

INCLUDING STUDENTS WITH VISUAL IMPAIRMENTS IN PHYSICAL EDUCATION

CREATED BY:



ALBERTA SPORTS AND RECREATION
ASSOCIATION FOR THE BLIND

TRACK & FIELD



SUPPORTED BY:



Foundation
HEALTH & WELLNESS | EDUCATION | AMATEUR & GRASSROOTS SPORTS

CONTENTS

ACKNOWLEDGMENTS	2
UNIT OVERVIEW: TRACK AND FIELD	3
BACKGROUND	3
DEVELOPING SKILLS FOR TRACK AND FIELD	3
PRE-DISCUSSION	4
PRE-TEACHING	5
TEACHING STRATEGIES	6
CLASSIFICATIONS	7
FURTHER RESOURCES	8
FURTHER PROGRAMMING	8
1: INTRODUCTION TO SPRINTS, STARTS, AND RELAYS	9
2: INTRODUCTION TO DISTANCE RUNNING	13
3: INTRODUCTION TO COMPETITION RACES	16
4: INTRODUCTION TO JUMPING	18
5: LONG JUMP	21
6: LONG JUMP INTO THE SAND PIT	23
7: INTRODUCTION TO SHOT PUT	26
8: INTRODUCTION TO DISCUS	29
9: PRACTICING DISCUS THROW	32



ACKNOWLEDGMENTS

WRITERS

Kim Cousins

Jim Grove

REVIEWERS

Mike Lonergan

Linda MacPhail

PHOTOS

Anthony Murdoch



FUNDING SUPPORT

The Alberta Sports & Recreation Association for the Blind gratefully acknowledges the funding support of the Calgary Flames Foundation in the production of these lesson plans.

MORE INFORMATION

For more information on sport lesson plans and programming for students with visual impairments, please visit the website for the Alberta Sports & Recreation Association for the Blind at asrab.ab.ca.

UNIT OVERVIEW: TRACK AND FIELD

BACKGROUND

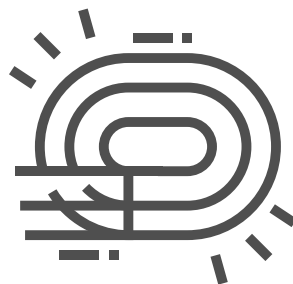
Track and field falls within a group of competitive events more broadly known as athletics. Track and field events typically involve running, jumping, and throwing skills. A few recognizable examples would be the 100 metre sprint, 100 metre hurdles, 5000 metre distance, long jump, high jump, shot put, and javelin throw.

Track and field, or athletics, is one of the most common and popular sports around the world due to its simplicity and lack of need for expensive equipment. The rules and format of the modern track and field events were defined in Europe and North America in the 19th and early 20th century, but organized competitions can be traced back to the Ancient Olympic Games in 776 BC in Greece.

DEVELOPING SKILLS FOR TRACK AND FIELD

This lesson plan unit is designed to accommodate students with visual impairments when introducing track and field in your physical education class. These nine lessons provide instruction and practice in the fundamental elements of running, jumping, and throwing, with a small element of Teaching Games for Understanding (TGfU) whenever possible.

Teaching Games for Understanding (TGfU) is an approach to sport and activity teaching that balances traditional technical and tactical instruction with engaging game-like play that develops skills and tactical understanding in a fun applied setting. In the process, it provides participants with instinctive insight into how these skills and tactics may transfer to other sports and activities that have similar rules and formats (e.g., other target games, net games, territory games, and striking and fielding games).





PRE-DISCUSSION

As you follow these lessons, keep in mind that all your students will have different learning needs at different times in your class. As the instructions and activities in these lessons address the needs of all students, including students with visual impairments, and you will need to use judgement in determining precisely when and where to use different approaches to instruction and activity design.

To begin, the best approach to teaching students with visual impairments is to talk with them in advance. Ask them about their level of vision, their sport background, any preferences they might have for instruction, and what you can do to make their class experience positive and successful.

Whenever possible, include their parents and any support staff such as a learning assistants or teachers of visually impaired (TVI) in these pre-discussions. The best place to start is usually the parents. Make sure to connect with them before your class to get initial information about the student, including their medical background.





Always be respectful with your questions. Try to engage students one-on-one in conversation and avoid asking questions in front of the whole class. Some questions you can ask students with visual impairments:

What can you tell me about your visual impairment and your vision?

- How long have you had your visual impairment? Was it present at birth, or did it develop later due to illness or accident? (This can influence how the student understands your teaching instructions.)
- How comfortable are you in a large classroom or gymnasium?
- What kinds of experiences have you had in physical education or physical activity? (Keep in mind that students with visual impairments can be just as physically adept as sighted children.)
- Is there anything you would like to suggest about how we can help you in the class?
- Are there any other pieces of information you want to share?
- Do you already have any adapted equipment that can be included in this class?

