

ADAPTIVE

**RUN
JUMP
THROW**

**COACHING
RESOURCE**



www.athletics.org.nz

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Introduction

Run Jump Throw Programme

Run Jump Throw is Athletics New Zealand's foundation Programme for teaching athletics specific skills to kids aged 6-11. It is based on the philosophy that the development of skills, in a fun participant-centred environment, is the key to participation. The emphasis is on the development of fundamental movement patterns specific to athletics. We understand that every setting is different so we have created a Programme that is flexible and can easily fit into every delivery setting throughout New Zealand. The Run Jump Throw Coaching Manual and Run Jump Throw Activity cards have been developed for teachers, parents, and coaches to help assist the delivery of a child-centred approach that meets the needs of all Kiwi kids aged 6-11.



Using Athletics New Zealand's Run Jump Throw Programme we have created this **Adaptive Run Jump Throw (ARJT) coaching resource**.

ARJT is an addition to the current Run Jump Throw Coaching Manual and follows the same principles and fundamentals.

For further information on the key developmental aspects and methods underpinning Run Jump Throw along with guidance around coaching refer to pages 4 – 11 of the Run Jump Throw Coaching Manual. See pages 15 – 19 for Run Jump Throws in schools and its links to the NZ curriculum.

What is Adaptive Run Jump Throw?

ARJT has been created to provide practical advice for teachers, parents, and coaches, enabling modification and adaptation of the **Run Jump Throw Programme** for children with an impairment. It looks to promote a positive and appropriate athletics experience for all, catering for the diverse requirements of all our Kiwi kids. When working with children, it is vital to consider their needs and abilities. It is essential to ensure that activities and games are appropriately modified to ensure that all children, no matter their ability, can achieve a successful outcome.

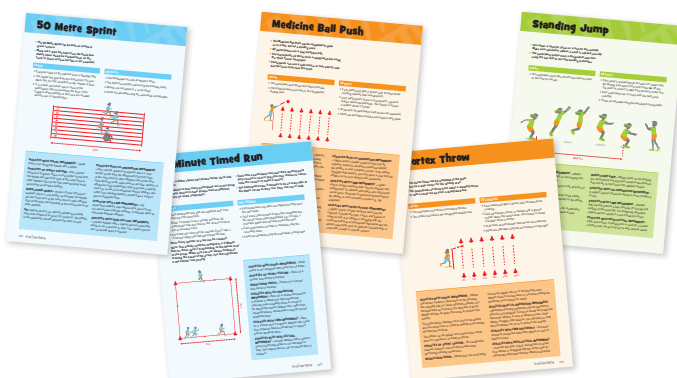
As children progress and develop strength and movement patterns, more specialised equipment may be required to aid participation and performance. Such equipment could include the use of prosthetics (for athletes with limb loss or similar), splints, racing chairs and throwing frames.

How to use ARJT

ARJT is designed to be utilised in conjunction with Athletics New Zealand's Run Jump Throw Coaching Manual. It provides adaptations and modifications to the fundamental skills and activities within the Run Jump Throw Coaching Manual, including team athletics and the RJT pentathlon.

When using ARJT individuals must cross-reference to the relevant sections within the Run Jump Throw Coaching Manual. ARJT does not provide a detailed outline of activities or key skill criteria's therefore individuals must access the Run Jump Throw Coaching Manual for this information.

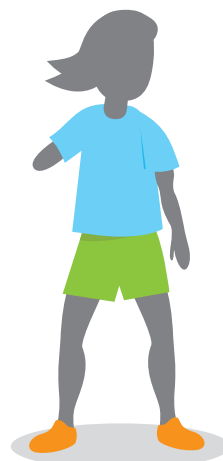
Note: When page numbers are given within the ARJT resource this is in reference to the relevant pages within the existing Run Jump Throw Coaching Manual.



ARJT impairments

It is important to note that all impairments present differently, and not all are visible. Every child's needs are different, therefore when planning and implementing Run Jump Throw we should identify and understand athletes' needs to appropriately modify activities. Asking questions instead of making assumptions, having open communication and exchanging learnings with athletes during their session can also help. ARJT will consider modifications in relation to the below impairments:

- ▶ Visual impairment
- ▶ Intellectual impairment
- ▶ Co-ordination impairments (hypertonia, ataxia and athetosis)
- ▶ Short stature
- ▶ Lower and upper Limb impairments (participating with or without prosthesis affected by limb deficiency, leg length difference, impaired muscle power or impaired passive range of movement)
- ▶ Wheelchair users



STEP Process

Introducing STEP: To Modify Games and Activities

Athletics NZ and the Halberg Disability Sport Foundation have worked in partnership to integrate STEP into the Run Jump Throw programme.

By using the STEP model, any activity can be adapted or modified to make the learning outcomes achievable for all participants. STEP is particularly useful in group situations where people with a wide range of abilities and skills are participating together.

Often, when you have big groups of people, you will find a number of individual differences. Look at this list of people below, do you have someone like this in your group?

- ▶ A very shy or nervous person who needs some extra encouragement to get involved.
- ▶ Someone who picks up skills very quickly who needs to be further challenged to save them from being bored.
- ▶ A person who is missing a limb or who has very limited control of their limbs so might take longer than others to perfect a skill.
- ▶ A person who has an intellectual impairment or when English is a second language also needs to have instructions made very clear and simple.
- ▶ A person with a visual or hearing impairment.

STEP is an acronym that stands for Space, Task, Equipment and People. The idea is that by adapting just one of these four things, you can change an entire activity and ensure the inclusion and achievement of everyone in the group.

‘S’ – Space

Change the area available to make the activity more or less difficult. Have two or three different areas with different space options to cater for differing skill development levels.

‘T’ – Task

Change the demands of the task in response to skill development levels. Modify the rules – be flexible; different children can have different tasks within a game. Change directions, pathways, time length and other task components.

‘E’ – Equipment

Modify the size, shape, weight, colour or arrangement of equipment to alter skill level required, or inclusion levels of the game.

‘P’ – People

Change the number of players involved. Utilise different groupings based on skills development level – not all the class needs to be the same grouping arrangement.

There are two key things to remember with **STEP**

- 1) Always remember to keep the integrity of the game / task intact when making adaptations / modifications. Your modifications are not permanent, they may need to be altered according to how your students are coping.
- 2) Talk to your students! The key to learning anything is doing it at your own pace. Ask the students what they can and cannot do, never assume.



SPACE



TASK



EQUIPMENT



PEOPLE

Below are some additional considerations when modifying activities under the STEP model

SPACE – The event's distance and time, such as cross country run, may be altered. Height/length of objects to jump over, onto or go around could be changed. Size of competition area and space when performing activities could be smaller or larger.

PEOPLE – consider heights, numbers of participants or ability to move etc.

