



An exciting new competition format
for U10s & U12s of all abilities

Club Competition Framework

Overview

England Athletics funetics Multi Challenge (fMC) is an exciting new competition format for U10 and U12 children of all abilities.

Measuring and rewarding both **improvement** and **performance**, funetics Multi Challenge can be delivered as part of a training group, club, or inter-club competition.

funetics Multi Challenge provides a flexible approach to competition, which allows clubs to use this format as part of a training programme, an intra-club (internally) competition or an inter-club competition (between two or more clubs).

funetics Multi Challenge is applicable for anyone between 7 and 11 years of age. It has been designed to help clubs deliver a fun, competitive competition, which can be adapted to maximise your members engagement.

Throughout this resource, you will find information about the competition structure of the funetics Multi Challenge format within England, and useful tips on how to put on a funetics Multi Challenge competition and use the results system.



Competition Organisation

- Decide on a suitable day and time to carry out the competition.
- Invite athletes to enter or open an entry site if the event will be inter-club. This could include athletes on your waiting list or other children in the local community with an interest in athletics.
- England Athletics, in partnership with Roster Athletics, have developed an online entry and results platform to manage the competition.
- Athletes register and pay online via the Roster platform. Payment amount is to be determined by the competition host.
- Athletes participate in a choice of 'Fixed Combined Events', either Triathlons or Quadrathlons (see list opposite).
- Points tables for U10s and U12s are available.
- In addition, you will find a points table variant named 'funetics Multi Challenge' which you can use for individual Scoring Competitions. You can use all the events from the tables for U10 and U12 children.

See the point tables here:

<https://admin.rosterathletics.com/admin/point-tables/point-tables>



fMC Quadrathlons:

- 50m-400m-Long Jump-Howler Throw
- 50m-400m-Standing Long Jump-Howler Throw
- 75m-600m-Long Jump-Howler Throw

fMC Triathlons:

- 50m-Long Jump-Howler Throw
- 50m-Standing Long Jump-Howler Throw
- 75m-Long Jump-Howler Throw
- 400m-Long Jump-Howler Throw
- 400m-Standing Long Jump-Howler Throw
- 600m-Long Jump-Howler Throw

Volunteers to help run your event



Uniquely, the funetics Multi Challenge competition format allows non-qualified officials to adjudicate the events. We would urge you to use this opportunity within your clubs to encourage parents, siblings, aunts, uncles and the general public to come and try their hand at adjudicating the events.

Of course, by not using qualified officials you need to make sure you have the correct person for the job. We appreciate you may not know each of these people and so please use the event cards to assist you to choose competent people for the role. Where possible appoint people prior to the event and ask them to express an interest in volunteering when you advertise your competition. This way you will be able to appoint the right role for their skill set.

It is not the intention that these events would be licensed, and therefore the results from these competitions would not go onto power of 10.

Should you wish to host a licensed event, then the licensing guidelines for competition would have to be adhered to: <https://tf-event-licensing.myathletics.uk/>

Event Manager

One of the key roles for any competition, is the Event Manager. This person will oversee the whole event, appoint volunteers into their roles and be the point of contact for any advice. It is often useful for this event manager to be supported by an event assistant who can help alleviate some pressure during the event.

The event manager will be the point of contact to train up the volunteers in their roles.

Recruiting Your Volunteers / Helpers

To help recruit volunteers for your competition we would suggest that you issue a poster saying something like this:

We Need You!

Are you:

- Happy to help
- Comfortable leading groups of children
- Comfortable using equipment such as stopwatch and measuring tapes
- Passionate about youth competition
- Personable

Then come join our team at the [club name] fMC event.

U10 and U12 Festival Format

- Competition format to last no more than 2-3 hours (per evening or weekend). This will be shorter for smaller numbers, such as a training group.
- Each event to be officiated by Young Leaders, Officials and Volunteers (including parents).
- Rules can be modified to suit the needs of the athletes within your competition, as long as you use the same rules for every competition if it forms part of a series.
- Modified rules will apply to the jumps and throwing events for the festival.
 - **Long Jump** – If you are using Long Jump as part of your funetics Multi Challenge Festival please consider adapting the rules as follows:
 - Take-off zones to be used instead of the take-off board (only). This is to help allow for more recorded jumps and fewer no jumps. Distance will be measured from the point of take-off, as judged by the take-off official (volunteer) to the point of landing.
 - U10s take off from a 60cm take-off zone positioned 20cm either side of the board.
 - U12s take off from a 40cm take-off zone positioned 10cm either side of the board.
 - **Howler Throw** – Any athlete who steps over the throwing line when throwing will still have the throw measured (no 'No-throws' will count), instead:
 - Any U12s who step over the line will have 3m taken off the measured distance.
 - Any U10s who step over the line will have 1m taken off the measured distance.
 - All legal throws will have no deduction applied.



Recognising & rewarding everyone



All athletes' performances will be measured against other athletes competing on the day, as with all traditional athletics competitions. However, funetics Multi Challenge (fMC) also includes the **England Athletics PB Awards Programme** for U10's and U12's, to ensure we recognise and reward everyone's achievements and improvements on the day and not just those who win.

By using the PB Awards every athlete will have the opportunity to gain a certificate to celebrate their personal performances and progression.

How does it work?

Using the below table, competition providers, clubs, coaches, parents or evening children themselves can see what Level of the PB Awards they have achieved after each competition.

For U10's and U12's athletes we would encourage rewarding either a Triathlon or Quadrathlon PB Award to celebrate their success and to also encourage a multi events approach to early athletics, in line with our Long-Term Athlete Development guidelines.

Individual PB Awards can be rewarded to show progress in different areas and increase the number of awards available, but we would discourage any form of early specialisation through these awards.

For more information on the PB Awards or to get a PDF version of the U10s and U12s poster, please visit the [PB Awards page](#) on the England Athletics website (poster downloads are located towards the bottom of the page).

An alternative approach to competition

Reward the most improved athlete(s) over a competition series.

If competition providers or clubs are running a series of fMC events over a set period, one way to recognise an athlete's progress would be to celebrate the athlete(s) who improve the most from their first competition to their last competition in the series. This could be achieved by comparing an athletes point score from their first fMC competition to their last one or using their progress through the PB Awards.