PRE-TEACHING

Prior to teaching your lessons, it is important to determine whether your visually impaired students have the basic movement knowledge required to participate fully in the lesson and learn effectively. Especially in grades 5 to 8, many students with visual impairment may not have had much, if any, experience in the basic movement mechanics of running, jumping, and throwing. For example, they might not know what a “high knee” means in relation to running technique. In these instances, you should spend some time pre-teaching these terms and movements to students with visual impairments before your class, because you won’t have enough time during the actual lesson.



TEACHING STRATEGIES

There are a variety of teaching strategies that you can use to ensure students with visual impairments have success in your class. These are discussed in the ASRAB guide Including Students with Visual Impairments in Physical Education. They are summarized briefly below.

1. PRE-DISCUSSION

Ask students with visual impairments about their level of vision, their sport background, any preferences they have for instruction, and what you can do to make their class experience positive and successful. Whenever possible, include parents and any support staff such as a learning assistants or teachers of visually impaired (TVI) in the discussion. Prior to teaching a particular lesson or unit, take a few minutes to discuss the goals and aims so the student knows what to expect.

2. PRE-TEACHING

Based on your pre-discussion, be prepared to spend some time pre-teaching key terms and movements to students with visual impairments if necessary. This needs to be done in advance of your actual class because you won't have enough time during the lesson.

3. VERBAL DIRECTIONS

Give thought to what kinds of words, phrases, and cues will provide the student with the clearest understanding of the activity. Be as descriptive as possible as they cannot rely as much on visual information.

4. VISUAL DEMONSTRATIONS

Depending on the level of visual impairment, some students may be able to learn from visual demonstrations. When demonstrating, check to confirm what they can and cannot see or understand.

5. PHYSICAL GUIDANCE

Sometimes a student can benefit from a teacher, learning assistant, or classroom peer using their hands to physically guide the student's body or limbs to learn the movement skill or activity. However, it is essential to ask for the student's consent before using this approach.



6. TACTILE MODELING

Tactile modeling is essentially the reverse process of physical guidance above. The student uses their hands to feel the teacher, learning assistant, or classroom peer perform the skill. As with the physical guidance method, it is essential to ask for the student's consent before using this approach.

7. WHOLE-PART-WHOLE (WPW)

Many students can benefit from the whole-part-whole (WPW) teaching method. This involves first teaching the skill as a whole, then breaking the skill into its smaller composite movements, then performing the movements together as a complete sequence again.

8. PROVIDING FEEDBACK

As students practice a skill, watch to see if they are doing it properly, then provide feedback where needed. While it's important not to "over-coach" your students, you also want to help them to achieve success and avoid developing incorrect habits.

9. PARTNER ACTIVITIES

Partner activities allow students with visual impairments to get extra assistance in developing the skill. Wherever practical, add partner activities in your lesson planning.

CLASSIFICATIONS

Students with visual impairments may appreciate knowing about the basic classifications of visual impairment and how these relate to competition. For example, individuals who are classified B1 do not compete against B3 athletes. Many sports have their own classification systems, and track and field is one of them. For track events, competitors are classified as T11, T12, or T13. For field events, they are classified as F11, F12, or F13



FURTHER RESOURCES

Run Jump Throw Teacher Resource, ATHLETICS CANADA

Comprehensive teaching resource with lessons plans addressing skills for athletics:

[PDF](#)

An Opportunity for All, BC BLIND SPORTS AND RECREATION ASSOCIATION

10 weeks of home-based games and activities for developing physical literacy and movement skills:

[WEB](#)

NORTHWEST ASSOCIATION FOR BLIND ATHLETES (NWABA)

Online videos for teaching a variety of sports and movement skills, including running, jumping, throwing, and track and field:

[YouTube](#)

FURTHER PROGRAMMING

If you have any students with visual impairments who take special interest in track and field as a result of these lessons, be sure to direct them to your local, regional, or provincial athletics association to learn about further programming opportunities.





INTRODUCTION TO SPRINTS, STARTS, AND RELAYS

Grades: 5-9 Class Time: 45 minutes to 1 hour

OBJECTIVES:

To introduce basic sprinting technique and starting position.

EQUIPMENT:

- Skipping ropes
- Brightly coloured tall cones or pylons.

WARM-UP (8 MINUTES)

1. Set up a large square activity area marked with bright cones.
2. Ask students to spread out randomly around the activity area.
3. Warm up game: "Simon Says".
When you say go, the students must react to your instructions:
 - Hop on both feet
 - Hop on one foot
 - Walk slowly around the square
 - Go down on one knee
 - Stand as tall as you can with your arms over your head
 - Bum kick in one place
 - Lift one leg with your knee bent and then your opposite knee
 - When you are finished warm-up, ask everyone to sit.





