RUN JUMP THROW

Pupil Task Cards: *Throwing*

Pupil Task Cards: Introduction

Introduction to the Pupil Task Cards

An important part of every child's cognitive development is to encourage them to explore new things and use self-guided learning to problem-solve and overcome challenges.

The Pupil Task Cards provide teachers with a useful tool to encourage self-guided learning; peer observation; movement understanding; feedback and communication skills and is a creative way to expand the lesson.

The Pupil Task Cards cover every athletics event and outline the key technical observation points for these events. This section also contains Pupil Task Cards for the key movement principles of running jumping and throwing (i.e. Agility, Jumping for height, Pull throw, etc.).

Each card provides pupils with a series of challenges and/or questions designed to help them develop a greater understanding of each athletics events.

These cards can be used to complement the 'Pupil Task' section within each Activity Card.

Getting the most from the Pupil Task Cards

The Pupil Task Cards can be used with any age group, but teachers may wish to adapt how they use the cards based on the age and the ability of the group.

Teacher Guided: For some pupils, teachers may wish to read out and explain each of the questions from the Pupil Task Cards and then allow the pupils to practice.

Self-Guided: The teacher hands out a copy of the relevant Pupil Task Cards to pairs or small groups and asks them to go and explore the tasks before bringing the whole class back together to discuss what they observed.

The Pupil Task Cards can either be used to complement a Technical Teaching Card, Activity Card or as a standalone activity.

Pupil Task Cards can be downloaded or photocopied so as to provide sufficient copies for the whole class.

Pupil Task Cards: Stages of Progression

Introduction

The Pupil Task Cards provided in this resource have been spilt into four different formats (which are set out on the right).

These task cards can be either used in a progressive order, which takes into consideration the pupil's increased understanding of movement and athletics skills or used to provide a variety of challenges to pupils.

Each card aims to support pupils to develop a greater understanding of the athletics movements and how to improve these.

It is hoped pupils will also develop their teamwork, communication and social skills through the role of both performer and coach.

Pupil Task Card STAGE 1

These pupil task cards replicate those used in primary schools and help reinforce the key learning principles for this age group. The cards focus on the foundation movement skills of running, jumping and throwing and encourage **pupils to explore how they use their body to run, jump and throw effectively**. These cards are ideal for those pupils new to athletics events and/or in the earlier stages of skill development.

Pupil Task Card STAGE 2

The stage 2 pupil task cards help pupils to develop their **observation skills** and a **basic understanding of the technical points** for each athletics event. Each pupil card provides 6 key technical points which pupils can use to observe each other's competence. The cards encourage pupils to observe their peers (either in pairs or small groups) and **provide feedback** on whether the pupil achieved the required technical points.

Pupil Task Card STAGE 3

The stage 3 pupil task cards build on the challenges set out in stage 2 by encouraging pupils to **observe; analyse; consider potential interventions and provide feedback**. Provided within each task card is a series of technical points, which if observed the pupil must tick. They will then record what strengths their partner demonstrated and any suggested areas of development, showing a clear level of understanding of the event.

Pupil Task Card STAGE 4

Stage 4 pupil task cards provide pupils with a group task which encourages them to look at a series of technical images and **consider** what technical points they would suggest for each image and **share** these with the rest of the group. Once the pupils have agreed on some key technical points, they **practice** the event using these points and then **reflect** on whether they need to be refined. This task activity promotes team work, creative thinking and a good understanding of the movement skills and the various athletics events.

Pupil Observation Model

Working with your partner(s):

- Provide instructions and an explanation on the task outlined by either your teacher or within the Pupil Task Card.
- If required ask teacher for clarification.

1

What to look for/ what you need to know?

- The Key Technical Principles for the event:
  - explained by teacher or
  - outlined on the Pupil Task Card.
- What your partner(s) wants to work on.
- Previous experience of partner(s).

2

Observation (strategy)

- Initially focus on the technique and not the time they have run, height jumped or distance thrown.
- Consider where is the best place to observe, what you want to see.
- Consider how many times you should watch a skill.

When observing start broad and then narrow down your focus ('whole body' to 'body segments').

3

Evaluation/Diagnosis

Comparing with the Key Technical Principles (explained by the teacher or outlined in the Pupil Task Cards):

- What did your partner do well?
- What do they need to work on?

4

How will you your partner improve?

- Make the task Simpler or more Challenging.
- Feedback on one or two observations you made and how these may be improved.
- Ask you partner what they think they did well and what they need to work on. This encourages them to self-reflect.

5

- Feedback on specific observations and provide suggested changes.
- Discuss in groups / pairs what you need to do to improve.
- Use questions to check for partners understanding.

5

Throwing: Push Throw

Pupil Task Card
STAGE 1

In pairs or small groups (3 – 4 pupils per group), stand in the throwing space allocated by your teacher so as to practise the Push Throw. Explore the following activities and questions, and share your answers and ideas with the rest of the class.