Triathlon Levels	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
Points (using Roster)	30-59	60-79	80-109	110-139	140-169	170-189	190-209	210-229	230+
Quadrathlon Levels	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
Points (using Roster)	40-69	70-109	110-139	140-179	180-209	210-249	250-279	280-309	310+

Pre-Competition Organisation

Venue

1. Decide on a suitable day and time to carry out the competition.
2. Book venue and carry out an on-site Risk Assessment.
3. Sort out First Aid provision for the competition.

Event Organisation – Admin

1. Prepare a timetable for your funetics Multi Challenge Festival / Competition.
2. Send out the appropriate declaration forms, timetable and a covering letter to the clubs.
3. Order bib numbers, pins, and if appropriate certificates and medals.
4. Prepare team packs prior to the event. Including Bib Numbers, Timetable, final declaration form (in case of any last minute changes), etc.
5. Have relevant tools to record the performances directly into the Roster app. This can be done through a phone, a tablet, or on paper to be recorded after the event.
6. If your event is an open festival, please ensure you have set up all the registration information on Roster.

Event Organisation – Personnel

1. Identify the minimum number of helpers that you will need. This will depend on the number of athletes who are competing and the number of event stations that are being run.
2. The more helpers there are the quicker and more efficiently the competition will run.

3. For large competitions it is important that at least some of the helpers are experienced. Make sure that you contact them as far in advance as possible. Refer to the Volunteer framework in this document for further information.
4. A rough breakdown of the number of volunteers required is set out below. For further information see the relevant Event Support Card.
 - **Track Events** - you will require 4-6 volunteers .
 - **Standing Long Jump / Long Jump** – you will need 3-4 volunteers.
 - **Howler Throw** - you will require 3-4 volunteers.
 - **High Jump** (optional) - you will require 2-3 volunteers.
 - **Push Throw** (optional) - you will require 3-4 volunteers.
 - **Relay Events** (optional) - you will require 4-6 volunteers.
5. In addition to the event station volunteers / officials, you would ideally need some support for general admin roles including:
 - One person to go round the various events and collect the Score Sheets for recording on the master scoring spreadsheet / competition system, if you are not recording the results directly onto the Roster app.
 - One person to input the results from each event, into the master scoring spreadsheet / competition system, if you are not using the Roster app directly.
6. The Event Manager should be free from the above roles, so they can check all the competition areas and address any issues that may arise.

Running time of the event

- The events themselves can be completed within 2-3 hours.
- Individuals/Teams need to arrive in sufficient time to register, warm up and receive the briefing before the scheduled start time.

Before the teams / athletes arrive

Equipment and Event Set Up

- Mark out the track and field event areas for your competition.
See Event Cards for more info.
- Place the equipment for each station. This should be based on the event type, age and number of athletes.
See Event Cards for more info.
- Set out signage for your competition, including each event area, registration table, first aid, refreshments (if applicable).
- If using announcing equipment for your event, ensure this is tested prior to the athletes arriving.

Volunteer Briefing

- Introduce the Event Manager and explain they will be overseeing the event.
- Brief event helpers of the timetable for the day, what events they will be allocated to, their roles and what to do if they need any support.
- Distribute all the scoresheets, clipboard, pens for the day.
- Introduce the runner (person who will collect all the completed scorecards) and the person recording the scores in the master spreadsheet.

When the Team / Athletes Arrive

- If you are using an open festival approach: direct athletes to the registration table on arrival to collect their numbers and timetable for the day.
- If you are using a Team Competition Approach: request all Team Managers sign in at the registration desk and:
 - Submit any final alteration to their team
 - Collect their Team Pack: including bib numbers, pins, timetable for the day, etc.
- The Event Manager can then provide all team managers with a short briefing about the festival / competition rules, format and group rotations.



Competition Day Organisation

Prior to Starting the Competition

If appropriate to do so:

1. Assemble all athletes / teams together and explain the competition format for the day, including rules, safe considerations and who to contact encase of an emergency.
2. Introduce the volunteers and helpers for the event.
3. Athletes now move to their first event with either the Team Managers or event volunteer.

Once the Competition is underway

1. Ensure all results are collected or uploaded promptly after each event ends to ensure the scoring stays as up to date as possible.
2. The Event Manager should regularly check on all event stations and the scoring team to address any issues and ensure the competition is running smoothly.

At the End of the Competition

1. Check all the final results have been submitted and entered into the system.
2. Announce the best team (and if appropriate, individual) scores for the competition.
3. Provide Team Managers with a copy of the results or inform the team managers when these will be available. Share the link with Team Managers if these are available online.



Club Competition Framework

Sample layouts



Some sample funetics Multi Challenge layouts have been provided on the following pages.

These layouts should be used as a guide for your competition / festival but can be adapted depending on the size of your event and the number of people taking part.

It is essential that safety is considered when placing activities (e.g. you should not throw the Howler towards the Jumps Zone or place the Standing Long Jump mats close to where the Howler would land).

The following examples in this resource are based on:

- ▼ A competition or festival with between 50 - 100 athletes taking part per competition. This will depend on the number of events you choose to run and the facilities and volunteers available.
- ▼ Having access to a 400m athletics track with at least 6 lanes.
- ▼ The fMC Festival or Competition lasting approximately 2-3 hours
- ▼ Every child taking part in Triathlon or Quadrathlon (3-4 events).
- ▼ Groups being no larger than 12 children per event station.
- ▼ Using equipment which maximise children's engagement and activity levels
- ▼ Roughly 30 minutes per station.
- ▼ Children having a minimum of 3 jumping and throwing attempts, per activity (equipment dependant) and one running attempt per race.



Club Competition Framework

Sample Layout

PLEASE NOTE:

This diagram is for illustration purposes only, each competition provider should adopt the most suitable solution for their venue.



Example Timetables

fMC Triathlon + Relay Competition for individual U10s & U12s (2.5 hours)

Open registration at least 30 minutes before the festival or competition starts to ensure all athletes/teams arrive in time.
Children should also be allowed time to sufficiently warm up.