ACTIVITY 1: RUNNING TECHNIQUE A, B, C (10 MINUTES)

1. Start by demonstrating high knee in place (A run).
 - Make sure the femur is parallel to the ground and the foot is extended in the air.
 - Ask students to march with high knee over 10 metres, twice.
 - As students become more comfortable with the movement, have them try high knee skips over 10 metres, twice.
2. Next, ask students to run in place, kicking their bum, while keeping their core straight and tall (B run).
 - Then have them perform this action while walking forward.
 - Then have them perform this action while running at slow speed.
 - Standing in one spot, have students A skip, then B skip, and continue alternating these movements, standing right side, then left. This is the basis of the C run.
3. Next, have students walk slowly around a small area doing A lift then B lift. Have them continue this action right, left, right, left.
4. Next, have students A jog then B jog over 20 metres for two sets.
5. Finally, incorporate these movements into a game such as “Simon says A skip in place”— or B skip in place, or C skip, or A walk, etc. so students practice all the movements.



ACTIVITY 2: STARTS (10 MINUTES)

1. Gather all students into a small group and introduce the four-position start for track and field.
 - After discussing the four-position start with the group, demonstrate it with one student.
 - Use a skipping rope to simulate the starting line.
 - Assume a lunge position, placing both hands on the ground and lifting the back knee off the ground.
2. Next, divide students into small groups and have them try the starting position, helping each other to get the feeling of it.
3. Once students have practiced the start and the running technique, have some small races.
 - Depending on the extent of each participant's vision impairment, they may need to have a guide while they run. They can use a skipping rope or a scarf to run with someone close to them.
 - After the guide and the student get into the starting position, instruct them to take only 6 steps for their start.
 - Ask if they are ready and then say start.
 - By keeping the start a short distance 6-8 steps, every participant can try it multiple times.
 - Many students will want to keep going and run farther, so you should set out tall cones to indicate how far they need to run.
4. Practice starts over 10 metres three times, then 20 metres three times, then 30 metres three times.
5. You can finish by setting up mock races where students can have fun challenging each other.





ACTIVITY 3: RELAY GAME (8 MINUTES)

1. Divide the class into groups of five.
2. Set up large brightly coloured cones to mark a start position and a distance 20 metres away. Each group has one bright pinnie that will be passed to the next teammate after each participant runs.
3. Each of the five teams decides the order in which each student will run.
4. Start the relay with on your marks, get set, then go. First student in each group runs to the big cone and back with the pinnie in their hand. Students hand the pinnie to the next runner who runs to the cone and back, until the entire group has done this once. After everyone in the group has run, they show they have finished by sitting down quickly.



COOL DOWN (10 MINUTES)

1. Ask students to spread out over an area.
2. Call out the movements that you would like them to mimic, such as A, B, C, start position, lay on back, lay on stomach, one leg, hop, stretching, etc.
3. Review the day and highlight how the next lesson will address short distance and long distance running races.



INTRODUCTION TO DISTANCE RUNNING

Grades: 5-9 Class Time: 45 minutes to 1 hour

OBJECTIVES:

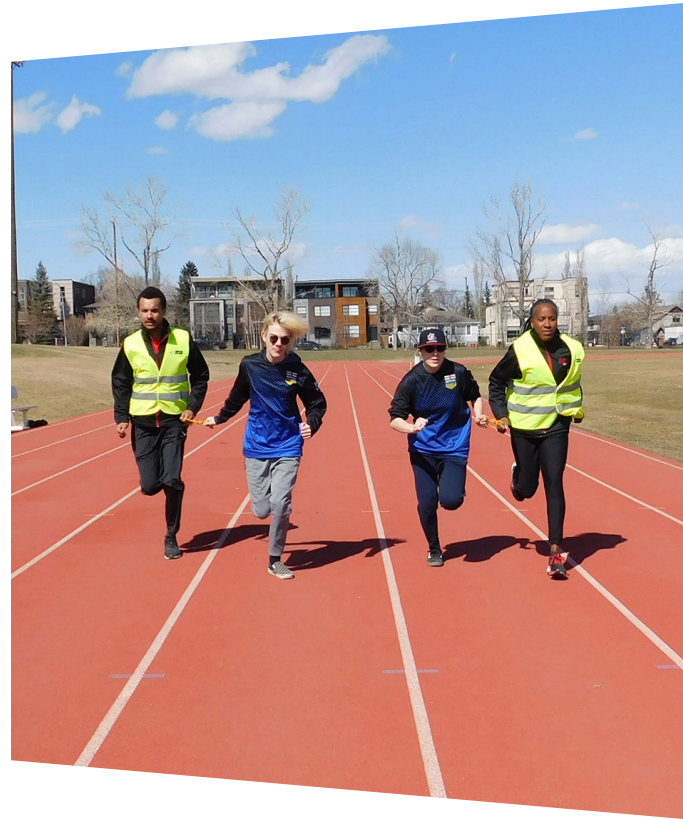
To familiarize students with longer format running races in a non-competitive setting.

