



WORLD
ATHLETICS™



KIDS' ATHLETICS PRACTITIONER HANDBOOK



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JOIN OUR JOURNEY



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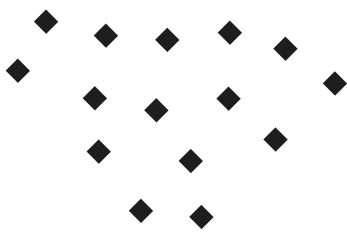
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Aim

Kids' Athletics has the power to get the world moving! Athletics develops all of the skills and values that children and young people need to be active – in life, across sports and in athletics itself. By providing a range of athletics-type activities, we want:

- children and young people across the world to enjoy physical activity
- to encourage them to be active – now and in the future
- to enable them to develop fundamental skills and values
- to excite them about the world of athletics.

Audience

Kids' Athletics is for everyone. Through a range of resources, we support a community of:

- **practitioners** – all coaches, teachers, volunteers and parents who wish to involve children and young people in enjoyable athletics-type activities. This includes athletics-specific deliverers and those who deliver a range of sports and physical activities
- **participants** – all children and young people aged 4-14. This includes those who take part in a variety of activities and those who have a specific interest in athletics.

Adaptable

Kids' Athletics celebrates global similarities and differences. It recognises that we share a passion for engaging children and young people in athletics-type activities and that we bring our own experience, creativity and cultures. All of the resources and activities can be adapted to suit your:

- **aims** – in athletics or in physical education, physical activity and sport
- **participants** – whatever their abilities or involvement in athletics
- **environment** – whatever facilities and equipment you have
- **experience** – as a coach, teacher, volunteer or parent.

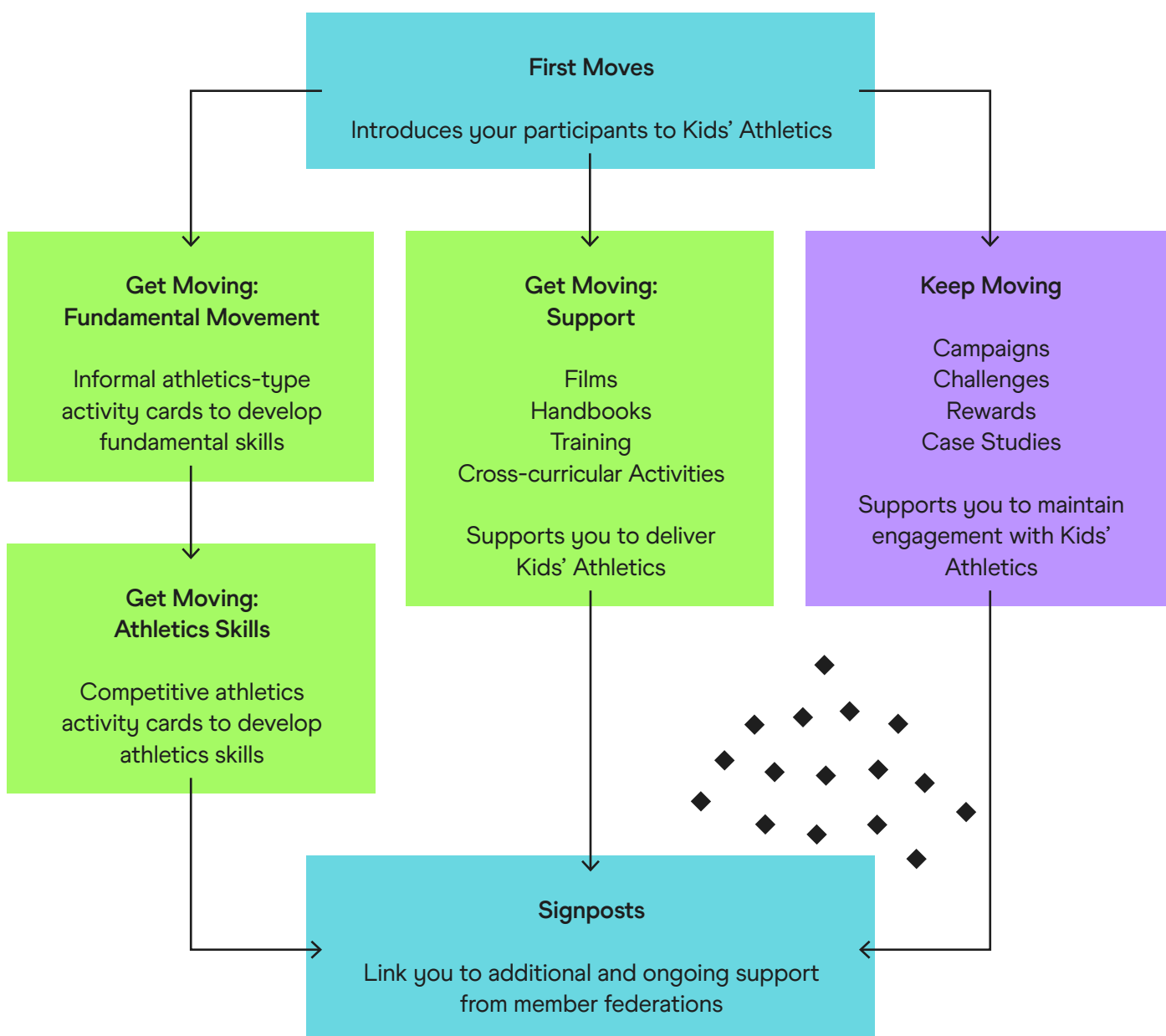
Aspiration

By sharing our enthusiasm, experience and enterprise, together we will create a global movement that puts children and young people at the heart of athletics. Join us by using, sharing and shaping Kids' Athletics!



PACK YOUR KITBAG

Kids' Athletics includes a range of resources for practitioners and participants. Some of these are available from the start; others will be added over time to keep Kids' Athletics fresh and exciting.



These resources are described in more detail on **pages 7-11**

First Moves



What:

- First Moves – PDF guide, challenge cards and selected activity cards.

Who:

Guidance for practitioners.

Why:

Show participants that athletics-type activities are for everyone. Focus on fun and friendship.

How:

Invite potential participants to a mini taster event. Offer alternative activities to existing participants.

kids-athletics.org



What:

- Passport – PDF

Who:

Activity pack for participants.

Why:

Introduce Kids' Athletics. Excite participants about being involved. Keep them engaged over time.

How:

Share at the start (recorded as a group on a board, replicated on paper or could be printed). Refer to it during activity sessions. Encourage participants to share it with their families and keep it updated at home.

kids-athletics.org



What:

- PE Teacher Guide - PDF guide, Skills Tree, lesson examples and self-review sheet.

