

ALL IN SPORTS



PLAYWORKS



TRACK AND FIELD CURRICULUM

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WHAT IS ALL IN SPORTS?

All IN Sports creates inclusive, non-competitive, educational sporting environments for third and fourth grade students who will benefit from it the most. Through the power of caring, consistent adults and well-rounded curriculum, we set young people up for success on the field and in the classroom.

The goal of All IN Sports is to create an environment that is fun and noncompetitive so that all students can feel welcome to join. All IN Sports focuses on developing teamwork and basic sport skills for participants rather than winning a game or being the best team. Scores is not kept during the end of season showcase. Rather than keeping score, we focus on encouraging our teammates and learning through mistakes.

An All IN Sports practice should be fun, positive, and based on building fundamental sport and social skills!

In this curriculum you will find tips and tricks to facilitating a successful practice as well as outlines for 12 practices leading up to the end of season showcase. The practices are designed to slowly integrate new skills while keeping the focus on having fun and learning along the way.

The rules that you find in this guide might differ from what you have seen in the traditional sport. These rules are meant to help level the playing field. Please make sure you review these rules with your team.

BEST PRACTICES & TIPS AND TRICKS

FIVE PROACTIVE STRATEGIES FOR GROUP MANAGEMENT**1) Build Rapport**

Building rapport with students is the first step to proactive management. Rapport is a relationship rooted in trust. How can you build rapport? Play a game with your students. Ask them questions, and answer their questions about you honestly.

2) Attention Getters & Signals

Getting everyone's attention can be hard, especially when playing a game. Use a fun attention getter or signal to keep the fun going and get everyone's attention. A favorite includes, "When I say 'You are,' you say 'Amazing!'"

3) Transitions, Openings, and Closings

Transitions can be the hardest part of life and of sports practices! Lessen the tension by giving plenty of warning of transitions, bringing clear and concise expectations, and providing a clear ending to the activity.

4) Teaching to All Learning Styles

Be sure everyone is on the same page by teaching the expectations of the game in a way that helps visual learners, auditory learners, and kinesthetic learners. You can do that easily by using call and response rules and by playing a practice round with your students before playing the "real" game.

5) Rules & Consequences

Having consistent rules and consequences allows students to know how to act in your space every time. Be sure to keep the rules and consequences as consistent and global as possible. Be sure that rules are also simple and positive!

BEST PRACTICES FOR FACILITATION

The 4 P's of Game Facilitation will help prepare you to facilitate a game for students by guiding your thinking and setting your students up for success.

Pregame: Remember your A, B, C's!

- **Attention Getter** - Use a fun attention getter to signal the start of a new game.
- **Basic Game Rules** - Introduce the name and goal of the game (e.g. have fun, tag as many people as possible, etc.), and give three to five basic rules on how to play the game. Be sure to instruct on play space boundaries, safety measures, and start and stop signals if needed.
- **Call and Response** - Use a "call and response" to check for understanding (e.g. What's the goal of the game? When I say the start word, what do you do?).

Practice: Play one round of the game to allow students to experience the rules you have just given. Make note of any confusion from the rules while students play the game and clarify those rules at the end of the practice round. Then ask participants if they have any further questions.

Play: Have fun playing the game! Watch and listen carefully to make sure everyone is playing appropriately. Feel free to "freeze" the game to go over rules and/or behavior expectations if needed.

Postgame: Use a signal to end the game. Have students take a few deep breaths to cool themselves down. Ask debrief questions to help students explore what they learned or experienced during play.

RO-SHAM-BO: A SIMPLE CONFLICT RESOLUTION TOOL

Throughout this guide you will see the term “Ro-Sham-Bo.” Ro-Sham-Bo is Rock Paper Scissors! At Playworks, we use Ro-Sham-Bo all the time to settle conflicts, determine teams, or play the game itself. Take some time before playing the games in this guide with your students to teach them the basics of Ro-Sham-Bo. Encourage students to use it any time they cannot make a decision on their own. Don’t know who got to a spot first? Ro-Sham-Bo! Who gets to be line leader today? Ro-Sham-Bo!

Rock (hand in a fist) is more successful than Scissors.
Scissors (two fingers out) is more successful than Paper.
Paper (hand lays flat) is more successful than Rock.

End each round with an air high-five and by saying “Good Job” or “Nice Try.”

