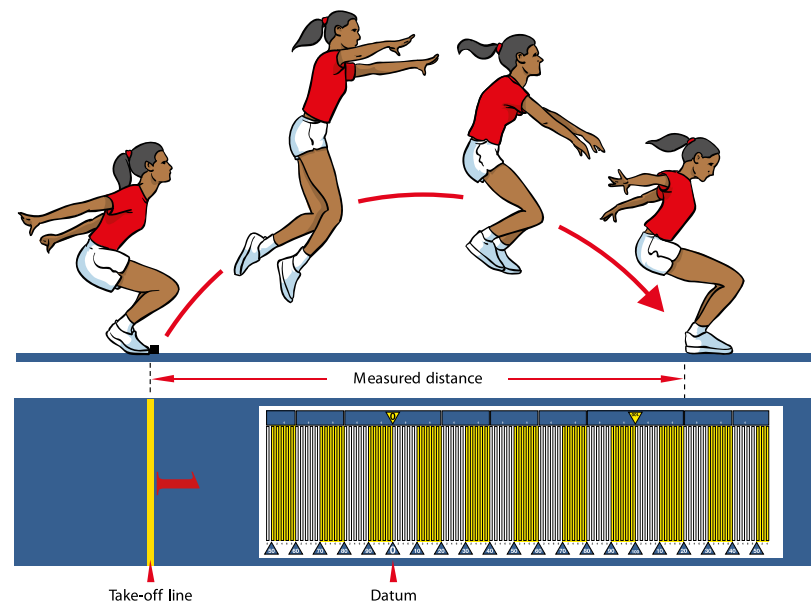
Rules

- A two-footed take-off from a standing position with both feet behind the take-off line.
- Measurement is taken from the take-off line to the back of the closest heel on landing.
- The participant may step forward after the jump however, any step back or touching of the mat behind the feet is a no jump.

Tips

- Participants should bend at the knees and swing arms for lift.

Sportshall UK Championship Records	
Girls under 13	2.51m
Boys under 13	2.87m
Girls under 15	2.69m
Boys under 15	2.96m



Award	Primary Girls	Primary Boys	Secondary Girls	Secondary Boys
Gold	1.72m	1.76m	1.83m	1.92m
Silver	1.64m	1.68m	1.74m	1.78m
Bronze	1.55m	1.57m	1.64m	1.68m
Step 10	1.52m	1.54m	1.58m	1.60m
Step 9	1.44m	1.50m	1.54m	1.56m
Step 8	1.38m	1.44m	1.50m	1.52m

To qualify for a Sportshall Award you need to complete either 5 or 10 events
For more information please visit www.sportshall.org

4: Testing yourself

Sportshall Challenge 3: Vertical Jump

Equipment

- Vertical Jump Tip-2-Tip (or home-made measuring scale)

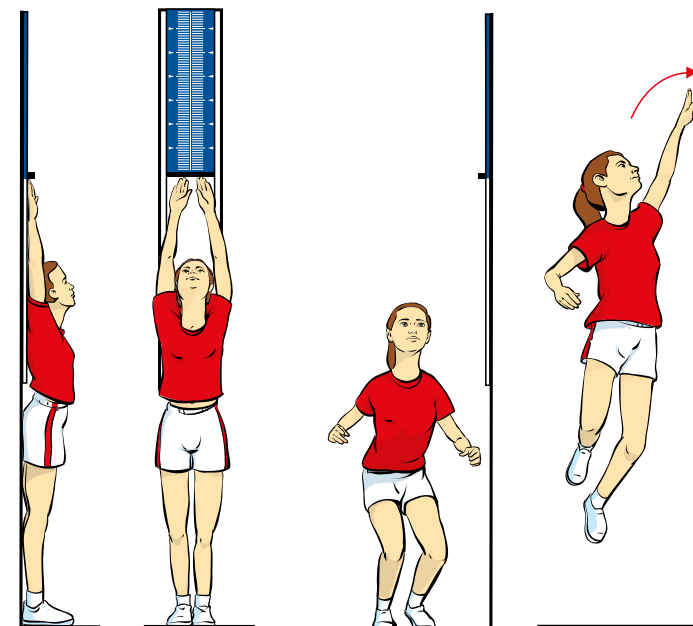
Rules

- Standing with your back, head and heels touching the wall, push the slider up as far as you can with both hands. If using a home-made scale, get someone to make a mark at the top of your finger tips when fully stretched.
- Turn side on, move 20cm away from the wall, jump and touch the scale at the highest point you can. If using a home-made scale, take the number reached away from the mark where you started and calculate the difference to get the height jumped.

Tips

- Bend both knees and swing the arms for lift to take-off.

Sportshall UK Championship Records	
Girls under 13	75cm
Boys under 13	77cm
Girls under 15	74cm
Boys under 15	-



Award	Primary Girls	Primary Boys	Secondary Girls	Secondary Boys
Gold	40cm	42cm	45cm	48cm
Silver	38cm	39cm	31cm	43cm
Bronze	33cm	34cm	38cm	39cm
Step 10	31cm	32cm	35cm	36cm
Step 9	27cm	29cm	32cm	34cm
Step 8	25cm	27cm	29cm	31cm

To qualify for a Sportshall Award you need to complete either 5 or 10 events
For more information please visit www.sportshall.org

4: Testing yourself

Sportshall Challenge 4: Target throw

Equipment

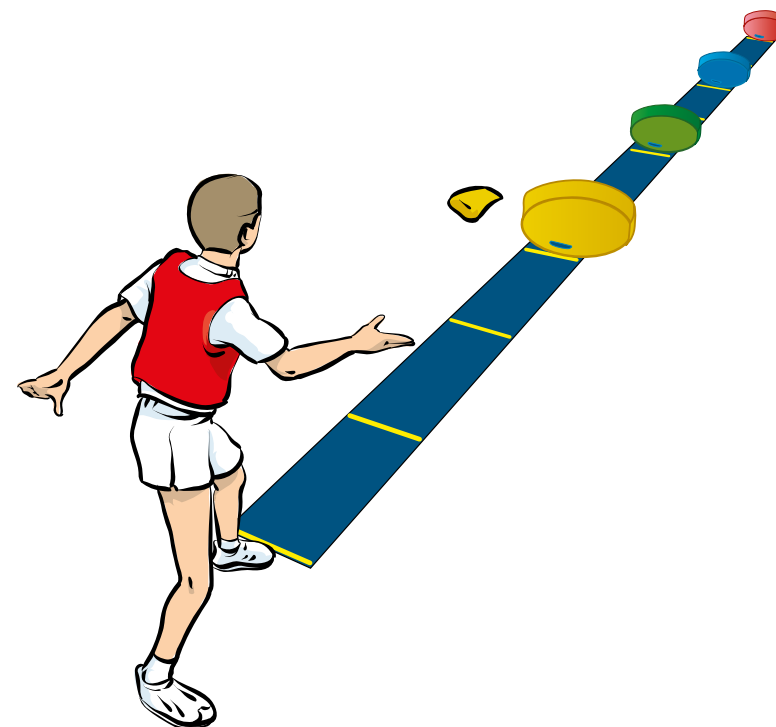
- Target Throw Set (or 12 bean bags/other suitable items, 4 targets set at 3m, 5m, 7m and 9m)

Rules

- Standing behind the throwing line, throw 3 bean bags into the nearest target and continues for each target.
- 2 points scored if a bean bag lands in correct target.
- 2 points scored if it lands directly in but then bounces out.
- 1 point is scored if the bean bag bounces and ends up in the target.
- 1 point is scored if it lands only partly in the correct target.
- Points scored are added to form the total score which is recorded.

Tips

- Place your opposite leg to the throwing arm forward to help balance.



Award	Primary Girls	Primary Boys	Secondary Girls	Secondary Boys
Gold	16	16	17	18
Silver	14	15	16	17
Bronze	12	13	14	15
Step 10	11	12	13	14
Step 9	9	10	12	12
Step 8	8	9	11	11

To qualify for a Sportshall Award you need to complete either 5 or 10 events
For more information please visit www.sportshall.org

4: Testing yourself

Sportshall Challenge 5: Standing Triple Jump

Equipment

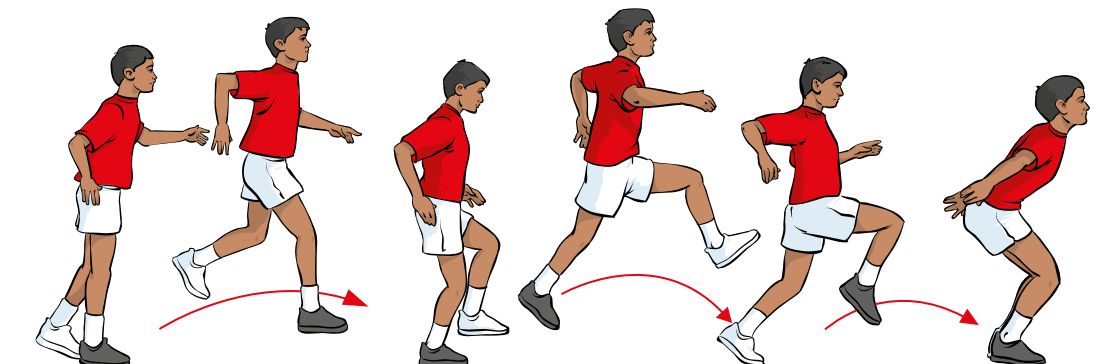
- Standing Triple Jump Mat (or measuring tape and suitable surface to jump on)

Rules

- A one-footed take-off from standing from behind the take-off line.
- Complete a hop, step and a jump.
- Measurement is taken from the take-off line to the back of the closest heel on landing.
- The participant may step forward after the jump however, any step back or touching of the mat behind the feet is a no jump.

Tips

- When first trying this, hold your free leg for the 'hop' then let go for the 'step'



Sportshall UK Championship Records	
Girls under 13	8.10
Boys under 13	7.98
Girls under 15	-
Boys under 15	9.01

Award	Primary Girls	Primary Boys	Secondary Girls	Secondary Boys
Gold	4.98m	5.10m	5.28m	5.48m
Silver	4.75m	4.86m	5.04m	5.16m
Bronze	4.40m	4.50m	4.75m	4.86m
Step 10	4.25m	4.35m	4.55m	4.65m
Step 9	4.00m	4.15m	4.35m	4.45m
Step 8	3.80m	4.00m	4.15m	4.25m

To qualify for a Sportshall Award you need to complete either 5 or 10 events
For more information please visit www.sportshall.org

Session 5.1: Literacy - Write a poem or rap

5.1: Literacy

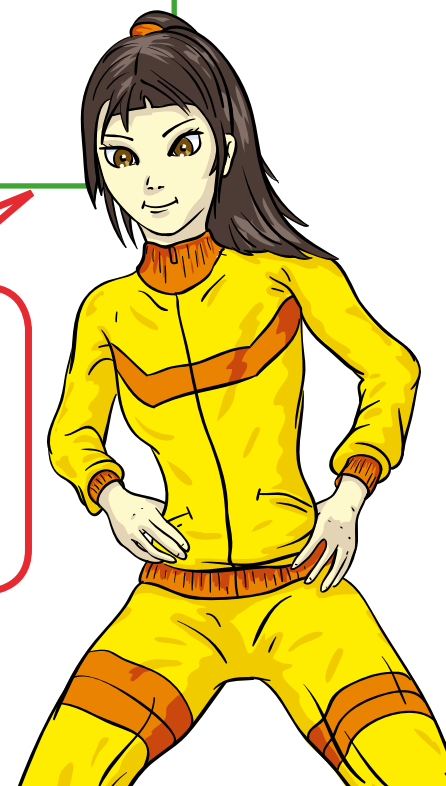
Write a poem or rap

Provide children with a list of athletics events to choose from along with an example of a poem to draw inspiration from. They will then write and perform their own poem or rap about their chosen event.

This task can be split into several parts, to allow time for the children to research and write their poem or rap. Some children may benefit from the task being spread out over a longer period of time.

- Age:**
- Suitable for 7 to 11-year-olds.
- Objectives:**
- To understand the structure and creative elements used in poetry
 - To write a poem about an athletics event using emotive language.
- Resources**
- Example poem, athlete case studies and notes below
 - Worksheets 5.1a and 5.1b
 - Large sheets of paper to generate as many ideas as possible
 - Internet connection or books for research.

Include things like rhyme, rhythm and simile in your poem.



