



What's unique about Sportshall Athletics?

Sportshall Athletics offers a structured, indoor adaptation of traditional athletics. Its focus on skill development, coupled with individual awards and competitive formats, ensures inclusive opportunities for all young people to participate, improve and experience success. SGO's should prioritise Sportshall Athletics as an accessible, inclusive competition format that can be delivered all year round while supporting the PE curriculum. We propose Sportshall Athletics as a comprehensive programme that cultivates key School Games values: teamwork, determination and respect. The scalable structure allows for intra-school activities, leading to inter-school competitions, maximising children's engagement. This aligns with the School Games mission to inspire young people through sport, fostering physical literacy and a lifelong commitment to activity.

What is the intent of your format



Develop confidence and competence within physical activity/sport skills



Provide inclusive opportunities



Championing youth engagement

Develop confidence and competence within physical activity – Sportshall Athletics develops confidence and competence through running, jumping and throwing activities that allow children to improve their physical literacy, movement skills and self-belief.

Inclusive opportunities – Sportshall Athletics provides diverse, adaptable events, ensuring everyone can actively participate.

Championing youth engagement – The dynamic, skill-focused format actively engages young people, making physical activity enjoyable and accessible.

Target group benefits



All young people

Sportshall Athletics offers a safe, inclusive and engaging environment where every child can experience success, combining fun and achievement. By focusing on core skills and providing engaging competition, it encourages young people to consistently improve and strive for their personal best.

It's just not Sportshall Athletics if you...

- 1 Don't challenge yourself to run, jump and throw!
- 2 Don't strive for your personal best!
- 3 Don't support your team and enjoy the challenge of competition!

These elements combined create the effective Sportshall Athletics pathway that maximises participation and enjoyment through physical activity.



How to run inter-competition: Sportshall Primary Competition



How to set up

- To learn how to run a Sportshall Primary Competition, please click the link below. This will direct you to Event Organiser downloads, where you'll find event formats, rules, guidance, scoresheets – everything you need to organise your primary school Sportshall competition
- [Event Organisers Resources – Sportshall Primary Competition](#)
- We recommend a minimum of 16 sports leaders to help officiate on the track and field events.



Age group

KS2 (7-11 years old)



Gender

Mixed



Participant numbers

Participants numbers will vary depending on the size of the sports hall, but we recommend 6 – 10 schools at an event

- 30 individuals per team
- Minimum 9 boys and maximum of 15 boys
- Minimum 9 girls and maximum of 15 girls.



Target audience

- For All



Benefits for YP

Young people will:

- Develop core skills that transfer across a wide range of sports and daily activities
- Have fun and enjoy themselves
- Become more determined and demonstrate resilience
- Win with pride and lose with grace
- Learn the importance of practice and preparation
- Aspire to improve and challenge themselves.



Roles for YP

- We recommend a minimum of 16 sports leaders to help officiate on the track and field events.



Progression

- Completing a Sportshall Pentathlon/Decathlon and achieving a Sportshall Award allows children to build skills in a practice setting, preparing them for competition. Competition encourages children to challenge themselves, improve their personal bests, and contribute positively within a team environment.



Additional support

Sportshall Athletics is a fully inclusive sport. To support you to adapt your practice, check out the [SEND Inclusion Toolkit](#) co-created by Youth Sport Trust and the National Disability Sports Organisations (NDSOs) who are the leading experts within inclusive sport. They provide advice, support and opportunities for people of all ages with specific impairments. [The toolkit](#) provides you with an introduction to each special educational need and disability, key top tips for creating an inclusive environment and signposting to further training and development opportunities within each NDSO. It will help you adapt any practice in addition to our suggestions to make it inclusive for all.

Physical Literacy

We have designed these formats with physical literacy at their heart. We want all young people to have a positive experience with physical activity from an early age. As far as possible, we've considered opportunities for young people to move, think, feel and connect through our activities, and given you suggestions to make adaptations. But, if they don't work for you and your young people, then use the THRIVE principle to remove barriers, make changes and give ownership to your young people to have a positive experience with the activities to see their true value.

For further support, look to the Physical Literacy Enactment Guide - Community, which can be found by [clicking here](#), and going to the "Getting Started" guide section to download it.

NGB regional contacts

- For further support and information on how your local schools can get involved in athletics, please contact [England Athletics Support](#).

Personal development

- The Sportshall Team offers CPD training for teachers to enhance PE delivery. These sessions provide practical skills and knowledge to effectively teach the fundamentals of athletics and helps to build confidence to run your own Sportshall sessions
- Sports Young Leaders Training- We also train young leaders to be able to officiate Sportshall competitions. This programme develops leadership, confidence, communication, and responsibility through practical experience
- To learn more about Young Leader Training and Teacher CPD Training, please contact the Sportshall Team at team@sportshall.org.

Where to participate next?

- To take find out more information for how the schools in your area can take part in the Sportshall Awards, visit the Sportshall website by [clicking here](#) or contact our Sportshall Athletics Development Officers at team@sportshall.org.

Where to compete next?

- For advice on how to run your own Sportshall Athletics competition or if you need a delivery team to run your Sportshall Athletics event, please contact team@sportshall.org. The Sportshall Team offer a broad range of services designed to support the delivery of Sportshall across the country. Whether it's a free planning session, teacher training, support in developing Sports Leaders, delivery of the Sportshall Athletic competitions or the implementation of a complete development programme, our team are here to help.



Why Sportshall Athletics for your school?

The Sportshall Athletics programme has been developed to provide a safe and enjoyable introduction to athletics, whilst catering to the needs of every developing child. The Sportshall programme of skill development, individual awards and recognition, supported by the exciting and inclusive Sportshall competition formats, provides an inclusive pathway for children to develop core fundamental physical skills that are at the heart of both the primary and secondary PE curriculum.

How to use activities in curriculum time

The popular Sportshall Athletics competitions are supported by the Sportshall Awards programme, which can be delivered as part of the PE curriculum or as part of the extra-curricular programme. To achieve a Sportshall Award, participants must complete a range of throwing, jumping and running events, choosing between a Decathlon or a Pentathlon. The Sportshall Awards programme is accompanied by a range of supporting materials. These include lesson plans, activity resource cards, a scoring system and event guidance.

Benefits of integrating the Sportshall Award into your curriculum:

- Skill Development: Supports the development of running, jumping, and throwing skills that transfer across PE, sport, and physical activity
- Progress Monitoring: Enables the tracking and rewarding of individual student progress
- Competition Preparation: Assists in preparing students for Sportshall competitions (intra-school, inter-school and virtual)
- Fitness Improvement: Provides a structured method for monitoring and encouraging improved fitness levels
- Sports Leadership: Offers opportunities for the development of Sports Leadership skills
- Inclusive and Accessible: Designed to be inclusive to all and accessible all year-round.

Additional support

Sportshall Athletics is a fully inclusive sport. To support you to adapt your practice check out the [SEND Inclusion Toolkit](#) co-created by Youth Sport Trust and the National Disability Sports Organisations (NDSOs) who are the leading experts within inclusive sport. They provide, advice support and opportunities for people of all ages with specific impairments. [The toolkit](#) provides you with an introduction to each special educational need and disability, key top tips for creating an inclusive environment and signposting to further training and development opportunities within each NDSO. It will help you adapt any practice in addition to our suggestions to make it inclusive for all.

The Sportshall Awards are free to take part in with resource cards, scoring system, event guidance and awards posters available by [clicking here](#).



Physical Literacy

These formats and activities have been designed with physical literacy at their heart. We want all young people to have a positive experience with physical activity from an early age. As far as possible, we've considered opportunities for young people to move, think, feel and connect through our activities, and given you suggestions to make adaptations. But, if they don't work for you and your young people, then use the THRIVE principle to remove barriers, make changes and give ownership to your young people to have a positive experience with the activities to see their true value.