EQUIPMENT:

- Brightly coloured cones or pylons (different colour from ground)
- Skipping ropes
- Pinnies.

WARM-UP (10 MINUTES)

1. Play “Simon Says” with the different styles of running introduced in the previous lesson.
2. Play the game in a small area so the students can be in one spot while warming up.
 - For example: Simon says A run, Simon says bum kick, Simon says C run, or walk, or faster or slower, depending on your group.
3. Then do light stretching so everyone is ready to practice some easy starts.





ACTIVITY 1: REVIEW THE STARTS (20 MINUTES)

4. Review the starts with the entire group.
 - Remember to ensure students with visual impairment have running friends with them, to help them set up for the line.
 - If needed, students can use a skipping rope as a tether to work on their starts.
 - Everyone will practice starts to 10 metres.
 - Allow space to run in case students with visual impairment need movement from right and left.
 - You will call out commands, keeping those with visual impairments closest to you.
 - Review the four-point position on the ground for everyone.
5. “On your marks, get set, go.”
 - The first start is at 50% speed to help the group get the feeling of it.
 - Repeat this a few times to make sure everyone is feeling comfortable and ready to go.
 - As you see students becoming more comfortable, you can increase the speed of the start (e.g., first 50%, then 75%, then up to what is safe and fun for everyone).
 - You may also include the distance that they will be running to, but not longer than 50 metres in total.



ACTIVITY 2: RUNNING LONGER DISTANCES WITH A TETHER (10 MINUTES)

1. Following from the starts, a simple transition is now to run distance.
 - Find a large open space around your school that has even ground, ideally 400 metres in length to reflect the distance of a track surface.
 - Use white surface chalk to outline the track if possible.
 - With students who are visually impaired, have a pre-discussion using a tactile board to explain the track setup, so they can feel it and orient themselves. (For example, “This is your start, this is the direction you are running, and these are the corners”).



2. The class will then walk 100 metres of the track to orient themselves while they are moving from starts to running.
 - Students with visual impairments and their partners will practice walking tethered together at this time.
3. Next, ask the group to jog easily 400 metres around the track. When they get back, they get a four-minute rest.
4. Next, ask them to run at 50% pace around the 400 metre track. When they get back, they get a five-minute rest.
 - This practice helps running pairs to become better synchronized. Encourage them to discuss what each needs to ensure success.



COOL DOWN (10 MINUTES)

- Go through the body parts that need to be stretched at this time.
- Work from head to toe or from toes to head, spending extra time on calves and hamstring mobility.



INTRODUCTION TO COMPETITION RACES

Grades: 5-9 Class Time: 45 minutes to 1 hour

OBJECTIVES:

To give students basic competition experience in sprinting and running.
To make sure everyone has fun as they experience these basic track events.

EQUIPMENT:

- Brightly coloured cones or pylons
- Pinnies
- Chalk to outline track
- Tethers or skipping ropes
- Starting blocks (if possible)
- Loud start clappers or other sound-making device to begin races.

WARM-UP (10 MINUTES)

1. Have the group go through a good warm-up so their bodies are ready to roll at full speed.
2. At the end of the warm-up, include some strides and some accelerations.





ACTIVITY 1: SPRINT RACES (30 MINUTES)

- Place brightly coloured cones or pylons to mark the start and finish of your sprint track.
- Make sure to have clear lines marked for the start line, finish line, and track lanes.
- Have students with visual impairments run in the lanes closest to you so they can hear your start commands and the start signal.
- Run each sprint just like a real race, using the commands, “Runners on your marks! Get set!” Then make the start signal.
- Depending on the group size and time available, you may run multiple sprints.

ACTIVITY 2: LONGER FORMAT RUNNING RACES (? MINUTES)

- If time allows, have the group try the 400 metre and/or 800 metre events.
- Again, make the appropriate starting calls for every race.

COOL DOWN (5 MINUTES)

- Go through the body parts that need to be stretched at this time.
- Work from head to toe or from toes to head, spending extra time on calves and hamstring mobility.





INTRODUCTION TO JUMPING

Grades: 5-9 Class Time: 45 minutes to 1 hour

RESOURCES

[Getting Started Horizontal Jumps](#)

[Men's Long Jump T11 Final](#)

[The Blind Long Jumper](#)

OBJECTIVES:

To introduce the basic mechanics of jumping, taking off from one leg and landing on two feet.