5.1: Literacy

Write a poem
or rap

Notes for parents / teachers

PART 1

Explain to the children that they will be working to write a poem or rap about an athletics event of their choice. Ask them to name as many athletics events as possible in five minutes. Children should then look at the case studies of famous athletes on pages 26-27 to gain inspiration for the coming task.

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

Children should work through **Worksheet 5.1a**, which will help them research the event they have chosen to write about. They could use the internet to find as much information as possible. It may help to organise their findings into a grid format with heading such as: event requirements, training involved, actions of competitors before event, emotions of competitors before event, actions of competitors after event, emotions of competitors after event and so on.

Children should share and discuss their findings. They should include one thing they learned about the event that they didn't know before. To assess their understanding of the task ask them to explain which event they will be writing about – they should ensure they have enough research material with which to write their poem or rap.



5.1: Literacy

Write a poem or rap

PART 2

Explain to the children that there are key aspects of poetry. Use some of the following words:

- Rhyme
- Rhythm
- Metaphor
- Simile
- Alliteration
- Onomatopoeia.

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

Show them the example poem *Country Running* by Roy Saxby (see page 25). Read it through with them and explain that they will be writing their own poems or raps based on the information they gathered earlier. Emphasise the importance of emotive language.

Using **Worksheets 5.1a and 5.1b**, children will write their poem or rap. They will write their poems on their chosen event, ensuring that they include some characteristics of poetry or rap in their writing, such as rhyme, rhythm, metaphor and simile. They can use the information on pages 26-28 to help with their writing, and *Country Running* on page 25 for guidance on how to structure their poem.

At the end of this session children can perform their poem or rap for everyone. Children can use the information on page 29 to help their performance.

As an alternative to performance, children could highlight any emotive words they have used. Those listening then have to guess whether or not the athlete in the poem or rap was successful, based on the choice of emotive words.

ADDITIONAL ACTIVITIES

Using the athlete case studies on pages 26-27, children could also write an imaginary week-long diary for an athlete of their choice. This should include diet, training, ups and downs, and any competitions they may be taking part in.

Older and more advanced children could use a thesaurus to explore other descriptive and emotive words. They could then find some more sporting poems or songs and examine the creative language used in them.

Younger children or those who have difficulty with the task could draw an image that sums up their particular poem or rap, and annotate their drawing to explain their picture and how it links to their poem. It may be useful to provide additional images and examples of words to help them.

5.1: Literacy

Write a poem
or rap

Example poem

Show the children the poem below and if required read it to them.

Once you have read the poem, ask them to pick out some interesting, descriptive words and discuss their possible meanings and the emotions they evoke.

Country Running

by Roy Saxby (2001)

It's great to get out surely you see,
To run like the wind so fast and so free.
To blaze a long trail wherever you go,
It just doesn't matter if you're fast or you're slow.
A cross country run or a jog in the street,
A couple of miles on fast moving feet
Your arms are pumping, your blood's in a rush
But it's so much better than taking a bus.
Out with some friends and having some fun
It really is great when you're out for a run.
No matter the weather, sun, snow or rain
You'll only get better if you continue to train.
So run with your body, your heart and your mind
It's pleasure and fun, I'm sure you will find.
Sometimes it's hard. "That's enough!" you will say,
At the end of a session, a really tough day.
The next will be better, just wait and see
And again you'll be running alive and so free.
So never give up wherever you are
The finishing line is not really far.

*Pick out some
descriptive
words from the
poem to discuss.*



5.1: Literacy

Write a poem
or rap

Athlete case studies 1

Katarina Johnson-Thompson

DOB: 9 January 1993

Home town: Liverpool

Event: Heptathlon

Career highs: KJT is the current World and Commonwealth Champion for the Heptathlon. In 2018 she won the World Indoor title followed by the Commonwealth Games and in 2019 she won both the European Indoor title and the World Outdoor title.

Other interests: She is a life long fan of Liverpool FC and currently spends her time between France (where she trains) and Liverpool.

Interesting fact: KJT currently holds the British Records for the Heptathlon, Indoor Pentathlon and the High Jump.



Sir Mo Farah

DOB: 23 March 1983

Home town: Mogadishu, Somalia

Event: Distance running

Career highs: Over the past 10 years Mo has been British Athletics most successful athlete. Probably his greatest success is the Olympic Double, Double. This is when Mo won the 5000m and 10,000m titles at both the London 2012 and Rio 2016 Olympics.

Other interests: Helping charities in Somalia.

Interesting fact: The 'MoBot' was created on the Sky One Show 'A League of their Own' by TV broadcaster Clare Bolding. Mo was a fellow panel member on this show at the time.

5.1: Literacy

Write a poem
or rap

Athlete case studies 2

Dina Asher Smith

DOB: 4 December 1995

Home town: Orpington

Event: 100m / 200m

Career highs: In 2019 Dina became the IAAF World champion for the 200m, breaking the British record in the process. Earlier in the same competition she won the silver medal in the 100m in another British Record. She capped off an amazing competition by winning a silver medal as part of the British women's 4x100m team.

Other interests: Dina is a big fan of the Great British Bake Off.

Interesting facts: Dina was a kit carrier at the London 2012 Olympics.

In 2020, Toy company 'Mattel' honoured Dina with a one-of-a-kind "Shero" Barbie doll, to celebrate International Women's Day.



David Weir

DOB: 5 June 1979

Home town: Wallington

Events: Wheelchair racing T54, 100m - Marathon

Career highs: Between the 2008 (Beijing) and 2012 (London) Paralympics, David won 6 medals. David has also won the London Marathon on a staggering 8 separate occasions.

Other interests: David is a big Arsenal fan. Whilst still training he is also actively supporting the next generation of para-athletes with his long-time coach Jenny Archer, through the Weir-Archer Academy.

Interesting fact: Weir loves house music and has, in the past, DJ'd in and around south London. In 2009 Weir was awarded the Freedom of the Borough of Sutton, the area in south London where he grew up.

5.1: Literacy

Write a poem
or rap

Video clips

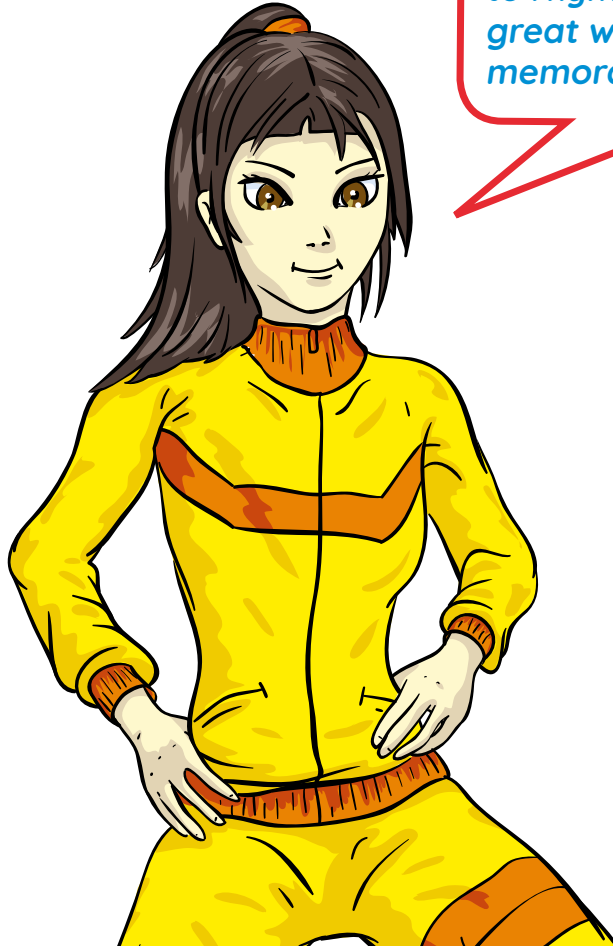
Here are some examples of video clips that show interviews with athletes after winning and losing their events. If you have time, you can look at these and listen for any emotive language that is used:

Dina Asher Smith after winning the 2019 World Championships:

<https://www.bbc.co.uk/sport/av/athletics/49911725>

Mo Farah after coming 2nd in the 2017 World Championships:

<https://www.youtube.com/watch?v=DF80IC27ehY>



Are you going to use rhyme? Not all poems or songs have to rhyme but it's a great way to make it memorable!

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

5.1: Literacy

Write a poem or rap

Performing your poem or rap

Here are some tips to help you perform your poem or rap to others.

For a rap

Reciting

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

Actions and performance

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

Rhythm

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

For a poem

Reciting

Is one person going to do the whole poem or will you share lines? Can everyone join in on the last line of each verse?

You could use call and response.

Emotion and feeling

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

Props

You can use props to add interest. For instance, you could use a relay baton to show whose turn it is to speak.

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



Session 5.2: Literacy - Write a news report

5.2: Literacy

Write a news report

Children choose a famous athlete and write a news report describing that athlete's progress in a major competition. They will be provided with an example of a real news report from a children's newspaper.

- Age:**
- Suitable for 7 to 11-year-olds.
- Objectives:**
- To understand how a news article is constructed
 - To write their own news article for print or web.
- Resources**
- Sample news report (see page 32)
 - Worksheets 5.2a and 5.2b



5.2: Literacy

Write a news report

Notes for parents / teachers

Explain to the children that they are going to write a news report based on a famous athlete. Show them the sample news report on page 32. Read this through together and then discuss the elements that make up a newspaper report.

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

Depending on your children's ages and abilities, they can either work on their own or with support from others. They should work through **Worksheet 5.2a**, which will show them how to structure a basic news report. They can also use the notes on page 33. Suggest the length of the report, based on the age and ability of your children and what you feel is appropriate for them.

Tell children they will come up with a headline later in the session.

Assess the children's understanding of the task by showing the sample news report again (see page 32) and asking the children to come up with suggestions for alternative headlines. Discuss their suggestions and then ask them to come up with two alternative headlines for their own article.

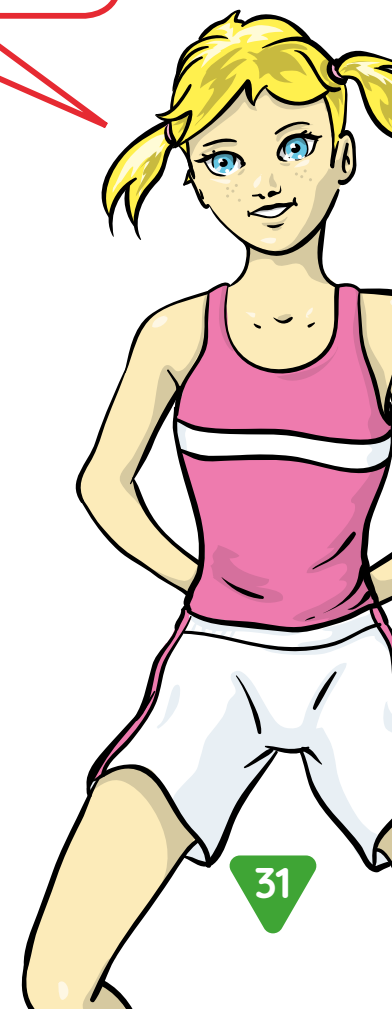
ADDITIONAL ACTIVITIES

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

Older or more advanced children could extend their news reports by another 50 words, in which the athlete explains their emotional journey during the race.

For younger or less advanced children, provide them with a few examples of sports articles. Then ask them to point out and highlight some emotive words found in those articles. They could use some of the words they have found in their own articles.

*Does the athlete
you're writing
about win or
lose? It's up to
you to decide!*



5.2: Literacy

Write a news report

Sample news article

Show the children this example of a report from children's newspaper *First News*.