Modelling and Mimicking

Think of someone who can throw an object far (ball or bean bag) using a pushing action.

- In pairs or small groups show each other how you think you should move your body to push throw an object so it travels far.
- Discuss which movements looked the best and why.
- Practise using these movements and see if you feel you can throw further.
- Share with you teacher and the rest of the class, which movement you think was the best and why.

Using Your Body

How do you use your body when throwing? (You can watch a partner or other class mates to see how they use their body when using a push throw).

- Do you keep your body nice and tall when throwing?
- Do you lean your body forwards or backwards when throwing?
- Do you keep your body facing forwards or twist prior to throwing?

Using Your Arms

How do you use your arms when pushing an object for distance? (You can watch a partner or other class mates to see how they use their arms when using a push throw).

- Do you keep your arms straight or bend then extend them when throwing?
- Should you push the object quickly or slowly?
- Should you push the object forwards, upwards or both?

Using Your Legs

How do you use your legs when throwing for distance (using a push throw)? (You can watch a partner or other class mates to see how they use their legs when using a push throw).

- Do you keep your feet side by side or step into the throw?
- What moves first your legs or your arms?

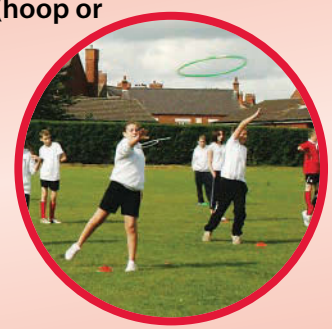
Throwing: Sling Throw

Pupil Task Card
STAGE 1

In pairs or small groups (3 – 4 pupils per group), stand in the throwing space allocated by your teacher so as to practise the Sling Throw. Explore the following activities and questions, and share your answers and ideas with the rest of the class.

Modelling and Mimicking

Think of someone who can throw an object far (hoop or rubber ring) using a Sling Throw action.



- In pairs or small groups show each other how you think you should move your body to Sling Throw an object so it travels far.
- Discuss which movements looked the best and why.
- Practise using these movements and see if you feel you can throw further.
- Share with your teacher and the rest of the class, which movement you think was the best and why.

Using Your Body

How do you use your body when throwing? (You can watch a partner or other class mates to see how they use their body when throwing).

- Do you keep your body nice and tall when throwing?
- Do you lean your body forwards or backwards when throwing?
- Do you keep your body facing forwards or twist prior to throwing?

Using Your Arms

How do you use your arms when throwing an object for distance using a Sling Throw? (You can watch a partner or other class mates to see how they use their arms when using a Sling Throw).

- Should your arm be long and relaxed or short and tense?
- Should your arm move quickly or slowly?
- Should you release the object high or low?

Using Your Legs

How do you use your legs when throwing for distance (using a Sling Throw)?

- Do you keep your feet side by side or twist the hips forwards prior to throwing?
- What moves first your legs or your arms?

Throwing: Pull Throw

Pupil Task Card
STAGE 1

In pairs or small groups (3 – 4 pupils per group), stand in the throwing space allocated by your teacher so as to practise the Pull Throw. Explore the following activities and questions, and share your answers and ideas with the rest of the class.

Modelling and Mimicking

Think of someone who can throw an object far (ball or bean bag) using a pulling (overarm throw) action.

- In pairs or small groups show each other how you think you should move your body to pull throw an object so it travels far.
- Discuss which movements looked the best and why.
- Practise using these movements and see if you feel you can throw further.
- Share with your teacher and the rest of the class, which movement you think was the best and why.

Using Your Body

How do you use your body when throwing? (You can watch a partner or other class mates to see how they use their body when throwing).

- Do you keep your body nice and tall when throwing?
- Do you lean your body forwards or backwards when throwing?
- Do you keep your body facing forwards or twist prior to throwing?

Using Your Arms

How do you use your arms when throwing an object for distance using a pull throw? (You can watch a partner or other class mates to see how they use their arms when using a pull throw).

- Should your arm be extended behind you or kept level with your body prior to throwing?
- Should you pull the object quickly or slowly?
- Should your hand be above or below shoulder height when throwing?

Using Your Legs

How do you use your legs when throwing for distance (using a pull throw)?

- Do you keep your feet side by side or step into the throw?
- What moves first your legs or your arms?

Throwing: Heave Throw

Pupil Task Card
STAGE 1

In pairs or small groups (3 – 4 pupils per group), stand in the throwing space allocated by your teacher so as to practise the Heave Throw. Explore the following activities and questions, and share your answers and ideas with the rest of the class.

Modelling and Mimicking

Think of someone who can throw an object far (ball) using a Heave Throwing action.

- In pairs or small groups show each other how you think you should move your body to Heave Throw an object so it travels far.
- Discuss which movements looked the best and why.
- Practise using these movements and see if you feel you can throw further.
- Share with your teacher and the rest of the class, which movement you think was the best and why.