EQUIPMENT - Colour – bright, dull, multi-coloured. Shape - various grips and sizes. Texture - soft, hard, smooth, or rough. Weight - heavier or lighter. Sensory – equipment with sound.

POSITIONING – adjusting posture to suit the activity, e.g., sideways to throw. Wheelchair users – tying down or being supported for safety. Using various surfaces i.e., sandpits, concrete, grass, woodchips. Modify speed e.g., slower, or faster.

TASK – modify activity to enable everyone to participate by changing rules or using different equipment – THINK OUTSIDE THE SQUARE!

COMMUNICATION – awareness of surrounding noise and environmental surroundings. Speaking clearly and in sight of participants. Effective pairing of athletes and teams to have a level playing field.





RJT Skills



Page 21 (Run Jump Throw Coaching Manual)

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|--------------------------|------------|
| ▶ Running Skills | 132 |
| ▶ Jumping Skills | 138 |
| ▶ Throwing Skills | 144 |

The Run Jump Throw Coaching Manual skill sections are designed to assist coaches to understand technical skill progressions.

The following ARJT sections will suggest modifications of the skill progressions and activities within the Run Jump Throw Coaching Manual skill sections on page 21 – 76.

Remember, these are only guidelines, and you may modify them where you wish. However, care should be taken to maintain the integrity of the activity and safety of the participant.



Running Skills



Page 23 (Run Jump Throw Coaching Manual)

- ▶ **Running For Speed**
- ▶ **Running For Endurance**
- ▶ **Starts**
- ▶ **Running Over Obstacles**
- ▶ **Relays**

This section of the Run Jump Throw Coaching Manual explores the different types of running. It is important to keep all running short, fast, and fun. Running is a continuous skill and is observed looking at the whole skill, it is easiest to observe the skill from the ground up i.e., feet/legs, torso, arms, and head.

Please refer to pages 23 – 38 of the Run Jump Throw Coaching Manual for running-specific activities, including *Running for Speed*, *Running for Endurance*, *Standing Start*, *Running over Obstacles* and *Relays*. This includes explanations of running fundamentals, visuals, and verbal cues. Below we will discuss some modifications to these running activities.

Consider & Modify

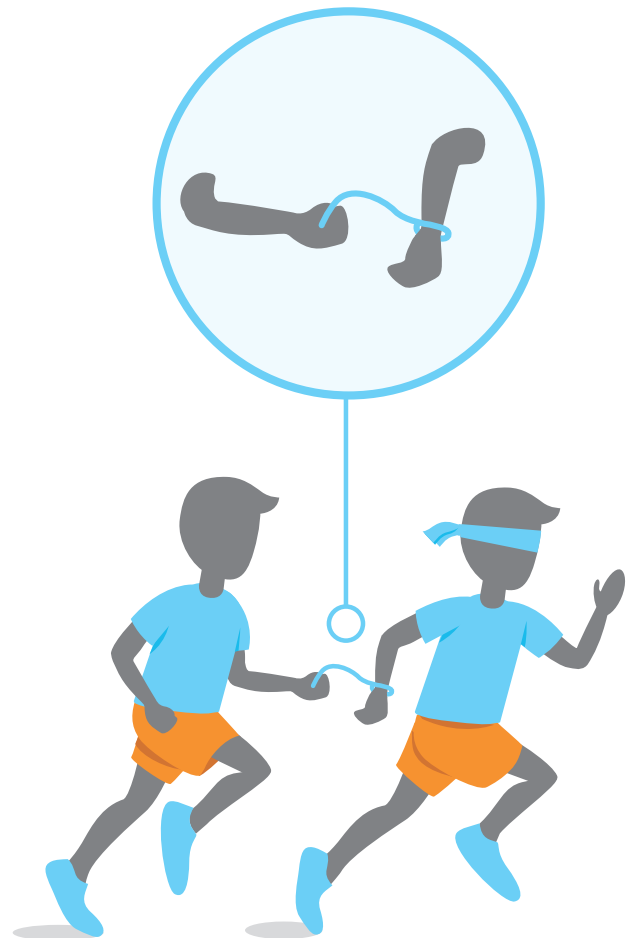
Running events can be modified to meet the abilities of all athletes. When modifying an activity, coaches should consider the fundamentals of the activity and seek to modify it to meet the needs of the athlete/s, however, the modification should seek to maintain the integrity of the activity and its fundamental movement patterns. Using the below recommendations along with the STEP model, coaches will be able to successfully modify activities to suit all needs.

Athletes with visual impairment

Running for Speed, Running for Endurance, Standing Start, Running over Obstacles and Relays - Athletes will need a support person to “guide” them during these activities. Guides can run beside the athlete using a form of connection known as a tether or appropriate replacement. Alternatively, the guide can stand in front of the athlete and use some form of sound, such as clapping or yelling, to guide the athlete towards them or the finish line.

There must be clear communication during activities. When approaching obstacles, the guide can verbally command the athlete to go over the obstacle or when to pass the baton. Pairing the athlete with someone they feel comfortable with could allow the partner to physically show the athlete how to perform the activity. For example, during a crouch start the guide would guide the athlete down to the ground by holding onto the athlete’s elbow/shoulder/hand, showing the athlete where the start line is and where to place their feet and hands. This is done only if the athlete is comfortable.

Consider blindfolding half the athletes and having the remaining athletes act as “guides,” creating shared experiences.



Athletes with short stature

Running for Speed, Running for Endurance, Standing Start, Running over Obstacles and Relays – Decrease the distance athletes with short stature run by starting them further up the field or completing less laps if required. Consider the height of obstacles. If athletes are struggling, lower the height or change the obstacle.

Wheelchair users

Running for Speed, Running for Endurance, Standing Start, Running over Obstacles and Relays - Wheelchair users can participate in running activities by propelling themselves using a pushing technique. There are two main types of pushing technique, short and long. These can be developed when pushing for speed and pushing for endurance (distance). In a day chair (wheelchair used for day-to-day activities) using the wheel rim as a clock face a short push is 12-2 o'clock and long push is 12- 3 o'clock. Short pushes are used for acceleration and adjusting position. Long pushes are used for momentum. Running activities can be adapted for pushing with some straightforward modifications:

- ▶ Ensure that surfaces allow easy rolling and changes of direction.
- ▶ Cones and ramps can replace hurdles or athletes can complete a circle around the obstacle and continue on.
- ▶ For relay races, runners should tap the shoulder of the wheelchair athlete. Runners should run to the side of the wheelchair athlete to avoid collision.
- ▶ Wheelchair users may take longer than runners to accelerate from a stationary start but can often attain and maintain higher top speeds.
- ▶ Terms such as walk, jog and run can be replaced with quarter, half, and full effort.