Who:

Support for secondary school teachers.

Why:

To support and inspire teachers and young people in PE lessons.

How:

Use the lesson plans, action plan and motivational tools to help children and young people learn in and through athletics.

kids-athletics.org

“
Encourage
participants to
share it with
their families and
keep it updated
at home.

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Get Moving



What:

- Fundamental Movement Activities – activity card PPT slides.
- Practitioner Handbook – PDF.

Who:

Guidance for practitioners.
Cards can be shared with participants.

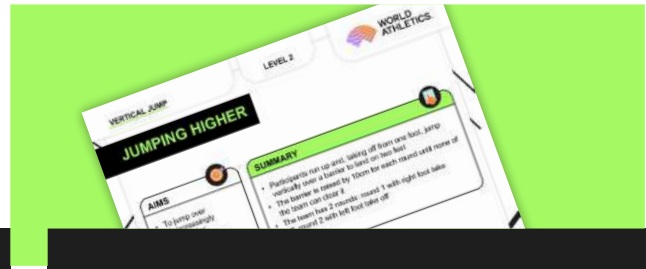
Why:

Develop skills and values that are transferable to life and other sports. Develop movement skills that are fundamental to athletics through informal, alternative and social activities.

How:

Deliver as a separate athletics-type programme. Build into athletics-specific sessions. Build into wider physical education and sport programmes/sessions.

kids-athletics.org



What:

- Athletics Skills Activities – activity card PPT slides.
- Kids' Athletics Competition Guide – PDF.

Who:

Guidance for practitioners.
Cards can be shared with young leaders/officials.

Why:

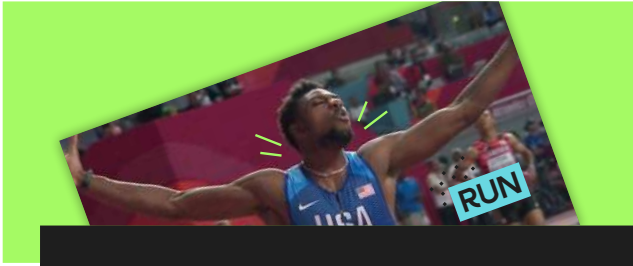
Introduce athletics skills. Apply and further develop movement skills in athletics competitions.

How:

Build into athletics-specific sessions. Create a separate athletics competition. Build into an existing athletics competition structure.

kids-athletics.org





What:

- Athletics Movement Films – Online films to help practitioners and young people master athletics skills through our fun activities.

Who:

Guidance for practitioners and participants.

Why:

Support the Get Moving activity cards and demonstrate the skills.

How:

Watch before using activity cards. Watch with participants during activity sessions. Encourage participants to watch between sessions.



What:

Practitioner Training – guide, slides, workbook PDF downloads (x2) and supporting PPT slides

Who:

Member Federations – to deliver training.
Practitioners – to use within and beyond a Member Federation-run training session or independently.

Why:

Introduce practitioners to the new Kids' Athletics programme and support them to deliver high-quality sessions. Encourage experienced practitioners to use alternative approaches to developing participants' movement skills.

How:

Member Federations offer training sessions or practitioners use online resources independently.



What:

Get Moving Across the Curriculum – Activity ideas

Who:

Ideas for practitioners.

Why:

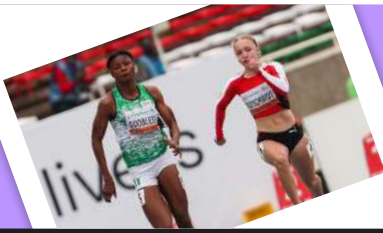
Build athletics-inspired activities into other school subjects. Create active classrooms/learning.

How:

Build into existing lessons/curriculum. Run an athletics-inspired enrichment session/day.

“
Develop skills
and values that
are transferable
to life and
other sports.
”

Keep Moving



What:

Campaigns – various resources, e.g. introduction to the campaign, templates, films

Who:

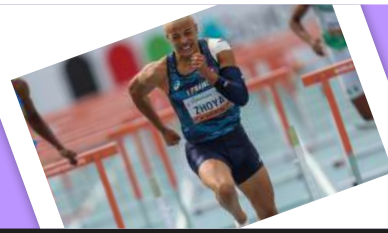
Additional resources for practitioners.

Why:

Provide practitioners with ideas and information to continue to excite participants about Kids' Athletics. Enable practitioners to share experiences and ideas. Celebrate children and young people's achievements.

How:

Build into existing programmes or offer additional sessions to existing participants. Raise awareness and encourage others to become part of the Kids' Athletics community.



What:

Challenges – various resources, e.g. activity ideas, challenges, films

Who:

Additional resources for practitioners, participants and families.

Why:

Keep participants excited about, and engaged in, Kids' Athletics. Encourage them to try new challenges and opportunities.

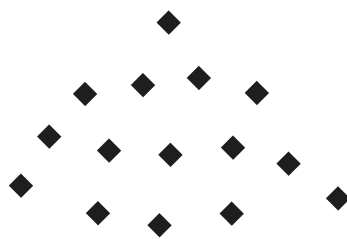
How:

Build into existing programmes or offer additional sessions to existing participants. Take-home ideas for participants to try with their families.

Look out for challenges, competitions and other exciting opportunities from Kids' Athletics!

Remember: the resources are a starting point. Please use and adapt them to suit your participants. You can share your experience of Kids' Athletics at kids-athletics.org. We look forward to hearing from you!

“
Provide practitioners with ideas and information to continue to excite participants about Kids' Athletics.
”



Uphold safeguarding

Safeguarding is about taking a proactive approach to looking after children and ensuring their happiness and protection, and this is fundamental to the Kids' Athletics programme. Safeguarding includes:

- protecting children and young people from abuse from adults and their peers
- preventing practitioners from putting themselves at risk
- anti-bullying
- anti-discrimination
- protecting participants from poor coaching.¹

Safeguarding is everyone's responsibility and World Athletics has developed a free online safeguarding course for all practitioners to complete before delivering Kids' Athletics. Go to our [Safeguarding page](#) to find out more and start the course.

To promote good practice, Kids' Athletics promotes the following safeguarding principles.

RIGHTS	RELATIONSHIPS	RESPONSIBILITIES: PERSONAL	RESPONSIBILITIES: PROFESSIONAL
Everyone has the right to participate, feel safe, have fun and be respected	Everyone should relate to others in a way that promotes openness, honesty, trust and respect	Everyone should demonstrate proper and positive personal behaviours	Practitioners should demonstrate safe, appropriate and up-to-date practices

To support these principles and to promote good practice in your sessions, we suggest you develop codes of conduct for staff, volunteers, participants and, where appropriate, parents. You can see examples at kids-athletics.org.