Using Your Body

How do you use your body when throwing? (You can watch a partner or other class mates to see how they use their body when throwing).

- Do you keep your body nice and tall when throwing?
- Do you lean your body forwards or backwards when throwing?
- Do you keep your body facing backwards or twist prior to throwing?

Using Your Arms

How do you use your arms when throwing an object for distance using a Heave Throw? (You can watch a partner or other class mates to see how they use their arms when using a Heave Throw).

- Should your arms be long and relaxed or short and tense?
- Should your arms move quickly or slowly?
- Should you release the object high or low?

Using Your Legs

How do you use your legs when throwing for distance (using a Heave Throw)?

- Do you keep your legs straight or bend then extend prior to throwing?
- What moves first your legs or your arms?

Throwing: Standing Shot Put

Pupil Task Card
STAGE 2

The Task

- In pairs or small groups **observe** each other's **standing shot put technique.**
- After a few **practices**, discuss what you each observed, providing **feedback** on the key points shown opposite.
- If anyone was unsuccessful in achieving one or more of these movements, consider what they could do to help improve this (i.e. slow the movement down or focus on that one element).
- Later, share your **feedback** with the teacher on if and how the **standing shot put technique** improved throughout the lesson.

Turn shoulders away from direction of the throw

Keep the elbow high throughout

Push right arm long and high, extending at elbow

Left toes in line with the heel of the right foot

Chin-Knee-Toe (Power Position)

Drive and turn the right hip up and forwards

Throwing: Glide Shot Put

Pupil Task Card
STAGE 2

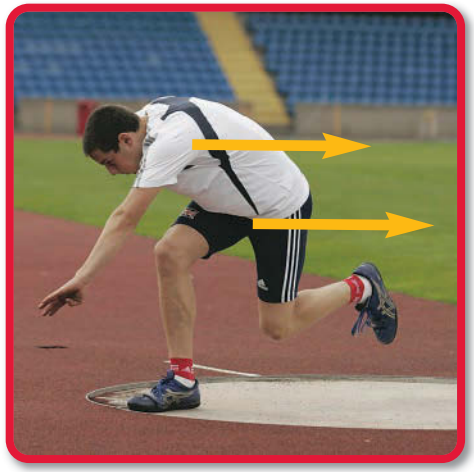
The Task

- In pairs or small groups **observe** each other's **glide shot put technique.**
- After a few **practices**, discuss what you each observed, providing **feedback** on the key points shown opposite.
- If anyone was unsuccessful in achieving one or more of these movements, consider what they could do to help improve this (i.e. slow the movement down or focus on that one element).
- Later, share your **feedback with the** teacher on if and how the **glide shot put technique** improved throughout the lesson.

Hold the shot under the chin and against the neck

Keep the elbow high throughout

Push right arm long and high, extending at elbow



Start at rear of circle keeping hips & shoulders square to the back

Drive the hips towards the front of the circle before the shoulders

After glide: land in 'power position' with shoulders well back

Throwing: Rotational Shot Put

Pupil Task Card
STAGE 2

The Task

- In pairs or small groups **observe** each other's **rotational shot put** technique.
- After a few **practices**, discuss what you each observed, providing **feedback** on the key points shown opposite.
- If anyone was unsuccessful in achieving one or more of these movements, consider what they could do to help improve this (i.e. slow the movement down or focus on that one element).
- Later, share your **feedback** with the teacher on if and how the **rotational shot put technique** improved throughout the lesson.

Start at rear of circle with hips & shoulders square to the back

Start throw by rotating left heel inwards and turning on ball of the foot

First step: drive and rotate right hip forward across the circle

Take a low running stride to the middle of the circle

Land on the ball of the right foot and keep it rotating anticlockwise

Land in the 'power position' with shoulders back

Throwing: Standing Discus Throw

Pupil Task Card
STAGE 2

The Task

- In pairs or small groups **observe** each other's **standing discus throw technique**.
- After a few **practices**, discuss what you each observed, providing **feedback** on the key points shown opposite.
- If anyone was unsuccessful in achieving one or more of these movements, consider what they could do to help improve this (i.e. slow the movement down or focus on that one element).
- Later, share your **feedback** with the teacher on if and how the **standing discus throw technique** improved throughout the lesson.

Discus rests across finger pads (DO NOT GRIP)

Turn right hip and leg to the front to start the throw

Pull arm through long, fast and last

Left toes in line with the heel of the right foot

Chin-Knee-Toe (Power Position)

Releases off the index finger and not out the back of the hand

Throwing: Rotational Discus Throw

Pupil Task Card
STAGE 2

The Task

- In pairs or small groups **observe** each other's **rotational discus throw technique.**
- After a few **practices**, discuss what you each observed, providing **feedback** on the key points shown opposite.
- If anyone was unsuccessful in achieving one or more of these movements, consider what they could do to help improve this (i.e. slow the movement down or focus on that one element).
- Later, share your **feedback** with the teacher on if and how the **rotational discus throw technique** improved throughout the lesson.