GETTING BACK IN THE GAME

You will notice that the games in this guide all have the opportunity for any person who is not successful in an attempt at playing to get back in the game. At Playworks, we know that play time is often short; kids that spend time “out” or on the sidelines waiting miss out on valuable experiences. Therefore, we have identified ways to get kids back in the game quickly even if they make a mistake.

GOOD JOB, NICE TRY

Have you ever heard disrespectful or noninclusive language during play? This is a common challenge, but it is also an opportunity! You can create safe, inclusive spaces by making high-fives and positive language the norm. Adults should role model these positive behaviors and embed them in games. For example, when a student cycles out of a game or makes a mistake, each student waiting in the recycle line can give that student a high-five and say, “Good job, nice try.” In doing so, we build community among students and create positive habits. This replaces phrases like “You’re out” which often lead to conflict.

TIPS FOR DIVIDING TEAMS AND MAKING PAIRS

All IN Sports avoids using “team captains” and aims for inclusive, varied teams any time we play games that require them. Creating teams, groups, or pairs is an opportunity to have some fun before the game even starts!

Here are some fun things to try:

- Count students off using silly categories (apple and banana, kangaroos and lemurs, etc.)
- Have students turn to a partner and play Ro-Sham-Bo. The more successful partner goes on one team and the less successful on the other.
- Have students separate based on student birth months or days.
- Draw teams from a hat.
- Use a deck of playing cards to divide into teams based on color or suit

ALL IN SPORTS



PRACTICE OVERVIEW –GIRLS TRACK AND FIELD

<i>PRACTICE NUMBER</i>	<i>KICKBALL SKILL</i>	<i>SOCIAL SKILL</i>
Practice One	Meet Your Team & Intro to Track	Team Building
Practice Two	Long Distance Running	Relationship Building
Practice Three	Sprints and Relay	Relationship Building
Practice Four	Relay and Handoffs	Positive Communication
Practice Five	Broad Jump	Positive Communication
Practice Six	Hurdles	Strategic Thinking
Practice Seven	Shot Put	Strategic Thinking
Practice Eight	Javelin	Social Awareness and Empathy
Practice Nine	Playworks Pentathlon (Part 1)	Teamwork
Practice Ten	Playworks Pentathlon (Part 2)	Strategic Thinking
Practice Eleven	Putting it All Together	Self-Management
Practice Twelve	Showcase Prep	Strategic Thinking & Self-Management

ALL IN SPORTS TRACK AND FIELD EVENTS

60M SPRINT

A 60-meter race is a sprint where runners compete to cover 60 meters as quickly as possible. All runners start at the same time from starting line and race straight to the finish line. The first runner to cross the finish line wins the race.

200M RUN

A 200-meter race is one full lap around a standard indoor track. Runners start in staggered positions in their lanes and must stay in their assigned lane for the entire race. The goal is to complete the 200 meters as quickly as possible, with the first runner to cross the finish line winning the race.

4 X 100M RELAY

In a 4x100m relay race, four runners each run 100 meters, one after the other, to complete a total of 400 meters. The first runner starts with a baton and runs the first 100 meters, then passes the baton to the second runner in a designated exchange zone. This continues with the third and fourth runners until the final runner crosses the finish line with the baton.

60M HURDLE

A 60-meter race is a sprint where runners compete to cover 60 meters as quickly as possible. All runners start at the same time from starting line and race straight to the finish line. The first runner to cross the finish line wins the race.

SHOT PUT

Starting Position: Each player starts behind a designated throwing line.

Throwing: Players take turns throwing the frisbee as far as they can. The shot put must be thrown from behind the line.

Distance: The distance is measured from the throwing line to the point where the shot put first lands.

Throws: For a throw to be valid, the shot put must land within a marked area or designated field boundaries. If the frisbee lands outside, the throw is not counted.

JAVELIN

Starting Position: Each player starts behind a designated throwing line.

Throwing: Players take turns throwing the pool noodle javelin as far as they can. The noodle must be thrown from behind the line.

Measuring Distance: The distance is measured from the throwing line to the point where the pool noodle first touches the ground.

Valid Throws: For a throw to be valid, the pool noodle must land within a marked area or designated field boundaries. If it lands outside, the throw does not count.