Short Push - acceleration and adjusting position

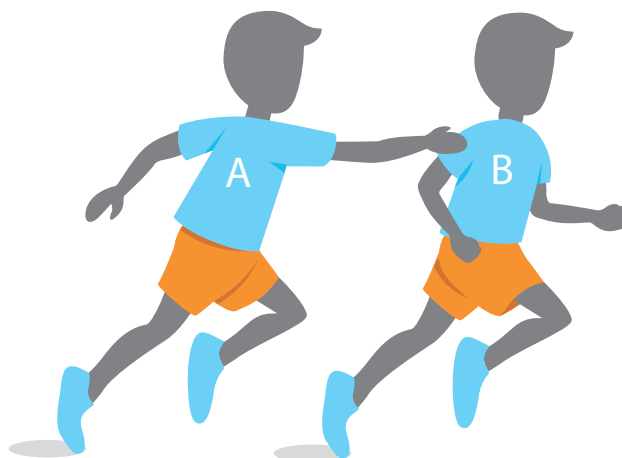


Long Push - Momentum

Athletes with co-ordination impairment

Running for Speed, Running for Endurance, Standing Start, Running over Obstacles and Relays - When modifying, increased fatigue, coordination and balance issues should be considered, along with care taken around safety. Decreasing the distance athletes run may be required.

Holding a baton may be challenging. Alternatively, a tap to “pass the baton on” could be used for a relay race or another appropriate piece of equipment that is easily gripped by the athlete. Running over obstacles could be challenging. Consider changing the height of obstacles, using cones or completing a circle around the obstacle.



Athletes with limb impairment

Running for Speed, Running for Endurance, Standing Start, Running over Obstacles and Relays - Consider balance issues for athletes with leg impairments and the surfaces used while performing activities. Flat, even surfaces without obstacles will lower the risk of tripping. Athletes with a prosthetic limb may need extra space in their lane when running. Changing the distance of endurance events may be necessary for these athletes.

Athletes with intellectual impairment

Running for Speed, Running for Endurance, Standing Start, Running over Obstacles and Relays - Instructions should be clear and minimal to avoid confusion. Having a support person at the start, end or running beside to aid direction and participation may be required in some cases. Visual demonstration of the activity may aid in understanding and completion of the activity. Utilising different equipment during relay racers acting as the baton may attract athletes to be more involved with the activity e.g., swapping the baton for a bean bag.





Jumping Skills



Page 39 (Run Jump Throw Coaching Manual)

- ▶ **Jumping for Distance**
- ▶ **Combination Jumps**
- ▶ **Jumping for Height**

This section of the Run Jump Throw Coaching Manual explores the different types of jumping. What makes us jump further and higher? Jumping is an explosive skill and is broken down into three phases. Preparation, propulsion and follow through (or landing). When teaching and observing jumping, ensure you think about the three phases.

Please refer to pages 39 – 54 of the Run Jump Throw Coaching Manual for Jumping specific activities, including *Jumping for Distance*, *Combination Jumps* and *Jumping for Height*. This includes an explanations of jumping fundamentals, visuals and verbal cues. Below we will discuss some modifications to these activities.

Consider & Modify

Jumping events can be modified to meet the needs of all athletes. When modifying an activity, coaches should consider the fundamentals of the activity and seek to modify it to meet the needs of the athlete/s, however, the modification should seek to maintain the integrity of the activity and its fundamental movement patterns. Using the below recommendations along with the STEP model, coaches will be able to modify activities to suit all needs.

Athletes with visual impairment

Jumping for Distance, Combination Jumps and Jumping for Height - Athletes may require a support person to act as a “guide”. The guide can stand in front of the athlete and use some form of sound, such as clapping or yelling, to guide the athlete towards them/the jumping area. Using sound gives athletes an idea of the direction they are to run and jump in. The guide will communicate with the athlete when to jump by yelling a verbal cue such as “jump”. Effective communication in the explanation process and execution phase is key. Pairing the athlete with someone they feel comfortable with allows the partner to physically show the athlete the technique or skill, if comfortable or appropriate. Taking the athlete around the area, feeling the sand or objects they are jumping onto, over or into can establish understanding of the activity more clearly. Allow for and consider the extra space needed for visually impaired individuals throughout activities. A larger take off area or board (1m x 1m of chalk or sand) when completing jumps is used for visually impaired athletes.



Athletes with short stature

Jumping for Distance, Combination Jumps and Jumping for Height - Most jumping activities are appropriate for this group. Care should be taken around the athlete's joints, particularly the hips and spine. Consider the surface athletes are jumping onto. Lowering the height of obstacles to jump over or onto are essential.

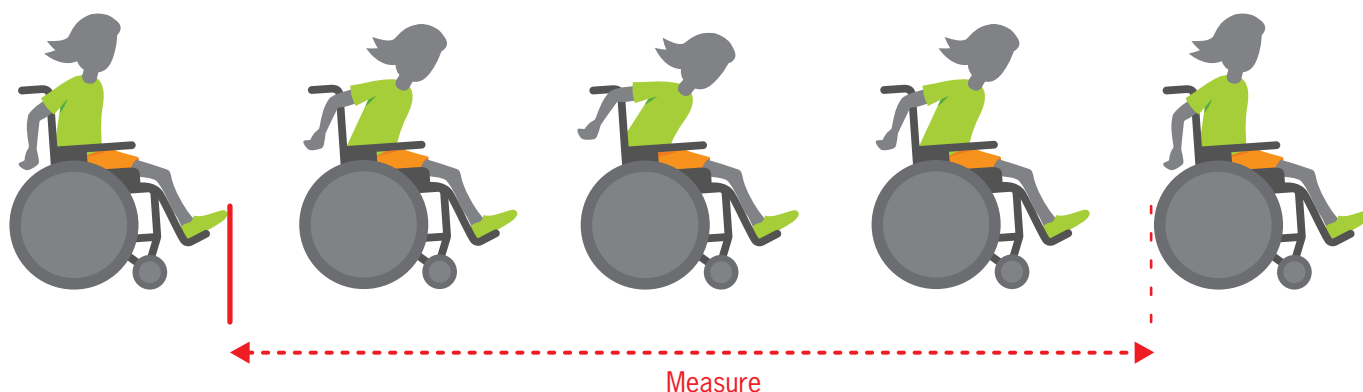


Wheelchair users

Jumping is challenging for athletes in a wheelchair, and safety must be adhered to when looking at modifications.

Jumping for Distance – Athletes in a wheelchair could perform a push for distance to replace double leg jumping activities (page 40). A turn to single push can replace one foot to two feet jumping activities (page 41). When adding a run-up, athletes could perform pushes between cones with the last push being at the take-off zone. Distance is measured from the take-off zone to where the athlete stops after their last push.