Track events – U10s

Time	Event	Age Group	Number of athletes	Groups
10:00 - 10:05	50m Sprint	U10s	6	Group A
10:05 - 10:10	50m Sprint	U10s	6	Group B
10:10 - 10:15	50m Sprint	U10s	6	Group C
10:15 - 10:20	50m Sprint	U10s	6	Group D
10:20 - 10:25	50m Sprint	U10s	6	Group E
10:25 - 10:30	50m Sprint	U10s	6	Group F
10:30 - 10:35	50m Sprint	U10s	6	Group G
10:35 - 10:40	50m Sprint	U10s	6	Group H

Track events – U12s

Time	Event	Age Group	Number of athletes	Groups
11:00 - 11:05	75m Sprint	U12s	6	Group N
11:05 - 11:10	75m Sprint	U12s	6	Group O
11:10 - 11:15	75m Sprint	U12s	6	Group P
11:15 - 11:20	75m Sprint	U12s	6	Group Q
11:20 - 11:25	75m Sprint	U12s	6	Group R
11:25 - 11:30	75m Sprint	U12s	6	Group S
11:30 - 11:35	75m Sprint	U12s	6	Group T
11:35 - 11:40	75m Sprint	U12s	6	Group U

Field events – U10s

Time	Event (stations)	Age Group	Number of athletes	Groups
10:20 - 10:50	Standing Long Jump 1	U10s	12	A & B
10:30 - 11:00	Standing Long Jump 2	U10s	12	C & D
10:40 - 11:10	Howler 1	U10s	12	E & F
10:50 - 11:20	Howler 2	U10s	12	G & H
Rotate				
10:50 - 11:20	Howler 1	U10s	12	A & B
11:00 - 11:30	Howler 2	U10s	12	C & D
11:10 - 11:40	Standing Long Jump 1	U10s	12	E & F
11:20 - 11:50	Standing Long Jump 2	U10s	12	G & H

Field events – U12s

Time	Event (stations)	Age Group	Number of athletes	Groups
10:00 - 10:30	Long Jump 1	U12s	12	N & O
10:00 - 10:30	Long Jump 2	U12s	12	P & Q
10:00 - 10:30	Howler 1	U12s	12	R & S
10:00 - 10:30	Howler 2	U12s	12	T & U
Rotate				
10:30 - 11:00	Long Jump 1	U12s	12	R & S
10:30 - 11:00	Long Jump 2	U12s	12	T & U
11:30 - 12:00	Howler 1	U12s	12	N & O
11:30 - 12:00	Howler 2	U12s	12	P & Q

12:00 - 12:30	Fun Relays (all ages)
12:30	Presentations (if applicable)

Example Timetables

fMC Quadrathlon Competition for individual U10s & U12s (3 hours)

Open registration at least 30 minutes before the festival or competition starts to ensure all athletes/teams arrive in time.

Children should also be allowed time to sufficiently warm up.

Track sprint events – U10s

Time	Event	Age Group	No. of athletes	Groups
10:00 - 10:05	50m Sprint	U10s	6	Group A
10:05 - 10:10	50m Sprint	U10s	6	Group B
10:10 - 10:15	50m Sprint	U10s	6	Group C
10:15 - 10:20	50m Sprint	U10s	6	Group D
10:20 - 10:25	50m Sprint	U10s	6	Group E
10:25 - 10:30	50m Sprint	U10s	6	Group F
10:30 - 10:35	50m Sprint	U10s	6	Group G
10:35 - 10:40	50m Sprint	U10s	6	Group H

Track Sprint events – U12s

Time	Event	Age Group	No. of athletes	Groups
11:00 - 11:05	75m Sprint	U12s	6	Group N
11:05 - 11:10	75m Sprint	U12s	6	Group O
11:10 - 11:15	75m Sprint	U12s	6	Group P
11:15 - 11:20	75m Sprint	U12s	6	Group Q
11:20 - 11:25	75m Sprint	U12s	6	Group R
11:25 - 11:30	75m Sprint	U12s	6	Group S
11:30 - 11:35	75m Sprint	U12s	6	Group T
11:35 - 11:40	75m Sprint	U12s	6	Group U

Track Endurance events – U10s

Time	Event	Age Group	No. of athletes	Groups
12:00 - 12:10	400m	U10s	12	A & B
12:10 - 12:20	400m	U10s	12	C & D
12:20 - 12:30	400m	U10s	12	E & F
12:30 - 12:40	400m	U10s	12	G & H

Field events – U10s

Time	Event (stations)	Age Group	No. of athletes	Groups
10:20 - 10:50	Standing Long Jump 1	U10s	12	A & B
10:30 - 11:00	Standing Long Jump 2	U10s	12	C & D
10:40 - 11:10	Howler 1	U10s	12	E & F
10:50 - 11:20	Howler 2	U10s	12	G & H
Rotate				
10:50 - 11:20	Howler 1	U10s	12	A & B
11:00 - 11:30	Howler 2	U10s	12	C & D
11:10 - 11:40	Standing Long Jump 1	U10s	12	E & F
11:20 - 11:50	Standing Long Jump 2	U10s	12	G & H

Field events – U12s

Time	Event (stations)	Age Group	No. of athletes	Groups
10:00 - 10:30	Long Jump 1	U12s	12	N & O
10:00 - 10:30	Long Jump 2	U12s	12	P & Q
10:00 - 10:30	Howler 1	U12s	12	R & S
10:00 - 10:30	Howler 2	U12s	12	T & U
Rotate				
10:30 - 11:00	Long Jump 1	U12s	12	R & S
10:30 - 11:00	Long Jump 2	U12s	12	T & U
11:30 - 12:00	Howler 1	U12s	12	N & O
11:30 - 12:00	Howler 2	U12s	12	P & Q

Track Endurance events – U12s

Time	Event	Age Group	No. of athletes	Groups
12:00 - 12:10	600m	U12s	12	N & O
12:10 - 12:20	400m	U12s	12	P & Q
12:20 - 12:30	400m	U12s	12	R & S
12:30 - 12:40	400m	U12s	12	T & U

12:45

Presentations (if applicable)

A great way to finish the day!

We would suggest finishing off a funetics Multi Challenge competition with a fun relay. Depending on the number of athletes involved and the area available, you could either use the full track or a shuttle relay race.