ALL IN SPORTS TRACK AND FIELD EVENTS

BROAD JUMP

To do a broad jump, start by standing with your feet shoulder-width apart and bending your knees slightly. Swing your arms back, then forward as you jump as far as you can, landing softly on both feet with your knees bent to absorb the impact. Distance will be measured from the jumping line to the heel of the participant. The person that jumps the farthest wins.

PLAYWORKS PENTATHLON

The final event will be an unique to Playworks Event the exhibits all of the skills worked on during the track season. Each event will be done in succession as in an obstacle course.

Event 1: Rock Paper Scissors – To being the race each participant must be more successful than their coach in a single game of Rock Paper Scissors (RPS).

Event 2: Floor is Lava – Following RPS, each participant must follow the poly spots utilizing their broad jump skills jumping from poly spot to poly spot.

Event 3 : Knock it Down – Participants will get 5 attempts to knock an object off a cone placed 10m from the throwing line. When the object falls, the participant can move on. If the object does not fall, the participant moves on after 5 throws.

Event 4: Jump Rope – Participant must complete 30 jumps with a jump rope. Jumps do not have to be consistent.

Event 5: 60M Sprint – A sprint through the finish line.

PRACTICE STRUCTURE OVERVIEW

SECTION AND TIME	BEST PRACTICES
Welcome & Warm Up 5 minutes	It is important to begin practice with a consistent procedure each time. (How are they dismissed to practice? Do students need to get changed? Where are backpacks being put? When are they getting water? Etc.) Consistent procedures establish expectations, help regulate students, and reduce transition times. Every All IN Sports practice begins with the same dynamic warm up. This warm up will be repeated at each showcase. Students can lead this activity once they are familiar with the routine. All IN Sports Dynamic Warm Up
Skill Review 5 minutes	Take a few minutes to review what has already been covered in previous practices to ensure understanding and continue to help build confidence in the sport. Remember this is simply a review, and all games are a culmination of skills, which will be consistently used and expanded upon.
Skill Intro 5 minutes	Each practice focuses on a specific skill. The goal of each practice is to get participants, whether old or new, comfortable with a part of the game. Use this time to demonstrate the skill and talk about why it is important to the game.
Activity 1 15 minutes	The first activity is a simple drill or game meant to help students get a low stakes first opportunity to try the new skill. This is a time when students might fail. The goal of this activity is to give students multiple opportunities to attempt the new skill. Make sure that each student gets a chance to build confidence. Remember to use this time to offer guidance and encouragement.
Skill Review 5 minutes	Take two to five minutes to debrief the first activity. Use call and response to review key concepts of the skill together. Allow students to share what they learned and ask questions.
Activity 2 15 minutes	The second activity of practice builds on the first activity by enhancing the skill and adding a level of gameplay and community building.
Closing 10 minutes	It is important to end practice with a consistent procedure each time. Consistent procedures establish expectations, help regulate students, and reduce transition times. Closing procedures include a cooldown activity, debrief question (highs and lows, grows and glows, etc.), a lookahead, and a “hands-in” moment. Dismissal: Follow after-school safety procedures (no students unsupervised and students moving in an organized fashion).

PRACTICE OUTLINES

PRACTICE ONE: MEET YOUR TEAM AND INTRO TO TRACK AND FIELD

Social Skill Focus: Team Building – During your first practice focus on developing a sense of community and develop relationships with players they might not normally interact with. Emphasize healthy foundations for future practices.