Jumping for Height – When jumping activities are a sideways jump over or onto an obstacle, e.g., activity on page 49 sideways jump over the line. Wheelchair users could line up beside the obstacle and throw an object over it. If multiple objects are needed to be jumped over, e.g., page 50, athletes in a wheelchair could throw an object over the first obstacle, retrieve the object, and proceed to throw it over the next obstacle. When athletes are to jump onto a mat, wheelchair users could wheel up to the mat, position themselves side on and throw an object over the bar. Continuing to increase the height of the bar until they knock the bar off.



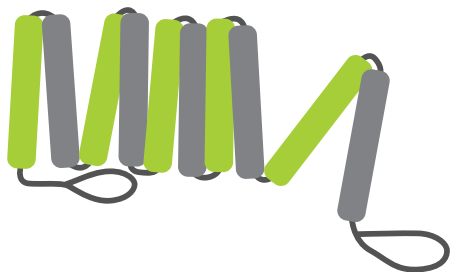
Athletes with co-ordination impairments

Jumping for Distance, Combination Jumps and Jumping for Height - When modifying, increased fatigue, coordination and balance issues should be recognized. When jumping over or onto obstacles, consider the height may need to be lowered. Encourage a decrease in speed when coming up to an obstacle to allow the athlete to get over the object correctly and safely. Differences between the athletes left and right side body may make it difficult

to perform a jump on one side or to hop compared to the other. Encourage athletes to develop both sides but consider lower objects for the affected side. Start by jumping onto a mat without a bar or obstacle in front first and then graduate to jumping over something. Use of an elastic crossbar instead of a hard bar when jumping can reduce safety concerns. If athletes cannot jump, refer to the wheelchair user modifications.

Athletes with limb impairment

Jumping for Distance, Combination Jumps and Jumping for Height - Consider balance issues for leg impaired athletes and a flat surface to avoid tripping. Hopping, rather than running, into a jump could be performed. Encourage athletes to investigate with curiosity how they wish to jump, particularly over obstacles such as a high jump bar. e.g., Forwards, backwards, sideways etc. Use an elastic crossbar instead of a hard bar when high jumping.



Athletes with intellectual impairments

Jumping for Distance, Combination Jumps and Jumping for Height - Instructions should be clear and minimal to avoid confusion. Having a support person with the athlete throughout the activity may aid direction and participation if required. Visual demonstration may aid in understanding and completion of the activity. Athletes may struggle with the perception of jumping over or onto an object. Start with practicing the skill without an object to jump over or onto, then move onto low objects through to high. Consider sensory needs, for example some athletes may prefer to jump onto the grass rather than sand.



Throwing Skills



Page 55 (Run Jump Throw Coaching Manual)

- ▶ Pulling
- ▶ Pushing
- ▶ Slinging
- ▶ Heaving

This section of the Run Jump Throw Coaching Manual explores the different throwing methods and how to make an implement go further. It works on the fundamental movement patterns of pulling, pushing, slinging, and heaving, using modified equipment before introducing the event-specific techniques. Throwing is an explosive skill and is broken down into 3 phases. Preparation, propulsion and follow through. When teaching and observing throwing, think about the 3 phases.

Please refer to pages 55 – 76 of the Run Jump Throw Coaching Manual for throwing specific activities including, *Pulling, Pushing, Slinging and Heaving*. This includes explanations of the fundamentals of throwing activities along with visual and verbal cues. Below we will discuss some modifications to these activities.

Consider & Modify

Throwing events can be modified to meet the needs of all athletes. When modifying an activity, coaches should consider the fundamentals of the activity and seek to modify it to meet the needs of the athlete/s, however, the modification should seek to maintain the integrity of the activity and its fundamental movement patterns. Using the below recommendations along with the STEP model, coaches will be able to modify activities to suit all needs.

Athletes with visual impairment

Athletes may require a support person to act as a “guide”. The guide can stand in front of the athlete and use some form of sound, such as clapping or yelling, guiding the athlete to throw. Using sound guides the athlete in the direction to perform the throw. Effective communication in the explanation process and execution phase is key. Pairing the athlete with someone they feel comfortable with allows the athlete's partner to physically show them the technique or skill, if comfortable or appropriate. Providing the athlete with an opportunity to analyze the throwing area, circle, or runway may help to establish understanding of the activity more clearly. Allow for and consider the extra space needed for visually impaired athletes during throwing activities. Having different coloured implements may be required for partially sighted athletes to see the implement more clearly.

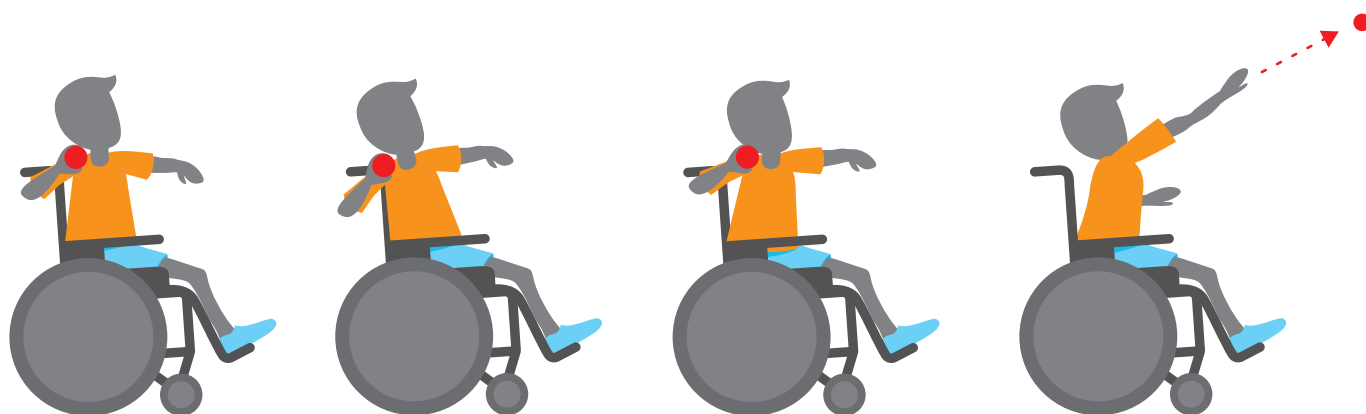
Athletes with short stature

Athletes may require different types or sizes of implements to those described in the Run Jump Throw Coaching Manual. Having extra equipment that may be smaller, bigger, or different shapes may aid athletes with grip problems during throwing activities. Ensuring the proper fundamental movement patterns are followed, it should not matter what implement the athlete throws. Care should be taken when twisting. Some athletes with short stature are unable to reach their hands above their head due to shorter arm length. Safety during overhead throws should be assessed. If athletes' arms restrict them from safely performing the activity coaches could provide smaller/ lighter equipment which is easier and safer to hold overhead or change the activity to one that is safe.