Wind the upper body back, keeping the discus around shoulder height

Take a running stride to the middle of the circle

Keep the arm 'long and relaxed' throughout the throw

Move body weight onto ball of left foot, which turns in direction of throw

Keep the right foot turning as it lands in the centre of the circle

Release off the index finger and not out the back of the hand

Throwing: Standing Javelin Throw

Pupil Task Card
STAGE 2

The Task

- In pairs or small groups **observe** each other's **standing javelin throw technique.**
- After a few **practices**, discuss what you each observed, providing **feedback** on the key points shown opposite.
- If anyone was unsuccessful in achieving one or more of these movements, consider what they could do to help improve this (i.e. slow the movement down or focus on that one element).
- Later, share your **feedback** with the teacher on if and how the **standing javelin throw technique** improved throughout the lesson.

Javelin held back with extended arm and palm facing upwards

Start movement by rocking back onto the back leg, then moving forwards

The elbow remains above the shoulder when performing the throw

Stand side on, feet shoulder width apart, left foot in front and pointing forwards

Back foot is facing towards 1 o'clock on a clock face

The legs move before the arms

Throwing: 3 - 5 Stride Approach Javelin Throw

Pupil Task Card
STAGE 2

The Task

- In pairs or small groups **observe** each other's **3 – 5 stride approach javelin throw technique.**
- After a few **practices**, discuss what you each observed, providing **feedback** on the key points shown opposite.
- If anyone was unsuccessful in achieving one or more of these movements, consider what they could do to help improve this (i.e. slow the movement down or focus on that one element).
- Later, share your **feedback** with the teacher on if and how the **3 – 5 stride approach javelin throw technique** improved throughout the lesson.

Legs should always cross in front of the body, NOT behind

Rotate the right hip and knee forwards prior to left foot planting on final step

Release javelin fast at roughly a 45˚ angle

The three-stride approach pattern is: *left foot, right foot, left foot, throw*

Drive the hip forward fast

Keep shoulder and arm back until legs and hips have worked

Throwing: Hammer – Heave Throw

Pupil Task Card
STAGE 2

The Task

- In pairs or small groups **observe** each other's **heave throw technique.**
- After a few **practices**, discuss what you each observed, providing **feedback** on the key points shown opposite.
- If anyone was unsuccessful in achieving one or more of these movements, consider what they could do to help improve this (i.e. slow the movement down or focus on that one element).
- Later, share your **feedback** with the teacher on if and how the **heave throw technique** improved throughout the lesson.

Wind body up in opposite direction to the throw

Move from 'low to high'

Release over left and right shoulders

Feet shoulder width apart

Keep arms extended throughout

Rotate through waist to increase force

Throwing: Standing Hammer Throw

Pupil Task Card
STAGE 2

The Task

- In pairs or small groups **observe** each other's **standing hammer throw technique.**
- After a few **practices**, discuss what you each observed, providing **feedback** on the key points shown opposite.
- If anyone was unsuccessful in achieving one or more of these movements, consider what they could do to help improve this (i.e. slow the movement down or focus on that one element).
- Later, share your **feedback** with the teacher on if and how the **standing hammer throw technique** improved throughout the lesson.

Strong but relaxed grip, hands making a U shape

Keep back straight, legs slightly bent

Swing the hammer from low to a high point

Stand with feet slightly wider than shoulder-width apart

Keep the arms extended

Release over left shoulder

Throwing: Standing Shot Put

Pupil Task Card
STAGE 3

Stance – Power Position (Chin, Knee, Toe) | **Movement –** Transfer of Body Weight | **Delivery & Release**

- ☐ Demonstrates a Chin, Knee, Toe (Power Position)
- ☐ Back is to the direction of the throw
- ☐ Shot put placed under the chin and against the neck
- ☐ Elbow is kept high

- ☐ Keeps the throwing elbow high throughout the movement
- ☐ Pushes off the back leg
- ☐ Transfer body weight from the right leg to the left leg
- ☐ Moves from 'Low to High'

- ☐ Keeps the left arm high in the delivery phase
- ☐ Pushes the right arm long and high
- ☐ Extends at the elbow, then wrist
- ☐ Flicks with the fingers to finish

Common Technical Faults	Potential Corrections
1. Elbow is low throughout the throw	Place the shot into the neck and just under the chin, keeping the elbow high.
2. Hips are too far back in the 'Power Position'	Once in the Power Position ask the pupil to tuck their hips underneath their body.

Using the information above and your observations, identify two **strengths** of the pupil you observed.

1. .....

2. .....

Based on your recorded observations, identify one area of **suggested development** and how this could **improve performance**.

Development: .....

Impact: .....