SECTION	ACTIVITY	KEY CONCEPTS/REMINDERS	MATERIALS
Warm Up 5 minutes	Welcome	Allow players to introduce themselves and a favorite (animal, food, etc.) before playing.	
Skill Review 5 minutes	Team Foundations: Group Agreements	Remind students that this league is a chance for everyone to play, and the main goal is to have fun and learn track and field. “If you have never played before, this is a space to learn; if you know the game well, this is a chance to be a leader. Our goal is to be a great TEAM.” Review All IN Sports Group Agreements.	
Skill Intro 5 minutes	Dynamic Warm Up	Introduce the warm up activity . Let participants know that every practice will begin with a 1-5 min jog followed by the Dynamic Warm Up.	
Activity 1 15 minutes	Practice the Skills in the Warm Up	Teach each component and practice 3-5 rounds focusing on form. Step 1: Lunge and Twist – To perform a lunge and twist, step forward into a lunge position with your front knee at a 90-degree angle, then rotate your torso toward the side of your front leg, keeping your core engaged, before returning to the starting position. Step 2: Pocket Kicks– To perform pocket kicks, stand tall with your feet hip-width apart, then jog forward by bringing your heels up toward your glutes in a quick, alternating motion while keeping your core engaged and your posture upright. Step 3: High Knees To perform high knees, stand tall with your feet hip-width apart, then jog forward by driving your knees up toward your chest as high as possible, alternating legs quickly while pumping your arms for balance and momentum. Step 4: Cross Over Step: To perform the crossover step or karaoke drill, step sideways with one foot, then cross the other foot in front of it, step sideways again, and cross the trailing foot behind, repeating the pattern while maintaining a rhythmic and fluid motion. Step 5: Toe Touch Walks: To perform the toe touch walks, step one foot forward, reach down and touch your toes on the forward foot. Roll up slowly and bring your feet together. Repeat with other foot as you move forward.	
Skill Review 5 minutes	Introduce the Events for the Showcase	See Pages 7 and 8	
Activity 2 15 minutes	Run If...	After a few rounds, add in a tag variation.	Cones for boundaries
Closing 10 minutes	Debrief and Logistics	Ask students what we worked on today. What was the best part? When is our next practice? What should we bring? End practice with a hands-in.	

PRACTICE OUTLINES

PRACTICE TWO: SKILL FOCUS – 200M RUN

Social Skill Focus: Relationship Building – Focus on each student spending time with students they don't normally interact with.

SECTION	ACTIVITY	KEY CONCEPTS/REMINDERS	MATERIALS
Warm Up 5 minutes	Welcome and Warm Up	Complete a 1 minute steady state run followed by the Dynamic Warm Up.	
Skill Review 5 minutes	Review Events for Showcase	See Page 7 and 8	
Skill Intro 5 minutes	200M Run	200m run will be a lap around the track. Remind students that during a longer run it is important to pace yourself and not start as fast as they can as they might get tired.	Cones
Activity 1 15 minutes	Follow the Leader Run	Remind team to keep a medium pace. Take turns with who the leader is, and they can choose the path. Encourage them to be creative. Try to keep it moving for 8 minutes without stopping. Practice moving slow. As an added challenge have the person in the back of the line become the new leader and run to the front of the line when it is time to switch. Try to keep it going for 5-10 minutes. Encourage students to chat with their neighbor if they can during the run. Ask students to be able to share 2-3 fun facts about peer by then end of the run. After students have cooled down, let them know that running slow for a long time will help them get faster. A 200m run will only take them about 1 minute.	
Skill Review 5 minutes	Pacing	Ask players, How did it feel to run slower? Do you think you could run faster?	
Activity 2 15 minutes	Watch Your Back Tag	Encourage students to keep moving at all times to increase endurance.	Cones for boundaries
Closing 10 minutes	Debrief and Logistics	Ask students what we worked on today. How did it feel to go at a pace that someone else was setting? Was it hard to run for a long time without stopping? End practice with a hands-in.	

PRACTICE OUTLINES

PRACTICE THREE: SKILL FOCUS – 60M SPRINT

Social Skill Focus: Relationship Building – Focus on each student spending time with students they don't normally interact with. Rotate pairs and groups during activities to foster a sense of community. Encourage students to help each other improve and to cheer each other on.

SECTION	ACTIVITY	KEY CONCEPTS/REMINDERS	MATERIALS
Warm Up 5 minutes	Welcome and Warm Up	Complete a 1 minute steady state run followed by the Dynamic Warm Up.	
Skill Review 5 minutes	Review 200M	How many laps is 200m? How long will a 200m race take?	
Skill Intro 5 minutes	60M Sprint	The sprint will be 60m and will take 10-20seconds. This is running as fast and as hard as you can. Sprints are different than distance running. During a sprint a runner is using all their energy in a short time. Explain that to do a sprint you must warm up in advance or your muscles might hurt.	
Activity 1 15 minutes	Iron Lung	Play Iron Lung. Practice taking slow big breaths before you start. Have students test theories for how to get as far as they can (running fast or slow). Make sure student rest between sets.	
Skill Review 5 minutes	All Out Efforts	Remind students at it is a short burst of energy and to push as hard as they can. Remind students that it is important to always warm up before all out sprints.	
Activity 2 15 minutes	Continuous Relays or Bird's Nest	Play either Bird's Nest or Continuous Relays. Make the distance needed to run as close to 60m as possible. Focus on encouraging each other and supporting teammates during the game.	Cones or objects to collect
Closing 10 minutes	Debrief and Logistics	Ask students what we worked on today. How did it feel running as hard as you can? Do you think you enjoy sprints or distance more? End practice with a hands-in.	