EQUIPMENT:

- Different coloured cones or pylons
- Soft mats, large soft mat for high jump
- Long jump pit



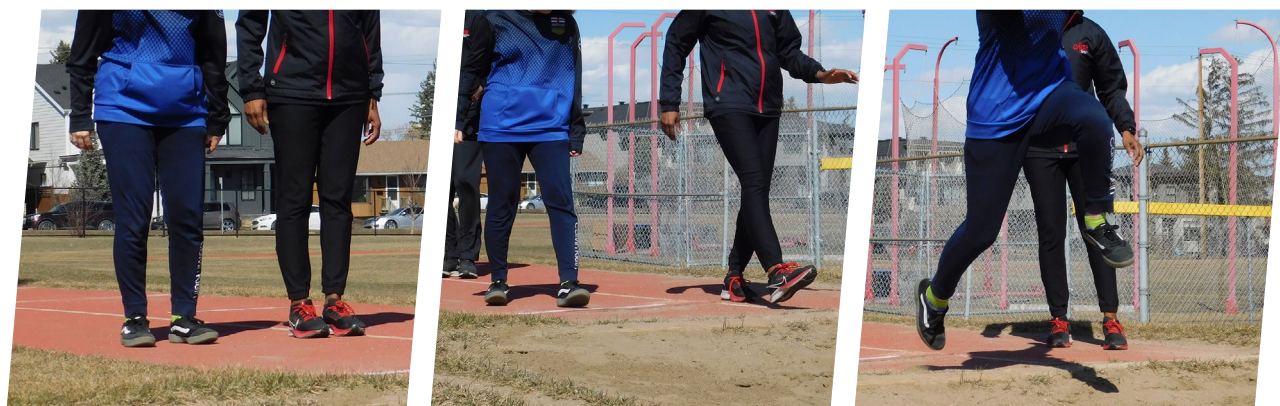
WARM-UP (8 MINUTES)

1. Discuss with students how they have already learned how to sprint and run, and now they are going to add a jump to the end of their running.
2. Have each student create a space for themselves for warm up.
3. Ask students to go through different motions inside their space (15-20 seconds each).
 - Examples: hop on both feet, hop on one foot, touch the ground, touch the sky, A walk, A run, bum kick, big tuckjumps, big star jumps.



ACTIVITY 1: SKILL DEVELOPMENT (10 MINUTES)

- Depending on the size of the group, practice in one large group or two smaller groups.
- Demonstrate the steps leading to a jumping takeoff, slowly and methodically.
- Take a right step, left step, then right step and takeoff, landing on two feet.
- Ask the group to practice as you call out these instructions: right, left, right, then two feet.
- You may have to practice several times so everyone understands what you are looking for.
- You may need to use physical guidance or tactile modeling with some students, depending on the degree of their visual impairment.
- When you feel comfortable that everyone can do the movement, ask them to try it more quickly.
- Lead them through the same instruction routine with faster pacing.
- You will see that some students are now getting the jumping motion consistent, from the last right step to landing on two feet.



ACTIVITY 2: JUMPING GAME (10 MINUTES)

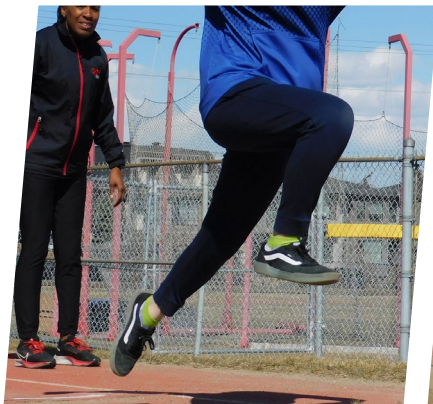
- Divide students into groups of six and assign one person who is going to measure each jump in that group.
- Provide different coloured cones, pylons or pinnies for each group member.
- Each student in each group is permitted three steps, then the takeoff and two-foot landing.
- Each student has four attempts.
- This activity is not about who jumps the farthest, but how much each participant improves with each attempt.
- The goal of the activity is to keep moving your pylon or pinnie farther than it was before.



ACTIVITY 3: JUMPING INTO SPACE AND ONTO A SURFACE (10 MINUTES)

Students should now feel comfortable jumping off one leg and landing on two feet. The next step is to make them comfortable jumping into the air.

1. Set up a high jump mat for students to jump onto (safe, soft surface for their bottoms).
2. Demonstrate how to jump up onto the mat. You can demonstrate, or you can ask a participant who is comfortable to do it.
3. Students will stand on two feet facing the mat, jump into the air, and land on the mat on their bottoms.
 - From two-foot approach, the action will be a load of the legs, then a release up.
 - The student's legs will kick out and they will land on the mat on their bottom.
 - Each student should get three attempts (they will likely be giggling and enjoying themselves).



COOL DOWN (5 MINUTES)

1. Ask students to sit down around your space.
2. Go through some gentle stretching and yoga moves with them while talking about running and jumping.
3. Share with them that next time you will do more jumping drills, then you will go to the sandpit to practice actual long jumps.