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

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



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

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

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

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

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

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

5.2: Literacy

Write a news report

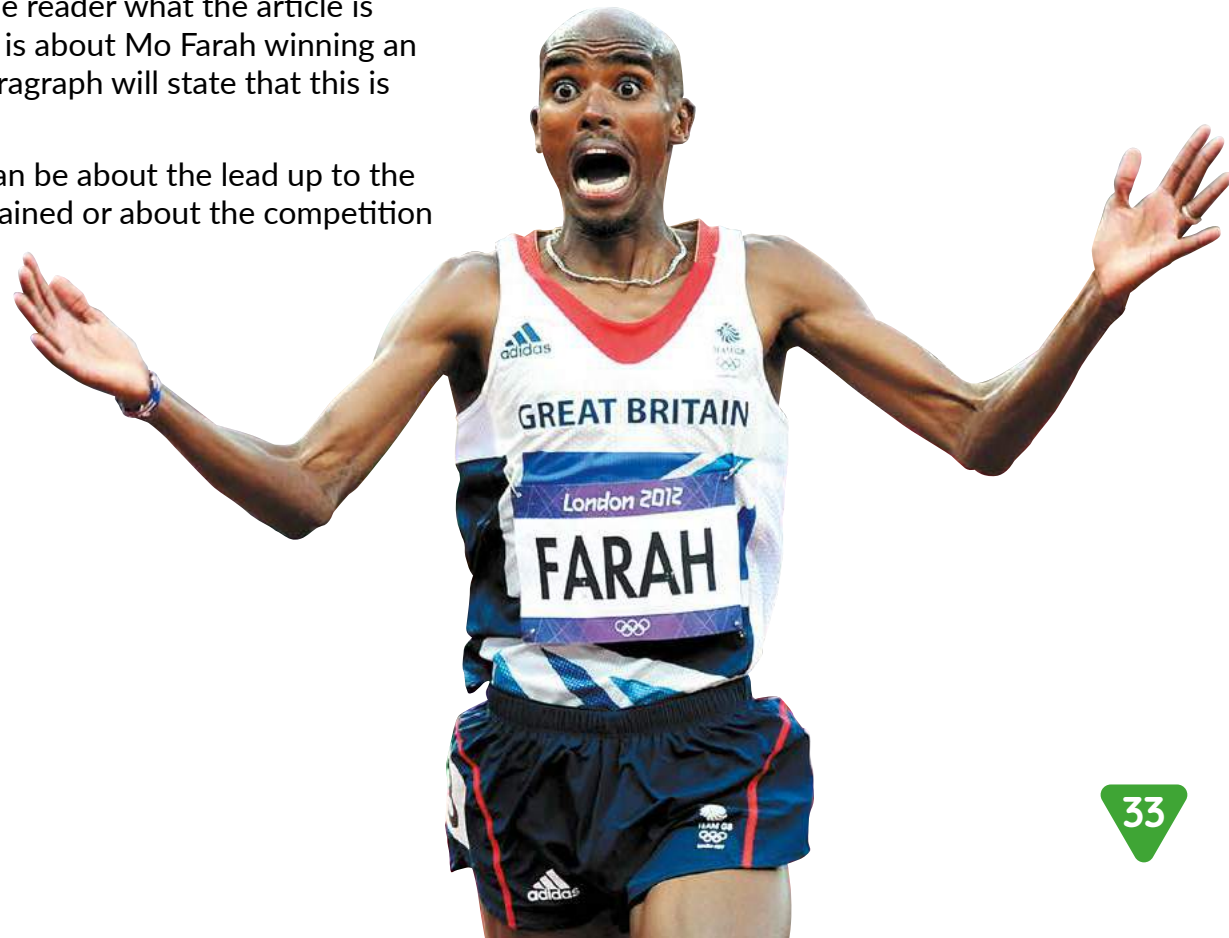
Notes for children: Writing your article

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

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

Get reporting!

- Once you have decided this, you can begin to write your article.
- Here are some tips to help get you started:
 - The first paragraph should tell the reader what the article is about. For example, if the article is about Mo Farah winning an Olympic Gold medal, the first paragraph will state that this is what happened.
 - The middle part of your report can be about the lead up to the competition, how your athlete trained or about the competition itself. It's up to you.
 - The last paragraph should close the article and include some kind of conclusion.



Session 5.3: Numeracy – Choosing a relay team

5.3: Numeracy Choosing a relay team

This session will ask the children to “become” a coach and to choose a 4 x 100m relay team. They will do this by comparing average running times of a number of sprinters. They will then decide the sprinters’ running order based on given criteria.

- Age:**
- Suitable for 9 to 11-year-olds. Could also be used for more advanced 8 year olds..
- Objectives:**
- To work out averages from sets of three numbers
 - To select the four smallest averages and place them in an order depending on given criteria.
- Resources**
- Video clips (see page 35)
 - A copy of Worksheets 5.3a and 5.3b for each child or group.

Which runners should you choose, and in what order should they run?



5.3:
Numeracy
Choosing a
relay team

Notes for parents / teachers

Introduce the concept of a relay race to the children.

If an example is needed, show the the video clips below from the London 2017 World Athletics Championships..

Women's 4 x 100m: <https://www.youtube.com/watch?v=EJhTYIYjjj4>

Men's 4 x 100m: <https://www.youtube.com/watch?v=sx1FHRmh8h0>

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

To introduce children to the idea of averages ask them to pick six numbers between 10 and 11 to one decimal place (e.g. 10.2, 10.6, etc). These numbers will represent the time it takes them to run the 100m sprint. Now add all six numbers together and divide the total by six (the number of runs) to reveal the average time.

When children are comfortable with this process, ask them to look at **Worksheet 5.3a**.

Using this sheet, children will calculate the average times for each runner. They will then choose the four fastest runners based on the average times they have calculated.

Following this, the children will now decide what order the athletes should run in, based on a given strategy using **Worksheet 5.3b**.

Parents/teachers ONLY should see the Worksheets notes/answers on page 37.

Prompt the children by asking what happens to an athlete's average time if they run one slow race? And what if they run one fast race? Then ask whether using average times is a good or bad way to select runners.

Encourage children to think of the shortcomings in such a strategy and to suggest alternative strategies.

5.3:
Numeracy
Choosing a
relay team

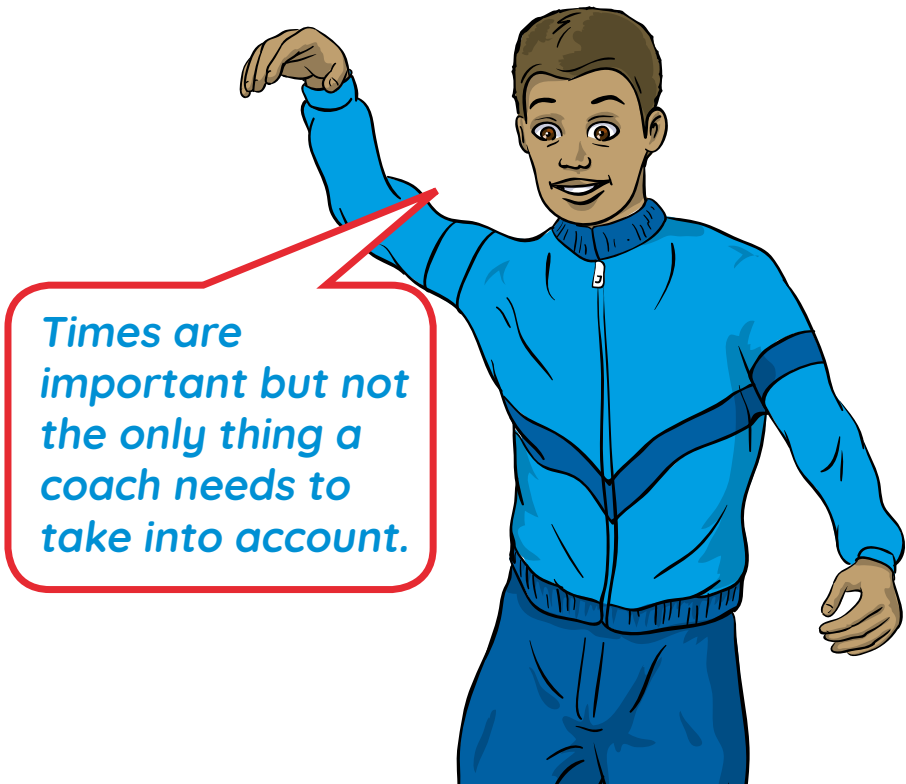
ADDITIONAL ACTIVITIES

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

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

Older or more advanced children can examine the times in more detail. In the example, some of the athletes are improving and one athlete had a bad race that increased the average time. Knowing this, children can consider whether this would make a difference to team selection and prepare a written argument for their choices.

Younger or less advanced children can just note down the fastest time for each runner.



5.3: Numeracy

Choosing a relay team

Notes & answers for Worksheets PARENT/TEACHER ONLY

The method for working out the average time for each runner is:

- Add together all the times for that runner
- Divide by the number of times there were (in this case 3)

The completed table for Worksheet 5.3a is below.

Runner	Time 15 Jan	Time 15 Feb	Time 15 Mar	Average
Runner A	10.5 secs	10.6 secs	10.4 secs	10.5 secs
Runner B	10.0 secs	10.3 secs	10.3 secs	10.2 secs
Runner C	10.3 secs	11.2 secs	10.3 secs	10.6 secs
Runner D	10.6 secs	10.6 secs	10.4 secs	10.53 secs
Runner E	11.0 secs	10.6 secs	10.2 secs	10.6 secs
Runner F	10.4 secs	10.3 secs	10.5 secs	10.4 secs

Based on the four, fastest average times, the team should be made up of:

1) *Runner A* 2) *Runner B* 3) *Runner D* 4) *Runner F*.

Worksheet 5.3b

Based on the method shown, the runners should start in this order:

The first runner will be: *Runner D*

The second runner will be: *Runner A*

The third runner will be: *Runner F*

The fourth runner will be: *Runner B*.

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

ADDITIONAL ACTIVITIES FOR WORKSHEETS

When more advanced children analyse the table further, they will note two things:


- **Runner C had two very fast times and one slow time that gave a poor overall average.** Prompt them to think about what could have been the cause of this slow time. For example, was the slow time just a bad day for the runner or due to an injury? In real life, a coach would want to investigate this further.
- **Runner E started off as the slowest runner, but over time has shown marked improvement** Runner E improved to the point where, in the last race, they ran the second fastest time of all races over the whole period. What could be the reasons for the runner's improvement? A coach would want to investigate this further and find out if this runner can be consistent and, therefore, relied upon by the team.

Session 5.4: Numeracy - Taking the high jump

5.4: Numeracy Taking the high jump

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

- Age:**
- Suitable for 7 to 11-year-olds.
- Objectives:**
- To measure out heights of professional high jumpers' achievements
 - To use non-standard forms of measurement when looking at the high jump.
- Resources**
- Tape measure for each group
 - Copies of Worksheets 5.4a and 5.4b
 - Chalk
 - Items of your choice for non-standard measuring (litre bottles, school ties, DVD cases etc).
 - Internet connection or books for research.



There are several ways to do the high jump - but which is the best?

5.4:
Numeracy
Taking the
high jump

Notes for parents / teachers

Look at the clips or images of various high jump techniques on page 40. Ask the children to explain which method they think produces the best results/highest jumps, and why this is so. They could write notes about their thoughts.

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

Using **Worksheet 5.4a**, children will put the jumps in order of highest to lowest and analyse the results. They will then use **Worksheet 5.4b** to measure out the jumps to see exactly how high the jumps are compared to their own height. Following this, they will record the measurements using non-standard forms of measurement. For example, how many 1 litre milk bottles, school ties or DVD cases do the jumps measure?

Each child measures out the men's and women's Fosbury flop jumps, as well as use a different form of non-standard measurement. You can check understanding of the task through observing the presentations of results.

ADDITIONAL ACTIVITIES

Children could research into world records for the long jump and triple jump using the internet or books. They could see how long the world records are compared to other non-standard forms of measurement, for example, a table or a gym crash mat. Or, examine the differences in technique between the long jump and high jump.

Older or more advanced children could look at world records for the pole vault and compare them to the records for the high jump. The official world records for pole vault can be found at the IAAF website:

<https://www.worldathletics.org/records/by-category/world-records>

Children should note the differences and work out corresponding ratios.