PRACTICE OUTLINES

PRACTICE FOUR: SKILL FOCUS – RELAY AND HANDOFFS

Social Skill Focus: Positive Communication – Focus on how players are communicating with their teammates. Promote encouraging/supportive language, respect, and kindness throughout practice. This not only requires modeling on behalf of the coach, but specifically naming this expectation for players.

SECTION	ACTIVITY	KEY CONCEPTS/REMINDERS	MATERIALS
Warm Up 5 minutes	Welcome and Warm Up	Complete a 2 minute steady state run followed by the Dynamic Warm Up .	
Skill Review 5 minutes	60m Sprint	The 60m sprint will be the shortest of the events. It is a burst of energy and will not require as much endurance as the 200m.	
Skill Intro 5 minutes	Relay Hand Offs	Review Baton Handoff Video. Keys to a good handoff Communication: Use clear cues like "Stick!" to signal the handoff. Proper Grip: Passer holds the baton at one end; receiver grabs the other firmly. Exchange Zone: Handoff must happen within the marked zone; no looking back. Hand Placement: Receiver's hand is steady, thumb down, fingers open for a smooth pass. Smooth Transition: Receiver starts running before the handoff; passer maintains speed.	
Activity 1 15 minutes	Over-Under Relay or Chuck the Chicken	Start playing with a ball and escalate to a baton once consistent hand offs are made. Remind participants that clear communication is important to a good handoff. Practice using names or signals during a handoff.	Baton or ball
Skill Review 5 minutes	Quick and Strong Handoffs	What made good handoffs work? When things were dropped, what happened? What are the keys to a successful handoff?	
Activity 2 15 minutes	Relay Practice	Start by running short relays practicing hand offs. As participants get comfortable increase the length of the relay. Practice moving handoffs.	
Closing 10 minutes	Debrief and Logistics	Ask students what we worked on today. How did it feel when your team communicated well during a relay? End practice with a hands-in.	

PRACTICE OUTLINES

PRACTICE FIVE: SKILL FOCUS – BROAD JUMP

Social Skill Focus: Positive Communication – Focus on how players are communicating with their teammates. Promote encouraging/supportive language, respect, and kindness throughout practice. Join in on an activity with the students and model what positive communication can look like under frustration (example: high-fives when mistakes are made).

SECTION	ACTIVITY	KEY CONCEPTS/REMINDERS	MATERIALS
Warm Up 5 minutes	Welcome and Warm Up	Complete a 3 minute steady state run followed by the Dynamic Warm Up .	
Skill Review 5 minutes	Handoffs	Remind students of the 5 key components: Communication, Proper grip, exchange zone, hand placement, and smooth transitions.	
Skill Intro 5 minutes	Broad Jump	To do a broad jump, start by standing with your feet shoulder-width apart and bending your knees slightly. Swing your arms back, then forward as you jump as far as you can, landing softly on both feet with your knees bent to absorb the impact.	
Activity 1 15 minutes	Rock Paper Scissor Relay	Utilize cones and or poly spots. Participants should use broad jumps to jump from poly spot to poly spot. Remind students to use positive language and encourage their team during the game.	Cones or Poly Spots
Skill Review 5 minutes	Safe Jumps	Let participants know that jumps will only count if they stay on their feet. Do not jump farther than you can safely.	
Activity 2 15 minutes	Broad Jump Challenge	Have students all begin standing side by side. Set a goal landing spot 6 inches from the starting line. Have students jump to the goal line. Increase the goal line by 3-5 inches after each round. The goal of this activity is to make gradual increments to build confidence.	Tape or Cones
Closing 10 minutes	Debrief and Logistics	Ask students what we worked on today. What kind of positive self talk can you use to encourage yourself before a broad jump? End practice with a hands-in.	

PRACTICE OUTLINES

PRACTICE SIX: SKILL FOCUS – HURDLES

Social Skill Focus: Strategic Thinking – Highlight how timing is important when running hurdles. Discuss how counting steps in between hurdles can help with effectiveness and encourage players to try new things to be successful.