Thrive isn't a checklist – it's a lens to help you sense check quality and inclusion, so consider the following when choosing which format to deliver and how it supports your young people to have a positive experience with physical activity:

- **TAILORED:** does your event support the needs, strengths and circumstances of the group?
- **HOLISTIC:** do the selected activities support young people to move, connect, think and feel?
- **REFLECTIVE:** have you built in time to allow young people to reflect on their engagement and to make choices about what they want to take part in next?
- **INCLUSIVE:** does your event support all young people to engage, feel welcome and included to take part?
- **VARIED:** have you planned for activity differentiation with equipment, space, task and outcome to provide appropriate challenge and maintain interest for all?
- **EMPOWERING:** have you consulted your young people to ask what they want to do, and how they want the event to run? Often, they create better rules and adaptations than we do, which gives them ownership and a positive experience.

For further support, look to the Physical Literacy Enactment Guide - Education, which can be found by [clicking here](#), and going to the "Getting Started" guide section to download it.

Personal development

- The Sportshall Team offers CPD training for teachers to enhance PE delivery. These sessions provide practical skills and knowledge to effectively teach the fundamentals of athletics and helps to build confidence to run your own Sportshall sessions
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How to run intra-competition: Sportshall Awards Skills Festival – Pentathlon



How to set up

- Choose 1 event from each section plus any 2 others
- Set up the 5 stations that the team will rotate around
- Each competitor is given a score card, on which they will write their name, age and school or team name
- Allow approximately 15 minutes per station
- Rotate teams around each activity station
- Record individual scores on participant scorecards
- Once each activity has been complete, the score cards need to be handed into the organiser, who will input the scores onto the [Awards Calculator](#) software
- Whilst scores are being inputted, you will have some time to run some non-scoring/scoring relays to finish the session
- Once all the scores have been inputted onto the [Awards Calculator](#), it time to present the team results and Sportshall Awards.

Activity Stations

Section A – Mobility

- Speed Bounce
- Hi-Stepper
- 10m x 10m Shuttle Run

Section B – Jumps

- Standing Long Jump
- Vertical Jump
- Standing Triple Jump

Section C – Throws

- Chest Push
- Foam Javelin
- Balance Test
- Target Throw



Age group

KS2 (7-11 years old)



Gender

Mixed



Participant numbers

- School teams should consist of around 8 – 10 athletes and can be mixed gender.



Target audience

For All



Benefits for YP

Young people will:

- Develop core skills that are useful across a wide range of sports and daily activities
- Have fun and enjoy themselves
- Aspire to improve and challenge themselves
- Learn the importance of practice and preparation
- Become more determined and demonstrate resilience.



Roles for YP

- Officials
- Scorer
- Time keeper
- Event Managers.



Progression

- The Sportshall Awards Pentathlon is the perfect introduction to developing skills through competition. The Awards can be completed within one class or held as a competition amongst different classes or year groups.





How to run intra-competition: Sportshall Awards Skills Festival – Decathlon



How to set up

- Choose 2 events from each section plus any 4 others
- Set up the 10 stations that the team will rotate around
- Each competitor is given a score card, on which they will write their name, age and school or team name
- Allow approximately 15 minutes per station
- Rotate teams around each activity station
- Record individual scores on participant scorecards
- Once each activity has been complete, the score cards need to be handed into the organiser who will input the scores onto the [Awards Calculator](#) software
- Whilst scores are being inputted, you will have some time to run some non-scoring/scoring relays to finish the session
- Once all the scores have been inputted onto the [Awards Calculator](#), it time to present the results and Sportshall Awards.

Activity Stations

Section A – Mobility

- Speed Bounce
- Hi-Stepper
- 10m x 10m Shuttle Run

Section B – Jumps

- Standing Long Jump
- Vertical Jump
- Standing Triple Jump

Section C – Throws

- Chest Push
- Foam Javelin
- Balance Test
- Target Throw



Age group

KS2 (7-11 years old)



Gender

Mixed



Participant numbers

- School teams should consist of around 8 – 10 athletes and can be mixed gender.



Target audience

For All



Benefits for YP

Young people will:

- Develop core skills that are useful across a wide range of sports and daily activities
- Have fun and enjoy themselves
- Aspire to improve and challenge themselves
- Learn the importance of practice and preparation
- Become more determined and demonstrate resilience.



Roles for YP

- Officials
- Scorers
- Time keeper
- Event Managers.



Progression

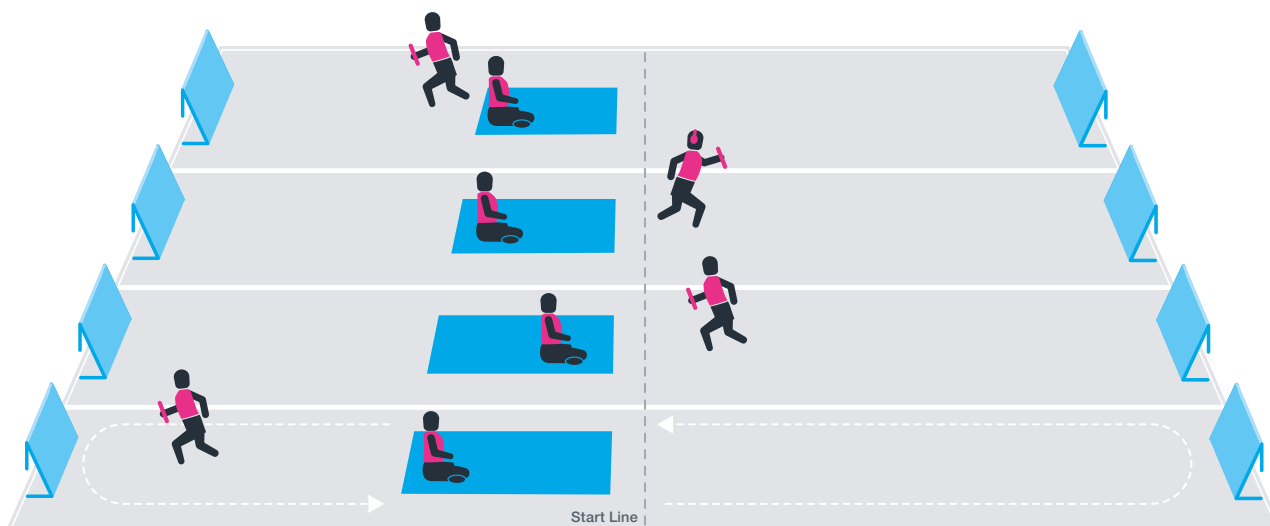
- The Sportshall Awards Decathlon is the perfect introduction to developing skills through competition. The Awards can be completed within one class or held as a competition amongst different classes or year groups.





Relays

PRIMARY



How to make it easier

- Reduce the number of laps completed

How to make it harder

- Increase the number of laps completed

Spirit of the Games



- How did you and your teammates support each other throughout the relay?
- What did your team do well to work together successfully?



- What helped you feel confident during your relay leg?
- How did you feel when you achieved something you were unsure you could do?

How to play

- Organise participants into teams and position each team on a Team Mat
- The first participant from each team stands behind the start line holding the Relay Baton
- Participants must start from a standing position with both feet behind the line
- **On the whistle, participants:**
 - run to the first Reversaboard
 - turn on the Reversaboard
 - run back towards their team
 - turn on the second Reversaboard behind the Team Mat
 - return to the centre of the hall
- The Relay Baton is then passed to the next participant who completes the same course
- After completing their leg, participants return to sit on the Team Mat
- The final participant completes the course before running through the finish line in the centre of the hall.