Encourage pupils to use the Pupil Observation Model
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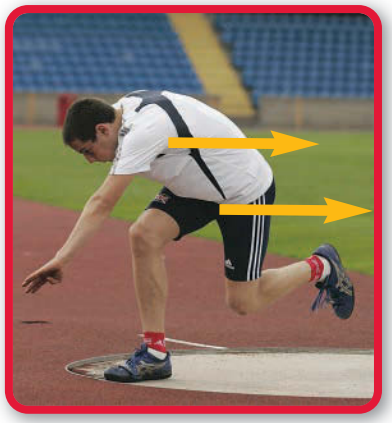
Throwing: Glide Shot Put

Pupil Task Card
STAGE 3

Preparation



- ☐ Starts at the rear of the circle with back to direction of throw
- ☐ Keeps hips and shoulders square to the back of the circle
- ☐ Draws left leg into a crouch position

Glide

- ☐ Shifts body weight backwards over the right heel
- ☐ Drives the hips towards the front of the circle
- ☐ Push through the ball of the right foot
- ☐ Pull right foot quickly underneath the body
- ☐ Land in the 'Power Position'

Delivery & Release

- ☐ Drives and turns the right hip up and forwards over the straightening left leg
- ☐ Right arm punches long and high, after a full extension of the legs and trunk
- ☐ Keeps the elbow high throughout the throw
- ☐ Pushes the right arm long and high in delivery

Common Technical Faults	Potential Corrections
1. Body weight is too far forward on landing	Ensure the weight is on the back foot when landing and the hips are ahead of the shoulders.
2. Unable to drive right hip forwards on delivery	Land in the 'Power Position' (with correct feet spacing) after the glide to ensure good body positioning.

Using the information above and your observations, identify two **strengths** of the pupil you observed.

1. .....

2. .....

Based on your recorded observations, identify one area of **suggested development** and how this could **improve performance**.

Development: .....

Impact: .....

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Throwing: Rotational Shot Put

Pupil Task Card
STAGE 3

Preparation

- ☐ Starts at the rear of the circle with back to direction of throw
- ☐ Starts by rotating the shoulder away from direction of rotation
- ☐ Turns on the ball of left foot, rotating the heel inwards to start the movement

Rotation

- ☐ Keeps hips and legs rotating forwards, ahead of the shoulders
- ☐ Takes a low running stride to the middle of the circle
- ☐ Stays low during rotation
- ☐ Lands on the ball of the right foot and keep it rotating

Delivery & Release

- ☐ Lands in the 'Power Position'
- ☐ Drives the hips forwards and upwards
- ☐ Keeps the elbow high throughout the throw
- ☐ Pushes the right arm long and high in delivery

Common Technical Faults	Potential Corrections
1. Body weight is too far forward on landing	Ensure the weight is on the back foot when landing and the hips are ahead of the shoulders.
2. Unable to drive right hip forwards on delivery	Land in the 'Power Position' (with correct feet spacing) after the glide to ensure good body positioning.

Using the information above and your observations, identify two **strengths** of the pupil you observed.

1. .....

2. .....

Based on your recorded observations, identify one area of **suggested development** and how this could **improve performance**.

Development: .....

Impact: .....

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Throwing: Standing Discus

Pupil Task Card
STAGE 3

Grip and Hold

- ☐ Spreads the fingers comfortably across the discus
- ☐ Rests the discus across finger pads
- ☐ Does not grip the discus

Preparation

- ☐ Stands side-on, with feet just over shoulder width apart
- ☐ Toes of left foot in line with heel of right foot
- ☐ Hips are tucked underneath the body and not push out behind
- ☐ Swings discus back in preparation for the throw

Movement – Transfer of Body Weight

- ☐ Keeps the hand on top of the discus.
- ☐ Keeps the arm 'long and relaxed' throughout the throw
- ☐ Pulls the arm through fast and last

Delivery & Release

- ☐ Leads with the thumb
- ☐ Releases off the index finger

Common Technical Faults	Potential Corrections
1. Brings the arm through too early and too low	Leave the arm back and bring through fast and last, releasing at roughly shoulder height.
2. Hips are too far back in the 'Power Position'	Once in the 'Power Position' ask the pupil to tuck their hips underneath their body.

Using the information above and your observations, identify two **strengths** of the pupil you observed.

1. .....

2. .....

Based on your recorded observations, identify one area of **suggested development** and how this could **improve performance**.

Development: .....

Impact: .....