Wheelchair users

Most of these athletes will stay seated to throw, however some may stand as not all wheelchair users have loss of leg function restricting them to a wheelchair. Where appropriate, giving the athlete the choice is important. Be mindful that wheelchair users need extra space when throwing along with ensuring the modification is safe. For those who choose to stand, have their wheelchair close by in case they lose balance or get fatigued. Fundamental movement patterns are the same regardless of if they are seated or standing. Wheelchair users should be positioned face on to the throwing direction with the shot put at the athlete's neck. However some athletes may

prefer to be side on when setting up for a throw. If you see an athlete who looks like they may be better suited to be forward facing have them try this and ask what they like better. Athletes may require a pole attached to their wheelchair or frame to support them. When performing any throwing activity care should be taken to ensure is safe. Wheelchair users can tip out of their wheelchair easily, particularly, when an external weight is added such as a shot put. Athletes who choose to throw from a seated position, should be tied down in their wheelchair or with someone holding the wheelchair from behind.



Athletes with co-ordination impairment

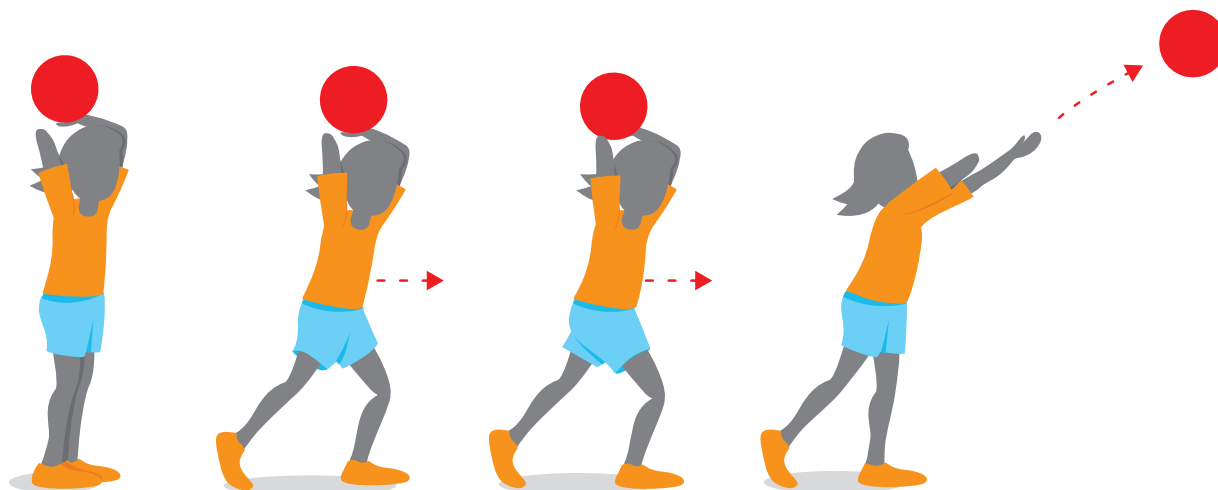
Athletes may require different types or sizes of implements to those described in the Run Jump Throw Coaching Manual. Having extra equipment that may be smaller, bigger, or different shapes may aide athletes with grip problems during throwing activities. Ensuring the proper fundamental movement patterns are followed, it should not matter what implement the athlete throws. Athletes may struggle to hold onto implements with both hands so double handed throwing activities can be modified to use one, while encouraging the athlete to use the other as much as possible. Likewise, some

athletes may struggle to hold onto an implement with one hand due to reduced grip, modifying to allow for their secondary hand to hold the implement while performing the activity can be done. Athletes with co-ordination impairment may be standing or in a wheelchair. For those who choose to stand, have their wheelchair close by in case they lose balance or get fatigued. If the athlete chooses to perform throwing activities in a seat or to sit on a chair refer to wheelchair users throwing modifications.

Athletes with limb impairment

Athletes may struggle to hold on with both hands so double handed throwing activities can be modified to using one hand, while encouraging the athlete to use the other arm as much as possible. Athletes with leg

impairments may struggle with balance therefore there should be someone close by or a seat provided. In some cases, athletes may have limited grip function therefore coaches should plan with varied equipment.



Athletes with intellectual impairment

Instructions should be clear and minimal to avoid confusion. Having a support person with the athlete throughout the activity may aid direction and participation. Visual demonstration may aide in understanding and completion of the activity. Consider sensory needs, providing varied equipment to throw.



Team Athletics



Page 77 (Run Jump Throw Coaching Manual)

Team Athletics is a modified competition structure based on the World Athletics Kids Athletics model. It is aimed at giving children the opportunity to participate and compete in a fun and non-threatening environment. It is a fun team-based competition comprising modified athletics games and it draws on the skill progressions learnt through Run Jump Throw.

Please refer to page 78 – 100 for further details on team athletics, including How to Organise a Kids Team Athletic Event (page 78), Equipment Table (page 79), Event Scoring table (page 80 & 81), Team Athletics Scoreboard Example (page 82), Setting up a Competition Space (page 83), Competition Timing (page 84), and Team Athletics Activities (page 85 - 100).



Organising a Kids Team Athletics Event (Page 78)

Consider modifying the event list of Team Athletics to cater for all athletes. For example, Fast Feet on Page 93 of Team Athletics. Modifications are required to ensure wheelchair users can perform this activity. Swapping the ladder for cones instructing all athletes to zig zag through is more appropriate and allows inclusion for all athletes.

Event Scoring Table (Page 80)

The scoring system is straight forward. The results are simple enough to be posted 2 minutes after the last event:

- Running events – Result is the time recorded for the whole team to complete the activity (e.g., Running Event Formula 1 page 79). In the individual events (e.g., 1000m endurance race) the time of everyone in the team is added up for the team result. **Consider how to make this fair across all teams, for example if one team has an athlete in a wheelchair how could we even this out for all teams. You could think about making the distance shorter for the wheelchair athlete or longer for the others.**
- Field Events – Each participant must compete in all events with the given number of trials. The best performance (distance/height) of everyone in the team is added together to get the total team score for each event. **Consider that not all athletes with an impairment can jump or throw. How can you effectively have them involved with the team while still making the scoring fair for all? For instance, if you have a visually impaired athlete throwing a shot put, one person from every team could be blind folded.**

Equipment Table (Page 79)

Consider that you may require additional equipment due to modification required. Planning appropriately for this will allow for a higher quality experience for participants.

Setting up a Competition Space (Page 83)

Consider safety when it comes to some impairments, for example wheelchair athletes cannot wheel effectively around tight bends or on long thick ground surfaces (grass). Visually impaired athletes will need extra space when running with a guide, throwing, and jumping.

Competition Timing (Page 84)

No modification required.