5.4: Numeracy

Taking the high jump

High jump techniques

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

The standing jump

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

The scissor jump

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

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

The straddle or Western roll

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

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

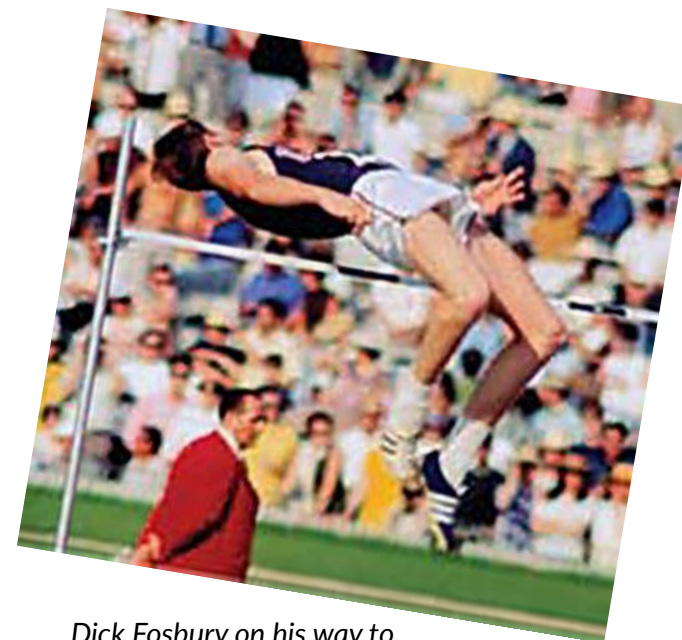
The Fosbury flop

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

Example video: <https://www.youtube.com/watch?v=ld4W6VAOuLc>



R C Ewry (USA) winning the standing high jump, 1908 Olympics in London.



Dick Fosbury on his way to winning gold at the 1968 Olympics.

Session 5.5: Science – Muscles and how they work

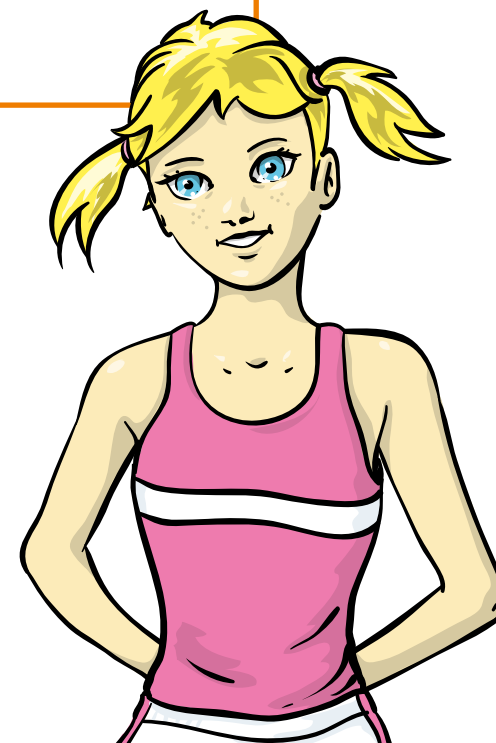
5.5: Science

Muscles and how they work

Children examine a family member's muscles to see how they make the body move. They will also see how muscles work in pairs. They will learn about different muscle fibres (fast and slow twitch), and see which athletics events use which muscle fibre type.

- Age:**
- Suitable for 7 to 11-year-olds.
- Objectives:**
- Children to identify major muscle groups
 - Children to learn how muscles work in pairs
 - Children to understand the difference between fast and slow twitch muscle fibres.
- Resources**
- Diagrams and information on pages 42 and 44
 - Pack of 'Post-it' notes or stickers
 - Worksheet 5.5
 - Internet connection or books for research.

*Learn more
about how your
muscles work!*



5.5: Science

Muscles and how they work

Notes for parents / teachers

Explain to the children that muscles are responsible for all human movement and that the human body has over 600 muscles. Show them the the muscle diagram opposite, write the names of the muscles on post-it notes and ask them to stick the notes on the right place on a partner's body .

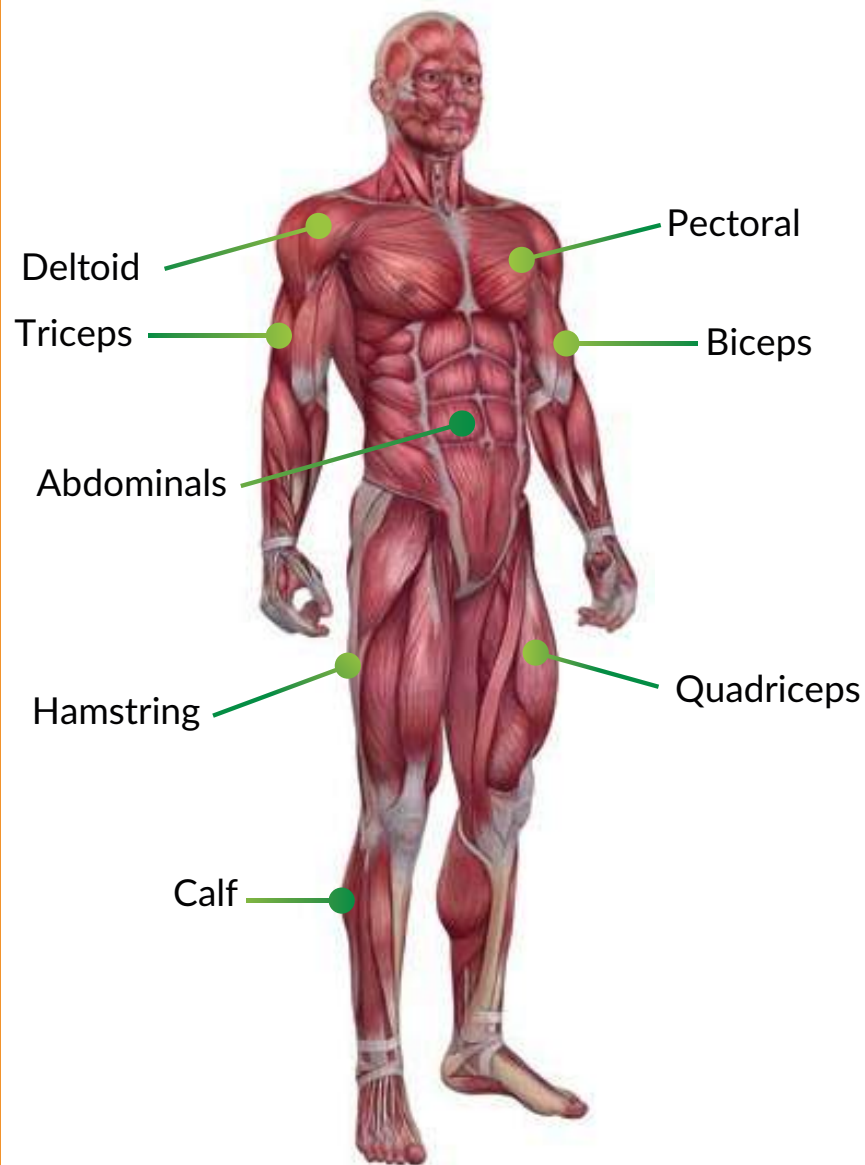
The children will learn that muscles can only pull in one direction, so muscle groups always work in pairs. They will also learn there are two main types of muscle fibres – fast twitch and slow twitch. These muscle fibres are suited to certain athletics events.

Using the diagram of an arm on page 44, children will work in pairs or with an adult to see how muscles work.

They will examine their partner's biceps and triceps muscles. They will feel how the biceps muscle contracts to bend the arm. They will then see that the biceps muscle has to relax and the triceps muscle contract in order for the arm to return to its original position (a fuller explanation is given on page 44).

Children should then fill out the first part of **Worksheet 5.5**. They can then use the second part of the worksheet to learn about fast twitch and slow twitch muscle fibres.

Identify your muscles



5.5: Science

Muscles and how they work

Next ask the children to get into a squatting position.

For younger children: Ask them to do a standing jump from their squatting position. Then ask them to go back to the squatting position and this time to slowly stand up straight. Assess the children's understanding of slow twitch and fast twitch muscle fibres by asking them which muscle fibres are being used in each movement.

For older children: Ask them to get into a squatting position. Assess their understanding of slow twitch and fast twitch muscle fibres by asking them to demonstrate a fast twitch muscle fibre movement using a burst of energy. They should do a standing jump from their squatting position. Now ask them to demonstrate a slow twitch muscle fibre movement from a crouching position. This time they should slowly stand up straight. As an extension to this, you can ask them if they can work out which muscle in the pair is used for squatting and which is used for jumping (refer to page 42 if necessary).

ADDITIONAL ACTIVITIES

Children could investigate other muscle groups that work in pairs.

Older or more advanced children could investigate further into muscle groups, and come up with some other athletics events and the particular muscles that they rely on.

Younger children could write down an athletics event which uses the biceps and triceps muscle pairs.

Answers for Worksheet 5.5 PARENTS / TEACHERS ONLY

What happens when your partner bends their arm?

The biceps muscle contracts. The triceps muscle is relaxed.

Does anything happen when they relax?

No, the arm stays where it is.

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

The triceps muscle which contracts. The biceps muscle remains relaxed.

Do muscles work on their own or in pairs?

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

Fast and slow twitch muscles:

Long distance running – slow twitch

Sprinting – Fast twitch

Triple jump – Fast twitch

Marathon – Slow twitch



5.5: Science

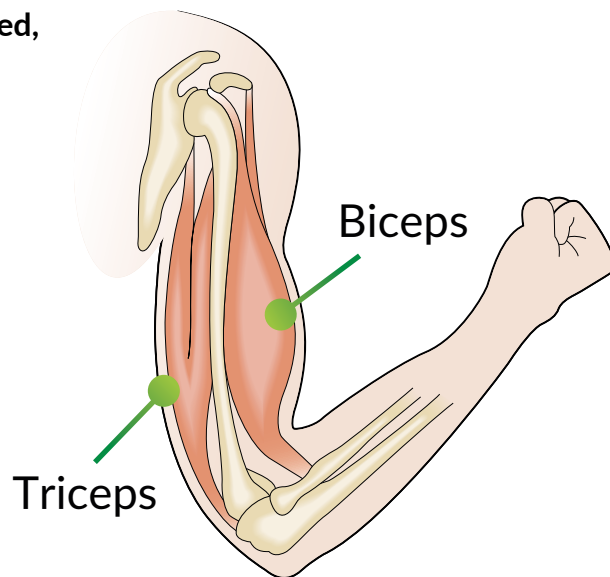
Muscles and how they work

Contracting and relaxing muscles

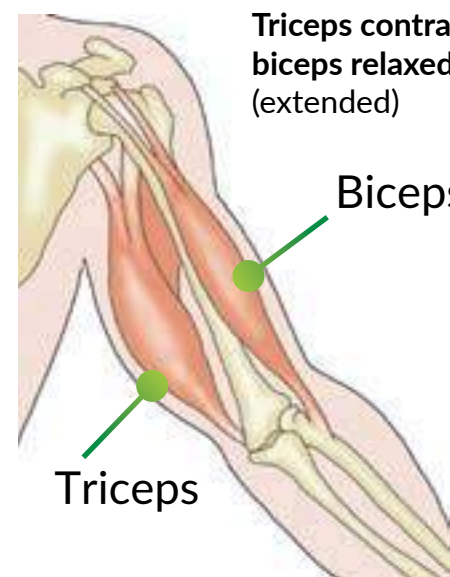
Muscles can only contract or relax. Also, they can only pull in one direction. So, relaxing a muscle does not return the body to its original position. To do that, another muscle has to contract. That is why muscles need to work in pairs.

In the example the children are examining, when the biceps muscle contracts, the arm bends. However, when it relaxes, the biceps cannot push the arm back out again. To do this, the triceps muscle, on the underside of the upper arm, contracts and straightens the arm out. This shows how muscles work in pairs. If the triceps muscle wasn't there, the arm would stay bent permanently. Without this system of muscle pairs, we wouldn't be able to straighten our legs to walk or bend our fingers to grip a pencil, for example.

**Biceps contracted,
triceps relaxed**
(bend)



**Triceps contracted,
biceps relaxed**
(extended)



Fast and slow twitch muscle fibres

All muscles are made up of two types of fibre:

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

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

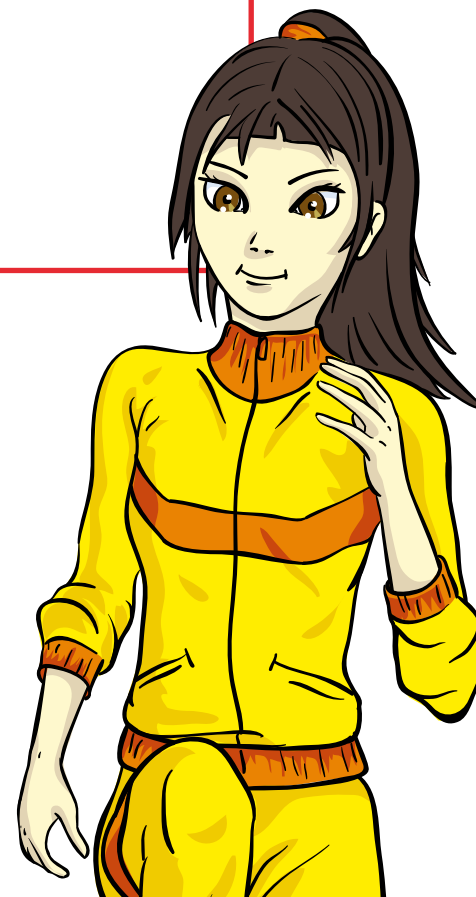
Session 5.6: Physical Education – Circuit training

5.6: Physical Education Circuit training

Children complete a provided athletics-based circuit. Other family members can join in if safe and appropriate to do so. Emphasis should be placed on quality of movement.