Competition notes

- Team Mats should be positioned behind the start line and offset to the side of the lane where appropriate
- Where takeover zones are used, outgoing runners may begin up to 10 metres behind the start/finish line
- Baton exchanges must take place within the designated takeover area
- If a team causes an obstruction or does not complete the relay correctly, officials may place that team behind other finishers
- The focus should remain on participation, teamwork and positive competition experiences.



Relays

PRIMARY

Safety

- Ensure waiting runners remain seated on the team mat until it is their turn to race
- Clearly mark the running track and turning areas
- Do not allow participants to cross the track while races are in progress
- Ensure the track surface is clean, dry, and free from hazards.

Equipment required per lane



2 Reversaboard



1 Team mat



1 Relay baton



Beanbags or a hand tap can be used as alternatives to the relay baton



Cones can be used as an alternative to the Reversaboard



3 volunteers or young leaders:

- 1 starter
- 1 timekeeper
- 1 scorer

Note: Additional volunteers may be required when running multiple lanes.

Space required

- Large sports hall.

Estimated set-up time

- 5 minutes.

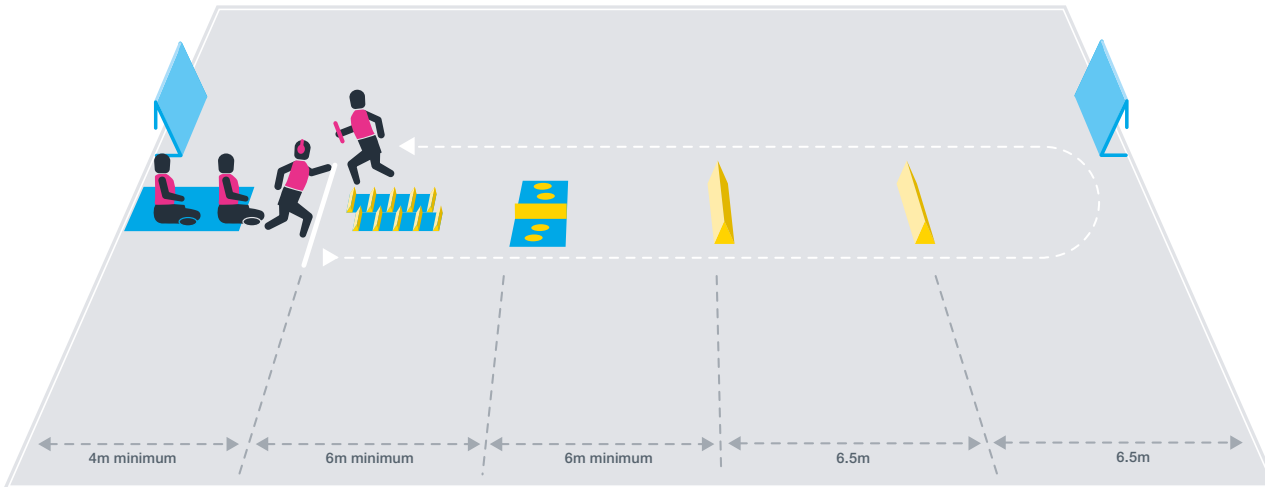
Difficulty level





Obstacle Relay

PRIMARY



How to play

- Organise participants into teams of four and position each team on their Team Mat
- The first participant stands behind the start line holding the relay baton or beanbag
- On the whistle, participants:
 - complete the Hi-Stepper, placing one foot in every section
 - complete 10 Speed Bounces
 - clear both hurdles
 - turn on the Reversaboard at the far end of the hall
- Participants return to their team while avoiding the obstacles on the return leg
- On returning, participants turn on the Reversaboard nearest the Team Mat
- The baton or beanbag is then passed to the next participant waiting at the start line
- Once they have completed their leg, participants return to sit on the Team Mat
- The second and third participants complete the course in the same way
- The final participant completes the course and, after turning on the final Reversaboard, runs through the finish line in the centre of the hall.

Scoring

- Record the total time taken to complete the relay
- A 0.5 second time penalty is added for each fault:
 - Missing a Hi-Stepper section (maximum two faults per participant)
 - Completing fewer than 10 Speed Bounces
 - Missing a hurdle
 - Passing the baton or beanbag before turning on the Reversaboard
- No fault should be awarded if a hurdle is knocked over but the participant has attempted to clear it.

How to make it easier

- Remove time penalties from the activity
- Use lower hurdles
- Reduce the number of Speed Bounces required

How to make it harder

- Increase fault penalties to one second per fault
- Increase the number of Speed Bounces required

Spirit of the Games



- How did you and your teammates encourage each other before, during, and after the race?
- What did your team do well to work together successfully?



- How did you show respect to other teams before, during, or after the race?
- What did you do to make sure everyone felt included, safe and valued during competition?



Obstacle Relay

PRIMARY

Safety

- Ensure adequate lane widths are maintained, with a minimum of 1.10m between Reversaboards
- Ensure all equipment is secure and positioned safely before starting
- Keep a foot on the Speed Bounce mat to prevent movement during use.

Equipment required per lane



2 Reversaboards



1 Speed Bounce Mat



2 Folding Hurdles



1 Hi-Stepper



1 Team Mat



1 Foam Relay Baton



Beanbags or a hand tap can be used as alternatives to the Relay Baton



Cones can be used as an alternative to the Reversaboard



5 volunteers or young leaders:

- 1 starter
- 1 timekeeper
- 1 scorer
- 1 Speed Bounce monitor and fault recorder
- 1 Hi-Stepper and Hurdles monitor.

Space required

- Large sports hall.

Estimated set-up time

- 5-10 minutes.

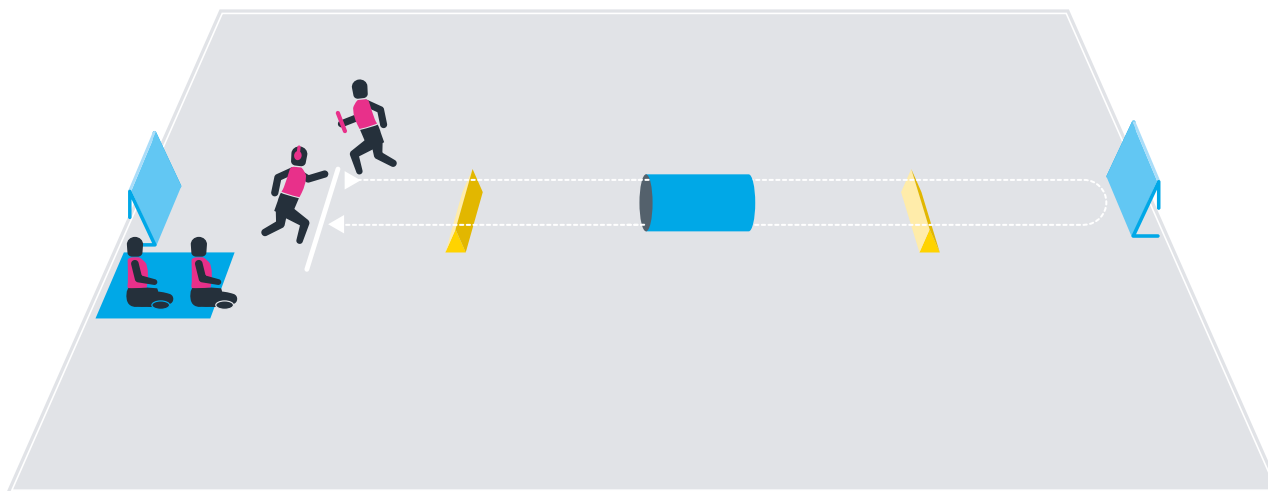
Difficulty level





Over / Under Relay

PRIMARY



How to play

- Organise participants into teams and position them on the Team Mat
- The first participant stands behind the start line ready to begin
- **On the whistle, participants:**
 - run over the first hurdle
 - travel through the tunnel
 - run over the second hurdle
 - turn around using the Reversaboard at the far end of the course
- Participants then return through the course in the opposite direction
- After turning on the Reversaboard nearest the Team Mat, participants touch the shoulder of the next runner to start their turn
- The relay continues until all team members have completed the course.