Team Athletics Activities (Page 85)

On pages 85 – 100 of the Run Jump Throw Coaching Manual coaches will find the activities that make up Team Athletics. Each activity includes, instructions, equipment needed, teaching points, progressions, and scoring instructions.

Please refer to the previous ARJT skill sections for modifications that could be done for each activity if needed for an athlete with an impairment.

RJT



Pentathlon

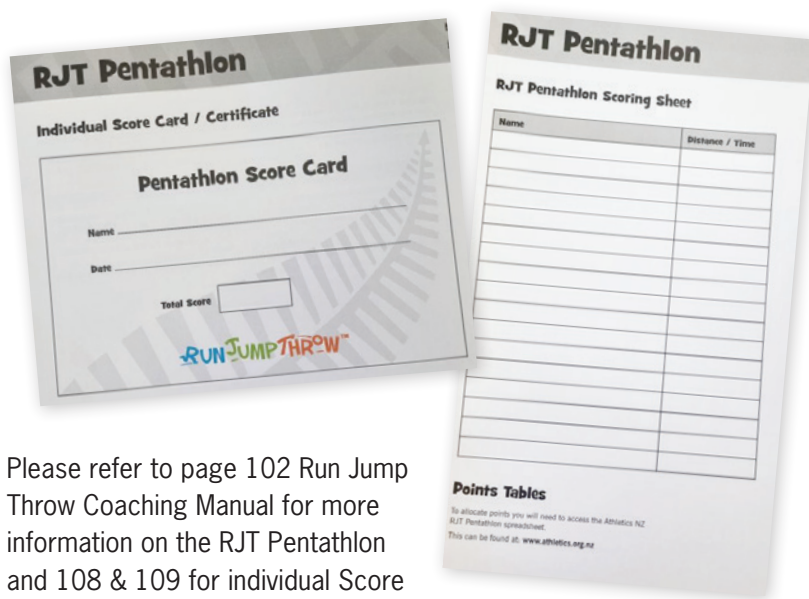
Page 101 (Run Jump Throw Coaching Manual)

The RJT Pentathlon is an organised multi event competition that is designed to give more children the opportunity to participate while measuring their own progress. It can be run by schools and clubs to practise the core skills of athletics or can be used as an alternative competition model for interschool and interclub competitions. The Pentathlon is designed to be done anywhere and does not need a traditional athletics track. There are five activities that are all modified and appropriate for the Run Jump Throw target age group 6 – 11 years old.

Consider & Modify

The RJT Pentathlon is designed to measure an athlete's own progress therefore coaches may modify the activity or swap any of the five events to an event that is more appropriate to the athlete's needs.

Using the Run Jump Throw Coaching Manual and activity cards along with the modifications in the above ARJT skill sections, events/activities can be modified or swapped to cater for all athlete's needs.



Please refer to page 102 Run Jump Throw Coaching Manual for more information on the RJT Pentathlon and 108 & 109 for individual Score Card/Certificate and Pentathlon Scoring Sheet.

In all activities, encourage athletes to perform the fundamental movements of the activity as closely as possible despite modification.

Following are some relevant modifications of the 5 RJT Pentathlon events:

50 Metre Sprint

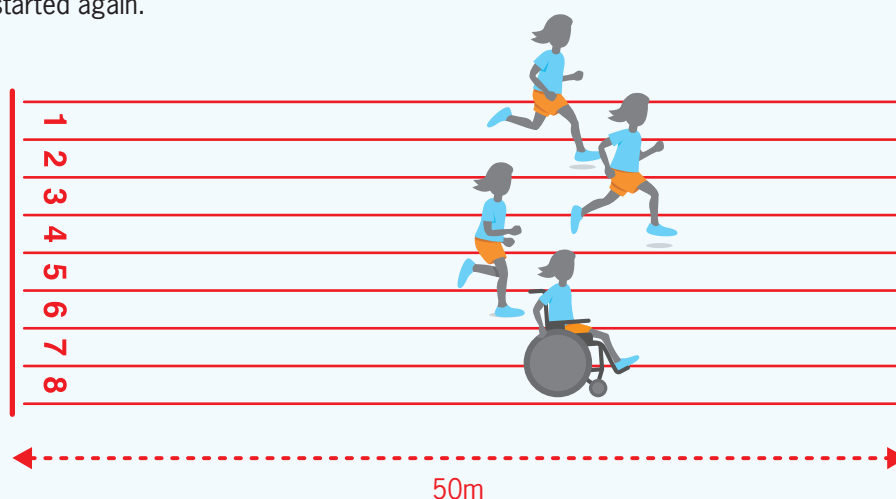
- ▶ The 50 Metre Sprint can be done on a track or grass surface.
- ▶ Mark out a start line 50m from the finish line. Ideally there would be marked lanes on the track or grass surface but this is not essential.

RULES

- Everyone starts on the start line from a standing stat.
- The starter will give them the instructions 'On your Mark, Set, Go' (Go should be a clap, whistle or gun).
- It is a false start when one or more of the participants start to run before the 'gun'. If this happens all the athletes in that race are recalled and the race is started again.

RESULTS

- The timekeeper records all athletes' times.
- The finish line spotters will record the finishing order.
- Results are recorded on a score sheet.
- Points are allocated using the associated scoring table.



ATHLETES WITH VISUAL IMPAIRMENT - Guide runner runs alongside athlete with a tether.

ATHLETES WITH SHORT STATURE - Runs shorter distance if required. Place a cone further up the field, the athlete will start from here at the same time as other athletes start at the 50m mark finishing at the same point as all other athletes.

WHEELCHAIR USERS – Pushes shorter distance if required. Place a cone further up the field, the athlete will start from here at the same time as other athletes start at the 50m mark finishing at the same point as all other athletes.

OR Support person can aide the athlete by pushing them from behind (if on grass for instance). The athlete in the wheelchair should still push the 50m as well.

ATHLETES WITH CO-ORDINATION IMPAIRMENT

– Runs shorter distance if required. Place a cone further up the field, the athlete will start from here at the same time as other athletes start at the 50m mark finishing at the same point as all other athletes. If athlete has high impairment, they may have a walking frame as an aid or be wheelchair bound. Athletes who suffer from impaired balance should have a support person alongside them.

ATHLETES WITH LIMB IMPAIRMENT – leg impairment athletes may require extra space to run. For above knee amputee athletes, if required, allow an extra lane between athletes.

ATHLETES WITH INTELLECTUAL IMPAIRMENT

– provide athletes with a support person instructing where to run and when to stop. This support person can run beside them if required.

5 Minute Timed Run

- ▶ Set up a 200m square like picture below. Each side is 50m.
- ▶ Depending on how many participants are in the group you may choose to have groups start at different corners (to avoid congestion).
- ▶ Each time a participant runs past their starting point they receive a card or peg (you may choose to colour-code the corners to make it easier).
- ▶ The participants have 5 minutes to do as many laps of the 200m circuit as they can. They can run or walk.