An example of a fun relay could be a traditional:

Shuttle Relay Race

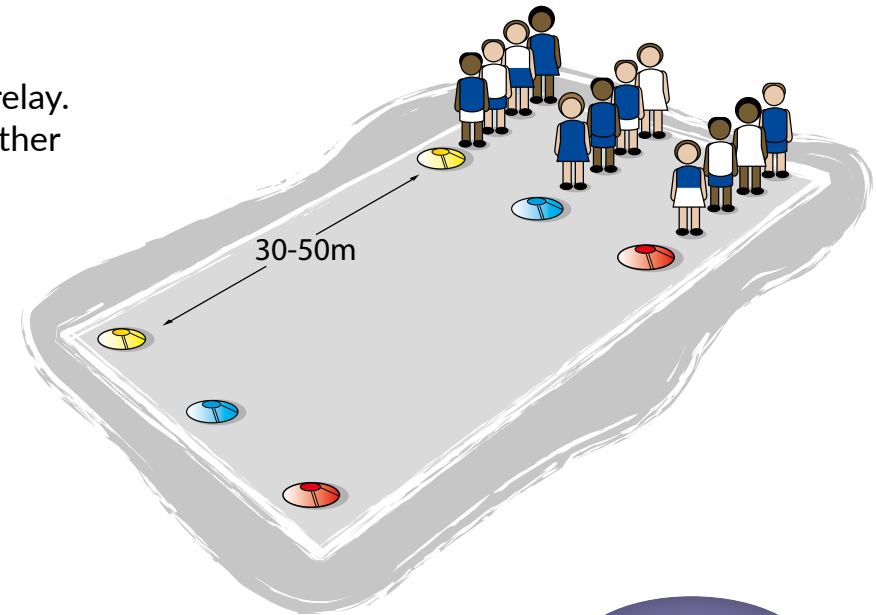
A shuttle relay is a nice, basic, easy to set up activity, which focuses on the children running speed and teamwork.

How to play:

- ▼ Divide the children into teams of 10-12.
- ▼ Ensure each team is of mixed abilities.
- ▼ Mark out two lines of cones 30 - 50metres apart (as shown).
- ▼ Line teams up behind one cone facing the other cone.

Game rules:

- ▼ Children take it in turn to sprint to the furthest cone and back.
- ▼ Once a child has completed their run, they must sit down at the back of the team.
- ▼ The first team with everyone sat down wins.
- ▼ If teams are uneven, the first runner can run twice.



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Opportunity to add an adaption for disabled children so they have a different colour cone a shorter distance to run/push to.

Speeding it up

To increase the speed of the relays, you can line half the team at the furthest cone and the other half on the start line. Children run the 30-50m distance and tag the next team member at the opposite end. This will mean less waiting around for the children and a quicker time to complete the relay. However, always ensure whatever fun relay you choose to use, is safe and appropriate for all those involved.



Event Support Cards: **Running/Pushing Zone**

Running/Pushing Zone Event

Sprints



50m Sprint (U10s) or 75m Sprint (U12s)

How to set up the event:

- ▼ Measure out 50m / 75m distance on the track.
- ▼ Place cones to indicate the start line and finish line (if lines are not already marked out on the tack/field).
- ▼ Split athletes into groups of 6 – 8 and assign them a lane to race in.
- ▼ If possible, athletes should be placed in groups of similar abilities.
- ▼ Make sure all athletes start behind the line.
- ▼ Give the commands 'on your marks', 'set', 'GO' (or blow a whistle to start the race).

Volunteers required:

- 1: Starter** – when starting a race, they should drop their hand to signal to the timekeepers to begin timing (or you could use claxon or hand clap). Should an athlete jump ahead clearly by eye, then the starter will also recall the athletes for a false start. There are no penalties for false starting, unless you are holding a licensed competition.
- 2: Starter's Assistant:** Checks that all athletes are behind the line for the start. If not available, the starter can also do this task.
- 3, 4, 5 & 6 Timekeepers and spotters** – Record the finish time and order of athletes on score sheets. One timekeeper for every two athletes is ideal. Each timekeeper should be able to stop at a time for each athlete on their stopwatch to ensure some standardisation in case one of the stopwatches is faulty. Times should be rounded up to the nearest 0.1 of a second (e.g. 13.47 becomes 13.50). If a tablet or smartphone is available, apps such as SprintTimer Photo Finish could serve as an alternative.

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For further information please see the **Top Tips Inclusion Cards** later in this resource.



You will require:

- ▼ 50m / 75m track
- ▼ Cones
- ▼ Whistle
- ▼ Recording chart (or scoring App)
- ▼ 1 volunteer to start the race
- ▼ 2-3 time keepers to record the results

Running/Pushing Zone Event

Endurance Race



400m Endurance Race (U10s); 600m Endurance Race (U12s)

How to set up the event:

- ▼ Measure out 200m / 400m distance on the school field or use an official athletics track.
- ▼ Place cones to indicate the start line and finish line (if lines are not already marked out).
- ▼ Split athletes into groups of 6-8 and assign them a lane to start in. If possible, athletes should be placed in groups of similar abilities.
- ▼ Make sure all athletes start behind the line.
- ▼ If safe to do so, you could run the 400m and 600m combined with athletes starting at the same time, but either at the 400m or 600m start line. This may help speed up the competition format.

Volunteers required:

- 1: Starter** – when starting a race, they should drop their hand to signal to the timekeepers to begin timing (or you could use claxon or hand clap). Should an athlete jump ahead clearly by eye, then the starter will also recall the athletes for a false start. There are no penalties for false starting, unless you are holding a licensed competition.
- 2: Starter's Assistant:** Checks that all athletes are behind the line for the start. If not available, the starter can also do this task.
- 3, 4, 5 & 6 Timekeepers and spotters** – Record the finish time and order of athletes on score sheets. One timekeeper for every two athletes is ideal. Each timekeeper should be able to stop at a time for each athlete on their stopwatch to ensure some standardisation in case one of the stopwatches is faulty. Times should be rounded up to the nearest 0.1 of a second (e.g. 2:31.46 becomes 2:31.50).



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For further information please see the **Top Tips Inclusion Cards** later in this resource.

You will require:

- ▼ 200m / 400m track
- ▼ Cones
- ▼ Whistle, claxon or starting pistol.
- ▼ Recording chart (or electronic device)



Event Support Cards:

Jumping Zone

Standing Long Jump

How to set up the event:

- ▼ Children use a two-footed take-off from a standing position, with both feet behind the take-off line.
- ▼ Each child has a minimum of 3 attempts.
- ▼ The measurement is taken from the take-off line to the back of the closest heel on landing.
- ▼ The participant may step forward after the jump however, any step back or touching of the mat behind the feet would result in the measurement being taken from that point.