Scoring

- Record the total team time to complete the relay.
- A 0.5 second time penalty is added for each fault:
 - Missing a hurdle
 - Failing to travel through the tunnel
 - Passing the baton or beanbag before turning on the Reversaboard

No fault should be awarded if a hurdle is knocked over but the participant has attempted to clear it.

How to make it easier

- Use lower hurdles
- Reduce the number of hurdles used in the event to one

How to make it harder

- We do not recommend any changes to this event format. It is already designed at its most challenging level

Spirit of the Games



- How did you and your teammates support each other throughout the relay?
- What are you most proud of about your team's performance?



- What kept you going when the activity became challenging?
- How did you show determination to complete the course and support your team?



Over / Under Relay

PRIMARY

Safety

- Leave a minimum of 1.10m between each Reversaboard to ensure adequate lane width
- Place the Team Mat safely to the side of Reversaboard
- Ensure the running surface and participants shoes are clean, dry, and free from hazards
- The start line MUST be a minimum of 4m from the Reversaboard
- Leave a minimum of 6.5m between obstacles.

Equipment required

Equipment per lane



2 Reversaboards



2 Folding Hurdles



1 Tunnel



1 Team Mat



1 Foam Relay Baton



Beanbags or a hand tap can be used as alternatives to the relay baton



Cones can be used as an alternative to the Reversaboard



4 volunteers or young leaders:

- 1 starter
- 1 timekeeper
- 1 scorer
- 1 hurdles and tunnel monitor.

Space required

- Large sports hall.

Estimated set-up time

- 5-10 minutes.

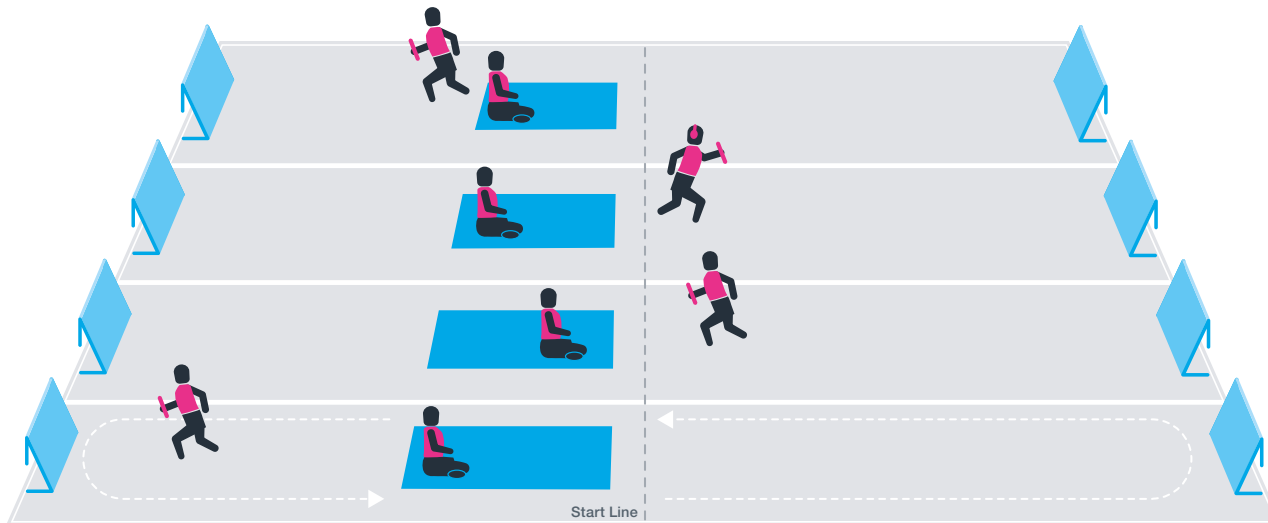
Difficulty level





6 Lap Paarlauf

PRIMARY



How to make it easier

- Reduce the number of laps required

How to make it harder

- Increase the number of laps required

Space required

- Large sports hall
- If cones are used instead of Reversaboard, ensure adequate turning space is available at the end of the course.

Estimated set-up time

- 5 minutes.

Difficulty level



Spirit of the Games



- How did you and your teammate work together to complete the race successfully?
- What decisions did you make as a team to help achieve your best performance?



- What did you enjoy most about taking part in the race?
- How did your enthusiasm and effort help you contribute to your team's success?

How to play

- Organise participants into teams of two
- One participant begins behind the start line holding the relay baton
- On the whistle, the first runner completes a minimum of one lap before passing the baton to their teammate
- Teams continue taking turns running laps until 6 laps has been completed.
- The baton must complete the full race distance
- Participants can decide how to share the laps between teammates, provided each runner completes at least one lap before handing over to the next runner
- The final runner completes the race by crossing the finish line at the end of the final lap.

Safety

- Ensure waiting runners remain seated on the Team Mat until it is their turn to race
- Clearly mark the running track and turning areas
- Do not allow participants to cross the track whilst races are in progress
- Ensure both the track surface and participants shoes are clean, dry, and free from hazards.

Equipment required per lane



- 2 Reversaboard
- 1 Team Mat
- 1 Relay Baton
- Beanbags or a hand tap can be used instead of the relay baton
- Cones can be used as an alternative to the Reversaboard



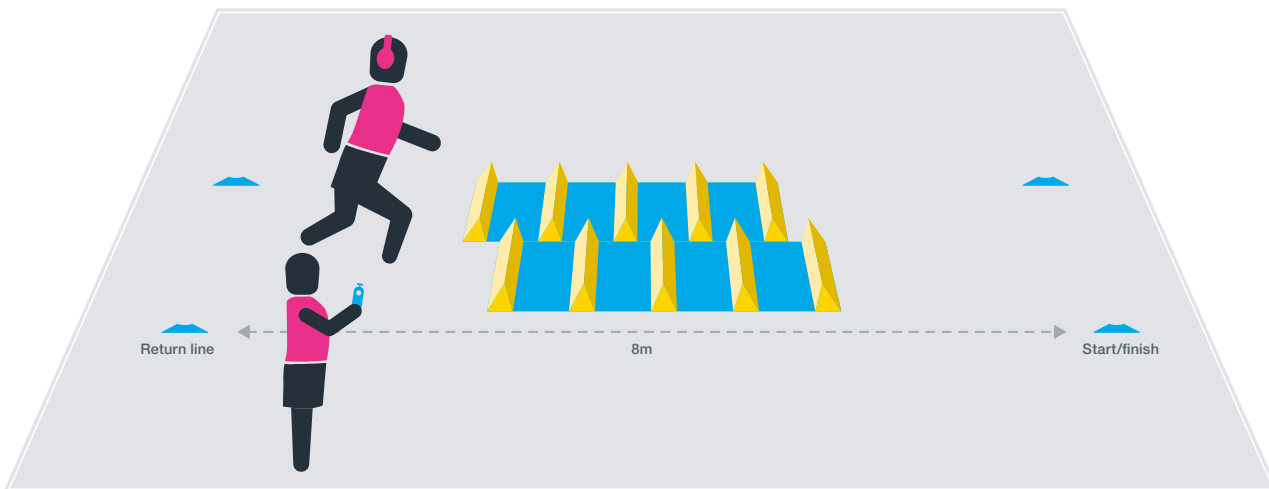
- 3 volunteers or young leaders:
 - 1 starter
 - 1 timekeeper
 - 1 scorer

Note: Additional volunteers may be required when running multiple lanes.