SECTION	ACTIVITY	KEY CONCEPTS/REMINDERS	MATERIALS
Warm Up 5 minutes	Welcome and Warm Up	Complete a 3 minute steady state run followed by the Dynamic Warm Up .	
Skill Review 5 minutes	Broad Jump	To do a broad jump, start by standing with your feet shoulder-width apart and bending your knees slightly. Swing your arms back, then forward as you jump as far as you can, landing softly on both feet with your knees bent to absorb the impact.	
Skill Intro 5 minutes	Hurdles	Introduce the concept of leading leg and trailing leg. Lead Leg = First leg to go over hurdle. This leg should stay as straight as it can. It should not swing. Every hurdle should be done with the same lead leg. Trailing Leg= Second leg to go over hurdle. It swings around almost like “a dog peeing on a bush”	Hurdles
Activity 1 15 minutes	Practice Hurdles	Start by just practicing walking to the hurdle and lifting lead leg over and pushing off with trail leg. Slowly increase the height of the hurdle and practice moving faster. Give students plenty of time to get comfortable with the hurdles in a low pressure environment.	
Skill Review 5 minutes	Hurdle Form	Remind students how to use lead legs and trailing legs.	
Activity 2 15 minutes	Hurdle Tag	Have students line up behind a set of hurdles. The first person in line gets a 2 hurdle head start. After the 2 nd hurdle, the next person in line starts and tries to catch up to the first runner and catch them.	Hurdle
Closing 10 minutes	Debrief and Logistics	Ask students what we worked on today. What was the most challenging part about running hurdles? Do you think you would want to run hurdles during the showcase? How can you practice hurdles safely at home? End practice with a hands-in.	

PRACTICE OUTLINES

PRACTICE SEVEN: SKILL FOCUS – SHOT PUT

Social Skill Focus: Strategic thinking – Highlight how form and aim is important when throwing shot put. Discuss how aim will effect distance throw and encourage players to try new things to increase their effectiveness.

SECTION	ACTIVITY	KEY CONCEPTS/REMINDERS	MATERIALS
Warm Up 5 minutes	Welcome and Warm Up	Complete a 3 minute steady state run followed by the Dynamic Warm Up .	
Skill Review 5 minutes	Hurdle and Broad Jump	Have students demo both jumps.	
Skill Intro 5 minutes	Shot Put	Show Students a Video of Shot Put if able. Teach the students the move for a shot put throw. Starting Position: Shot put is held in one hand with throwing arm under the students chin. Non throwing leg is forward. Twist back so that your chin, knee and toe all align. Throw: “Chin, Knee, Toe – Make a Bow – Watch it Go” Twist toward target and push throwing arm forward releasing the ball.	
Activity 1 15 minutes	Practice Shot Put	Practice the movement without the shot put. Correct form as needed. Practice the throwing the shot put with a partner. Partners should not catch the shot put.	Shot put
Skill Review 5 minutes	“Chin, Knee, Toe – Make a Bow – Watch it go”	Have students watch others walk through the three steps and give feedback.	
Activity 2 15 minutes	Shot Put Hot Shots	Play Hot Shots Basketball, but use a trash can or hula hoop as the target to practice controlled throws and good form. End with a distance contest if time.	Cones and a trash can or hula hoop and target.
Closing 10 minutes	Debrief and Logistics	Ask students what we worked on today. Why is accuracy important when throwing distance? How can you practice shot put at home safely? End practice with a hands-in.	

PRACTICE OUTLINES

PRACTICE EIGHT: SKILL FOCUS – JAVELIN

Social Skill Focus: Social Awareness and Empathy –Remind students that frustration or disappointment is okay when working to improve skills. Ask students how they can support others who may feel disappointed or frustrated. Encourage students to be mindful of how they celebrate their wins, and encourage them to utilize “Good Job, Nice Try” and high-fives. Remind them how they might feel in others’ positions.