Volunteers required:

If you have set up multiple standing long jump stations, so as to increase the frequency of the jumps and to save time, you may require one volunteer per mat to undertake the roles listed below.

- 1: Jumping order controller** – calls up the next athlete(s) for their turn.
- 2: Take-off judge** – Ensures the athlete takes off from behind the line from two feet. Also holds the measuring tape at the take-off line, unless you are using a Sportshall Standing Long Jump mat.
- 3: Distance measurer** – measures and record the distance jumped. If possible, use a second person to help record the distance.



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For further information please see the **Top Tips Inclusion Cards** later in this resource.

You will require:

- ▼ 3-4 Standing Long Jump or Gym Mats, with a take-off marker
- ▼ 3-4 measuring tapes (one for each mat)

Jumping Zone Event

Long Jump



How to set up the event:

- ▼ Place athletes in the listed jumping order and allow them to measure out their run up*.
- ▼ Allow each athlete 1-3 practice jumps depending on the time available.
- ▼ When ready, the official should call out the name of the athlete next to jump and the athlete after this.
- ▼ When jumping, athletes should use a controlled run-up (approach) and take-off from one foot.
- ▼ Athletes must take-off on or before the take-off board to avoid a 'No Jump'.
- ▼ Athletes have at least three attempts.
- ▼ Measurement is taken from the take-off board to the back of the closest heel on landing.
- ▼ **Using a take-off zone instead of a take-off board:** this can help achieve more recorded jumps and fewer 'no jumps'. The distance will be measured from the point of take-off, as judged by the take-off judge, to the point of landing.
 - U10s take off from a 60cm take-off zone positioned 20cm either side of the board.
 - U12s take off from a 40cm take-off zone positioned 10cm either side of the board.

Volunteers required:

- 1: Jumping order controller** – calls up the next athlete for their turn.
- 2: Take-off judge** – holds the measuring tape at the take-off board, or where the athlete placed their foot, if using a take-off zone. If short of volunteers, they can also check for 'no jumps' if using a traditional competition approach.
- 3: Distance measurer** – measures and record the distance jumped. If possible, use a second person to help record the distance. It is imperative in this role that the volunteer stands at the side of the sand pit.
- 4: Safety & sandpit monitor** – looks out for hazards and makes sure the area is clear prior to jumping and raking the pit.

* Run ups should be restricted to 20-25m (or 10-12 strides, for U10s & U12s. This will allow for quicker jumps, the ability to run two jumping pools at either end of the run up and is in line with Long Term athlete development recommendations.



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See the **Top Tips Inclusion Cards** later in this resource.

You will require:

- ▼ 1 -2 Long Jump Pits
- ▼ Tape Measure
- ▼ Brush and Rake
- ▼ Cones
- ▼ Recording chart (or electronic device)

High Jump (optional)

How to set up the event:

- ▼ Place athletes in the listed jumping order and allow them to measure out their run up.
- ▼ Allow each athlete 1-3 practice jumps depending on the time available.
- ▼ Ensure volunteers control which athlete goes first and from which side, to avoid any collisions.
- ▼ When ready, the official calls out the name of the athlete next to jump and the athlete after this.
- ▼ When jumping, athletes should use a controlled run-up (approach) and take-off from the outside foot (the foot furthest from the bar at take-off).
- ▼ Athletes can use either a scissors or Fosbury flop technique, depending on their competence.
- ▼ Athletes must clear the bar without the bar falling off the uprights to record a successful jump.
- ▼ Athletes have three attempts per height. They can skip a height at any time.
- ▼ After a third consecutive failure, the athlete is out of the competition.

Volunteers required:

- 1: Jumping order controller** – calls up the next athlete for their turn.
- 2: Take-off Judge** – work with volunteer 1 to ensure the High Jump uprights height is correct for the jumping progressions and the bar is level.
- 3: Height recorder** – records the height on a scoring card or electronic device.
- 4: Safety monitor** – looks out for hazards and makes sure the high jump mat and fan are clear prior to jumping



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For further information please see the **Top Tips Inclusion Cards** later in this resource.

You will require:

- ▼ High Jump Mat, Uprights and Bar
- ▼ Spare bar would be advantageous
- ▼ Cones
- ▼ Recording chart (or electronic device)



Event Support Cards:

Throwing Zone

Throwing Zone Event

Howler Throw



How to set up the event:

- ▼ Each child has at least 3 throwing attempts.
- ▼ Children throw a howler as far as possible from a standing position.
- ▼ Children must stand with one foot in front of the other. If throwing with the right hand the left foot should be forwards and vice versa for left handed children.
- ▼ Children must NOT go into the throwing area unless requested by the official.
- ▼ Measure the distance thrown to the nearest completed centimetre.
- ▼ One official or helper should measure the best throw for each child, once all attempts have been completed.
- ▼ Children not throwing, should be positioned behind a safety line (see layout diagram for more information).

Volunteers required:

- 1: Throwing order controller** – calls up the next athlete for their turn
- 2: Throwing Judge** – holds the measuring tape at the throwing line. If short of volunteers, they can also check for 'no throw', if using a traditional competition approach.
- 3: Distance measurer** – measures and records the distance thrown. If possible, use a second person to help record the distance. It is imperative in this role that the volunteer stands out of the area where the throw will take place to prevent injury.
- 4: Safety monitor** – looks out for hazards and makes sure the throwing area is clear prior to throwing.



You will require:

- ▼ 9-12 Howlers (this will allow for 3 attempts for up to 4 children, with no retrieval required).
- ▼ Measuring tape
- ▼ Safe area to throw into

Push Throw (optional)

How to set up the event:

- ▼ Each child has at least 3 throwing attempts.
- ▼ Children push throw either a football, netball or 1kg med ball as far as possible from a standing position.
- ▼ Children must stand with one foot in front of the other. Preferred foot forwards.
- ▼ They must use a two handed push throw, similar to a netball chest pass.
- ▼ Children must NOT go into the throwing area unless requested by the official.
- ▼ Measure the distance thrown to the nearest completed metre and centimetre (e.g. 10.41m).
- ▼ One official / helper should measure each child's best throw once all attempts are completed.
- ▼ Position children not throwing behind a safety line (see layout diagram for more information).