Remember: participants' social and emotional wellbeing is as important as their physical health and safety



¹These reflect UK Coaching's Code of Practice:

<https://www.ukcoaching.org/resources/topics/guides/code-of-practice-for-sports-coaches>

GET MOVING 1: PUTTING IT INTO PLANNING

Get started

Use the website filters to help you to find and select Get Moving activities. You can search by any combination of the following filters.

Age/stage of development: ▾	
<input type="radio"/>	Level 1: approximately 4-7 years
<input type="radio"/>	Level 2: approximately 8-11 years
<input type="radio"/>	Level 3: approximately 12-14 years

Although ages are suggested, select the activities that best suit your participants. Consider their abilities, experience of athletics, learning needs and goals.

Resource type: ▾	
<input type="radio"/>	Fundamental Movement activity card
<input type="radio"/>	Athletics Skills activity card
<input type="radio"/>	Athletics movement films

Fundamental Movement activities use informal and social athletics-type activities to develop participants' skills and values. Athletics Skills activities continue to develop skills and enable participants to apply them in more formal and competitive activities. Both types of activities can be adapted to suit your purpose and participants.

Activity group: ▾	
<input type="radio"/>	Run/walk
<input type="radio"/>	Jump
<input type="radio"/>	Throw

Athletics skills: ▾	
<input type="radio"/>	Sprint, run, relay
<input type="radio"/>	Run over obstacles
<input type="radio"/>	Walk
<input type="radio"/>	Horizontal jump
<input type="radio"/>	Vertical jump
<input type="radio"/>	Jumps with a pole
<input type="radio"/>	Rotational throw
<input type="radio"/>	Linear throw

Activities can be selected in relation to specific athletics skills. The focus remains on the fundamental skills that underpin these rather than specific techniques or technical skills.

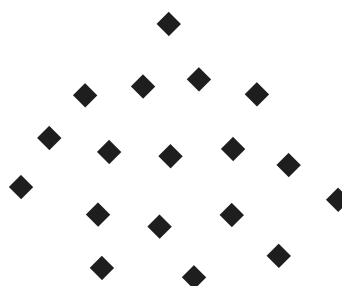


Fundamental skills: ▼	
<input type="radio"/>	Agility
<input type="radio"/>	Balance
<input type="radio"/>	Bilateral movements
<input type="radio"/>	Body awareness
<input type="radio"/>	Coordination
<input type="radio"/>	Reaction and reactive movements
<input type="radio"/>	Rhythm
<input type="radio"/>	Spatial awareness

These skills are fundamental to a wide range of physical activities – in life, across sports and within athletics. (See page 22 for definitions.) As so many of the skills are transferable, the filters and cards focus on the most relevant to each activity.

Values: ▼	
<input type="radio"/>	Respect
<input type="radio"/>	Determination
<input type="radio"/>	Friendship
<input type="radio"/>	Pride

These are the Kids' Athletics values (see page 21). They are transferable as the activities can be used to develop any of the values. The filters and activity cards highlight examples.



Recognise your aims

Before using the filters to select the activities, be clear about what you want to achieve.

- Who is the activity for?
- What is their current stage of development?
- What do you want them to gain – physically, socially and emotionally?
- What will engage and motivate them best?
- How will you ensure everyone is included, has a sense of achievement and has fun?

This will help you to choose between and/or balance the two types of activity cards.

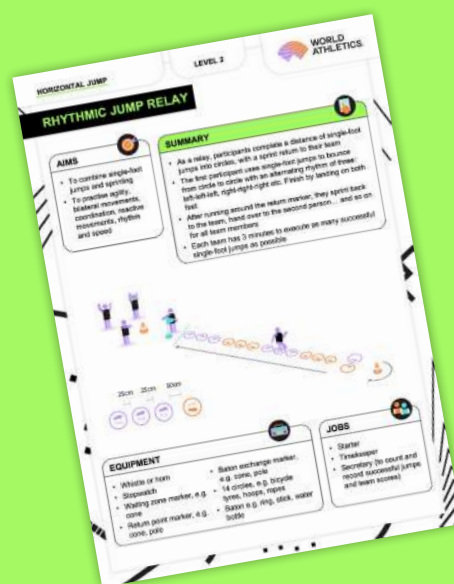


Fundamental Movement Cards

These are informal athletics-type activities that use group games to develop participants' fundamental skills and values. They are likely to appeal to participants who are new to athletics, who prefer recreational activities or who enjoy a range of sports. They can be used within physical education or multi-sports sessions. They also support young athletes to develop and practise movement skills through fun and social games.

Athletics Skills Cards

These are more formal athletics activities that provide a competitive opportunity in which participants apply and further develop their skills. They form the basis of junior athletics competitions that can be replicated within and across Member Federations. They are supported by the Competition Guide. They can also be adapted to create fun, informal competitions within school and club programmes.



Plan your programme



The activity cards support your programme planning. Your programme will reflect your participants, purpose, and local logistics, e.g. length of the programme, frequency and duration of sessions, staff availability and experience, and whether it is athletics-specific or not.

The cards can be used in a variety of ways to suit different programmes:

- within ages/stages, e.g. use all of the Level 2 cards
- across ages/stages, e.g. progress between Levels 1, 2 and 3
- within activity group, e.g. focus on jumps
- across activity groups, e.g. sample run, jump and throw
- within fundamental skills, e.g. focus on coordination
- across fundamental skills, e.g. develop agility, balance and rhythm.

The variations are endless. Here are just two simple examples.

Example 1 – within a new after-school multi-skills club for young people aged 8-11

Week	Purpose	Activity cards
1	<ul style="list-style-type: none">• Build confidence and friendship (in new group of participants)	<ul style="list-style-type: none">• Tightrope Relay• Shepherd & Sheep• Tiàoshéng
2	<ul style="list-style-type: none">• Warm up• Develop agility• Recognise respect	<ul style="list-style-type: none">• Across Continents• Slalom Switch• Beat the Ball
3	<ul style="list-style-type: none">• Warm up• Develop balance• Recognise pride	<ul style="list-style-type: none">• Compass Cross• Ladder Recovery• Hop, Step, Jump
4	<ul style="list-style-type: none">• Warm up• Develop coordination• Recognise determination	<ul style="list-style-type: none">• Fruit Picking• High Score• Kykkaa
5	<ul style="list-style-type: none">• Warm up• Practise agility, balance and coordination• Recognise friendship	<ul style="list-style-type: none">• Okubuuka• Reverse-ball• Kungirruna
6	<ul style="list-style-type: none">• Apply agility, balance and coordination in a fun, run-jump-throw carousel event• Celebrate all four values	<ul style="list-style-type: none">• Adapted versions of: Mixed-style Relay, Moving Target Jump and Precision Javelin• End with whole-group Okubuuka