- Age:**
- Suitable for 7 to 11-year-olds.
- Objectives:**
- To practise key running, jumping and throwing skills through circuit training activities.
- Resources**
- Circuit layout
 - Tennis balls
 - Long jump area (can use grass if outside or mats inside)
 - Relay batons
 - Five cones or improvised markers
 - Stopwatches or smartphone timers (one for central timing and one to time).

Don't forget to warm up before you start - and cool down after!



5.6:
**Physical
Education**
Circuit training

Notes for parents / teachers

Lay out a circuit using the diagram on page 47 as a guide.

Spread the children out evenly at Circuit Stations 1-4 (in mixed-ability groups if applicable).

Warming up before participating in the circuit is essential to avoid injury.

Some warm-up activities are provided on pages 13-14.

Children will work their way around the circuit, staying at a station for 6-7 minutes. You will need to demonstrate each of the activities to check children are using the correct technique (see page 48). Emphasis should be placed on the quality of the movement rather than the quantity.

Page 48 provides you with details of the activities for each station. Make sure that you walk the children through all of the activities before they begin, so they know exactly what they are doing.

Once all the children have completed Stations 1-4, they can compete against each other in the Relay Baton Passing task at Station 5.

At the end of the session children should perform some cool down activities.

Some examples are provided on page 15.

Children can then discuss the circuit activities by talking about what aspects they found challenging and how they could improve their performance. Ask the children how they overcame any challenges and use the discussion to assess their understanding.

ADDITIONAL ACTIVITIES

Children could think of another run, jump or throw activity. Alternatively, if they have already completed Session 5.5 (muscles and how they work), they could identify which muscles they are using for each activity.

Older or more advanced children could demonstrate each of the activities to show good techniques. They could then help other children to enhance their performance.

Children who find the activities challenging could use lighter balls for the throwing activities.

5.6:
Physical Education
Circuit training

Example circuit layout

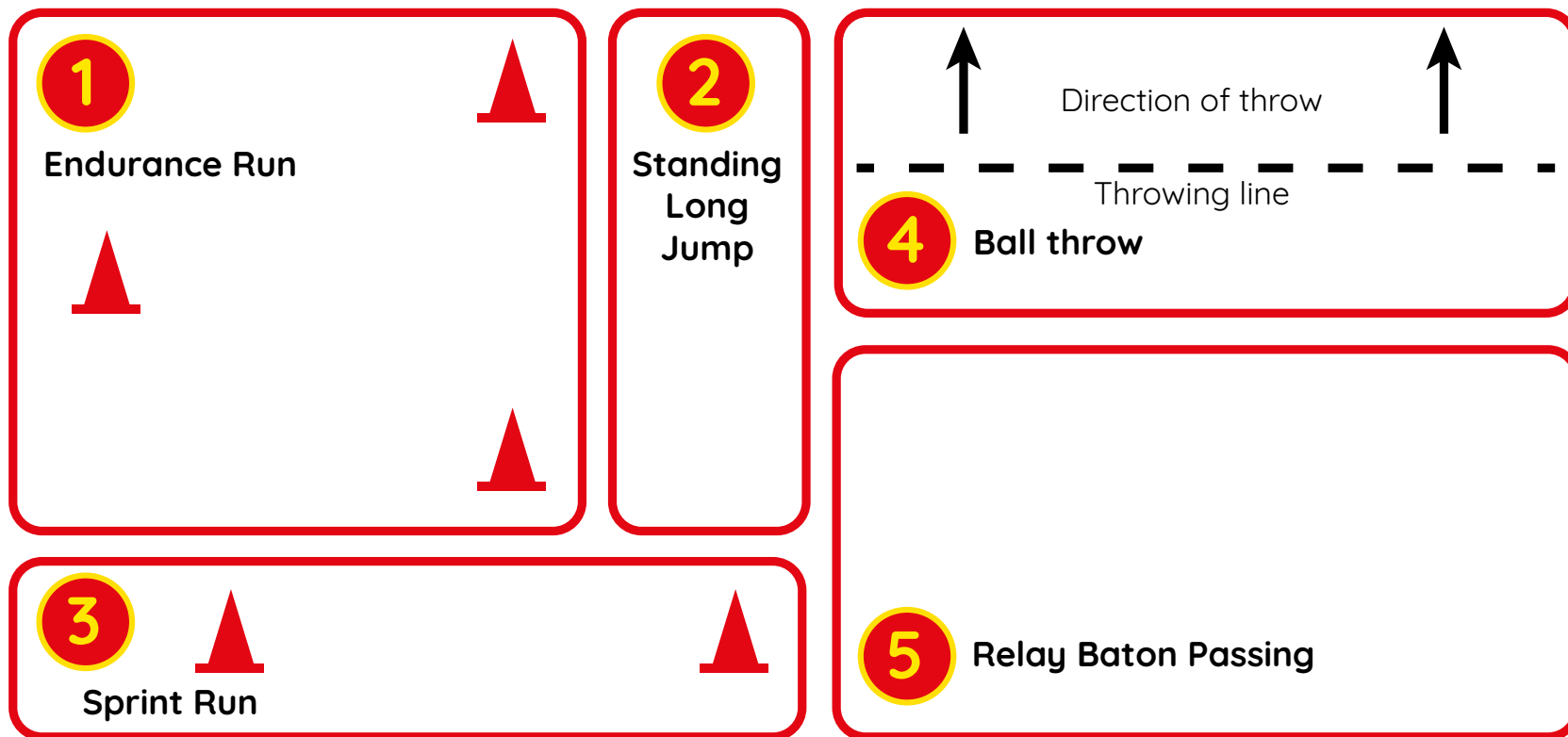
Lay out a circuit using the diagram below as a guide – if you are based at home then you will need to be creative to make the best use of the available space that you can.

Notes: Children should always work a safe distance apart.

Throwing activities should be set out so that children will be throwing away from the other stations. Ensure that they do not cross the throwing line to collect the objects thrown until all throwing has stopped.

Ensure all the activities can be undertaken safely – if in doubt omit any that can't be.

Ensure that each station is shown to the children. Emphasise the technique they should be following.



5.6:
**Physical
Education**
Circuit training

Circuit exercises

1. Endurance Run

Set out three cones or markers as per the diagram on page 47. One by one, children will walk to one cone, jog to the next and then sprint to the last before going back to the start and repeating the sequence. Children could vary the run by skipping and hopping. They should concentrate on a tall running position, their arms should reflect the speed at which they are travelling and they should also change pace smoothly.

2. Standing Long Jump

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

3. Sprinting

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

4. Javelin Action/Ball Throw

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

5. Relay Baton Passing (if applicable)

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

Session 5.7: Physical Education – Progressive skills

5.7: Physical Education Progressive skills

Children practise two key movements essential to athletic skills. After a suitable warm-up, children will spend 15 minutes each on a jumping and running activity.

- Age:** • Suitable for 7 to 11-year-olds.
- Objectives:** • To practise key running and jumping skills and to improve technique.
- Resources**
- Cones
 - Coloured markers
 - Three landing mats.

This activity is about good technique rather than just how far or how fast!



5.7:
**Physical
Education**
Progressive
skills

Notes for parents / teachers

Get the children warmed up by using some of the activities provided on pages 13-14.

Children will spend 15 minutes on each of the provided activities. They must ensure that they undertake the activities properly and concentrate on the quality of their movements rather than the quantity or speed.

If there is more than one child, encourage them to take turns. When resting sit and observe the other person. They can then comment on the good technical points and suggested ways to improve.

See the following pages for descriptions of the two activities that the children will be carrying out.

After their exercise, children perform cool-down activities – some examples are provided on page 15.

Ask the children to then assess their performance (and if appropriate) others, considering how they achieved their best results. You can then ask them how they altered their technique in order to improve their results.

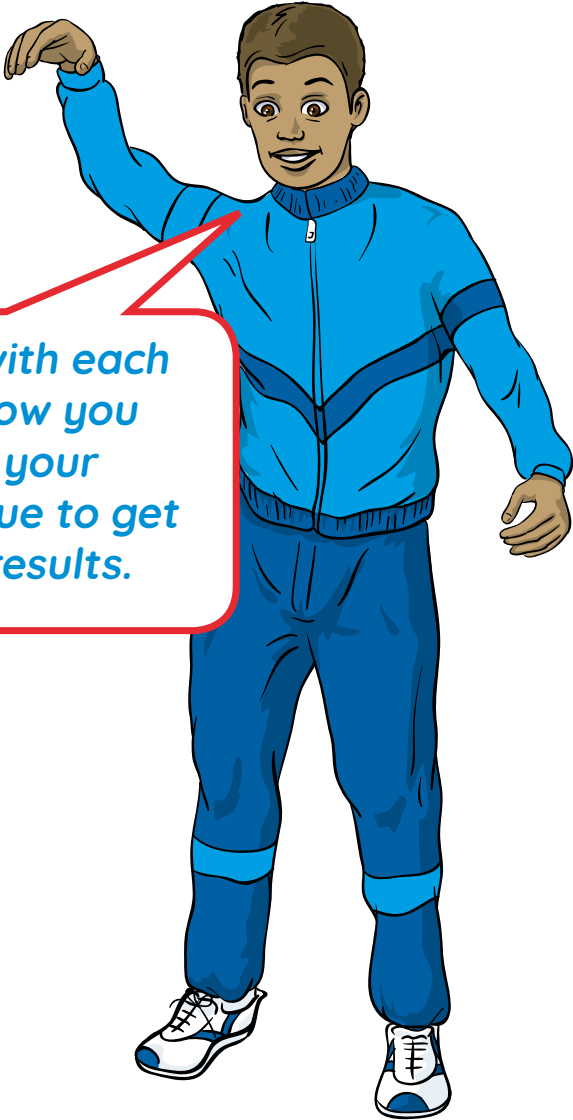
This will help you assess their understanding of the task through discussion.

ADDITIONAL ACTIVITIES

For Quick Start: try starting from lying down on your front or back.

For Hop, Step, Jump: introduce another element to the jump. Perhaps a hop on the alternative leg at the end of the sequence.

More advanced children could demonstrate each of the activities to show good techniques. They could then help other children to enhance their performance.



Share with each other how you altered your technique to get better results.

5.7:
**Physical
Education**
Progressive
skills

Activity one - Quick Start

Children to accelerate with good posture from stationary positions.

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



POINTERS

Children should concentrate on good form by:

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

5.7:
Physical Education
Progressive skills

Activity two - Hop, Step, Jump

Children to perform a hop, step and jump in sequence

1. Children put down the markers, 1m apart, in a straight line – finishing at the landing area.
2. Each child performs a hop, step and jump. They should start from a standing still position and land on each marker as they go.
3. Gradually move the markers further apart to increase the distance jumped.



POINTERS

Children should concentrate on good form by:

- Landing with balance
- Make sure the order is 'hop', 'step', 'jump'
- Use a consistent rhythm: 1... 2... 3.
- Free leg pushes forwards and up
- Staying 'tall' with high hips.

TIP

Ensure that children land two-footed on the landing mat.

Session 5.8: Art – Athletic movement in art

5.8: Art Athletic movement in art

Children will create a piece of art that depicts athletic movement.

Children will create their own piece of artwork that represents movement in athletics. This task can be completed in two sessions of about 50 minutes each. However, depending on the resources available, the abilities of the children, the complexity of their artwork and the medium they choose, this could be extended to three sessions.

- Age:**
- Suitable for 7 to 11-year-olds.
- Objectives:**
- Children to study how the body moves during sporting activities
 - Children to create their own representation of sporting movement.
- Resources**
- Examples of different artworks on page 56
 - Range of materials and media for creative artwork
 - Worksheets 5.8a and 5.8b
 - Video clips (see page 54)
 - Internet connection or books for research.