Volunteers required:

- 1: Throwing order controller** – calls up the next athlete(s) for their turn
- 2: Throwing Judge** – holds the measuring tape at the throwing line. If short of volunteers, they can also check for 'no throw', if using a traditional competition approach.
- 3: Distance measurer** – measures and records the distance thrown. If possible, use a second person to help record the distance. It is imperative in this role that the volunteer stands out of the area where the throw will take place to prevent injury.
- 4: Safety monitor** – looks out for hazards and makes sure the throwing area is clear prior to throwing.



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For further information please see the **Top Tips Inclusion Cards** later in this resource.

You will require:

- ▼ 9-12 footballs / netballs (for Under 12s a 1Kg med ball can be used, if safe to do so). 9-12 balls will allow for 3 attempts for up to 4 children, with no retrieval required.
- ▼ Measuring tape
- ▼ Safe area to throw into



Top Tips Inclusion Cards



Top Tips Inclusion Cards

Introduction

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About the Inclusion Cards

The needs of individual children should be the most important consideration when planning competition or festival. Competition providers should exercise their professional judgement and expertise in selecting and modifying activities.

Children with physical, sensory and intellectual impairments take part in athletics at all levels. They can, and should, be integrated into activity alongside non-disabled children. It is important to find out in advance if any children attending your competition or festival are disabled so you can discuss with them (and their parents/guardian if necessary) if, and how, this may impact on the activities that you are asking them to do. This will allow you to plan in advance to provide any necessary support and to adapt any activities as necessary.

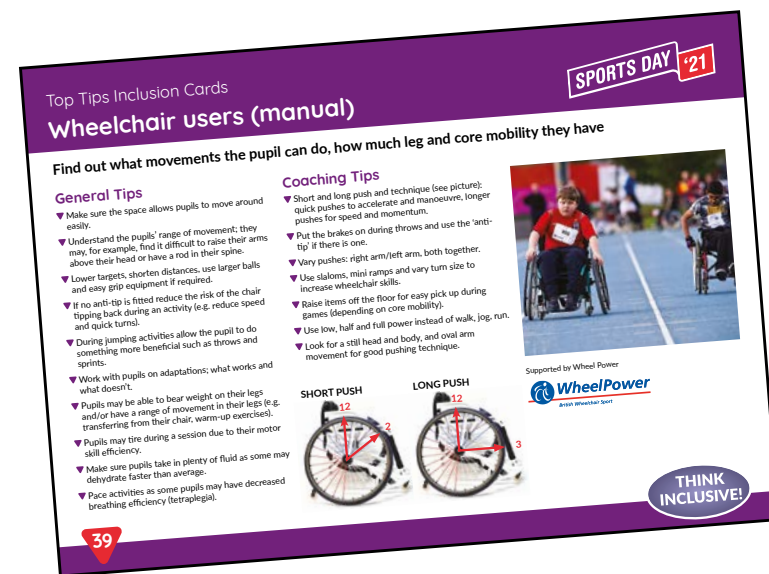
The Inclusion Cards provide coaches and officials with useful information on the various impairments and some 'Top Tips' on how to adapt your teaching practice to ensure all children are engaged in the activity and their learning.

Look out for the Think Inclusive logo on each Activity Station card.



Inclusion Cards within this Pack:

- ▼ Children with Amputations or Limb Difference
- ▼ Wheelchair Users (manual)
- ▼ Blind and Partially Sighted Children
- ▼ Intellectual Impairment & Autistic Spectrum
- ▼ Children with Dwarfism or Restricted Growth
- ▼ Deaf and Hard of Hearing Children
- ▼ Children with Cerebral Palsy



Children with Amputations or Limb Difference

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Find out what works best – think balance and coordination

Prosthetics

- ▼ Find out what the child can do, or what may be preventing them taking part e.g. self-confidence, socket fit, pain, technology.
- ▼ Prosthetic limbs mimic real limbs in a more simplistic way.
- ▼ If the child is limited by their prosthesis, work with the child on alternative exercises – keep the approach simple.
- ▼ Children may use stump socks or liners, give them time out to change them or remove their prosthesis during the competition if necessary.
- ▼ Safety and comfort is paramount – watch out for skin breakdown or sharp pain. **Children should not take part if either of these occur.**



Running

- ▼ Encourage children to find their 'own way' of doing things.
- ▼ Concentrate on shorter, faster steps if they are landing heavily on the intact side, or moving their trunk around a lot.
- ▼ Keep the body over the prosthesis so that the prosthesis can land flat.
- ▼ Children may develop a 'hopping' solution to generate momentum safely – encourage this until they grow stronger and more confident.
- ▼ Children new to running should keep to short distances as longer distances may cause pressure on the stump from landing heavily.
- ▼ Encourage children to stay relaxed and upright with legs at 90-degree angles and relaxed arms.
- ▼ Above knee amputees may find backwards and sideways movements difficult – try to keep to forward movements.
- ▼ There may be a risk of falling when learning to run on prosthesis – run on grass.

Jumping

- ▼ Single leg amputees can do vertical and horizontal jumps without their prosthetic limb - if having difficulty with their prosthesis.
- ▼ Hopping on the prosthetic side is difficult - encourage the amputee to use intact limb.

- ▼ When taking part in jumps, ensure children take off and land on their intact leg.
- ▼ Double lower limb amputees will find it very difficult to jump – don't stop them trying but do encourage them to try other events. the competition if necessary.

Throwing

- ▼ Focus on balance and recovery with all amputees – falling may occur.
- ▼ Focus on creating a firm base – relaxed leg position – 'sitting' in the throwing position.
- ▼ Focus on compensation after the throw is released by 'stepping forward'.
- ▼ Allow the thrower to develop their own skills using intact limb (upper limb amputees).
- ▼ Encourage above elbow amputees to use intact limb, even if not 'writing' arm – start by throwing short distances.
- ▼ To avoid balance issues, children can lean on a solid object or hold onto a fellow student to allow them to stand on their own.
- ▼ During catching activities encourage students to catch with intact arm to encourage new skills.