Example 2 – within an ongoing junior athletics club for young people aged 8-11

Week	Purpose	Activity cards
1	<ul style="list-style-type: none">• Introduce new discipline – hurdles (to existing group of young athletes)	<ul style="list-style-type: none">• Tree, Rock, River• Kungirruna
2	<ul style="list-style-type: none">• Warm up• Develop rhythm and coordination	<ul style="list-style-type: none">• Ladder Recovery• Hurdles Relay (practise)
3	<ul style="list-style-type: none">• Warm up• Develop agility and reactive movements	<ul style="list-style-type: none">• Formula One• Hurdles & Sprint Shuttle (practise)
4	<ul style="list-style-type: none">• Warm up• Apply skills in a competition	<ul style="list-style-type: none">• Ladder Recovery• Hurdles Sprint (compete)

Plan your session

As the programme examples show, you can use the activity cards in a variety of ways within each session. For example, to:

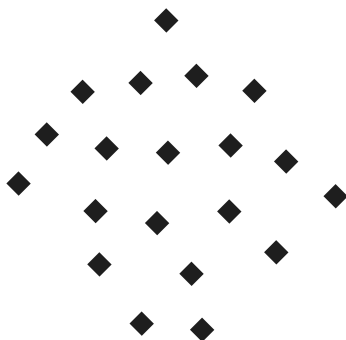
- warm up
- introduce and practise new skills
- apply skills in informal or formal competitions
- participate in social and recreational games
- develop, recognise and reward values
- celebrate personal and group achievements.

How long each activity lasts will depend on your purpose and participants. Remember: the activities are a starting point: you and your participants may adapt them to suit yourselves (see page 23).

See **Appendix** for a session planning template.

Safety

Think about the impact of each activity on participants' joints, muscles, heart rate and cardio-vascular and respiratory systems





GET MOVING 2: PUTTING IT INTO PRACTICE

Using the activity cards: Fundamental Movement

Age/stage

Safety points are a start. Do a full risk assessment

Athletics skill

Colour coded for run, jump or throw

Activity instructions

Some equipment variations are suggested. See page 24-25 for more

Encourage participants to set their own goals and focus on personal progress

JUMP
NYANJA
LEVEL 1
WORLD ATHLETICS

SAFETY

- Make sure surfaces are flat, non-slip and as shock-absorbent as possible

EQUIPMENT

- Line marking, e.g. tape, rope, dirt line, chalk line

HOW TO PLAY

- Mark a long line. On the left side is the lake. On the right side is the shore
- Players stand in a queue beside the line, all facing the front of the queue
- When the caller shouts "Lake" or "Shore", jump left or right to the correct side of the line
- Use a two-footed jump
- If players are already on the lake side of the line and the caller shouts "Lake", jump on the spot
- Go faster!

PERSONAL CHALLENGE

Can you jump to the correct side – lake or shore – each time?

These are the main, but not the only, fundamental skills developed by the activity

There are 6 regional games at each level. Ask participants to 'stamp' their First Moves passports when they play them

These are example life skills and values. An activity can develop many

These are basic tips. Teachers and coaches may wish to offer more

STEP helps you to adapt the activity. See page 23 for more information

JUMP
NYANJA
LEVEL 1
WORLD ATHLETICS

REGIONAL GAME

This is a traditional game played in countries across Africa. What natural features from your country could you jump between, instead of lake and shore?

AFRICA

FUNDAMENTAL SKILLS

- Balance
- Bilateral movements
- Reaction and reactive movements
- Spatial awareness

TIPS

- Concentrate on the caller, not the other players
- Bend knees when landing

LIFE SKILLS & VALUES

Courage
Follow your beliefs. Why was it important to jump the way you thought was correct, instead of just copying other people?

Friendship
Encourage others. How did you encourage other players, especially if they made mistakes?

ADAPTABLE ATHLETICS: INCLUDE, ENGAGE, SUPPORT AND CHALLENGE

SPACE

- Add distance by jumping between markers
- Add height by jumping over an obstacle
- Jump in and out of a square or circle instead of either side of a line

TASK

- Step or wheel (wheelchair users) over the line instead of jumping
- Jump backwards or forwards instead of side to side
- Change types of jump, e.g. two-footed, hop, step

EQUIPMENT

- Play without a line: just jump right or left
- Jump over an obstacle, e.g. raised rope, low bench, line of markers
- Jump on and off a stable obstacle, e.g. low bench

PEOPLE

- Players take turns to be the caller
- Play in small groups instead of one large group
- Each player has a partner who observes and scores; swap roles

Using the activity cards: Athletics Skills

Athletics skill

These are the fundamental movement skills developed by the activity

Some equipment variations are suggested. See page 24-25 for more

RUN OVER OBSTACLES LEVEL 2 WORLD ATHLETICS

HURDLES SPRINT

AIMS

- To sprint over hurdles at regular intervals
- To practise acceleration, coordination, reaction, rhythm and speed

SUMMARY

- From a standing start, individual runners run the hurdles as fast as possible
- Add individual times to create a team score

EQUIPMENT

- Whistle or horn
- Start line markers, e.g. cones, poles
- Finish line markers, e.g. cones, poles
- Team waiting zone marker, e.g. cone
- 4-5 hurdles, e.g. boxes, crates
- Stopwatch

JOB

- Starter
- Timekeeper
- Secretary (to record individual times and calculate team result)

Age/stage

Jobs may be for staff, volunteers or young leaders/officials

These instructions are for formal competition. The activity can be adapted for practice, informal competition or recreational play. See STEP on page 23

RUN OVER OBSTACLES LEVEL 2 WORLD ATHLETICS

HURDLES SPRINT

ORGANISATION AND RULES

- Create teams of 10 participants: 5 girls and 5 boys. Agree the team order
- Each team is allocated one 'lane' of a straight track with hurdles set up on it. Options: one runner from one team at a time (no lane needed) or one runner from multiple teams at a time (each in a separate lane)
- Surfaces may vary but must be safe, e.g. non-slip, no pot holes
- Team members wait (at the cone) 5m behind the start until it is their turn to run
- "On your marks" – the first team member takes the standing start position
- "Go" – they run over the hurdles to the finish line. Start timing from "go" until they cross the finish line
- For a false start, whistle to recall the runners and repeat the start. There is no disqualification but remind them to wait for "go"
- There is no penalty if a hurdle is knocked over but staff must replace/straighten hurdles after each runner
- In competition, each team member competes only once