*Movement can
be depicted
in art in many
different ways!*



5.8:

Art

Athletic movement in art

Notes for parents / teachers

FIRST SESSION

In this session you will ask the children to observe how the body moves during different athletics events. Begin by asking children to look at the example images on page 56.

Discuss what the images have in common. Now, explain that motion and movement can be depicted in art in many different ways such as clay modelling, charcoal drawing, painting, action sequence photography and so on.

Children choose one of the following athletics events for this piece of work:

- **Sprinting**
- **Relay**
- **Hammer throw**
- **Discus**
- **Javelin**
- **Long jump**
- **High jump**
- **Hurdles.**

You may want to demonstrate the various techniques for depicting motion and give the children time to experiment and practise their techniques. Also, give them a chance to recreate the movements of their event. Ask them to pay attention to the positions of their arms, legs and torso during their movements.

The children will try to see how athletes' bodies move when competing. They will use their observations to create their artworks.

To help the children, encourage them to watch a short clip of athletes captured in slow motion.

- **Slow motion of sprinting** <https://www.youtube.com/watch?v=yhaxKsBzGfw>
- **Slow motion of relay** <http://tinyurl.com/76rc4vh>
- **Slow motion of hammer throw** <http://tinyurl.com/bvugb4y>
- **Slow motion of discus throw** <http://tinyurl.com/88t6r8s>
- **Slow motion of javelin throw** <http://tinyurl.com/6srpgko>
- **Slow motion of long jump** <http://tinyurl.com/cvkudn7>
- **Slow motion of high jump** <http://tinyurl.com/8559fak>
- **Slow motion of hurdles** <http://tinyurl.com/cwat4gy>

5.8:

Art

Athletic movement in art

If you are unable to view these videos you could ask children to pose as if they are competing in the event. They should look at each other and note their different body positions. They should sketch these positions for reference or use a digital camera. If they have completed Session 5.5 (Muscles and how they work), encourage them to think about which muscles are being used to create which movement.

Children should now confirm what aspect of their event they will represent in their art. Will it be a single moment or the whole event?

They must also decide on which medium they will use. They can now start planning their work of art using **Worksheet 5.8a** and making rough sketches of how it will look.

To round off the session, children can share their preliminary sketches. Assesses their understanding by asking them to explain their artwork and the reasoning behind their chosen technique.

SECOND SESSION

Using **Worksheet 5.8a**, children refresh their memory of the athletics event they are going to represent and the medium they will use. Remind them that they will be focusing on depicting the movement involved in their chosen event. To help with this, ask each child to choose five words to describe their event.

Children then create their piece of art (using **Worksheet 5.8b** if suitable).

At the end of the session, children should present their piece of art, explaining what it depicts.

FURTHER ACTIVITY

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

Older and more advanced children could make more complex artworks, creating imagery with “special effects” or using techniques such as stop-motion animation.

For a simpler task, children could draw sketches of human forms using simplifying techniques. For example, to depict a knee joint, they could draw two cylinders connected by a ball.

Examples of art

5.8: Art

Athletic
movement
in art



Wheelchair racer
© Helen Gyngell



Session 5.9: History – A significant moment in athletics

5.9: History

A significant
moment in
athletics

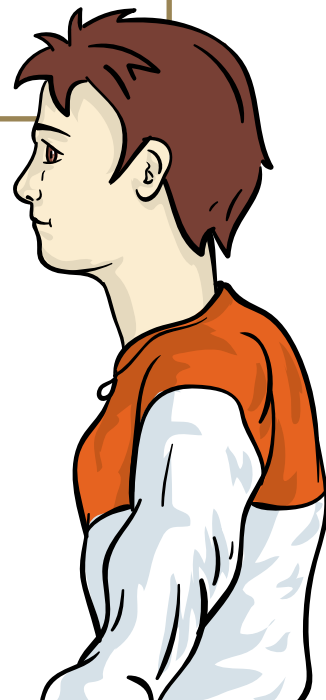
Children will research a famous occurrence in Olympic history. They will then present a short TV news report of that famous event, explaining what happened, why it happened and why it is important today.

This task can be run over one or two sessions. If over one session, then children can use the information on pages 59 and 60 to prepare their TV news reports, and then present them. If run over two sessions, children will have the opportunity to carry out additional research on their own using the internet or books before writing and presenting their reports.

Age: • Suitable for 7 to 11-year-olds.

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

Resources • Video clips (see page 58)
• Sample news stories (see pages 59 and 60)
• Worksheets 5.9a and 5.9b
• Internet connection or books for research.



*One of the
greatest moments
in Olympic history
is recorded as a
'did not finish'!*

5.9: History

A significant
moment in
athletics

Notes for parents / teachers

Explain to the children that they will be presenting a short news report as if on TV. The news report will be about an important event that happened in Olympic history. If possible the children should work in small, mixed-ability groups.

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

BBC Newsround Report - Kids take part in a mini Olympics

<https://www.bbc.co.uk/newsround/50586139>

BBC Newsround Report - Viewer meets his hero David Weir

<https://www.youtube.com/watch?v=ryZ8qApatlI>

Read one of the sample news stories to the children depending on their age:

Derek Redmond at the 1992 Barcelona Olympics on page 59 (suitable for all ages of children)

Black Power Salute at the 1968 Mexico City Olympics on page 60 (suitable for 9-11 year old children)

Children should then complete **Worksheet 5.9a**

If this task is being completed over two sessions, children have the opportunity to do their own research into the event.

Each child or group will now prepare their news report using **Worksheet 5.9b**. They can play one or more roles, such as a news reporter in the studio, news reporter at the track, athletes, track officials, coach, relatives and so on.

The news report should last about 2.5 minutes and it should explain:

- What happened
- Why it happened
- Whether it changed people's attitudes.

ADDITIONAL ACTIVITY

Children could research their event further and write a newspaper report on the event.

Older children could invent some additional eye-witnesses and include them in the news report.

Younger children could write a short timeline of the event to help them structure their report.

5.9: History

A significant
moment in
athletics

EXAMPLE NEWS STORY

Derek Redmond at the 1992 Barcelona Olympics

During the late 1980s and early 1990s, Derek Redmond was one of Britain's greatest track athletes. He broke the British record for the 400m twice and won gold medals in the 4 x 400m relay at the World Championships, European Championships and Commonwealth Games. However, his career had been affected by injuries. For example, at the 1988 Olympics he had to pull out from his 400m heat just seconds before the start due to an injury to his Achilles tendon. By the 1992 Olympics in Barcelona, Redmond had been operated on eight times. He won his 400m heat in his quickest time for four years. He followed that by cruising through the quarter-final, to win a place in the semi-final.

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

It was Redmond's hamstring, the large muscle at the back of his leg, tearing. Redmond collapsed to the floor, clutching his leg. As officials approached with a stretcher to help, Redmond instead pushed himself back to his feet... and, in pain, started hopping towards the finish. He explains: "I said to myself: 'There's no way I'm going to be stretchered out of these Olympics.'"

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

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

Slowly, they made it to the finishing line.

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

A fellow athlete from Canada wrote to Derek Redmond the next day, saying:

"Long after the names of the medallists have faded from our minds, you will be remembered for having finished, for trying so hard, for having a father to demonstrate the strength of his love for his son. I thank you, and I will always remember your race and remember you."

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



© Mark Shearman

5.9: History

A significant
moment in
athletics

EXAMPLE NEWS STORY

Black Power Salute at 1968 Mexico City Olympics

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

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

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

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

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

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

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

However, over 40 years later, their protest is now seen as a defining moment in gaining equality for black people in America.



© Mark Shearman

6: General Information for parents and children

What next for my child?

There are a number of different opportunities for you and your child to further explore athletics and running in your community.

For children, the opportunity to join a club and take part in a funetics programme is great way for your child to develop. If you are the grown-up who cares for the child, here are some things you need to know:

- ▼ As your child becomes a better athlete, the training and competition schedule will increase.
- ▼ So, as well as the child, you, and anyone else in the family will have to cope with these extra demands.
- ▼ You will play a major role in making sure your child leads a balanced lifestyle and does not over train.
- ▼ Get involved, but don't put too much pressure on the child. If a child is experiencing pressure within athletics and running, it can often take away the enjoyment of the sport.
- ▼ Young children should be encouraged to achieve a balance between enjoyment of the sport and celebrating their success.
- ▼ Remember, too much concentration on winning can create a fear of failure. You should emphasise the importance of sport for health, and reward your child's efforts.



*Lead a
balanced
lifestyle*

*Don't
over
train!*

6: General Information for parents and children

How can I get involved as a parent?

For parents, there are also many ways to become involved in athletics and running. We have provided a few ideas below:

- ▼ If you are keen to go for a run with other people, why not join RunTogether, a community of runners who meet regularly and as often as they can, running local routes in local groups across England. All groups are led by qualified run leaders who are there to guide you every step of the way and help you with your running journey.

Visit www.runtogether.co.uk for more information

- ▼ Likewise, if you are interested in running or track and field we have many affiliated clubs across the country who would welcome you with open arms.

Head to www.englandathletics.org and check out the club finder to locate your nearest club.

- ▼ There are a number of opportunities to volunteer within the sport, whether that be as an official, coach, leader, club representative, there are many fantastic ways to get your volunteering fix.

Visit www.englandathletics.org/volunteering for more information on how to start.



Join a local
RunTogether
group.



Or join
a local
club as an
athlete or
volunteer.

6: General Information for parents and children

Safety information and check points

The coach

- ▼ Enquire about the coach's qualifications and experience.
- ▼ The name and contact of the adult responsible for the athlete during the session should be available to the club and coach.
- ▼ The coach's behaviour towards the athlete and you should be appropriate.

The club

- ▼ All staff and volunteers should be qualified to work with children and should only be working alongside a qualified coach.
- ▼ There should be a written code of behaviour which will not tolerate oppressive behaviour such as bullying, racism and sexism.
- ▼ The club should have a point of contact with whom you and your child can voice your opinion.
- ▼ The club should have a health and safety policy and there should be a leader present in every coaching session who holds an up-to-date first aid qualification.
- ▼ The facility in which the sessions are held should have passed a fire and health and safety regulations inspection and have a current track certificate.
- ▼ Hopefully your club has a home nation's club accreditation, a quality mark that the club is safe, effective and child friendly. If not, encourage your club to work toward club accreditation.

Clubs should have a written code of behaviour



6: General Information for parents and children

Information for children

Wear the right clothes for training

- ▼ The best clothes to wear are a T-shirt and shorts.
- ▼ On top of these, wear a jumper and track suit bottoms. If you get too hot, take the jumper and bottoms off. When you have finished training, put them back on again. Always put more clothes on at the end of training, even if you feel hot. This stops your muscles from getting cold. Muscles need to cool down slowly or they will get stiff.

Be ready for any weather

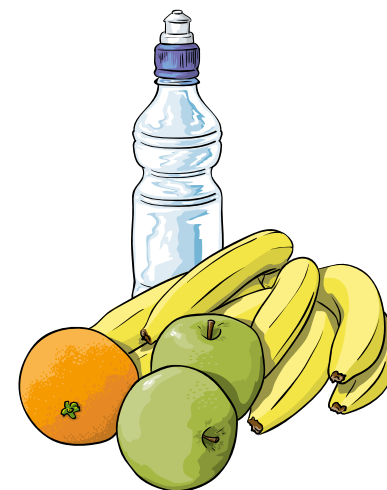
- ▼ Is it going to rain? You can still train, but always wear some good waterproof clothes. You need to keep your body warm and dry.
- ▼ Is the sun shining? We all like to be out in the sun, but you need to be safe. Make sure you put sun cream on bare arms and legs. Don't forget to put some on your face!

Look after your feet!

- ▼ You don't need to wear expensive special trainers. A good pair of sports shoes should be fine. Just make sure they fit you well and feel comfortable.
- ▼ If you go to buy new trainers, try on lots of different ones. Jog up and down the shop to see if they feel right. Do the trainers have a good grip? Are they nice and light?
- ▼ Don't choose trainers just because they look good!