Hi-Stepper

PRIMARY



How to play

- Set up the Hi-Stepper in a clear activity area using cones and marker tape where required
- Participants begin behind the start line
- On the whistle, participants move through the Hi-Stepper placing one foot into each square
- At the end of the Hi-Stepper, participants place one foot beyond the return line before turning and repeating the activity in the opposite direction
- Participants complete the Hi-Stepper four times before finishing through the start line
- Record times to the nearest tenth of a second
- Add a 0.5 second time penalty for missing a square or stepping on a wedge.

Safety

- Ensure there is adequate runoff space at both ends of the Hi-Stepper
- Check all equipment is secure and safe before starting
- Keep the surrounding area clear from hazards and waiting participants.

Equipment required

- Hi-Stepper Four Cones and Measuring Tape
- Stopwatch Foam Sleeping Policeman (adaptation)
- One volunteer or young leader to judge the activity and record results

Space required

- A sports hall or large indoor space.

Estimated set-up time

- 3-5 minutes.

Difficulty level



How to make it easier

- Use Foam Sleeping Policeman as a lower wedge
- Complete the activity without wedges

How to make it harder

- Set a target time for participants to achieve
- Increase the number of repetitions completed

Spirit of the Games



- What helped you keep going when the activity became challenging?
- What could you focus on next time to improve your performance?

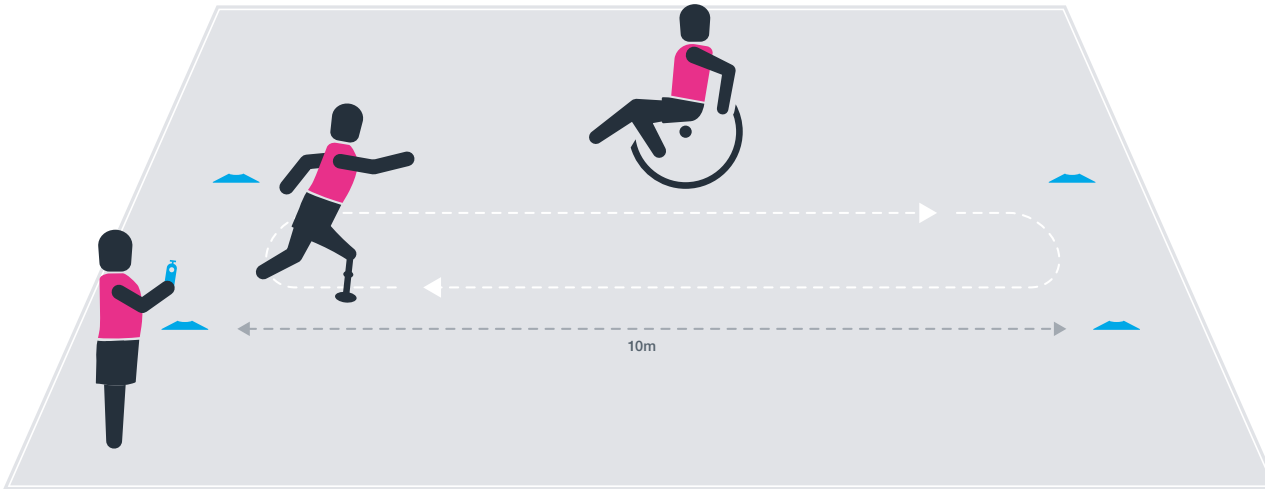


- What helped you feel confident during the activity?
- How did you respond when trying something difficult or unfamiliar?



Shuttle Runs

PRIMARY



How to make it easier

- Reduce the length of the running area
- Decrease the number of shuttle runs completed

How to make it harder

- Increase the length of the running area
- Increase the number of shuttle runs completed

Spirit of the Games



- What helped you keep working hard throughout the activity?
- What could you focus on next time to improve your performance?



- What did you enjoy most about the activity?
- How did you show enthusiasm and effort during the challenge?

How to play

- Set up a 10m shuttle run course using cones or floor markers as shown in the activity diagram
- Participants begin from a standing start position behind the start line
- On the whistle, participants run the shuttle course as quickly as possible until crossing the finish line
- Record each participant's time once they complete the course.

Safety

- Ensure the running surface is safe, clear, and free from debris
- Ensure there is adequate runoff space at the end of the course
- Keep waiting participants away from the running area.

Equipment required

- Cones
- Whistle
- Stopwatch
- Measuring tape
- Tape or floor markers
- 2 volunteers (1 starter and 1 timekeeper)

Space required

- A sports hall, track or field with a 10m running area and suitable runoff space at the end.

Estimated set-up time

- 1-3 minutes.

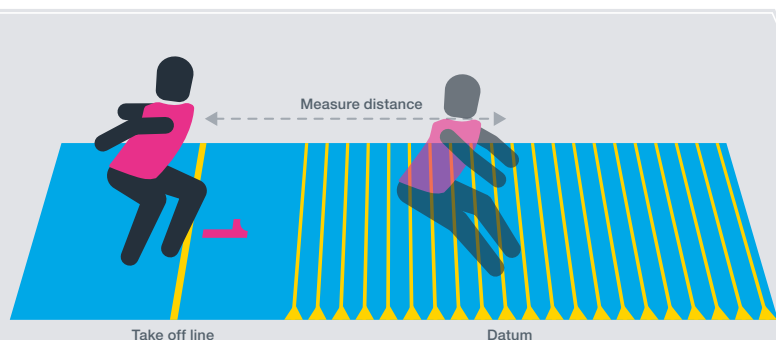
Difficulty level





Standing Long Jump

PRIMARY



How to play

- Participants begin with both feet behind the take-off line
- Participants perform a two-footed jump from a standing position, aiming to jump as far as possible
- Measure the distance from the take-off line to the back of the closest heel on landing
- Participants may step forward after landing
- A jump is recorded as a no jump if:
 - a participant steps backwards after landing
 - a participant touches the floor or mat behind their feet after landing
- A valid jump is recorded when both feet land safely on the landing area.

Safety

- Ensure the landing area is clear and away from walls or other obstructions
- Check that the jumping and landing surfaces are clean, dry, and free from hazards
- Allow only one participant to jump at a time
- Ensure participants wait until the landing area is clear before starting their jump.

Equipment required

- ||||| Standing Long Jump Mat
-  Gym mat and measuring tape (alternative equipment option)
-  2 volunteers or young leaders (1 to measure jumps and 1 to record results)

How to make it easier

- Allow all jumps to count regardless of landing position

How to make it harder

- Set personal-best targets for participants to improve across multiple attempts

Space required

- A sports hall or suitable indoor activity space with a safe landing area.

Estimated set-up time

- 1-3 minutes.

Difficulty level



Spirit of the Games



- How did you support and encourage others during the activity?
- What positive feedback could you give a partner about their jump?

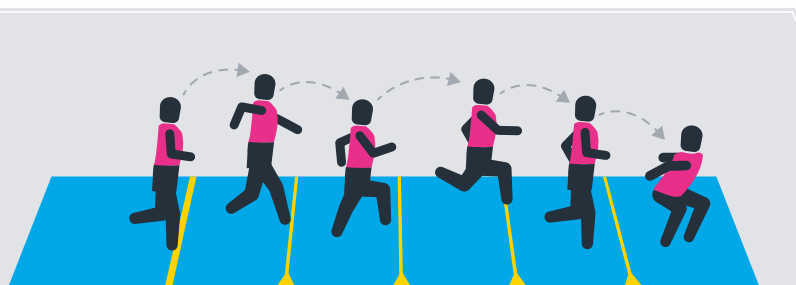


- What helped you feel confident when attempting your jump?
- How did you challenge yourself to improve your performance today?