VARIATIONS

- Distance:
 - 8-9 years: 40m
 - 10-11 years: 50m
- Hurdles:
 - 8-9 years: 4 hurdles; distance to 1st = 10m; distance between hurdles = 6.5m; 40cm height
 - 10-11 years: 5 hurdles; distance to 1st = 10m; distance between = 7m; 50cm height max

SCORING

- Record individual times to 1/100 second
- Add individual times to create a team score

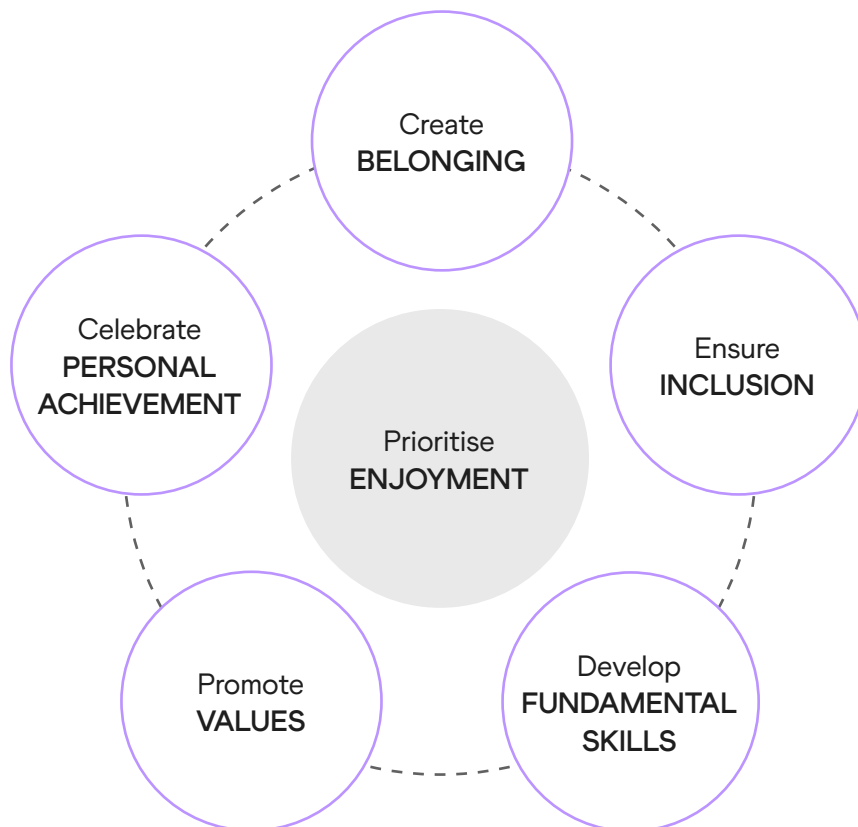
TIPS

- Listen for the signal: do not watch the starter
- Run rhythmically between the hurdles and in an upright position
- Do not jump to clear the hurdle – reduce time in the air

These are basic tips. Teachers and coaches may wish to offer more

Encourage learning through play

Kids' Athletics is for all children and young people, whatever their ability or experience of athletics. We believe that athletics has something to offer every child and young person, – for life and physical activity generally as well as for our sport. This belief is underpinned by six principles that should shape your delivery.



Prioritise ENJOYMENT

Children and young people will only be active if they enjoy it. Enjoyment differs for all participants so find out what motivates each of them. Some children and young people, enjoy competing against others; some prefer trying new challenges. Some just want to take part; some want to be leaders and officials. Build their interests into your sessions. Show them athletics is fun!

Create BELONGING

Although athletics is often seen as an individual sport, we know athletes are part of a bigger team. Kids' Athletics promotes social interaction through team-based activities. Allow participants time to get to know each other. Have small teams. Make everyone feel 'at home'.

Ensure INCLUSION

Kids' Athletics is for every child and young person, whatever their ability. Find out what participants can do – and build on that – instead of assuming or focusing on what they can't do. Adapt the activities to suit the participant, using STEP as a prompt (page 23).

Develop FUNDAMENTAL SKILLS

Kids' Athletics uses athletics and athletics-type activities to develop the movement skills that underpin all physical activity – in life, across sports and in athletics itself. Without these fundamental skills, participants will not be able to master sports-specific 'technical' skills. Focus on the fundamentals. Make sure participants know how they transfer to other areas of sport and life.

“
Kids' Athletics recognises the importance of social, emotional and cognitive development to children's enjoyment and learning.
”

Promote VALUES

Kids' Athletics recognises the importance of social, emotional and cognitive development to children and young people's, enjoyment and learning. Skills such as confidence, resilience, trust, team work, problem-solving and decision-making are essential to their success in life and sport. Highlight and reward participants' values and life skills as well as their physical skills.

The Kids' Athletics values are:

RESPECT	DETERMINATION
We value ourselves, others, the rules and the environment	We try new things, do our best and aim to improve
FRIENDSHIP	PRIDE
We care for each other, include everyone and have fun together	We celebrate our strengths, our achievements and each other

Celebrate PERSONAL ACHIEVEMENT

Athletics has always celebrated personal bests – when athletes improve their personal performance even if they did not win the competition. Kids' Athletics wants every participant to have a sense of personal achievement, no matter what others can do. Encourage them to set personal goals. Recognise and reward different achievements, such as their values or leadership and officiating skills.



Develop fundamental skills

Kids' Athletics helps to develop these fundamental movement skills.


Skill	Definition	Life example	Sports example	Athletics example
Agility	Making rapid whole-body movements including change of direction and/or speed	Running to catch a bus	Dodging an opponent in basketball. Parkour	Start of a long- or middle-distance race
Balance	Being able to control the body and movements	Bending to tie your shoelaces	Cycling Gymnastics	Recovery after a throw
Bilateral movements	Working both sides of the body at the same time, symmetrically, reciprocally or where one side supports the other side. N.B. On Athletics Skills cards, it can mean using both limbs separately	Putting a suitcase in the luggage rack Climbing a ladder	Skipping Swimming	Hop, step and jump in triple jump
Body awareness	Being aware of the position and movement of the body and separate body parts	Reaching for your cup at breakfast	Climbing Yoga	Using the flop technique in high jump
Coordination	Using the senses and body parts together during movement. Being able to control objects	Playing a computer game	Returning a ball in tennis Fencing	Passing the baton in a relay
Reaction and reactive movements	Responding to an external stimulus. Making quick, powerful, explosive movements	Leaping to catch a child before they fall	Diving to field a baseball Smashing a shuttlecock in badminton	Leaving the blocks and accelerating in a sprint
Rhythm	Being able to keep time and move fluently	Walking briskly to school/work	Rowing. Cross-country skiing	Running between hurdles
Spatial awareness	Being aware of the body in relation to the space. Being aware of other people	Avoiding people in a busy street	Staying onside in football. Playing volleyball	Pole vaulting

Adapt activities

All of the Kids' Athletics activities can be adapted. This enables you to:

- include everyone
- support participants who find it difficult
- challenge participants who find it easy
- provide variety to keep everyone engaged
- allow participants to create their own versions.