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Throwing: Rotational Discus

Pupil Task Card
STAGE 3

Preparation

- ☐ Stands at the rear of the circle, back to the direction of the throwing area
- ☐ Winds the upper body back, keeping the discus around shoulder height
- ☐ Keeps the body weight centred when winding up the body

Turn

- ☐ Uses an anticlockwise turn to rotate towards the middle of the circle
- ☐ Body weight is on the ball of left foot when rotating
- ☐ Take a running stride to the middle of the circle

Delivery

- ☐ Keeps turning on the right foot when landing in the centre of the circle
- ☐ Lands in the Power Position prior to releasing the discus
- ☐ Pulls the arm through fast and last

Release

- ☐ Leads with the thumb
- ☐ Releases off the index finger

Common Technical Faults	Potential Corrections
1. Brings arm through too early and too low	Leave the arm back and bring through fast and last, releasing at roughly shoulder height.
2. Lands off balance after rotation	Start off practicing a half turn and gradually build to a full turn. Focus on landing in the 'Power Position'.

Using the information above and your observations, identify two **strengths** of the pupil you observed.

1. .....

2. .....

Based on your recorded observations, identify one area of **suggested development** and how this could **improve performance**.

Development: .....

Impact: .....

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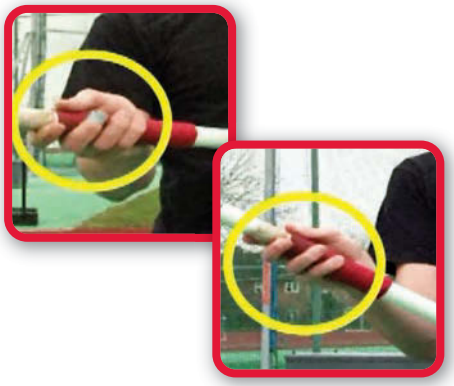
Throwing: Standing Javelin

Pupil Task Card
STAGE 3

Grip & Hold



- ☐ Grips the Javelin at the rim of the binding cord with thumb and either first or second finger
- ☐ Holds Javelin back with extended arm and palm facing upwards
- ☐ The Javelin is close to parallel with the elbow slightly flexed

Preparation – Stance

- ☐ Stands side on with feet shoulder width apart, left foot in front and pointing in the direction of the throw
- ☐ The back foot is facing towards 1 o'clock on a clock face
- ☐ Weight on the back leg (with knee slightly bent) when preparing to throw

Movement & Delivery – Transfer of Body Weight

- ☐ Rocks back onto the back leg and then moves forwards to start the throw
- ☐ Legs move before arms
- ☐ Extends the back leg at the knee and ankle to drive the right hip forwards
- ☐ Elbow remains above the shoulder when throwing

- ☐ Keeps shoulder and arm back until legs and hips have worked
- ☐ Keeps a tall body position
- ☐ Releases the javelin fast at roughly a 45˚ angle

Common Technical Faults	Potential Corrections
1. Weight is over the front leg when throwing	Keep the weight on the back leg and then push off the back foot prior to the upper body working.
2. The arm comes through too early	Keeping the arm and shoulder back as long as possible and until the legs have worked.

Using the information above and your observations, identify two **strengths** of the pupil you observed.

1. .....

2. .....

Based on your recorded observations, identify one area of **suggested development** and how this could **improve performance**.

Development: .....

Impact: .....

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Throwing: 3 - 5 Stride Approach Javelin

Pupil Task Card
STAGE 3

First Stride

- ☐ Grips the Javelin at the rim of the binding cord with thumb and either first or second finger
- ☐ Holds the Javelin back with extended arm and palm facing upwards

Second Stride

- ☐ Legs cross in front of the body and not behind
- ☐ Use a pattern of left foot, right foot, left foot, throw for the 3-stride approach

Final Stride

- ☐ Steps onto the whole of the left foot, push off onto the right foot, take quick stride onto the braced left leg
- ☐ Uses a daah, da, da rhythm.
- ☐ Drives the hip forward fast

Delivery

- ☐ Keeps shoulder and arm back until legs and hips have worked
- ☐ Keeps a tall body position
- ☐ Releases the javelin fast at roughly a 45˚ angle

Common Technical Faults	Potential Corrections
1. Slows down prior to throwing	Gradually build the run-up length and speed to ensure correct technique.
2. Pulls the javelin down when throwing	Keep the shoulders and arm back until the legs and hips have worked.

Using the information above and your observations, identify two **strengths** of the pupil you observed.

1. .....

2. .....

Based on your recorded observations, identify one area of **suggested development** and how this could **improve performance**.

Development: .....

Impact: .....

Encourage pupils to use the Pupil Observation Model
Click here

Throwing: Hammer – Heave Throw

Pupil Task Card
STAGE 3

Grip & Preparation

- ☐ Hands placed either side of the ball, with the grip towards the centre of the ball
- ☐ Places feet shoulder width apart
- ☐ Keeps the back straight with a good upright posture

Movement – Transfer of Body Weight

- ☐ Winds the body up in the opposite direction to the throw
- ☐ Starts the rotation by turning the right foot out and right knee in

- ☐ Rotates through waist to increase force
- ☐ Keeps the arms extended (long) when in front of the body

Delivery

- ☐ Keeps the body upright when rotating
- ☐ Pulls the arms up and over the left or right shoulder
- ☐ Releases the ball at the highest point

Common Technical Faults	Potential Corrections
1. Bends arms excessively when heaving the ball	Keep the arms straight when in front of the body.
2. Bends the body sideways when rotating, losing torque	Keep an upright posture as though the body is rotating around pole (from shoulders to hips).

