

# CALDERDALE SCHOOL GAMES

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# ATHLETICS



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## ATHLETICS – CONTINUOUS RELAY

### Quick introduction

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

For further information and resources please visit [www.sportshall.org](http://www.sportshall.org).

### Getting started

- All athletes contesting the relay sit on the team base mat.
- The first athlete from each team steps up to the start line, ensuring that their feet remain behind the line. A crouched start is not permitted and hands may not be placed on the floor.
- On the whistle/gun the first athlete runs towards the first reversaboard. The athlete turns on the reversaboard and runs the return leg, turning on the second reversaboard behind the team mat. Athletes must return to the centre of the hall and hand the baton to the next runner, who proceeds as the previous runner.
- The retiring runner returns to the team base mat and sits behind the rest of the team.
- The last runner proceeds as the previous runners but, after turning on the second reversaboard behind the team, this runner must run through the finish line in the centre of the hall.
- The athletes that are not running must sit on their team mat to ensure a clear view for the judges.
- Mats should be set back from the start line and offset to the left as shown.

### Health and safety

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

### Equipment required

- One baton per team.
- Reversaboard if available (if not, cones can be used).
- Mats for the team to sit.
- Starting whistle or gun.



# ATHLETICS – CONTINUOUS RELAY

## Getting started (continued)

- The relay can have different forms
- 1 + 1 lap relay – each team member completes one lap each.
- 2 + 2 lap relay – each team member completes two laps each. The athlete's two laps are completed consecutively.
- 1 + 2 lap relay – the first team member completes one lap and the second team member completes two laps.
- 4 x 1 lap relay – each of the four team members complete one lap each.
- 4 x 2 lap relay – each of the four team members complete two laps each. Each athlete should complete their two laps consecutively.
  - Mini hurdles can be introduced throughout the course to make it more challenging.
  - Practise the technique of baton passing to improve results.
  - Do not allow athletes to stand up to receive the baton until the team-mate has.
  - Ensure athletes sit on the team mat as quickly as possible after passing the baton to clear the lane.
- Reducing the size of the track (and distance of race) if possible and increasing numbers of team members can be more enjoyable as team-mates touch the baton more regularly.



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## PHYSICAL ME

- Runners should try to:
  - move their legs fast and work their arms hard
  - run tall and keep the head still
  - practise the changeover with the next runner using hand tag, quoit or baton.

## SOCIAL ME

### Leading and volunteering

- Equipment managers should ensure equipment is set up correctly and the relay baton is with the first runner from each race.
- Team manager/Captain should motivate and encourage the team and individuals and ensure that all teams play to the rules and respect others.
- Officials should ensure all athletes remain seated on their team mat until it is their turn to take over the baton and ensure all runners complete the correct distance and baton changeovers.

### Think inclusively (STEP)

#### Space

- Reduce or increase the distance to support or challenge the athletes; for example, mobility-impaired athletes turn round a cone instead of a reversaboard.

## Task

- Walk, jog and then run the course.

## Equipment

- Move the reversaboard closer together.

## People

- Increase or decrease the numbers in each team.

## TACTICAL ME

Can I choose the correct speed to run, either to catch somebody or to pace myself in a longer relay?

## THINKING ME

- Do I know how I am going to turn quickly?
- Have I practised using a reversaboard?
- Do I know how to reach a high speed quickly?

## SPORTING ME

**Spirit of the Games:**  
*Excellence through Competition*



Do I always try my absolute hardest?



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## ATHLETICS – VORTEX HOWLER THROW

### Quick introduction

Nothing is greater fun than throwing the vortex, and this challenge makes a fun competition as well. The idea of the competition is to throw the vortex howler as far as possible. The further you throw the more points you score.

For further resources and guidance, please visit [www.quadkids.org](http://www.quadkids.org)

### Equipment required

- Vortex howlers and markers.

### Getting started

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

### Health and safety

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



# ATHLETICS – VORTEX HOWLER THROW

## PHYSICAL ME

- Athletes should
  - have opposite foot from throwing arm forward
  - drive legs before arms
  - aim for height as well as distance by moving from a low to high position.
- Athletes throwing from a seated position may need to sit at an angle to direction of throw to maximise leverage.

## SOCIAL ME

### Leading and volunteering

- Equipment managers should ensure all equipment is set up correctly and available throughout the event.
- Media team should take action photos throughout the competition and conduct short interviews with participants. After the event the leader should transfer the pictures to a computer and help to create a display in school.

## Think inclusively (STEP)

### Space

- A human guide or tactile throwing line can help visually-impaired athletes to orientate themselves.

### Task

- A target version may be more appropriate for some young people who have severe physical impairments; for example, throwing a beanbag or lightweight ball into a target grid adjacent to the throwing line.

### Equipment

- Substitute lightweight implements, such as soft balls or bean bags; some athletes may need to practise with these before trying the vortex.

### People

- Try a relay version; a small team throw in turn to reach a target line; each thrower goes from where the previous throw landed.

## THINKING ME

- How can I ensure I use my legs as well as my arms?
- Do I know the right angle of release to get the howler to go furthest?
- How can I ensure I am accurate?

## SPORTING ME

**Spirit of the Games:**  
*Excellence through Competition*



Do I always congratulate others on their good throws?

## TACTICAL ME

Do I evaluate every throw and work out what kind of throw is needed next?



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## ATHLETICS – STANDING LONG JUMP

### Quick introduction

The standing long jump is a two-footed jump from a standing position. It is a great challenge for measuring and improving leg strength and improving jumping technique.

This activity is an event that forms part of the Sportshall and Quadkids team competitions.

### Getting started

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



### Health and safety

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

### Equipment required

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

# ATHLETICS – STANDING LONG JUMP

## PHYSICAL ME

- Athletes should
  - keep the head up and body erect
  - use arms actively but swinging naturally in the opposite way from the legs
  - gain height as they jump
  - practise 'giving' in the legs on landing trying not to make a noise on landing.

## SOCIAL ME

### Leading and volunteering

- Record keepers should write down the distance achieved for each athlete and then convert the furthest distance into points using the score recorder.
- Public relations/Event management teams should promote the competition in school, help to organise the competition. On the day they should be involved in presenting the awards and certificates.

### Think inclusively (STEP)

#### Space

- A visually-impaired athlete will need to orientate themselves to the space and location of the jumping line; a tactile line (tape over string, for example) may assist this.

#### Task

- The jump can be interpreted more widely; for example, as a two-handed push for distance by wheelchair users, or the fewest number of steps between two lines for those using a walking frame.

#### Equipment

- The measured mat may not be appropriate for some disabled athletes who use sticks, crutches, prosthetics or wheelchairs. They should jump, or push, from a line on the ground.

#### People

- There is not a parallel disability athletics event in every case; work with athletes to develop an appropriate equivalent.

## THINKING ME

- How can I ensure I land safely?
- How can I get the most from the action of my arms?
- I need to learn how to measure a jump correctly so I can get someone to help me measure when I practise.

## SPORTING ME

### Spirit of the Games:

#### *Excellence through Competition*



I know it is possible to get better and better at this event.

## TACTICAL ME

I need to know when I am at my strongest and also ensure I warm up so my muscles are warm and effective.



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