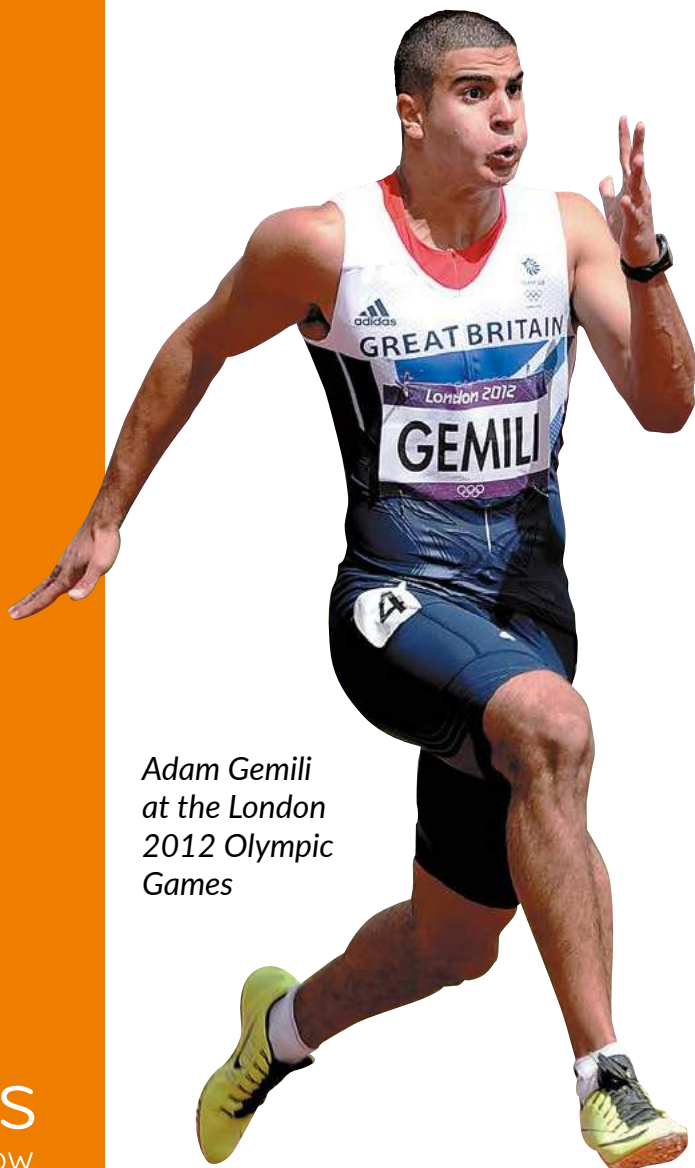
Eat the right food

- ▼ You have to be healthy to be good at athletics. That means you have to eat healthy food. Some things are good for you. Some things are bad for you.
- ▼ It's the same with drinks.
- ▼ Your body needs the right things for two reasons. It helps you to grow, and it gives you the energy you need. Ensure you eat a well-balanced diet and drink plenty of fluids! Your coach will tell you what things are good to eat.



Athletics events - running for speed

7: About Athletics Events



*Adam Gemili
at the London
2012 Olympic
Games*

100m

The 100 metres is a fast explosive power event.

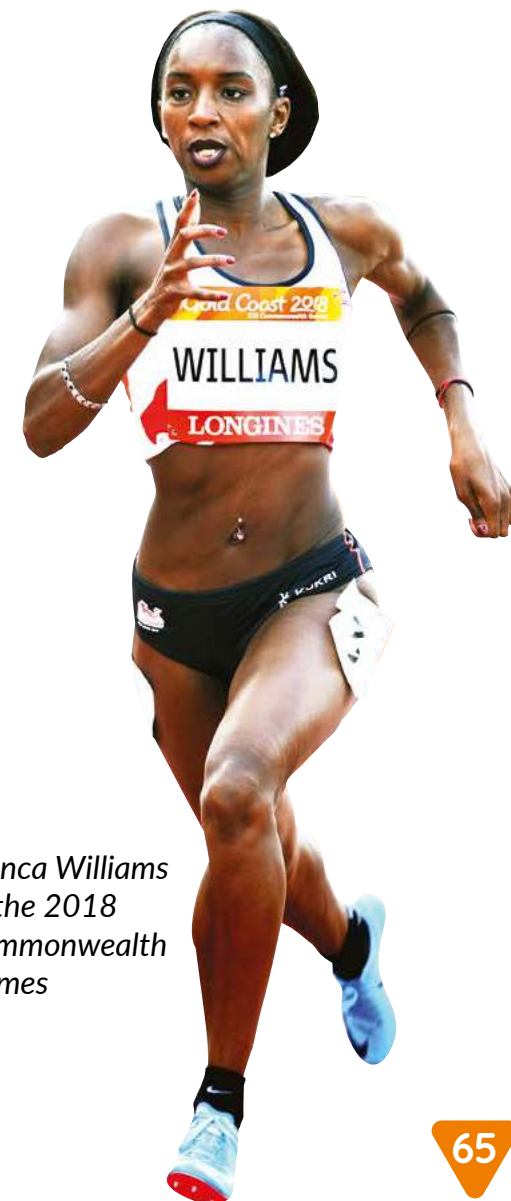
200m

The 200 metres requires similar skills and abilities as the 100 metres, but the ability to maintain a high speed over the additional distance is very important.

300m/400m

The 400 metres for senior sprint athletes is considered to be the ultimate test, as it relies upon strength and speed endurance.

Please note: distances above 200m are restricted in some age groups



*Bianca Williams
at the 2018
Commonwealth
Games*

7: About Athletics Events

Athletics events – running for distance

600m/800m

In the 800 metres athletes have to cover two laps of the track. The event requires a tremendous amount of speed, strength and endurance.

1500m

The 1500 metres is one of the middle distance events. For this event, you run three and three quarter times around the track.

3000m Steeplechase

The 3000 metre steeplechase is run over 28 hurdles and seven water jumps, each being 91.4 cm in height for men and 76.2 cm for women.

5000m/10,000m

The 5000 metres is traditionally the first event that would be categorised as 'long distance', and good levels of stamina are required, alongside a sudden increase of speed. This race is twelve and a half laps of the track, and therefore is unsuitable for children. It is advisable that children concentrate on developing their skills at shorter distances (check the rules with your coach!). The 10,000 metres requires great amounts of strength and stamina over the 25 laps of the running track.



Women's Steeplechase

7:
About
Athletics
Events

Athletics events – running for distance (continued)

Marathon

The marathon covers a distance of 26 miles 385 yards (42,195 metres). The first major marathon was held in the 1896 Olympic Games in Athens, from the village of Marathon to the Olympic Stadium in Athens. The current distance was established at the 1908 Olympic Games in London, when the course was adjusted so the finishing line was in front of the royal box at the White City Stadium in London. As the marathon covers such a long distance, the minimum age you have to be in order to participate is eighteen years old.

20 & 50K Walks

The rules state that walking is: 'A progression of steps so that unbroken contact with ground is maintained'. These walks cover a very long distance in which only senior athletes should attempt. However, there is no reason why you cannot practise the walking technique over much shorter distances.



*Mo Farah at the London 2012
Olympic Games*

7:
About
Athletics
Events

Athletics events – running over obstacles

Sprint Hurdles

Hurdles is a fast, explosive power event in which athletes have to sprint and clear barriers. Children can hurdle over low obstacles as opposed to full height hurdles in order to participate. It is vital that a young athlete learns to run with a good technique in between the hurdles.

300m/400m Hurdles

The 400 metre hurdles is the ultimate test, as it relies upon the speed of a sprinter, the strength and endurance to maintain that speed over the longer distance and also the ability to clear the hurdles.



*Hurdler Andrew Pozzi at the
2018 Commonwealth Games*

7: About Athletics Events

Athletics events - running in teams

4 x 100m relay

Four athletes are needed to make up a team, and each athlete has to take their turn to run 100 metres whilst transporting the baton to the next athlete around the track. The athletes must make sure they pass the baton over in the correct area, and they do not drop the baton. The winners are the first team across the line who complete this successfully.

The English 4x100m men's team ran a fantastic race to win the Gold Medal in the 2018 Commonwealth Games in the Gold Coast (Australia).

The relay is a very enjoyable and competitive team activity in which children can take part. They can practise their technique at passing the baton to one another and have races over shorter distances. The amount of runners in teams could also be varied, especially for fun races.

4x400m relay

Four athletes are needed to make up a team, and each athlete has to take their turn to run 400 metres whilst transporting the baton around the track to the next athlete. The athletes must make sure they pass the baton over in the correct area and they do not drop the baton. Change over is much easier than the faster 4 x 100 metre relay event.



Zharnel Hughes takes the baton from Reuben Arthur in the 4x100m relay at the 2018 Commonwealth Games

7: About Athletics Events

Athletics events – jumping

Long Jump (Jumping for distance)

The long jump is a sequence of movements from the run up, to taking off from the board, to the movement whilst jumping, and the landing in the sand. The young athlete can take part in lots of different jumping activities which will improve their long jumping skills. They often begin by practising the standing long jump before combining both the run up and the jump. It is good to master the long jump technique first.

Triple Jump* (Multiple Jumps)

Formerly called the 'Hop, Step, Jump'. A high degree of flexibility, control, speed and strength is required to master this event.

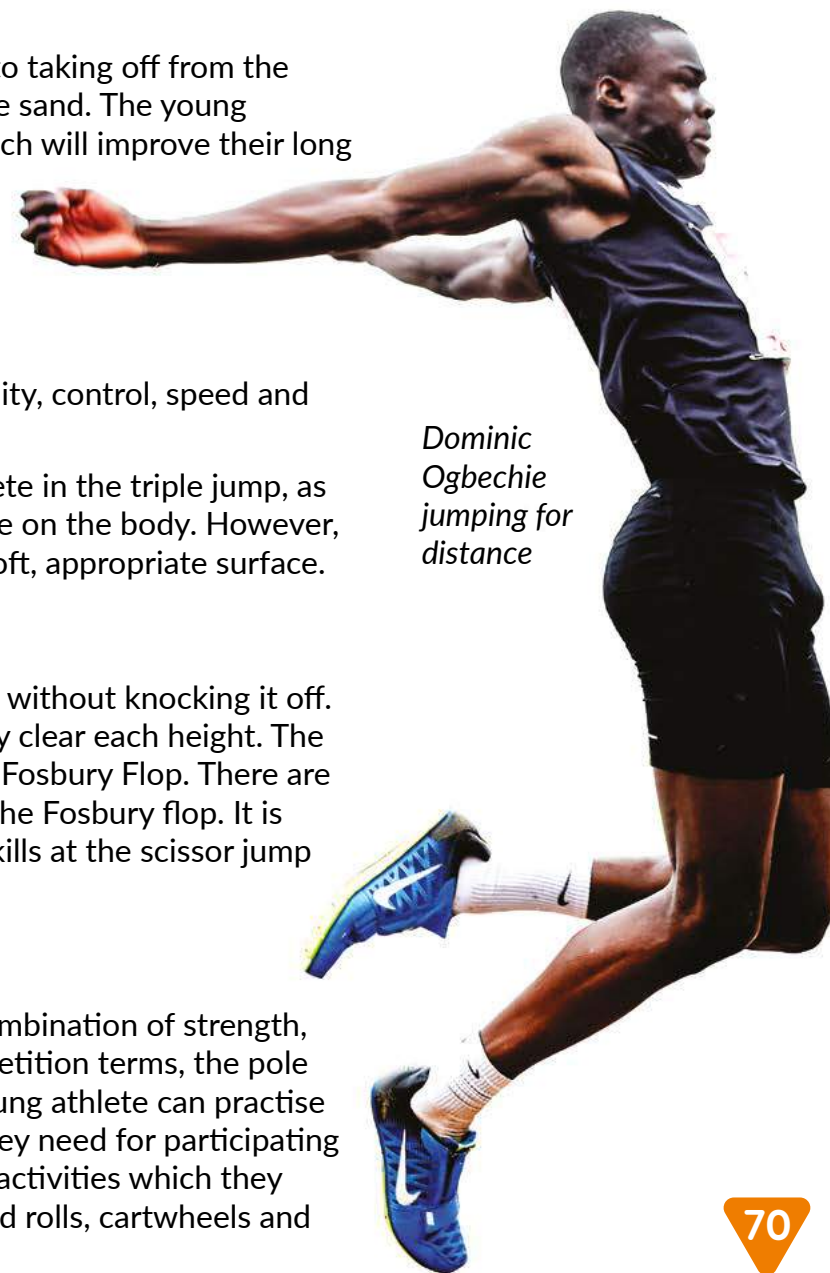
* Boys and girls under the age of 11 are not allowed to compete in the triple jump, as it is a very difficult event that puts great amounts of pressure on the body. However, children aged 8-11 years can try standing triple jump on a soft, appropriate surface.