Using the information above and your observations, identify two **strengths** of the pupil you observed.

1. .....

2. .....

Based on your recorded observations, identify one area of **suggested development** and how this could **improve performance**.

Development: .....

Impact: .....

Encourage pupils to use the Pupil Observation Model
Click here

Throwing: Standing Hammer

Pupil Task Card
STAGE 3

Grip & Hold

- ☐ Holds the handle in the left hand (placed on the middle section of the fingers)
- ☐ Right hand then covers left hand
- ☐ Grip is strong but relaxed
- ☐ Hands make a U shape with the thumbs held crossed or parallel

Preparation

- ☐ Stands with feet slightly wider than shoulder-width apart
- ☐ Back to the direction of the throw
- ☐ Keeps a straight back

Movement – Transfer of Body Weight

- ☐ Bend legs slightly, weight evenly balanced on both feet
- ☐ Extend the arms and swing the hammer from low to a high
- ☐ Arms are extended when the hammer reaches the low point

Delivery & Release

- ☐ Drives hips upwards and forwards before release
- ☐ Releases the hammer over the left shoulder
- ☐ Extends the arms and watches the hammer's flight and landing

Common Technical Faults	Potential Corrections
1. Bends arms excessively when swinging the hammer	Keep the arms long when the hammer is in front of the body.
2. Bends the body sideways when rotating, losing torque	Keep an upright posture as though the body is rotating around pole (from shoulders to hips).

Using the information above and your observations, identify two **strengths** of the pupil you observed.

1. .....

2. .....

Based on your recorded observations, identify one area of **suggested development** and how this could **improve performance**.

Development: .....

Impact: .....

Encourage pupils to use the Pupil Observation Model
Click here

Throwing: Standing Shot Put

Pupil Task Card
STAGE 4

Group Goal: To give and receive feedback between members of your group to help each of you in your ability to perform the standing shot put.

a. Look at the pictures below as a group and **think** individually what the Technical Points in each phase would be for 1 minute (no talking at this stage).

b. Next **share** your ideas as a group, taking it in turns to give and discuss ideas. Come to a common agreement and note the suggested Technical Points below.

c. Now **perform** the standing shot put.

d. After a few practices, **reflect** on whether your group needs to change the suggested Technical Points?

Stance – Power Position (Chin, Knee, Toe) | **Movement –** Transfer of Body Weight | **Delivery & Release**

Technical Point 1

Technical Point 2

Technical Point 3

Technical Point 4

Throwing: Glide Shot Put

Pupil Task Card
STAGE 4

Group Goal: To give and receive feedback between members of your group to help each of you in your ability to perform the glide shot put.

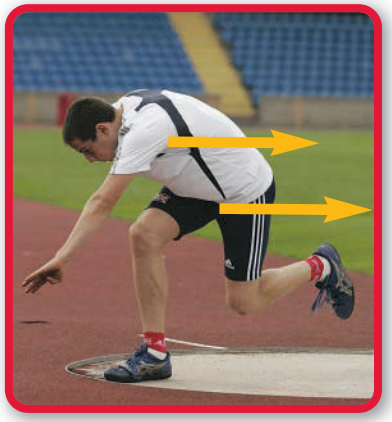
a. Look at the pictures below as a group and **think** individually what the Technical Points in each phase would be for 1 minute (no talking at this stage).

b. Next **share** your ideas as a group, taking it in turns to give and discuss ideas. Come to a common agreement and note the suggested Technical Points below.

c. Now **perform** the glide shot put.

d. After a few practices, **reflect** on whether your group needs to change the suggested Technical Points?

Preparation



Glide

Delivery & Release

Technical Point 1

Technical Point 2

Technical Point 3

Technical Point 4

Throwing: Rotational Shot Put

Pupil Task Card
STAGE 4

Group Goal: To give and receive feedback between members of your group to help each of you in your ability to perform the rotational shot put.

a. Look at the pictures below as a group and **think** individually what the Technical Points in each phase would be for 1 minute (no talking at this stage).

b. Next **share** your ideas as a group, taking it in turns to give and discuss ideas. Come to a common agreement and note the suggested Technical Points below.

c. Now **perform** the rotational shot put.

d. After a few practices, **reflect** on whether your group needs to change the suggested Technical Points?

