

ESAA Awards - Primary through to Secondary Guidance

The new ESAA Awards Scheme is designed to be inclusive, adaptable and challenging, taking young people, on a clear pathway from the start of their initial participation in athletic activity through a journey of progression and success. As they go from playground fun in Stage 1 to Podium at Stage 9 students will learn how to set goals and challenges for themselves. Through the medium of Teachers, Coaches, Parents and other students they will learn about problem solving, motivation and achievement. From Podium at Stage 9 students can plot the next phase of their athletic development by aiming for County, ESAA Entry and ESAA National Standards to continue their pursuit of athletic success and work towards achieving their athletic dream.

The three main aims of the Awards are to allow students to develop in their own time, at their own pace, Confidence, Competence and be Competitive in a range of Athletic activities. The badges you can purchase for each stage have been designed to be a modern, metal, pin badge and you will be able to download a certificate from the website to accompany the badges you purchase.

Teachers and Coaches can adjust activities at the various stages to enable all students to participate whatever their ability or physical challenges and be successful. The variety of events and specifications is offered to cater for the intense athletic interest and for the rapid physical changes which take place at this stage.

It is stressed that success in the initial teaching of athletics stems from the understanding that the physical challenge to the pupil should not exceed that which can be comfortably handled. All children, therefore, should be started with light implements and low hurdles, and be allowed to progress as appropriate to themselves.

This will almost certainly create some problems of organisation at school level, but these are NOT insurmountable.

Throws

In all of the throwing activities simple modifications can allow all pupils to perform successfully. The weights and varied types of implements can be adjusted to help develop enjoyment and confidence with the goal being to develop a level of competence to be able to use the correct weights and implement as they move through the stages. Reinforcing good technique in the initial stages is to be encouraged. Being mindful of the age of pupils is also paramount when moving on.

In the Early years (Primary) it is important to use the appropriate size and weight to suit the individual

Correct specifications for age group competition

	Year 7		Year 8 & 9	
	Girls	Boys	Girls	Boys
Shot:	2.75kg or 3kg	3k/4kg	3kg	4kg
Discus:	0.75kg or 1kg	1kg	1kg	1.25kg
Javelin:	400 or 500gm	500 or 600gm	500gm	600gm

Hurdles

Heights and distances between hurdles can be lowered and shortened to enable a competent and rhythmic three stride pattern with good technique over the hurdle allowing speed to develop between hurdles, at the start and in the run out to the finish. Pupils must then challenge themselves once they have confidence to achieve correct hurdle heights and distances as they work through the stages.

60 metres: (U8 -10) 5 or 6 hurdles. Height and spacing to suit the individual to maintain a 3 stride rhythm.

70 metres: Eight flights at 68cm or 76cm high; 11 metre approach, then 7 metre interval between flights and a 10 metre run-in to the finish.

Correct Hurdle Specifications as used in Year 7, 8 and 9 for Competition once pupils are competent.

75 metres: Eight flights at 68cm or 76cm high; 11.5 metre approach, then 7.5 metre interval between flights and an 11 metre run-in to the finish.

80 metres: Eight flights at 76cm; 12 metre approach, then 8 metre interval between flights and a 12 metre run-in to the finish

Sprints/Endurance

The same principles can be applied with the Sprints (50m and 75m for younger years) and Endurance events (400m and 600m for younger years) with students working over distances that allow them to maintain speed and good technique in the arm and leg action. They must then challenge themselves to discover what skills they need to develop as they move up the distances. Sustained running for Endurance events and longer sprints requires good pace judgement and rhythm and pupils need to discover their own level of stamina and learn to increase the distance and time they run for gradually and safely with guidance from the teacher about when they are ready to move on, particularly in the younger years.

Jumps

Younger pupils need to start off with standing Long Jump and Standing Triple Jump before progressing as they move through the age group to the full events. The Triple Jump is not recommended until pupils are in Year 8.

Useful resources: Run, Jump, Throw (Primary and Secondary) written to help with Teaching and delivery of athletics can be found on the England Athletics website at; Englandathletics.org