Supported by
Limb Power



Wheelchair users (manual)

Find out what movements the child can do, how much leg and core mobility they have

General Tips

- ▼ Make sure the space allows children to move around easily.
- ▼ Understand the children's range of movement; they may, for example, find it difficult to raise their arms above their head or have a rod in their spine.
- ▼ Lower targets, shorten distances, use larger balls and easy grip equipment if required.
- ▼ If no anti-tip is fitted reduce the risk of the chair tipping back during an activity (e.g. reduce speed and quick turns).
- ▼ During jumping activities allow the child to do something more beneficial such as throws and sprints.
- ▼ Work with children on adaptations; what works and what doesn't.
- ▼ Children may be able to bear weight on their legs and/or have a range of movement in their legs (e.g. transferring from their chair, warm-up exercises).
- ▼ Children may tire during a session due to their motor skill efficiency.
- ▼ Make sure children take in plenty of fluid as some may dehydrate faster than average.
- ▼ Pace activities as some children may have decreased breathing efficiency (tetraplegia).

Coaching Tips

- ▼ Short and long push and technique (see picture): quick pushes to accelerate and manoeuvre, longer pushes for speed and momentum.
- ▼ Put the brakes on during throws and use the 'anti-tip' if there is one.
- ▼ Vary pushes: right arm/left arm, both together.
- ▼ Use slaloms, mini ramps and vary turn size to increase wheelchair skills.
- ▼ Raise items off the floor for easy pick up during games (depending on core mobility).
- ▼ Use low, half and full power instead of walk, jog, run.
- ▼ Look for a still head and body, and oval arm movement for good pushing technique.



SHORT PUSH



LONG PUSH



Supported by Wheel Power



Blind and Partially Sighted Children

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Find out what children can see – don't make assumptions

General Tips

- ▼ Familiarise the child with the activity area e.g. good description, moving around the area/space or feeling objects.
- ▼ Use tactile demonstration where appropriate to help build spatial awareness.
- ▼ Describe actions and use audible equipment where possible – repeat demonstrations and technical descriptions as often as needed.
- ▼ Think BIG, BRIGHT and BOLD for your equipment!
- ▼ Ensure the activity area is well lit, use equipment that is a contrasting colour to the ground, avoid reflective surfaces as much as possible.
- ▼ Make sure the child begins the activity facing the right direction and knows where they are in relation to the activity area e.g. which way they are throwing.
- ▼ Use clapping or calling during the activity to help the child maintain orientation.
- ▼ Ensure the buddy/caller and athlete are safe at all times particularly if the caller is stood in the throwing area.
- ▼ Remember some children may not have seen or experienced basic motor skills or techniques e.g. movement of arms during running, the lead arm during throws - so you may have to describe basic tasks.

Buddies and guides

- ▼ Buddies and guides could be children or helpers – remember that not all children will need a guide/buddy.
- ▼ Get the buddy/guide to describe the running environment out loud e.g. 'Left turn 10m' or 'mini hurdle in 3-2-1'.
- ▼ Make sure they keep their guiding arm still and relaxed, and run slightly ahead but without pulling.
- ▼ Make sure to give the pairs adequate room around obstacles.
- ▼ Have the guide/buddy on the right hand side.
- ▼ Some blind or partially sighted children may benefit from using a Tethers with their guide. Further information is available from www.britishblindsport.org.uk



Supported by British Blind Sport



Break the activity down and repeat clear instructions – give time to process information

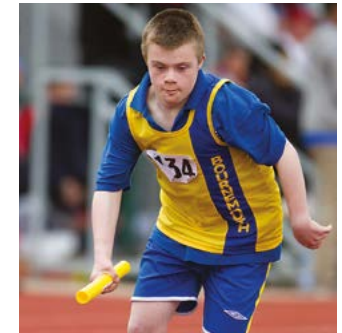
General Tips

- ▼ Use lots of visual demonstrations and vary your methods of instruction.
- ▼ Avoid writing down complicated instructions and use pictures or images to help explain.
- ▼ Create predictable activities by being structured and organised.
- ▼ Ask open-ended questions to check the child understands instructions.
- ▼ Try to recap learning from previous sessions to see if anything needs to be repeated.
- ▼ Where relevant, consider non-verbal communication techniques.
- ▼ Break activities down into separate elements to be able to build-up to the full technique.
- ▼ Keep your instructions clear and simple.
- ▼ Give extra instruction whilst other children are actively engaged.
- ▼ Plan the Holiday Programme appropriately to ensure you meet the needs of the group.
- ▼ Get children's attention before you begin instructions.
- ▼ Limit any background noise and other distractions especially during instructions.

- ▼ Never assume someone has understood what is required of them – encourage them to repeat the key points.
- ▼ Be patient – be prepared to repeat instructions and demonstrations.
- ▼ Always ensure a safe and consistent environment.
- ▼ Make sure everyone is able to understand your instructions and complete the task before moving on to a new activity.

Autistic Spectrum

- ▼ Do not worry if a child is not looking at you during instructions or has unusual body language – they may still be listening.
- ▼ Repetitive actions/language may be a way of coping with anxiety – be patient and respectful.
- ▼ Where possible get them to buddy up with someone they like.
- ▼ Use clear, idiom free language.
- ▼ Give safety rules clearly and carefully to avoid injury.
- ▼ Ensure there is a clear start and end to activities.
- ▼ Give warning of any changes coming up to help anticipate what comes next.
- ▼ Use children's names when giving instructions and indicate what to do rather than not do.



Intellectual Impairment information
supported by Mencap
www.mencap.org.uk

Photos courtesy of Special Olympics GB

Involve them in everything – think distance moved and equipment height!

Running

- ▼ Reduce overall running distance for a child with dwarfism. (Max 20m for 7 years, 40m for 8 years and 60m for 9 years).
- ▼ Reduce the number of repetitions to avoid over impact. Make an additional time allowance for a child with dwarfism or restricted growth to complete the game/task.
- ▼ Give more space in a group running situation.
- ▼ Give more “lives” in games to ensure they reach the goal of the activity.
- ▼ Make hurdles as low as possible even down to using flat strips of material on the ground to represent a hurdle.