RULES

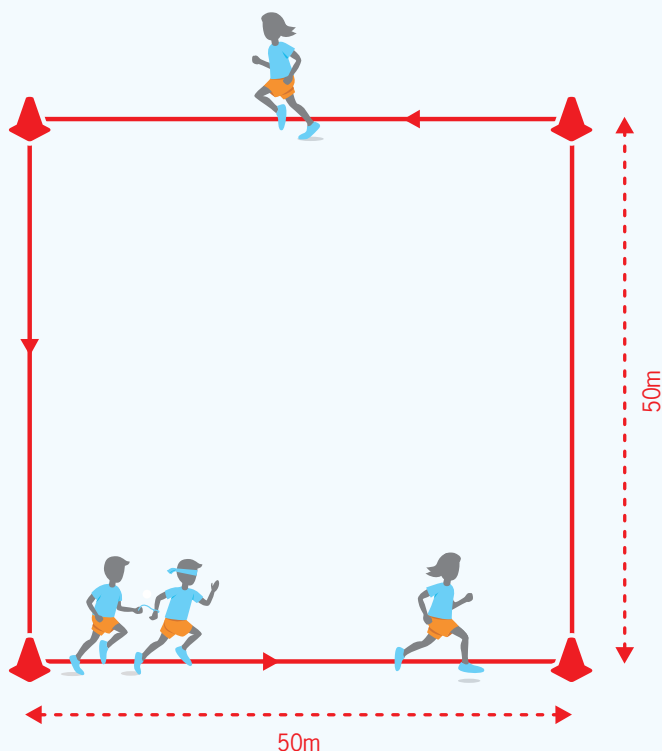
- Each participant only gets one peg/card each time they pass the start point.
- When 5 minutes is up a whistle will blow. All participants stop and move to the closest corner to get an accurate score.
- Here their lap count will be counted. Eg 4.5 laps = 4 full laps (pegs) and half way around the next.

Note: Every quarter of a lap can be counted.

Note: This activity could be changed to a 3 Minute Run for those aged 7-9 depending on the fitness level of the group. Make sure you are always looking at meeting the needs of the group. Fun and enjoyment is the number one priority.

RECORDING

- Each participant only gets one peg/card as they pass the start point.
- Their score is the number of laps they completed plus the closet corner when they finished e.g. 4.5 laps = 4 full laps (pegs) and half way around the next.
- Each participant's lap total is recorded using the recording sheet.
- Points are allocated using the associated scoring table.



ATHLETES WITH VISUAL IMPAIRMENT - Guide runner to run alongside with some form of tether.

ATHLETES WITH SHORT STATURE – Runs for a shorter time period if required.

WHEELCHAIR USERS – Pushes for a shorter time period if required.

ATHLETES WITH CO-ORDINATION IMPAIRMENT – Runs for a shorter time period if required. If athlete has high impairment, they may have a walking frame as an aid or be wheelchair bound. Athletes who suffer from impaired balance should have a support person alongside them.

ATHLETES WITH LIMB IMPAIRMENT – Runs for a shorter time if required. Athletes who suffer from impaired balance should have a support person alongside them.

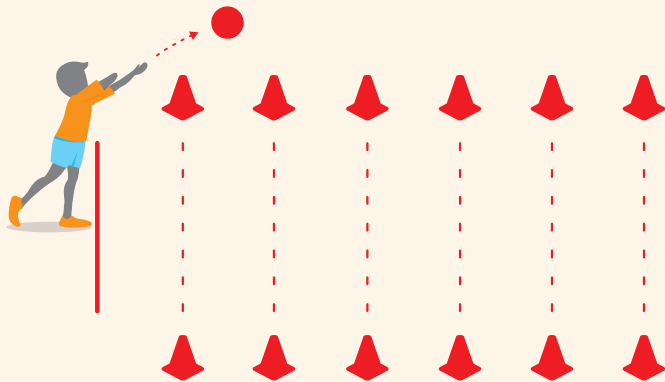
ATHLETES WITH INTELLECTUAL IMPAIRMENT – provide athletes with a support person instructing where to run and when to stop. The support person can run beside them if required.

Medicine Ball Push

- ▶ The Medicine Ball Push can be completed on grass or in a hall. Set up a landing area.
- ▶ All participants use a 1kg medicine ball.
- ▶ The participants all throw from a designated line using the 'Push Throw' technique.
- ▶ Participants can use a split stance or feet side by side but the torso must face the front.

RULES

- The participant must throw from behind the line.
- The medicine ball must land in the designated landing area.



RESULTS

- Each participant gets 3 throws with the best throw counting towards their overall points.
- Each participant's throw is marked with a ground marker where the ball lands. The marker is moved if another throw is further.
- At the end, all participants' best throws are measured.
- Points are allocated using the associated scoring table.

ATHLETES WITH VISUAL IMPAIRMENT – Athletes will require a guide to place them on the throwing line. Guide will lift the athletes hands up to point in the direction of throw. Athletes will then be given the medicine ball to perform the activity.

The guide will be standing out in front of the athlete and use verbal cues or sound to identify to the athlete the direction to throw.

The athlete can be guided out to where their medicine ball lands for awareness of distance thrown.

ATHLETES WITH SHORT STATURE – Lighter and/or smaller medicine balls may be required.

WHEELCHAIR USERS – Athlete lines up on throwing line facing forward. Athlete needs to be tied down or someone holding the wheelchair from behind.

Lighter and/or smaller medicine balls may be required for this activity.

ATHLETES WITH CO-ORDINATION IMPAIRMENT

- Lighter and/or smaller medicine balls may be required. Someone should be positioned behind the athlete, in case of balance issues. If the athlete struggles with balance, you may place a chair that the athlete can sit on to perform the movement.

ATHLETES WITH LIMB IMPAIRMENT - Lighter and/or smaller medicine balls may be required. One handed push for athletes with upper arm impairment can be done. Someone should be positioned behind the athlete, in case of balance issues e.g., leg amputees.

ATHLETES WITH INTELLECTUAL IMPAIRMENT

– Lighter and/or smaller medicine balls may be required. Consider the type, colour, and texture of medicine ball. If an athlete is struggling with the medicine ball have an appropriate alternative that the athlete may prefer such as different coloured balls or a ball with a rough or smooth surface.