LONG JUMP

Grades: 5-9 Class Time: 45 minutes to 1 hour

OBJECTIVES:

To teach the basic mechanics and technique of the long jump.

EQUIPMENT:

- Coloured pinnies
- Brightly coloured cones or pylons
- Big mat.

WARM-UP (8 MINUTES)

1. Welcome the group and advise them that you will work more on long jump today.
2. Get everyone to pair up to play a game of partner tag.
3. Each pair holds hands while moving their way around the activity area.
 - The objective is not to be tagged.
 - If you or your partner are tagged, you must sit down on the ground until someone comes along to untag you by touching you gently on the shoulder (then you can get up and continue playing).
 - Awareness of the space and the partners chosen for participants with visual impairments is important, as safety is number one.
4. Finish with some light stretching so participants are ready to jump.



ACTIVITY 1: LONG JUMP SKILLS WITH HIGH MAT (20-30 MINUTES DEPENDING ON GROUP SIZE)

1. Divide students into three single file lines along the long side of the mat.
2. Ask students to jump from two feet onto the mat.
 - Allow each student five jumps if time allows.
 - If students need to hold your hand or the hand of another assistant for their first one or two jumps, so they can get their bearings, then that is totally acceptable.
 - They will start to jump on their own as they feel more comfortable.
3. Next, move the mat so it is long and narrow.
 - Ask students to line up in single file behind you.
 - Place a cone approximately 3 metres away from the mat to mark the take-off location.
4. Now students will practice the element of jumping technique that they learned in their last lesson—the right step, left step, then right step to take-off from one foot and land on their bottom on the mat.
 - Allow students to start slowly by walking through the routine. The group will likely progress quickly to running steps.
 - It is not too important if they take-off from close to the mat at first—the most important part is that they take-off from one foot and land on their bottoms.
 - If students find that taking off from the left leg feels better, that is fine.

COOL DOWN (8 MINUTES)

1. Ask students to do a small jog/walk around the facility.
 - If possible, have students jog by the long jump sand pit so they can feel the sand.
 - It is okay if they go into the sand pit to see how it feels on their feet and body.
2. Do some dynamic work with them for more flexibility movement, discussing elements of Long Jump as you do so.
3. Remind students that they will actually practice Long Jump in the sand pit in their next lesson.



LONG JUMP INTO THE SAND PIT

Grades: 5-9 Class Time: 45 minutes to 1 hour

OBJECTIVES:

To introduce the experience of using the long jump sand pit.

EQUIPMENT:

- Coloured pinnies
- Brightly coloured cones or pylons
- Long jump sand pit.

WARM-UP (10 MINUTES)

1. Gather students around the long jump pit and have them line up at one end.
2. Lead them walking and jogging through the sand so they can experience the feeling under their feet.
 - For example, in one pass, students can simply walk with their toes up through the sand, heels in the sand.
3. Go through the following progressions so participants become accustomed to the feeling of the runway and the sand pit:
 - Toes up
 - Heels up
 - Double leg jumps super small
 - Attempt three frog jumps in a row
 - Do an A run to the end of the pit
 - Do bum kicks to the end of the pit
 - Do a double-foot take off into the pit, landing on your bottom or feet depending on how comfortable you feel doing it
 - Walk jump into the pit (i.e., right step, left step, then jump and land on two feet in the sand)
 - Three step and jump onto two feet into pit (i.e., right step, left step, right step and takeoff to land on two feet)





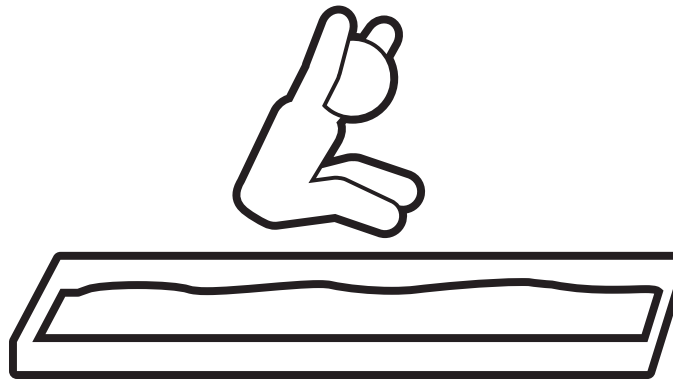
ACTIVITY 1: RUNNING TAKE-OFF WITH BOARD (20 MINUTES)