STEP is a useful tool for adapting activities. It helps you to consider what could be changed.



Safety

Make sure your adaptations are safe. How do they affect your risk assessment?

<u>SPACE</u>	<u>TASK</u>	<u>EQUIPMENT</u>	<u>PEOPLE</u>
Where the activity is taking place, e.g. size, shape	How the activity is being performed, e.g. method, rules	What equipment is being used, e.g. type, number	Who is doing what with whom, e.g. numbers, positions?
<p>For example:</p> <ul style="list-style-type: none"> • Length of track • Height of barrier • Shape of landing zone 	<p>For example:</p> <ul style="list-style-type: none"> • Walk, run, wheel (for wheelchair users) • No penalty for a 'foul' jump • Double points for each zone 	<p>For example:</p> <ul style="list-style-type: none"> • No baton – tap hand instead • Wider take-off board • Lighter ball 	<p>For example:</p> <ul style="list-style-type: none"> • Fastest person goes twice • Smaller team • Guide gives audible signals

The Fundamental Movement cards include **STEP** examples. These are a starting point. Use **STEP** during planning and delivery to adapt activities:

- for all participants – a change that affects everyone
- individuals – a change that supports a specific participant.

Share **STEP** with your participants. Encourage them to suggest adaptations that support themselves and their teammates. By involving them, you overcome issues about fairness.

Be aware of unintended consequences. Changing one element might affect another. What else do you need to consider beforehand? What else needs to change during the activity?



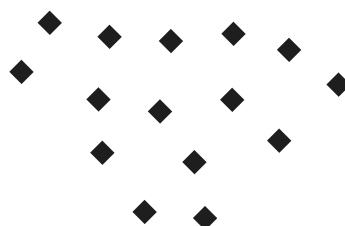
Adapt equipment

If you do not have specialist athletics equipment, the activity cards suggest alternatives. Here are some commonly used examples, many of which are sustainable as they reuse materials that might otherwise be thrown away. Involve your participants in saving materials to reuse too.

Safety

Test all alternative or homemade equipment to make sure it is safe before using it with participants

Line or zone markings	<ul style="list-style-type: none"> • Cones, plant pots, plastic bottles, stones • Ropes, washing lines, tape, sisal, reeds • Lines drawn in dirt/sand or with chalk/lime/ash • Make a tactile line by sticking tape over string 	High jump barriers	<ul style="list-style-type: none"> • Rope strung between trees/posts – NOT fixed or tied • Jump to reach overhead targets as an alternative to jumping over a barrier
Slalom posts or flag poles	<ul style="list-style-type: none"> • People • Cones, plant pots, buckets • Plastic bottles filled with sand/water • Chalk marks • Bamboo poles, sticks or broom handles stuck in earth/sand 	Poles for vaulting	<ul style="list-style-type: none"> • Bamboo, broom handles
Hurdles, obstacles or speed ladders	<ul style="list-style-type: none"> • Cardboard boxes, small crates, buckets • Light bamboo pole balanced between cones • Flat spots, carpet tiles • Hoops, bicycle tyres • Pillows, rolled-up clothes • Use width as an alternative to height 	Throwing objects	<ul style="list-style-type: none"> • Rings, hoops, bicycle tyres • Small balls, bean bags, thick cardboard poster tubes • Large balls, solid sponge balls • Wooden or plastic sticks
Batons	<ul style="list-style-type: none"> • Rings • Small plastic bottles • Small pipes • Sticks – NOT thin or pointed 	Targets or skittles	<ul style="list-style-type: none"> • Hoops, bicycle tyres, newspaper, clothes • Buckets, boxes, crates • Plastic bottles



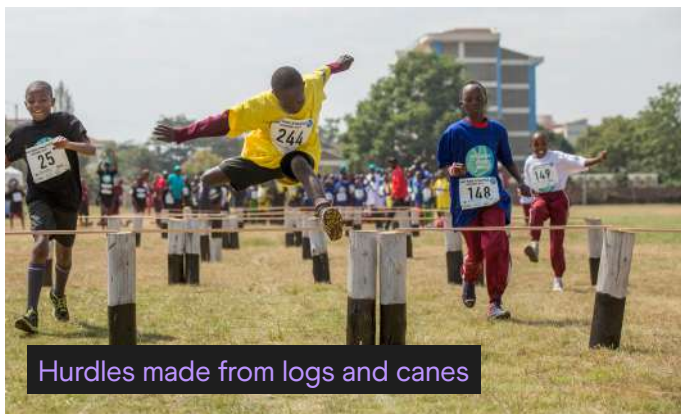
Make your own equipment

You may decide to make your own equipment or ask people in your local community to make it for you. This may be equipment that you use frequently or that does not have an easily available alternative, such as hurdles or a high jump bar.

Consider these points when adapting or making your own equipment.

- Safety, safety, safety – **test** all equipment within the activity before using it with participants; modify or reject it if it is unsafe or unsuitable.
- Understand what you are trying to **replicate** – find out as much as you can about the original specialist equipment, e.g. function, weight, size, shape.
- Make sure it is **appropriate** for the participants' age and ability, e.g. weight, size.
- Be **sustainable** – try to reuse materials that would otherwise be thrown away (e.g. plastic bottles) or use materials that are environmentally friendly (e.g. wood).
- Involve **other experts** even if they are not familiar with athletics, e.g. for advice or construction skills.
- Where appropriate, involve the **participants**, e.g. to collect materials or to construct simple alternatives.
- Produce **lots of items** so participants are as active as possible during sessions, e.g. each small team has the equipment it needs.
- Check the equipment can be **stored safely** so it is safe for each session and cannot be misused by other people between sessions.²

Examples of homemade equipment can be seen in the following images:



² World Athletics accepts no liability for any accidents, injuries or incidents arising from the use of adapted or homemade equipment.

Ensure safety

The safety of all participants, staff, volunteers and spectators is paramount.

Make sure you do a risk assessment when you plan your session. An example template can be found in the Appendix. Do a safety check before it starts. Be aware of safety, and be ready to act during the session. Involve participants in being safety-conscious too: explain why they must follow any rules and procedures.