SECTION	ACTIVITY	KEY CONCEPTS/REMINDERS	MATERIALS
Warm Up 5 minutes	Welcome and Warm Up	Complete a 4 minute steady state run followed by the Dynamic Warm Up .	
Skill Review 5 minutes	Shot Put	Review ““Chin, Knee, Toe – Make a Bow – Watch it Go”	
Skill Intro 5 minutes	Javelin	Watch the video of Javelin throws together. Grip: Hold the javelin at its grip point with your thumb and first two fingers, ensuring a firm yet relaxed grip. Approach: Start with a controlled run-up, gradually building speed. Maintain a steady rhythm while keeping the javelin pointed forward and slightly upward. Transition: As you near the throwing line, shift to a crossover step, positioning your body sideways with your throwing arm extended back. Throw: Plant your front foot firmly, rotate your torso forward, and whip your arm overhead in a smooth motion, releasing the javelin at an upward angle for maximum distance. Follow-through: Allow your arm and body to continue their natural motion after the release to avoid strain and maintain balance.	Javelins
Activity 1 15 minutes	Practice Javelin Throws	Start with teaching the grip and allowing students to practice. Practice some stationary throws. Feet should be parallel and shoulder width apart. Javelin is held above the head with elbow bent. Use non-throwing arm to point toward target. Throw javelin straight forward. After a few practice throws, practice taking 2-3 steps into the throw. Once students are confident, have them run into the throw.	Javelins
Skill Review 5 minutes	Review Javelin form	Have students watch others walk through the steps and give feedback to each other	
Activity 2 15 minutes	Distance and Accuracy Contest	Set Cones or Hula Hoops Out as Targets. Have students take 5 throws to see how many targets they can hit. After few rounds, practice going for distance.	Javelins
Closing 10 minutes	Debrief and Logistics	Ask students what we worked on today. End practice with a hands-in.	

PRACTICE OUTLINES

PRACTICE NINE: SKILL FOCUS – PLAYWORKS PENTATHLON

Social Skill Focus: Teamwork – Highlight cause and effect for students and how it can change the way the pentathlon is played. Ask students to think about the time or adjustments that may need to be made in between events and how they may be able to learn from teammates strengths to improve their own skills.

SECTION	ACTIVITY	KEY CONCEPTS/REMINDERS	MATERIALS
Warm Up 5 minutes	Welcome and Warm Up	Complete a 4 minute steady state run followed by the Dynamic Warm Up .	
Skill Review 5 minutes	Shot Put and Javelin	Review throwing form for each event.	
Skill Intro 5 minutes	Intro the Playworks Pentathlon	Event 1: Rock Paper Scissors – To being the race each participant must be more successful than their coach in a single game of Rock Paper Scissors. Event 2: Floor is Lava – Following RPS, each participant must follow the poly spots utilizing their broad jump skills jumping from poly spot to poly spot. Event 3 : Knock it Down – Participants will get 5 attempts to knock an object off a cone place 10m from the throwing line. When object falls, participant can move on. If the object does not fall, the participant moves on after 5 throws. Event 4: Jump Rope – Participant must complete 30 jumps with a jump rope. Jumps do not have to be consistent. Event 5: 60M Sprint – A sprint through the finish line.	
Activity 1 15 minutes	Floor is Lava	Review Broad Jump Skills before playing. Use poly spots instead of hula hoops. Divide participants into two teams and have them race to see who can complete it the fastest.	Poly Spots
Skill Review 5 minutes	Rock, Paper, Scissors	Review the rules for Rock, Paper, Scissors. Rock beats Scissors Scissors beats Paper Paper beats Rock	
Activity 2 15 minutes	Knock Down or Cone Guardian	Review how Knock it Down will work during the Playworks Pentathlon. Play a game of Knock Down or Cone Guardian. Focus on practicing throws. Add in playing in teams or partners after a few rounds.	Cones and balls.
Closing 10 minutes	Debrief and Logistics	Ask students what we worked on today. How can your team help you during the Playworks Penathlon? How can you help your team if not participating? How can you work together as a team when competing in individual events? End practice with a hands-in.	

PRACTICE OUTLINES

PRACTICE TEN: SKILL FOCUS – RULES REEXPLAINED

Social Skill Focus: Strategic Thinking – Highlight cause and effect for students and how it can change the way the pentathlon is played. Ask students to think about the time or adjustments that may need to be made in between events.