- Long jump features a takeoff board where athletes make their jump.
 - Normally the takeoff board is 22 centimetres wide, but you should adjust the takeoff area to one metre for students with visual impairment.
 - You can indicate the takeoff area with brightly coloured cones or chalk, depending on students' degree of visual impairment.
 - Students have already worked on taking three steps and then jumping onto two feet. Now they can try this progression:
1. Take three steps and jump into the pit, landing on their feet (six times).
 2. Take five steps and jump into the pit, landing on their feet (six times).
 - Some students may need help running in a straight path. You can stand beside the board at the end of the runway and clap or call out to students so they can determine their direction.
 - Prior to jumping, it is also helpful to have students count their steps from the takeoff board to their start position down the runway, then they know that they need to jump at the end of the third step, or fifth step, or seventh, or ninth, etc.
 - You can make the runway longer or shorter to ensure the best success of students.
 - Be sure to provide coaching cues to your learners with each jump to help them go farther.
 - Some students will land on their bottoms, and this is okay.
 - Many students will want to keep their head looking down at the ground. As they become more comfortable with their running approach, you can cue them to keep their head in a neutral position.
 - The neutral position of the head allows for a better takeoff position and increases jumping distance.
 - Watch for students making too many jumps, as they can often overwork themselves because they love the feeling of jumping.



COOL DOWN (8 MINUTES)

- Consider cooling down around the pit, so the group can continue talking about long jump.
- Do some stretching and yoga while discussing good cues and tips for jumping further.
- You might also take a minute to have everyone lie down and reflect on how their bodies felt when jumping and landing in the sand pit. Students will often report good feelings about the activity.





INTRODUCTION TO SHOT PUT

Grades: 5-9 Class Time: 45 minutes to 1 hour

RESOURCES

[Inclusion Video Series: Track](#)

[Staff Training for Physical Education for Children With Visual Impairments](#)

[Men's Javelin F13](#)

[Gold Women's Discus F11](#)

[Getting Started with Shot Put and Discus](#)

[Getting Started with Javelin](#)

OBJECTIVES:

To introduce the basic technique and movement mechanics of shot put.

EQUIPMENT:

- Large baseballs (softballs)
- Shot puts 2kg and 3kg size if available
- Brightly coloured cones or pylons, large grass space.





WARM-UP (6 MINUTES)

1. Lead students through the usual routines for warm up for running and jumping.
 - Focus more on upper body stretches and mobility swings for the arms.
2. Using a large softball, demonstrate how to hold the shot and where to hold it against your neck.
 - Teach cues such as thumb is facing down, elbow is parallel to the ground, the softball is just under the ear or slightly in front.
 - Most of the shot (softball) is placed on the fingers and a little bit on the hand.
3. Demonstrate the proper way to release the shot (how to “put” it) at a 9-10 o'clock release angle. If 12 o'clock is the sky directly above their heads, and six o'clock is the ground below their feet, the optimal release angle would be 10 o'clock.



ACTIVITY 1: LEARNING HOW TO PUT THE SHOT (10 MINUTES)

- Group students into pairs of two and ask them to sit five metres apart from each other.
- Partners will practice “putting” the shot to each other using a large softball.
- Emphasize that they should not throw hard for distance at this point—they are just learning how to release the shot (softball) correctly.
- Move between the pairs and correct anyone that needs additional instruction or coaching.
- If some students appear to have mastered the basic technique, ask them to spread further apart to try longer distance, as long as they don’t start throwing the shot (softball).



ACTIVITY 2: PRACTICING WITH THE SHOT (15 MINUTES)

1. Depending on how many real shots you have, divide students into groups of four or five.
2. One at a time, each student throws and retrieves their own shot when you say it is safe to do so, then the next student in the group can take their turn.
 - Please make sure that the students who are throwing stand on the same line about two metres apart from each other for safety.
 - The rest of the students in each group should stand in single file another two metres behind those who are throwing.
3. On your signal, all students throw at the same time, then each of them can retrieve their shot.
 - Students with visual impairments can have someone in their group help them to retrieve their shot.
 - It is important that the students follow the safety guidelines for throwing and retrieving, but it is also important to remind them of the cues as they practice—for example, teaching them how to use their legs as they throw, and teaching them how the put travels further when they use their legs to propel their upper body upwards and forwards.
4. As you see students mastering the basic technique, you can decide if they are capable of having a bit of competition in their groups—who throws farthest, who throws with the best technique, who is using their legs more, who has the best release hand.



COOL DOWN (5 MINUTES)

- Go through the body parts that need to be stretched at this time.
- Work from head to toe or from toes to head.



INTRODUCTION TO DISCUS

Grades: 5-9 Class Time: 45 minutes to 1 hour

RESOURCES

[Discus for Beginners](#)

[How to Stand Throw a Discus](#)

OBJECTIVES:

To introduce the basic mechanics and technique of discus throw.

EQUIPMENT:

- Discus,
- Brightly coloured cones or pylons
- Measuring tape
- Hockey nets.
- When throwing discus, you need to have a very safe area for the throwers and the people that are waiting to throw.

WARM-UP (10 MINUTES)

Have students warm up their whole body, then arm-specific movements and swings.