High Jump (Jumping for Height)

The high jump involves athletes jumping over a horizontal bar without knocking it off. The high jump bar is raised each time the athletes successfully clear each height. The most common technique used by senior athletes is called the Fosbury Flop. There are two high jump techniques you can use, the scissor jump and the Fosbury flop. It is advised that the young athlete practises and develops their skills at the scissor jump first.

Pole Vault (Jumping for Height)

One of the most spectacular of the field events, in which a combination of strength, speed, agility and gymnastic skills are all called upon. In competition terms, the pole vault is generally an activity for older athletes. However, a young athlete can practise various activities which will help them to develop the skills they need for participating in the pole vault at an older age. These may include swinging activities which they can practise on climbing frames, trapezes and ropes. Backward rolls, cartwheels and handstands are also useful to develop these key skills.



*Dominic
Ogbechie
jumping for
distance*

7: About Athletics Events

Athletics events – throwing

Shot (Push Throw)

This is the projecting of a solid metal ball from within the confines of a concrete circle. The requirements of the event are strength, explosive speed and control. The shot is released after a glide or rotation round the circle. Famous past and present UK shot athletes include Sophie McKinna and Judy Oakes. Shots are very heavy! It is therefore advised that the young athlete practises by throwing cricket or rounders balls. If the young athlete is in year six at school (10-11 years old), they can practise putting the shot (2.72kg maximum).

Javelin (Pull Throw)

A spectacular event, in which the competitors hurl the spear-like implement. As with the hammer, the young athlete will probably start training for this event by throwing other implements such as a soft Howler / Turbo jav or a cricket / rounders ball.

Discus (Sling Throw)

The discus is one of the events which was held in the ancient Olympic Games. The requirements of the event are strength, explosive speed and control. The discus is released after a rotation around the circle. A young athlete may start their training for throwing using a discus made of foam, which can be used safely indoors, or outside.

Hammer (Hurling Throw)

A spectacular event in which strength, explosive speed and control are all essential. The hammer is released after a rotation around the circle. Again, the young athlete will not use a full weight hammer until they are a senior athlete. They may start their training using a soft foam hammer which can be used indoors or outdoors. Hoops or quoits may also be used to practise.

Shot putter Joshua Bain at the 2018 Commonwealth Games



7: About Athletics Events

Athletics events – combined events

Combined events require great amounts of speed, strength, agility and endurance, along with the ability to compete consistently in all the events.

Male events – Decathlon

The decathlon comprises of ten events, in which male athletes compete over two days. On day one, the athletes have to compete in the 100 metres, followed by the long jump, shot put, high jump and 400 metres. On the second day, they have to compete in the 110 metres hurdles, followed by the discus, pole vault, javelin and 1,500 metres. Athletes score points depending on how fast they have run, or the distance / height they have jumped, thrown or vaulted.

Due to the nature of combined events, children should compete in a version of a triathlon or quadrathlon until they are 13 years old. When they are in the under 15 category, they can compete in the pentathlon (five events) which is held over one day and includes the 80m hurdles, shot put, long jump, high jump and 800 metres. As an under 17 athlete, they can compete in the octathlon (eight events) which includes the long jump, discus, javelin, 400 metres, 100 metre hurdles, high jump, shot put and 1,500 metres. Only when they reach the under 20 category can they compete in the full decathlon event.

Female events – Heptathlon

The heptathlon comprises of seven events in which female athletes compete over two days. On day one, the athletes have to compete in the 100 metre hurdles, followed by the high jump, shot put and 200 metres. On the second day, they have to compete in the long jump, javelin, and finally the 800 metres. Athletes score points depending on how fast they have run, or the distance / height they have jumped or thrown.

When they are in the under 15 category, they can compete in the pentathlon (five events) which is held over one day and includes the 75m hurdles, shot put, high jump, long jump and 800m. Girls in the under 17 category can take part in the heptathlon, but the normal 100 metres hurdles is ran over the shorter distance of 80 metres. Only when they reach the under 20 category can they compete in the full heptathlon event.



Katarina Johnson-Thompson competes in the Heptathlon at the 2018 Commonwealth Games

8: History & Heroes of Athletics

Where it all began...

The Greeks had three running events: the stade, the diaulos, and the dolichos. These correspond with 200m, 400m and 5000m, though we are only certain of the length of the first two distances. The word 'stadium' literally means 'the area enclosing the stade', which was 192.4 metres in length. The Greeks ran barefoot and naked from platforms of grooved stone – essentially primitive starting blocks – and devised the 'husplex', a simple starting gate with a horizontal wooden bar in front of the sprinter. Previous to the creation of the husplex, false starts were punished by whipping! The diaulos was run around pillars, as was the dolichos, which sometimes involved the wearing of armour.

On the abandonment of the Olympic Games in 390AD, there was little in the way of competitive running until the 17th Century in England, when match races, involving betting, began. This continued to develop into the 19th Century when each week, summer and winter, dozens of match-races were held. The development of the railway system meant local champions could compete nationally, and in the mid-19th Century 'pedestrian carnivals' began – meetings with big money prizes.

Amateur athletics developed in the final quarter of the century, without betting or cash-prizes. In 1887, the American coach Mike Murphy invented the 'crouch' start, by which time gun-starts had replaced 'starting by consent'. In 1928, the American Bresnahan took out a patent for starting blocks, but it was 1948 before they were employed in Olympic competition. By this time runners like the great American Jesse Owens had brought sprinting to the global stage.

In 1968, the first artificial surface, Tartan, was used in an Olympic Games, and in 1980 force-sensitive blocks were used to detect false starts. Early Olympic Games did not permit distance running for women, and it was 1960 before they were regularly allowed to compete in distances beyond 400m. 1984 was the first occasion on which they competed in the Olympic marathon, and Paula Radcliffe's best marathon is over an hour faster than the men's winning time in the first Olympics of 1896.



Ruins at Olympia in Greece, site of the original Olympic Games.



Medal from the first modern Olympic Games held in Athens in 1896.

8: History & Heroes of Athletics

English Heroes of Athletics

Steve Cram MBE

Events: 800m and 1500m

Date of Birth: 14 October 1960

Place of Birth: Tyneside

Career:

The ultimate prize, an Olympic title, narrowly eluded Steve Cram (he finished second to fellow legend Seb Coe over 1500m in 1984) but he won everything else: the World Championship in 1983 and gold medals in the European Championships and Commonwealth Games in 1982 and 1986, together with an 800m victory on the latter occasion.

He enjoyed a brilliant spell in 1985 when he set World Records at 1500m (3:29.67, the first ever sub-3:30 time), mile (3:46.32) and 2000m (4:51.39) in the space of 19 days! All three remain British records.



Dame Kelly Holmes

Events: 800m and 1500m

Date of Birth: 19 April 1970

Place of Birth: Kent

Career:

When Dame Kelly Holmes won the 1994 Commonwealth title in her first season of serious racing at 1500m, the future looked golden... but she suffered one setback after another. A hairline fracture ruined her chances at the 1996 Olympics, and a torn Achilles tendon led to her breakdown at the 1997 World Championships where she was favourite.

Despite being well short of full fitness, she was third at 800m in the 2000 Olympics. It wasn't until the 2002 Commonwealth Games that she stood again on the winner's rostrum, reclaiming the 1500m title in 4:05.99. Dame Kelly is most famous for winning double gold in the 800m and 1500m at the 2004 Olympic Games.



8: History & Heroes of Athletics

English Heroes of Athletics

Jonathan Edwards

Event: Triple Jump

Date of Birth: 10 May 1966

Place of Birth: London

Career:

Jonathan's aim in 1995 was to rebuild his strength and confidence after suffering from the energy-sapping Epstein Barr virus. To his own astonishment, he developed into the world's greatest triple jumper. At age 29, he became the first man to jump over 60 feet with a wind-aided 18.43m. At the World Championships, he smashed the world record with barrier-breaking efforts of 18.16m and 18.29m – distances which have been unapproached since. Five years later, he became Olympic Champion after having been placed second in 1996. He won a second world title in 2001 and was world ranked number one seven times between 1995 and 2002.



Ashia Hansen

Event: Triple Jump

Date of Birth: 5 December 1971

Place of Birth: Evansville (USA)

Career:

Ashia Hansen was so disappointed with early results that, aged only 23, she considered retiring. Happily, she reconsidered and, in 1998, set a world indoor record of 15.16m to win the European indoor title. In 1999, she won the World Indoor title. Her greatest drama was in 2002 at the Commonwealth Games. With the penultimate jump, Cameroon's Françoise Mbango soared to an African Record of 14.82m, her demeanour suggesting she felt the competition was over. That fired up Hansen even more for her final attempt... and, producing her longest jump for three years, she won with 14.86m. That success and a European title soon after ensured she was number one in the world that year.

8: History & Heroes of Athletics

English Heroes of Athletics

Steve Backley

Event: Javelin

Date of Birth: 12 February 1969

Place of Birth: Sidcup

Career:

Steve Backley became the first British male to set a World record in a field event when he threw the javelin 89.58m in 1990, improving to 90.98m a few weeks later and to 91.46m in 1992. He won no fewer than four European titles between 1990 and 2002 and three Commonwealth Games Gold Medals during the same period. But for the presence of Jan Zelezny, he would have been Olympic Champion in 1996 and 2000 and World Champion in 1995, but had to settle for a pair of Olympic silvers plus a bronze in 1992, together with placing second in the World Championships of 1995 and 1997.



Fatima Whitbread

Event: Javelin

Date of Birth: 3 March 1961

Place of Birth: London

Career:

The world's top ranked javelin thrower for two years, Fatima Whitbread won the European championship in 1986, setting a phenomenal world record of 77.44m in the qualifying round, the first world record by a British thrower, and added the world title the following year to make up for her disappointment at the 1983 World Championships where she led until the very last throw of the contest. At the Olympics she was bronze medallist in 1984 and runner-up in 1988.

8: History & Heroes of Athletics

English Heroes of Athletics

Jessica Ennis-Hill

Event: Heptathlon (Combined Events)

Date of Birth: 28 January 1986

Place of Birth: Sheffield

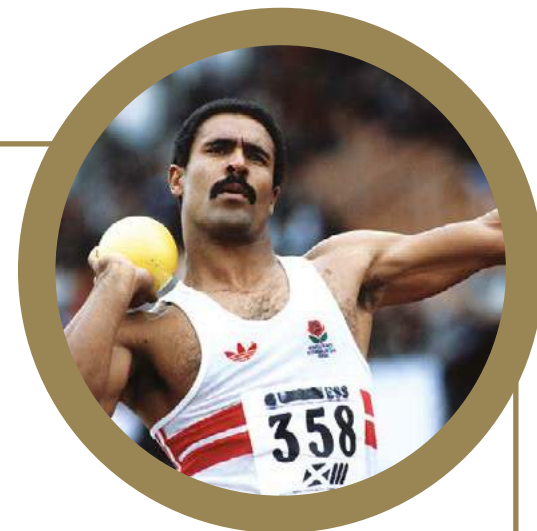
Career:

Jess is one of Britain's greatest ever athletes and was the face of the 2012 London Olympics. Probably her greatest moment came at these Olympics, when she won the Heptathlon title in her highest ever score of 6955. This included setting the British 100m hurdles record with a time 12.54, in the process.

After taking some time off in 2013 and 2014 to give birth to her son Reggie, she set out to regain her world title in 2015, which she did in impressive style.

There was one final challenge: the 2016 Olympics in Rio. She narrowly missed out on this occasion finish second and fighting hard to the end.

In 2017 she was appointed a Dame in the New Year Honours.



Daley Thompson

Event: Decathlon (Combined Events)

Date of Birth: 30th July 1958

Place of Birth: Notting Hill (London)

Career:

Daley Thompson remains the world's greatest ever decathlon competitor. No one has match his momentous win streak of 12 decathlons over a six-year period, during which he collected World, European and Commonwealth titles as well as two Olympic triumphs. Daley was the first man to hold the Olympic, European and Commonwealth decathlon titles, as well as the world record, and he went one step further in 1983 by capturing the world title in Helsinki.

Acknowledgements

This resource has been created for parents, carers and teachers to help children learn and stay active at home. It has been developed building on previously created resources and in partnership with B3 Creative and Sportshall Athletics.

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