Vortex Throw

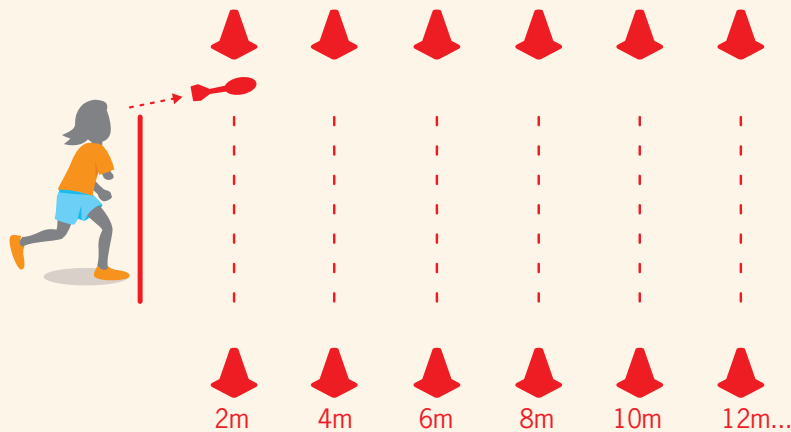
- ▶ The Vortex Throw can be completed on the grass. Set up a wide sector for the landing area.
- ▶ The participants all throw from either a standing throw or with a small run-up from a designated line.

RULES

- The participant must throw from behind the line.
- The vortex must land in the designated landing area.

RECORDING

- Each participant gets 3 throws with the best throw counting.
- Each participant's throw is marked with a ground marker where the vortex lands. The marker is moved if another throw is further.
- At the end, all participants' best throws are measured.
- Points are allocated using the associated scoring table.



ATHLETES WITH VISUAL IMPAIRMENT - Athlete will require a guide to place them on the throwing line standing side on. Guide will lift the athletes non-throwing hand up to point in the direction of throw. Athlete will then be given the vortex to perform the activity.

The guide will be standing out in front of the athlete and use verbal cues or sound to identify to the athlete the direction to throw.

The athlete can be guided out to where their vortex lands for awareness of distance thrown.

ATHLETES WITH SHORT STATURE - No modification needed, however, care should be taken when performing twisting movements.

WHEELCHAIR USERS - Athlete lines up on throwing

line facing slightly side on to the throwing zone.

Athlete needs to be tied down or someone holding the wheelchair from behind for safety.

ATHLETES WITH CO-ORDINATION IMPAIRMENT

- Alternative throwing equipment may be required to allow for easy gripping. Someone should be positioned behind the athlete, in case of balance issues. If the athlete struggles with balance, you may place a chair that the athlete can sit on to perform the activity.

ATHLETES WITH LIMB DEFICIENCY - Someone should be positioned behind the athlete, in case of balance issues.

ATHLETES WITH INTELLECTUAL IMPAIRMENT

- Consider the type, colour, and texture of vortex. If an athlete is struggling with the vortex have an appropriate alternative that the athlete may prefer.

Standing Jump

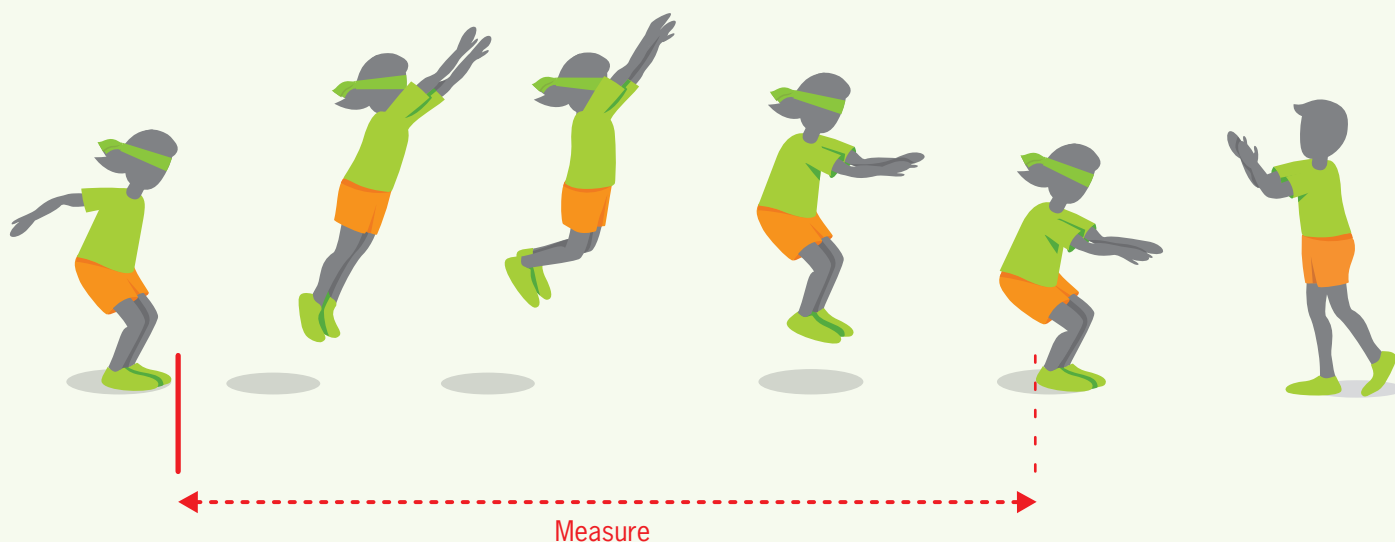
- Use either a sand pit, grass or a mat for this activity
Make sure whichever surface is used is soft and non-slip
- The participant jumps from a designated start line using the two feet to two feet landing technique.

RULES

- The participant must take off with two feet and land on two feet (no run-up).

RESULTS

- Each jump is measured from the point of contact with the landing area back to the front of the take off line. The point of contact is taken from the back of the foot.
- Each participant has 3 jumps with the best jump counting.
- Points are allocated using the associated scoring table.



ATHLETES WITH VISUAL IMPAIRMENT - Athlete will require a guide to place them on the jumping line, facing the direction of the jump.

Lifting the athlete's hands up to point in the direction of jump.

The guide will be standing out in front of the athlete and use verbal cues or sound to identify to the athlete the direction to jump.

ATHLETES WITH SHORT STATURE - No modification required. However, care should be taken around athlete's joints.

WHEELCHAIR USER - Athlete starts on the jumping line and perform one big push: measure the distance from the line to the front of the athlete's wheels.

ATHLETES WITH CO-ORDINATION IMPAIRMENT - A support person should be nearby in case of balance issues.

ATHLETES WITH LIMB IMPAIRMENT - Athletes with one leg perform a hop, jumping off one leg and landing on the same leg. For double leg amputees support person nearby in case of balance issues.

ATHLETES WITH INTELLECTUAL IMPAIRMENT - Clear instructions. If jumping into a sand pit, consider a further area set up on grass to aide sensory needs.







Athletics New Zealand wish to acknowledge the contribution made by Paralympics New Zealand to this Adaptive Run Jump Throw Coaching Manual.

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ADAPTIVE

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