Preparation	Rotation		Delivery & Release
Technical Point 1	**Technical Point 2**	**Technical Point 3**	**Technical Point 4**

Throwing: Standing Discus

Pupil Task Card
STAGE 4

Group Goal: To give and receive feedback between members of your group to help each of you in your ability to perform the standing discus throw.

a. Look at the pictures below as a group and **think** individually what the Technical Points in each phase would be for 1 minute (no talking at this stage).

b. Next **share** your ideas as a group, taking it in turns to give and discuss ideas. Come to a common agreement and note the suggested Technical Points below.

c. Now **perform** the standing discus throw.

d. After a few practices, **reflect** on whether your group needs to change the suggested Technical Points?

Grip and Hold

Preparation

Movement – Transfer of Body Weight

Delivery & Release

Technical Point 1

Technical Point 2

Technical Point 3

Technical Point 4

Throwing: Rotational Discus

Pupil Task Card
STAGE 4

Group Goal: To give and receive feedback between members of your group to help each of you in your ability to perform the rotational discus throw.

a. Look at the pictures below as a group and **think** individually what the Technical Points in each phase would be for 1 minute (no talking at this stage).

b. Next **share** your ideas as a group, taking it in turns to give and discuss ideas. Come to a common agreement and note the suggested Technical Points below.

c. Now **perform** the rotational discus throw (if safe to do so) from a throwing cage.

d. After a few practices, **reflect** on whether your group needs to change the suggested Technical Points?

Preparation	Turn	Delivery	Release
Technical Point 1	**Technical Point 2**	**Technical Point 3**	**Technical Point 4**

Throwing: Standing Javelin

Pupil Task Card
STAGE 4

Group Goal: To give and receive feedback between members of your group to help each of you in your ability to perform the standing javelin throw.

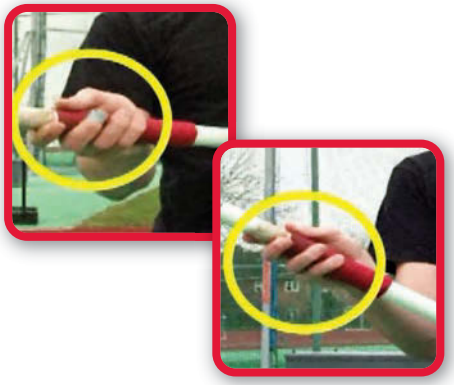
a. Look at the pictures below as a group and **think** individually what the Technical Points in each phase would be for 1 minute (no talking at this stage).

b. Next **share** your ideas as a group, taking it in turns to give and discuss ideas. Come to a common agreement and note the suggested Technical Points below.

c. Now **perform** the standing javelin throw.

d. After a few practices, **reflect** on whether your group needs to change the suggested Technical Points?

Grip & Hold



Preparation – Stance

Movement & Delivery – Transfer of Body Weight

Technical Point 1

Technical Point 2

Technical Point 3

Technical Point 4

Throwing: 3 - 5 Stride Approach Javelin

Pupil Task Card
STAGE 4

Group Goal: To give and receive feedback between members of your group to help each of you in your ability to perform a 3-5 stride approach javelin throw.

a. Look at the pictures below as a group and **think** individually what the Technical Points in each phase would be for 1 minute (no talking at this stage).

b. Next **share** your ideas as a group, taking it in turns to give and discuss ideas. Come to a common agreement and note the suggested Technical Points below.

c. Now **perform** a 3-5 stride approach javelin throw.

d. After a few practices, **reflect** on whether your group needs to change the suggested Technical Points?

First Stride	Second Stride	Final Stride	Delivery
Technical Point 1	**Technical Point 2**	**Technical Point 3**	**Technical Point 4**

Throwing: Hammer – Heave Throw

Pupil Task Card
STAGE 4

Group Goal: To give and receive feedback between members of your group to help each of you in your ability to perform the heave throw.

a. Look at the pictures below as a group and **think** individually what the Technical Points in each phase would be for 1 minute (no talking at this stage).

b. Next **share** your ideas as a group, taking it in turns to give and discuss ideas. Come to a common agreement and note the suggested Technical Points below.

c. Now **perform** the heave throw.

d. After a few practices, **reflect** on whether your group needs to change the suggested Technical Points?

Grip & Preparation	**Movement** – Transfer of Body Weight		**Delivery**
Technical Point 1	**Technical Point 2**	**Technical Point 3**	**Technical Point 4**

Throwing: Standing Hammer

Pupil Task Card
STAGE 4

Group Goal: To give and receive feedback between members of your group to help each of you in your ability to perform the standing hammer throw.

a. Look at the pictures below as a group and **think** individually what the Technical Points in each phase would be for 1 minute (no talking at this stage).

b. Next **share** your ideas as a group, taking it in turns to give and discuss ideas. Come to a common agreement and note the suggested Technical Points below.

c. Now **perform** the standing hammer throw (if safe to do so) from a hammer cage.

d. After a few practices, **reflect** on whether your group needs to change the suggested Technical Points?

Grip & Hold	Preparation	Movement – Transfer of Body Weight	Delivery & Release
Technical Point 1	**Technical Point 2**	**Technical Point 3**	**Technical Point 4**