ACTIVITY 1: HOW TO HOLD AND RELEASE THE DISCUS (20 MINUTES)

1. Gather the students in a circle around you and demonstrate how to hold the discus, where it should be in your hand, and how it should feel.
2. Next, ask each student to hold the discus as you demonstrated, making sure everyone is able to do it correctly. (This takes some time, but it is very important for later practice.)



ACTIVITY 2: BOWLING THE DISCUS (15 MINUTES)

1. Divide the students into groups of two to practice releasing the discus.
 - The technique is called bowling the discus—the goal is to have the discus come off the index or middle finger for release. (This helps with directional rotation.)
2. Set up two lines where partners are approximately five metres apart from each other. As with practicing the shot put, this is not about throwing it hard, but rather bowling it gently to their partner.
 - Partners roll their discus back and forth to each other. (The discus should have contact with the ground the whole time.)
 - This practice of technique usually takes some time, and there may be a lot of laughing, because discus will be rolling all over the place.
3. Once the students feel confident in the technique, they can move farther apart from each other.
 - Make sure all students are doing their best to follow the technique. Talk to students with visual impairments to make sure they are confident with their technique.



4. Then play the bowling knock-out game:

- One student stands between the two lines, at one end, and tries to bowl their discus to the opposite end of the two lines.
- Meanwhile, the other students try to hit the discus by bowling their own discus to their partners opposite them.
- If a participant manages to hit the discus, that person is the next to try to bowl their discus the length of the lines without being hit.
- This game is a lot of fun, and everyone is practicing their discus release as they play.

COOL DOWN (10 MINUTES)

Play some fun games. Take these 10 minutes of this class to make sure they can have some laughs.



PRACTICING DISCUS THROW

Grades: 5-9 Class Time: 45 minutes to 1 hour

OBJECTIVES:

To practice and refine each student's technique in discus throw.

EQUIPMENT:

- Shot put
- Discus
- Brightly coloured cones or pylons\ Hockey nets.

WARM-UP (10 MINUTES)

Have students warm up their whole body, then arm-specific movements and swings.





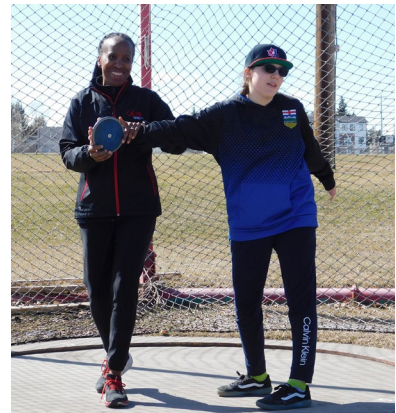
ACTIVITY 1: DISCUS REVIEW AND BOWLING (10 MINUTES)

1. Briefly review how to hold the discus.
2. Next, ask students to bowl their discus around the field. (Ask them to bowl across the field and come back.)

ACTIVITY 2: STANDING DEMONSTRATION (10 MINUTES)

Demonstrate how to throw the discus while standing.

- Choose a student for your demonstration.
- This is a good opportunity to choose a student with visual impairment so they can have the benefit of direct instruction. (Ask them in advance if they are comfortable being part of your demonstration.)
- Show the proper placement of the feet and the correct movement sequence for the throw (watch video).
- If you have a throwing cage, use it. Alternatively, place hockey nets behind you if you have any. This provides extra protection to those who are watching, in case a discus is accidentally released too early.
- Encourage students to ask questions as they watch the demonstration.
- The whole-part-whole teaching approach sometimes works well. Physical guidance also works well for understanding the body positioning and movement mechanics, but you must always ask in advance for consent from your students.





ACTIVITY 3: DISCUS THROWING (15 MINUTES)

1. Ask students to stand in four or five single file lines, with five metres between each line.
 - The first student in each line is the first thrower.
 - All throwers stand level with each other.
 - As a safety precaution, students who are waiting to throw must stand three metres behind the throwers.
 - If you have a throwing cage, use it. Alternatively, place hockey nets behind you if you have any. This provides extra protection to those who are watching, in case a discus is accidentally released too early.
 - If you have four throwers, you need four hockey nets.



2. Each student will throw two times before the next person in their line throws.
 - Start by calling out, “Please throw your first throw.”
 - When every thrower has thrown their first discus, call out, “Please throw your second one.”
3. Once the throwers at the head of each line have thrown twice, they go and retrieve their discus.
4. Then the next student in each line can step up to make their two throws.





- As students are throwing, move between them and give them cues for throwing harder and farther.
- Try to keep your cues simple and easy to understand. For example, “Hand towards the sky!” You can also use numbers of the clock, as with the shot put above, to explain throwing and release angles.
- While practicing discus, the most important aspect is safety. Everyone should be throwing in the same direction, and they should only be throwing when you are watching.

COOL DOWN (10 MINUTES)

Play some fun games. Take these 10 minutes of this class to make sure they can have some laughs.