Standing Triple Jump

PRIMARY





How to play

- Participants begin behind the take-off line
- Participants complete a hop, step and jump sequence:
 - hop from one foot to the same foot
 - step onto the opposite foot
 - jump and land on both feet
- Measure the distance from the take-off line to the back of the closest heel on landing
- Participants may step forwards after landing
- A jump is recorded as a no jump if:
 - a participant steps backwards after landing
 - a participant touches the floor or mat behind their feet after landing
- A valid jump is recorded when both feet land safely on the landing area.

Safety

- Ensure the landing area is clear and away from walls or other obstructions
- Check that the jumping and landing surfaces are clean, dry and free from hazards
- Use a Standing Triple Jump Mat where possible when operating on hard surfaces
- If using a Graduated Measuring Mat, ensure participants jump alongside the mat rather than on it
- Allow only one participant to jump at a time
- Ensure participants wait until the landing area is clear before starting their jump.

Equipment required

- ||||| Standing Triple Jump Mat
-  Graduated Measuring Mat (alternative equipment option)
-  2 volunteers or young leaders (1 to measure jumps and 1 to record results)

How to make it easier

- Allow participants to hold their free leg during the hop phase to support balance and coordination
- Break the activity into separate hop, step and jump movements before combining them
- Use the Five Strides activity as a progression for younger participants

How to make it harder

- Set personal-best targets for participants to improve across multiple attempts

Space required

- A sports hall or suitable indoor activity space with a safe landing area.

Spirit of the Games



- What helped you feel confident when attempting the hop, step and jump sequence?
- How did you challenge yourself to improve your performance today?



- How did you support and encourage others during the activity?
- What does respect look like when competing and learning alongside others?

Estimated set-up time

- 1-3 minutes.

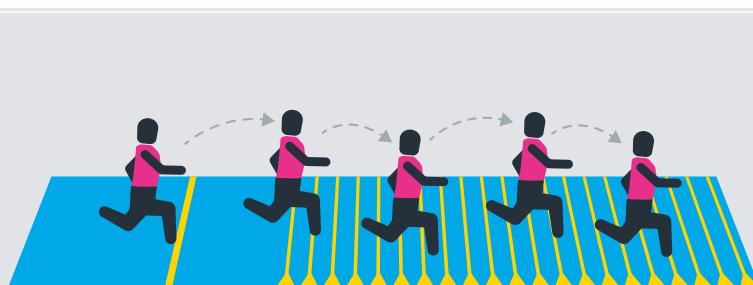
Difficulty level





Five Strides

PRIMARY






How to play

- Participants begin from a standing position behind the start line
- Participants complete five continuous bounding strides forwards, aiming to travel as far as possible
- Participants may use a small crouch or rocking action before starting
- The front foot must remain in contact with the ground before beginning the activity
- Measure the distance from the start line to the back of the heel on the final landing stride
- Record the distance to the nearest scoring marker or 25cm band where appropriate
- Each participant should complete three attempts.

Safety

- If using a Graduated Measuring Mat, ensure participants travel alongside the mat rather than on it. Ensure the landing area is clear and away from any obstructions
- Check that all surfaces are clean, dry and free from hazards.

Equipment required

-  Standing Triple Jump Mat or Graduated Measuring Mat
-  Measuring tape (alternative to a Graduated Measuring Mat)
-  2 volunteers or young leaders (1 to measure distances and 1 to record results)

How to make it easier

- Allow participants to run for five steps before completing a final jump
- Break the activity into smaller sections to build confidence and coordination

How to make it harder

- Progress participants onto the Standing Triple Jump activity

Space required

- A sports hall or outdoor field with sufficient space for safe movement and landing.

Estimated set-up time

- 1-3 minutes.

Difficulty level



Spirit of the Games



- What helped you feel confident when completing the activity?
- How did you challenge yourself to improve your performance today?

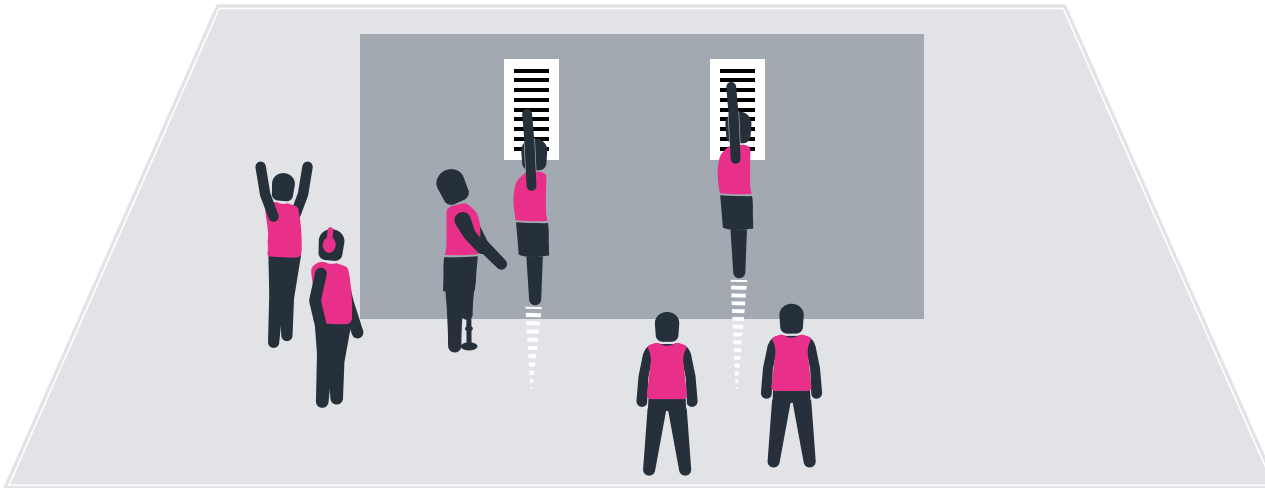


- What did you enjoy most about the activity?
- How did your enthusiasm and effort help you improve throughout the challenge?



Vertical Jump

PRIMARY








How to play

- Set up the Vertical Jump equipment securely against a suitable wall surface
- Participants stand with their back, head and heels touching the wall
- Participants stretch both arms upwards to set their standing reach height
- Elbows and fingers should remain straight with both feet flat on the floor
- Participants dip their fingertips into chalk before jumping vertically from a standing position
- Participants reach as high as possible to touch the measuring scale
- Measure the jump height to the nearest centimetre below the top of the chalk mark.

Safety

- Ensure the equipment is secure and in good working order before starting
- Ensure that athletes jump side-on to avoid jumping towards the wall
- Encourage controlled take-offs and balanced landings
- Ensure the chalk bag is securely attached before use
- Keep the jumping area clear from hazards and waiting participants
- Allow only one jumping participant per jumping area at a time.

Equipment required

-  Tip-2-Tip Vertical Jump  Chalk Bag
-  Cleaning Cloth (if available)
-  Score Sheets
-  A Young Leader to measure and record results

How to make it easier

- Measure the jump to the nearest 10cm rather than 1cm

How to make it harder

- Set personal-best targets for participants to improve across multiple attempts

Space required

- A clear indoor or outdoor wall of at least 5m in height.

Estimated set-up time

- 3-5 minutes.

Spirit of the Games



- What could you focus on to help improve your jump next time?
- How did you keep trying to improve throughout the activity?



- What achievement during the activity made you feel proud?
- How did confidence help you challenge yourself and improve?