SECTION	ACTIVITY	KEY CONCEPTS/REMINDERS	MATERIALS
Warm Up 5 minutes	Welcome and Warm Up	Complete a 4 minute steady state run followed by the Dynamic Warm Up .	
Skill Review 5 minutes	Pentathlon Events	Event 1: Rock Paper Scissors – To being the race each participant must be more successful than their coach in a single game of Rock Paper Scissors. Event 2: Floor is Lava – Following RPS, each participant must follow the poly spots utilizing their broad jump skills jumping from poly spot to poly spot. Event 3 : Knock it Down – Participants will get 5 attempts to knock an object off a cone place 10m from the throwing line. When an object falls, participant can move on. If the object does not fall, the participant moves on after 5 throws. Event 4: Jump Rope – Participant must complete 30 jumps with a jump rope. Jumps do not have to be consistent. Event 5: 60M Sprint – A sprint through the finish line.	
Skill Intro 5 minutes	Jump Rope	Give students a chance to practice with a jump rope. Remind them that they will have to complete 30 jumps as quickly as they can during the pentathlon.	Jump Ropes
Activity 1 15 minutes	0.1,2,3 (Personal Style)	Share jump ropes if needed. Have students start by jumping 1 time followed by 2, 3, 4 etc. See how high you can get as a group. Try to move as a time and not advance to the next number until most students have successfully jumped.	Jump Ropes
Skill Review 5 minutes	Pentathlon Events	See if students can recite the order of the events. Play I See, I See naming the events to see if students can mime the event.	
Activity 2 15 minutes	Pentathlon Practice	Set up two pentathlons. Divide students into 2 teams and have 2 students at a time run through the events. After each run, students discuss things that they could try next time.	Jump Ropes, Cones, Poly spots
Closing 10 minutes	Debrief and Logistics	Ask students what we worked on today. What event are you most excited for? What was your favorite part of the Playworks Pentathlon? End practice with a hands-in.	

PRACTICE OUTLINES**PRACTICE ELEVEN: SKILL FOCUS – PUTTING IT ALL TOGETHER**

Social Skill Focus: Self-Management – Ask students how they can be prepared to support the team during events. Encourage students to think about their role in the team moving forward.

SECTION	ACTIVITY	KEY CONCEPTS/REMINDERS	MATERIALS
Warm Up 5 minutes	Welcome and Warm Up	Complete a 5 minute steady state run followed by the Dynamic Warm Up .	
Skill Review 5 minutes	Review All Events	See page 7 and 8.	
Skill Intro 5 minutes	Choosing Events	Explain that everyone will participate in at least 3 events. (Details will be given closer to showcase). Everyone should choose at least 1 track and 1 field event. Have students rank what events they would like to participate in. If time allows, assign events.	Paper
Activity 1 15 minutes	Track Events – Choose Your Own Adventure	Have students practice the events that they have chosen to participate in.	Cones
Skill Review 5 minutes	Skills Review and water break	Have students discuss how their practice went. What went well? What do you need to continue to work on.	
Activity 2 15 minutes	Field Event – Choose Your Own Adventure	Have students practice the events that they have chosen to participate in.	All field materials
Closing 10 minutes	Debrief and Logistics	Ask students what we worked on today. What do you need to do to prepare for the showcase? How can you practice on your own to make sure that you are ready? End practice with a hands-in.	

PRACTICE OUTLINES**PRACTICE TWELVE: SKILL FOCUS – REVIEW & EVENT PRACTICE (SHOWCASE PREP)**

Social Skill Focus: Strategic Thinking and Self-Management – Describe how students can be prepared to continue to advance the team’s goals. Be sure to continue to call out positive communication and teamwork with high-fives and encouragement.

SECTION	ACTIVITY	KEY CONCEPTS/REMINDERS	MATERIALS
Warm Up 5 minutes	Welcome and Warm Up	Complete a 5 minute steady state run followed by the Dynamic Warm Up .	
Skill Review 5 minutes	Review All Events	See Page 7 and 8	
Skill Intro 10 minutes	Showcase Logistics and Plan and Finalize Event Assignments	Present final event assignments. Review showcase logistics.	
Activity 1 30 minutes	Event Practice	Walk through each event. Run 1-2 rounds of each event. Have non-participants help measure and time events.	All showcase materials
Closing 10 minutes	Debrief and Logistics	Ask students what we worked on today. What do you need to do to prepare for the showcase? How can you practice on your own to make sure that you are ready? End practice with a hands-in.	

HELPFUL RESOURCES

[Playworks Game Library](#)

[Guiding Principles for Intramurals](#)

[Teaching Games for Understanding Approach](#)