Every setting, session and activity will present different risks. These are some common areas to consider: think about the people involved, the environment in which you deliver and the activity itself. Remember: you do not have to eliminate every risk, but you must show that you have considered it and put in mitigating measures, e.g. roped off a hazard and pointed it out to everyone.

People	
Participants	Staff and volunteers
<p>Before session</p> <ul style="list-style-type: none">• Parental consent to participate (and for photos if required)• Number and ratio of participants to staff• Age and stage of development• Medical conditions or physical impairments• Additional learning or behavioural needs <p>Beginning of session</p> <ul style="list-style-type: none">• Previous experience and abilities• Motivations and goals• Clothing, footwear, jewellery, hair• Personal equipment <p>During session</p> <ul style="list-style-type: none">• Know rules, routines and procedures• Know jobs, e.g. young leader/official• Organisation of groups (small teams where possible)• Additional supervision or support needs• Adequate hydration/nutrition/rest periods• STEP adaptations <p>Other?</p>	<p>Before session</p> <ul style="list-style-type: none">• Qualifications, experience, confidence• Insurance (if required)• First Aid certificate (if required)• Safeguarding disclosure (if required)• Numbers and availability – all/part of time• Supervision and support needs <p>Beginning of session</p> <ul style="list-style-type: none">• Know jobs and responsibilities• Know participants and their needs• Know usual rules, routines and procedures• Know discipline procedures• Know First Aid, accident and emergency/incident procedures <p>During session</p> <ul style="list-style-type: none">• Communication between leader, staff and volunteers• STEP adaptations <p>Other?</p>



Environment

Facility/space	Equipment
<p>Before session</p> <ul style="list-style-type: none"> • Safe access and egress, including for people with impairments • Fire regulations • Safety signs in place (if required) • Access to toilets • Hazards underfoot, overhead and around • Shared use (with people, activities or wildlife) <p>During session</p> <ul style="list-style-type: none"> • Changing hazards – as above • Space, e.g. sufficient size, activity layout • Temperature, e.g. heat, cold, shade • Light and noise, e.g. participants can see and hear • STEP adaptations <p>Other?</p>	<p>Before session</p> <ul style="list-style-type: none"> • Inspected and tested regularly, e.g. annual/periodic <p>Before and during session</p> <ul style="list-style-type: none"> • Accessibility of storage • Handling, carrying and siting • Appropriate for purpose and activity • Appropriate for participants' age/ability • Checked before and during use • Participants know how to use • Everyone knows routines and procedures, e.g. throwing, retrieval, return • STEP adaptations <p>Other?</p>

Activities

General

- Activity choice, duration, frequency and progressions are appropriate (see participants)
- Participants know the rules/signals and how to play/perform the skill
- Participants know roles, e.g. as players and as young leaders/officials
- Staff and volunteers monitor participants' physical health, e.g. joints, muscles, heart rate, breathing; and social and emotional wellbeing, e.g. exclusion, confusion, distress, bullying, discrimination (see safeguarding on page 28)

Run and walk	Jump	Throw
<ul style="list-style-type: none"> • Surfaces are hazard-free, non-slip and as level as possible • Slalom posts and flag poles must move/fall if touched • Hurdles must fall easily if touched 	<ul style="list-style-type: none"> • Jump on shock-absorbent surfaces where possible, e.g. grass, sprung floor, sand • Minimise the duration of repetitive jumping • Rake sandpits after each jump • High jump bars must fall easily if touched • Jumpers clear the landing area before the next person jumps 	<ul style="list-style-type: none"> • Non-throwers must wait behind the throw line • Keep the throwing area clear; officials wait outside • Carry – do not throw – objects back to the thrower • Throwers wait for the signal before throwing (unless part of a Fundamental Movement game, e.g. Kykkaa)

STEP adaptations are safe and appropriate



GO FURTHER



Kids' Athletics provides a starting point for you and your participants. Now that you are all involved, we hope you want to go further.

Next steps for participants

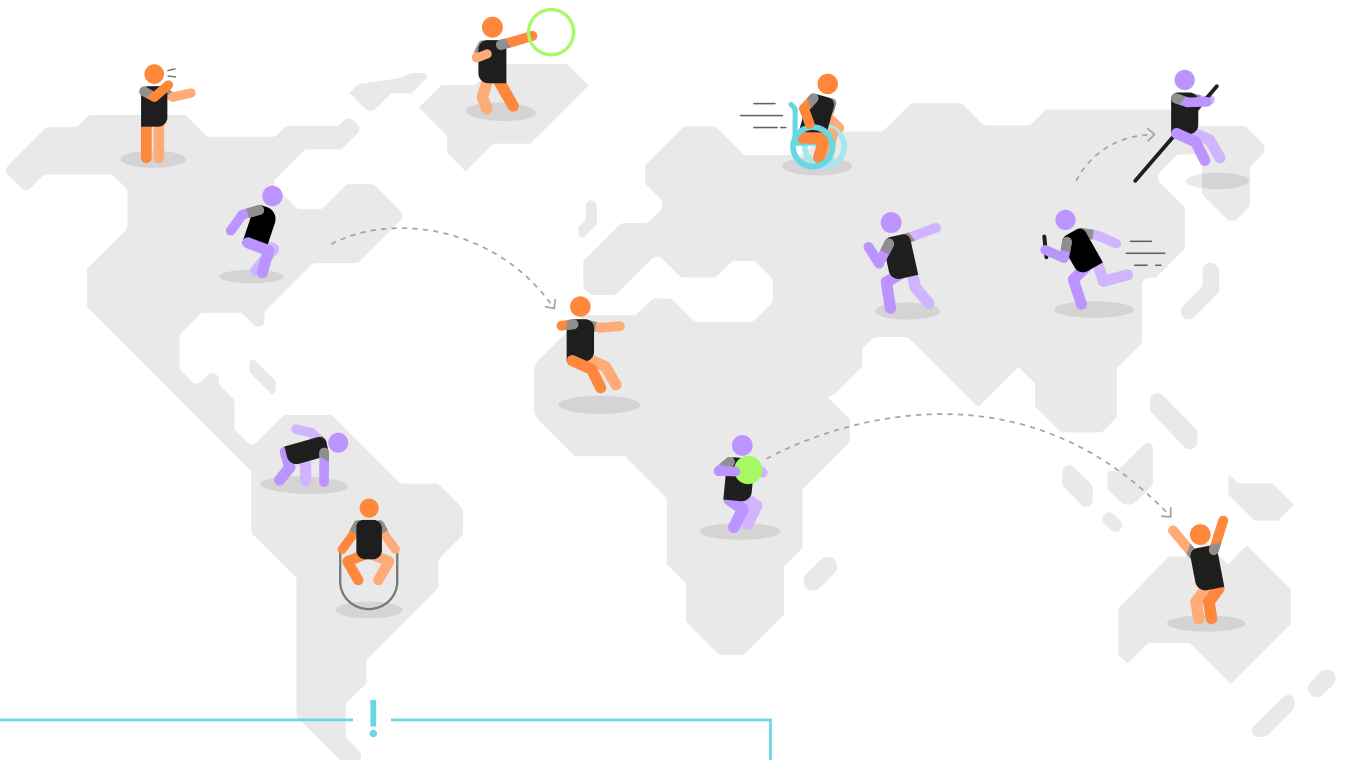
Consider how you can support children and young people who want to:

- be active in a range of physical activities and sports: signpost them to other local sports clubs and providers
- take up athletics as a sport (participation): signpost them to or enrol them in a local athletics club
- excel at athletics (performance): signpost them to or enrol them in relevant training and competition programmes.

Next steps for practitioners

Consider how you will develop your own skills, either as someone who is new to athletics or as an existing coach or official. You could:

- sign up for training and qualifications
- access additional resources
- connect with other practitioners.



Start by selecting your Member Federation from www.worldathletics.org/about-iaaf/structure/member-federations and go to your federation's website to find out more

FOLLOW NEW PATHS

Now you are part of the Kids' Athletics global community, we encourage you to stay involved.

Keep moving

Kids' Athletics is an ongoing programme. No matter when you join, you can explore existing and new resources. Go to kids-athletics.org and sign up to receive updates from World Athletics about new resources and opportunities from the Kids' Athletics programme. Look out for our new campaigns and challenges and share them with your participants and their families.

Promote active learning

Use athletics to inspire learning in other subjects. You can download cross-curricular activity ideas from kids-athletics.org (coming soon). New topics are added regularly. If you are a teacher, you can build them into your curriculum and lessons. If you are a coach or parent, make links to other subjects during athletics.

Go global

Six regional games have been included in each level of the Fundamental Movement cards. Encourage your participants to look out for these and 'stamp' their First Moves passport when they play one. You and your participants can add your own regional games to Kids' Athletics. Email them to us at kidsathletics@worldathletics.org.

Keep in touch

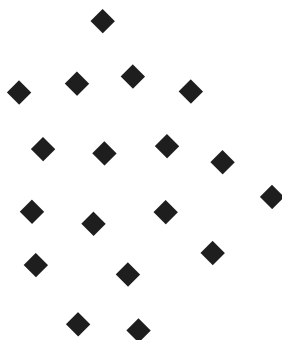
You can also contribute to Kids' Athletics by:

- sending us feedback about the resources – we would love to hear your views
- sharing how you and your participants are taking part
- adding to activity ideas and adaptations.

Follow us at: [@WorldAthletics](https://twitter.com/WorldAthletics)

Sign up at: kids-athletics.org

Thank you for supporting Kids' Athletics. Through your commitment, creativity and collaboration, we will keep the world moving!





Appendix

Kids' Athletics Session Planner Template

Session name:	Club:	Date:	Time:
Location:	Number of children/young people:	Staff and volunteers:	
What do I want participants to gain?	Which activities will I use?	What resources do I need?	How will I create a safe and welcoming session?
WARM UP			Approximate length
MAIN			Approximate length
CELEBRATION			Approximate length

Session name:	Location:
Date of check:	Name of person doing the check:

PARTICIPANTS

- Are you aware of participants' experience and abilities – as a group and individually?
- Are you aware of any medical conditions and their implications?
- Are you aware of any impairments/additional needs and their implications?
- Do the planned activities match participants needs, interests and abilities?
- Have participants been grouped appropriately?
- Have behaviour and discipline procedures been explained, e.g. rules, code of conduct?
- Are participants wearing appropriate footwear and clothing? Do you need to consider other personal effects, e.g. jewellery, hair?
- Do participants know the procedures for working safely?

Is the activity session appropriate for the participants?

YES NO

If no, outline the hazard, who may be at risk and action taken.

STAFF AND VOLUNTEERS		
<ul style="list-style-type: none"> • Are there sufficient staff for the number, age and ability of participants? • Do staff have the appropriate qualifications, qualities, experience and confidence? • Are staff able to manage and support these participants? • Are all staff aware of their roles and responsibilities – generally and for each activity? • Do staff have the necessary insurance and safeguarding checks/knowledge? • Have parents given consent for the activity? 	YES	NO
<p>Is the staffing appropriate for the activity and the participants?</p> <p>If no, outline the hazard, who may be at risk and action taken</p>		
FACILITY		
<ul style="list-style-type: none"> • Is the work area free from hazards? • Is there sufficient space for the number and size of participants and the activity? • Is there appropriate access and egress for all, including participants with impairments • Are there any shared-use issues and what are their implications? • Is there an appropriate working temperature and level of lighting and noise? • Are safety signs in place and understood – if relevant? • Have you applied the relevant fire regulations? 	YES	NO
<p>Is the facility safe and appropriate for the activity?</p> <p>If no, outline the hazard, who may be at risk and action taken.</p>		

EQUIPMENT		
<ul style="list-style-type: none">• Is the equipment suitable for the activity?• Is the equipment suitable for the age/ability of participants?• Is the equipment stored appropriately and accessible when needed?• Has the equipment been checked before use?• Is the equipment checked regularly – as required – between sessions?• Are participants aware of the procedures for retrieving and using equipment?• Are you and participants aware of any carrying/handling/siting issues?	YES	NO
<p>Is the equipment appropriate for the activity?</p> <p>If no, outline the hazard, who may be at risk and action taken.</p>		

ACTIVITIES		
<ul style="list-style-type: none">• Is the planned duration, intensity and timing of activities appropriate for participants?• Are participants as fully involved as possible, e.g. small teams, sufficient activity, different roles?• Do participants know how to play/perform the activities/skills?• Do staff and participants know what jobs to do and how to do them during the activities?• What are the physical implications of the activities, e.g. impact on participants' joints, muscles, heart rate?• What are the social-emotional implications of the activities, e.g. impact on participants' enjoyment?	YES	NO
Are activities being managed appropriately?		
If no, outline the hazard, who may be at risk and action taken.		
OTHER		
<ul style="list-style-type: none">• Have you followed the required safeguarding policy and procedures?• Are you aware of the required first aid procedures?• Are you aware of the required accidents and incidents procedures?	YES	NO
Do you need to take further action?		
If yes, outline the hazard, who may be at risk and action taken.		



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