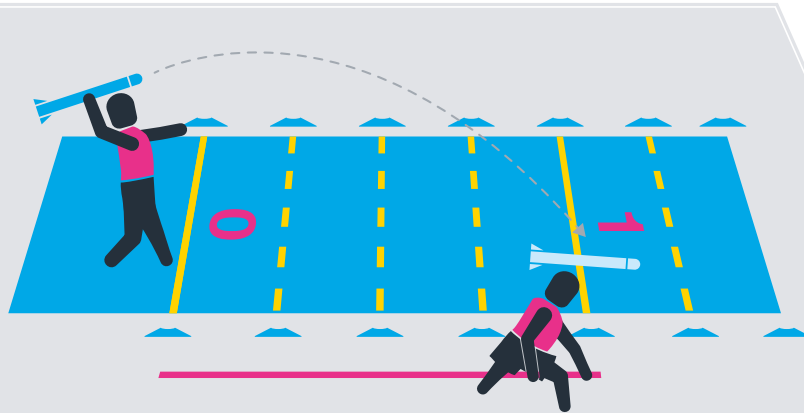
Difficulty level





Javelin

PRIMARY








How to play

- Participants begin behind the throwing line with both feet in contact with the floor
- Participants throw the javelin from a standing position, aiming to achieve maximum distance
- Both feet must remain behind the throwing line when releasing the javelin
- Measure the distance from the front of the throwing line to where the tip of the javelin first lands
- Distances should be measured at right angles to the Graduated Measuring Mat
- Record distances to the nearest complete metre below the landing point.

Safety

- Ensure all throwing activities are closely supervised
- Clearly mark and isolate the throwing area using cones or barriers
- Ensure all participants and spectators remain outside the throwing area
- Never throw towards people or occupied spaces
- Only collect equipment on the leader's instruction
- Check all equipment is safe and in good condition before use
- When using Bull Nosed Javelins, ensure the nose cone is secure and free from damage.

Equipment required

-  Foam Javelins (indoor use)
-  Bull Nosed Javelins (outdoor use)
-  2 x Graduated Measuring Mat
-  Cones
-  3 volunteers or young leaders (1 to supervise the throwing line and record distances and 2 to identify and confirm the landing position of the javelin)

How to make it easier

- Use foam javelins to develop confidence and technique
- Focus on standing throws before introducing greater distance challenges

How to make it harder

- Set personal-best targets for participants to improve across multiple attempts

Space required

- A large sports hall or outdoor field with a clearly marked throwing area and safe landing zone.

Estimated set-up time

- 2-5 minutes.

Difficulty level



Spirit of the Games



- What could you focus on to help improve your throwing distance next time?
- How did you keep trying to improve throughout the activity?

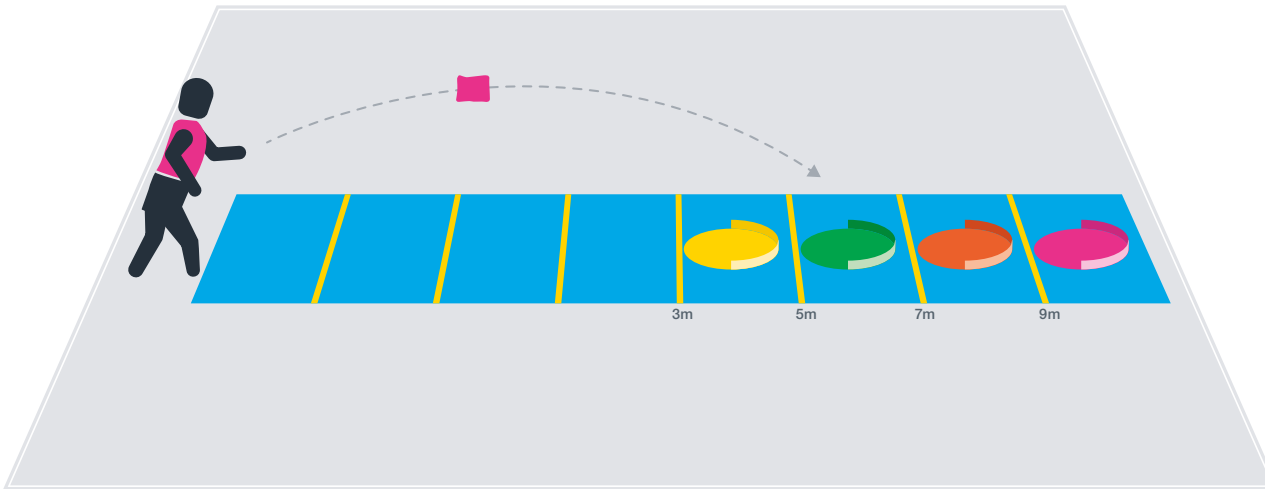


- How did you show respect for the equipment, officials, and other participants?
- Why is it important to follow the safety rules during throwing activities?



Target Throw

PRIMARY



How to make it easier

- Move the targets closer to the throwing line (e.g. 2m, 4m, and 6m)
- Increase the size of the targets

How to make it harder

- Only award points if the bean bag lands directly in the target without touching the floor first
- Increase the distance between the throwing line and targets

Space required

- A sports hall or outdoor field that is at least 10m in length.

Estimated set-up time

- 5 minutes.

Difficulty level



Spirit of the Games



- What could you focus on to improve your score next time?
- How did you keep trying to improve throughout the activity?



- How did you show respect for the equipment, officials, and other participants?
- Why is it important to follow the rules and wait safely for your turn during throwing activities?

How to play

- Set up the coloured targets at the appropriate distances from the throwing line
- Participants stand behind the throwing line throughout the activity
- Participants throw bean bags towards the matching coloured targets
- Participants aim to score as many points as possible across all targets

Scoring:

- 2 points if the bean bag lands directly inside the matching coloured target
- 1 point if the bean bag touches the floor before finishing in the target, or lands only partially inside the target
- 0 points if the bean bag lands in a different coloured target or bounces out
- The maximum possible score is 24 points.

Safety

- Ensure that the throwing direction is away from other activities and participants.
- Clearly mark and supervise the throwing area
- Ensure all waiting participants remain behind the throwing line
- Only collect equipment on the leader's instruction.

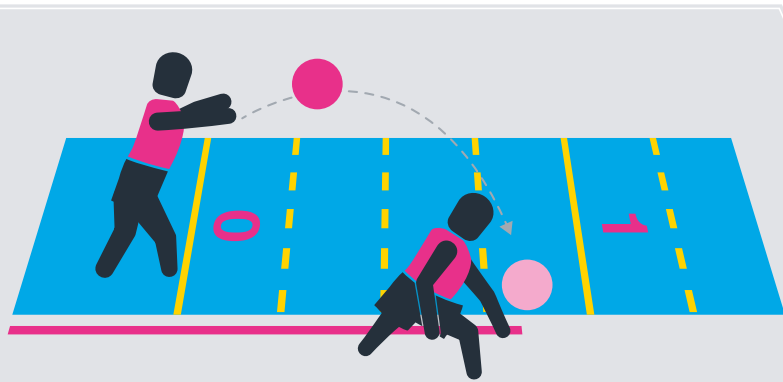
Equipment required

- Target Throw Set (including 12 bean bags, four dishes and a Graduated Measuring Mat)
- Hula hoops, bean bags and a measuring tape (alternative equipment option)
- One volunteer or young leader to judge the activity and record results



Chest Push

PRIMARY




How to play

- Set up a clearly marked throwing area with measuring markers or a Graduated Measuring Mat
- Participants begin behind the throwing line holding the ball against their chest with both hands
- Participants perform a two-handed chest push throw, aiming to throw the ball as far as possible
- Both feet must remain in contact with the floor throughout the throw
- Participants may stand with one foot in front of the other but must not take steps or use a run-up
- The participant's chest should face forwards throughout the throw with no trunk rotation used
- Measure the distance from the throwing line to where the ball first lands.

Safety

- Ensure that the throwing direction is away from other activities and participants
- Clearly mark and supervise the throwing area
- Ensure all participants remain behind the safety line when waiting their turn
- Only collect equipment on the leader's instruction.

Equipment required

- Appropriate sized ball for the age group:
 - Year 3 & 4 Girls and Boys - Size 4 Football
 - Year 5 & 6 Girls and Boys - 1kg Medicine Ball
- Graduated Measuring Mat  Measuring tape
- Two volunteers or young leaders to judge and score results

How to make it easier

- Use a lighter ball than recommended for the age group

How to make it harder

- Use a heavier ball than recommended for the age group
- Set individual improvement targets

Space required

- Sports hall or a field with a throwing area at least 10 metres in length.