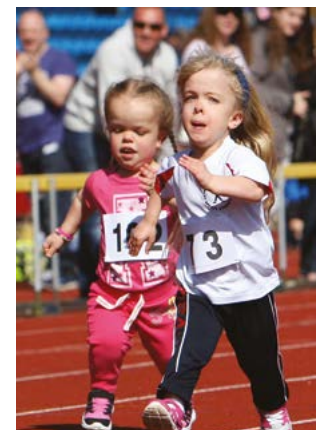
Jumping

- Spinal stenosis (narrowing of the spinal canal) is common and can cause nerve difficulties in lower limbs. As a result, any shock impact through the lower and upper spinal areas should be avoided.
- ▼ Landing areas from jumps should be soft to avoid impact through lower spine e.g. grass, sand, matting.

- ▼ Make any barriers as low as possible even down to using flat strips of material on the ground.
- ▼ For height jumps, ensure markings are low enough for a child with dwarfism to reach.
- ▼ Some children may have issues with balance due to being upper body heavy so hops may be difficult to perform and land safely.
- ▼ Consider the reduced stride length of a child with dwarfism and perhaps allow extra steps between one zone and another.

Throwing

- ▼ Make allowance using shorter distances if a child is unable to fully straighten arm (due to the bone formation in elbow joint)
- ▼ Some may find it difficult to complete an overhead heave throw so allow them to throw forwards.
- ▼ Make sure any targets placed on walls are at a suitable height during target throws.
- ▼ Make allowance for shorter distance thrown due to shorter arm length.



Support and photos from
Dwarf Sports Association UK
www.dsauk.org



Find out what the child can hear and their preferred communication method

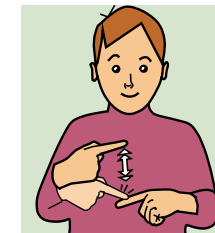
General Tips

- ▼ A deaf young person has exactly the same physical capabilities as a hearing person - it is important to have the same high expectations!
- ▼ Face the child, speak clearly, but not too fast and don't exaggerate lip movements. Chewing or covering your mouth can make lip-reading difficult.
- ▼ Make sure the child is in a position to be able to see the coach and any demonstrations – interpreters should stand next to the coach.
- ▼ Make sure that all other children are quiet when giving instructions as all noise is amplified by hearing aids.
- ▼ Don't stand with the sun or lights at your back as it will make lip-reading difficult.
- ▼ Make sure the child is paying attention before giving instructions – a tap on the shoulder or wave is acceptable.
- ▼ Don't talk and demonstrate/write at the same time. The child won't be able to read your lips and watch your example.
- ▼ Write down any new words to help with lip-reading. Having a small whiteboard or other visual prompts can help.

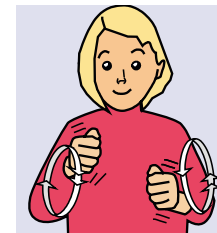
- ▼ Where possible, demonstrate techniques or corrections rather than use verbal explanations.
- ▼ Check for understanding with a nod of the head from the child, or rephrase what you said or did.
- ▼ Repeat other children's thoughts and ideas in the session.
- ▼ Learn some simple signs from the child and get the whole class to use them – you don't need to use real sign language to get your message across.
- ▼ Use flags, arms, cones or other visual aids to start and stop activity instead of, or along with whistles.
- ▼ Use different coloured objects/signals to indicate changes during an activity e.g. speed up, slow down, change direction.



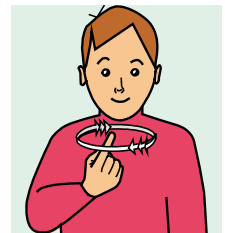
- ▼ Some children may have problems with their balance that may not be noticeable due to learned coping mechanisms.



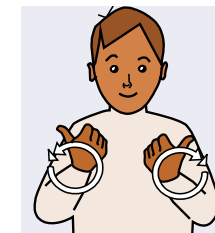
Faster



Jog



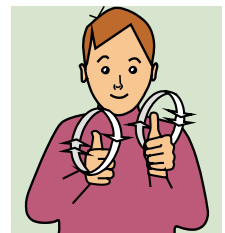
Laps



Finish



Slower



Well-done

BSL images © Let's Sign BSL graphics Cath Smith - www.DeafBooks.co.uk - cath@deafsign.com

Supported by UK Deaf Sport
www.ukdeafsport.org.uk

It affects everyone differently, what works for one, may not work for others – it takes time!

General Tips

- ▼ Give extra time for children to process sensory information e.g. moving around objects, judging size and shapes of objects.
- ▼ No two people are the same, so speak to the child about their own personal abilities e.g. mobility, affected limbs and adaptation.
- ▼ Encourage repetition of activity or movement to reduce co-ordination problems, increase chances of success and improve memory.
- ▼ Give extra time for reacting to commands e.g. starting races, throwing activities.
- ▼ Encourage children with limb movement restrictions to work to their maximum capacity.
- ▼ Don't focus only on unaffected limbs - get children to move affected limbs as much as possible, use simpler exercises for the affected limbs.
- ▼ Use different equipment, easier to grip, or equipment that has grip assistance
- ▼ Break down the skill you are doing into simple steps and get each step correct for a few repetitions before moving on.
- ▼ Include additional stretching and flexibility activities, and/or shorter drills to improve circulation and improve mobility.

- ▼ Be aware of balance issues during all activities, use chairs where necessary especially during throws.
- ▼ Think outside the box – what may work for one child may not work for another!
- ▼ Less impaired children may be able to adapt activities to suit themselves - show them what the final skill is – they can tell you what feels right and will work.



Powerchair Users

For Cerebral Palsy (CP) children using powerchairs, in addition to the General Tips please note the following:

- ▼ Children should participate in running, jumping (e.g. height throw – throwing a bean bag over a high jump pole) and throwing.

- ▼ Using a powerchair during running activities, moving around obstacles, slalom etc. will help to develop motor skills, co-ordination and spatial awareness.
- ▼ Ensure brakes are applied during throwing activities.
- ▼ Use either their powerchair or a stool to throw from.
- ▼ Lower/reduce distance of targets to enable success during throwing activities.
- ▼ Use quoits, beanbags, soft balls to aid grip and progress.
- ▼ Encourage movement of affected lower limbs during jumping activities e.g. raising knees, straightening legs, touching feet to the floor.
- ▼ For CP children using manual wheelchairs see Top Tips Inclusion Card 2.

Supported by CP Sport
www.cpsport.org