Estimated set-up time

- 1-3 minutes.

Difficulty level



Spirit of the Games



- What could you focus on to help improve your next throw?
- How did you keep trying to improve throughout the activity?

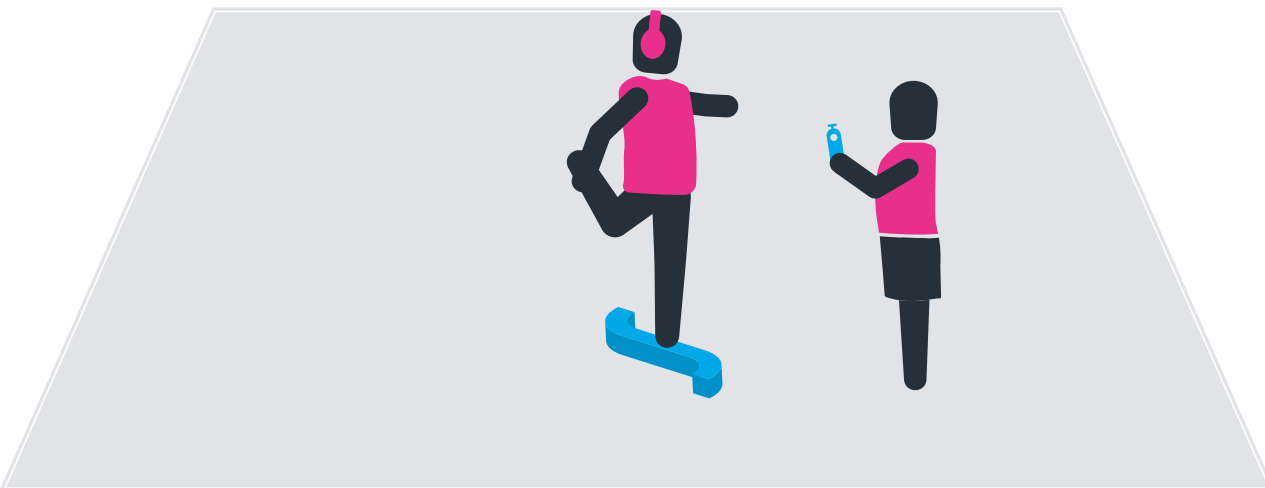


- Why is it important to measure and record scores fairly?
- How does following the rules help make competition enjoyable for everyone?



Balance Test

PRIMARY



How to make it easier

- Use two Balance Beams taped together to create a wider surface
- Use line tape on the floor instead of a Balance Beam
- Allow participants to balance without holding the free leg
- Allow participants additional time to gain balance before timing begins

How to make it harder

- Set individual targets for improvement
- Increase the balancing time to 20 seconds' per attempt

Estimated set-up time

- 1-3 minutes.

Difficulty level



Spirit of the Games



- What helped you stay balanced when the activity became challenging?
- How did you respond when you lost balance or needed to try again?



- What helped you feel confident during the activity?
- How did you feel when you achieved something you were unsure you could do?



How to play

- Set up the Balance Beam in a clear activity space
- Participants place one foot on the beam, ensuring the foot points forwards along the beam
- Participants bend the free leg backwards and hold the foot while balancing
- Participants may briefly hold the judge's or leader's arm to gain balance before starting
- Timing begins once support is released
- Timing stops when the participant releases the free foot, touches the floor or completes 15 seconds
- Participants complete four 15-second balance attempts, alternating legs each round
- The maximum possible score is 60 seconds
- Record times to the nearest whole second.

Safety

- Ensure the Balance Beam is secure and unable to move during the activity
- Use a Balance Beam Mat where possible to support safe landings
- Keep the surrounding area clear from hazards and equipment
- Allow only one participant on the beam at a time.

Equipment required

- 1 Balance Beam  Balance Beam Mat (Optional)
- 2 Balance Beams (Adaptation)
- Line tape (Adaptation)  Stopwatch
- One volunteer to time and record results

Space required

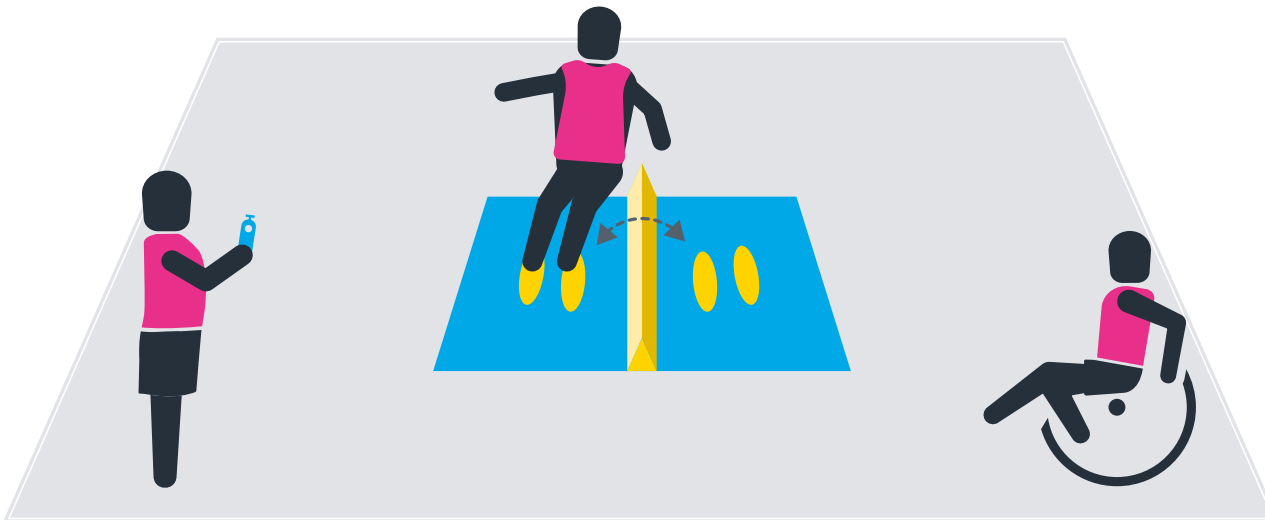
- A sports hall or large indoor activity space with enough room around the Balance Beam for safe movement.





Speed Bounce

PRIMARY








How to play

- Set up the Speed Bounce Mat and Wedge in a clear activity space
- Participants begin with both feet together on one side of the wedge
- On the whistle, participants jump side to side over the wedge as many times as possible within the 30 second time limit
- For a bounce to count both feet must land on each side of the mat, and participants must successfully clear the wedge
- If a participant touches the wedge but both feet still land on the opposite side, the bounce counts
- The activity finishes when the whistle is blown.

Safety

- Ensure participants wear suitable footwear that is securely fastened
- Prevent the mat from slipping during use
- Keep the surrounding activity area clear from hazards and equipment
- Allow only one participant on the mat at a time.

Equipment required

-  Speed Bounce Mat and Wedge
-  Stopwatch
-  Whistle
-  Foam Sleeping Policeman (adaptation)
-  2 volunteers (1 to time the activity and 1 to count successful bounces)

Space required

- A sports hall or large indoor space.

Estimated set-up time

- 1-3 minutes.

Difficulty level



How to make it easier

- Use a foam Sleeping Policeman as a lower wedge
- Complete the challenge with no wedge

How to make it harder

- Set individual improvement targets

Spirit of the Games



- What helped you keep going when the activity became challenging?
- What could you practise to help improve your score next time?



- How did you encourage and support others during the activity?
- Why is it important to listen carefully and follow instructions during physical activities?