

# On Track

Jetstar



## Little Athletics Victoria welcomes you to On Track – a structured program to develop children’s athletic abilities.

To deliver On Track in the right spirit, please remember;

- Having fun is the most important aspect of the childrens’ participation
- Encourage children, don’t push them
- Be proud when they try their best, regardless of result
- Your pride in their efforts is more important than winning or losing.
- Encourage them to learn new skills
- Focus on achieving and not just on winning or beating other children
- Smile, laugh and have fun yourself
- And be somebody the children will be proud of.

### This quick start guide provides 3 important things

1. [How the On Track program works](#)
2. [Licencing conditions that you need to know](#)
3. [How to access the On Track program](#)



*Please continue*



# 1) How the On Track program works

## On Track engages with children

Available evidence confirms children want:

- Active participation
- To learn & improve
- To have fun
- To experience excitement

Competition is ranked low on children's priority list.

## On Track is a new approach

On Track addresses the key issues

- Increase activity time
- Decrease total time
- Increase fun
- Decrease competition focus
- Increase opportunities for learning

## On Track is a Skills Based Program

- The idea of On Track is to teach children skills before they are asked to perform them in a competitive environment.
- A massive amount of research has gone into understanding how children learn. On Track is based on this research. If parents want their children to be able to perform sporting skills at a later stage, On Track is the best start they can have.

## How On Track works

- On Track has 5 Levels – simple to complex.

- Each Level is made up of a number of Skills with simple teaching tips. The table on the following page shows how skills are developed using On Track.

Each skill also has a series of session plans that provide fun and practical ways for children to learn.

Session plans give you all the instructions you need to run an On Track session. They:

- Give you the Components that you need to teach.
- Explain the warm up, skill activities and fun competitions including;
  - » the equipment needed
  - » the space needed
  - » the formation of the children
  - » all instructions to run the activities

## Who teaches On Track – YOU DO !

The program is designed so that anybody can teach athletic skills to the children.

You don't need:

- Any coaching qualifications or experience.
- Any athletics experience.
- Any teaching experience.

All you do need is ENTHUSIASM – you just have to follow the instructions in the session plans.

And remember - More helpers = Smaller groups = More goes for the children.

*Please continue*



# 1) How the On Track program works (cont)

The table below shows how the skills in each level fit together

Level 1 Fundamental Motor Skills	Level 2 Fundamental Athletic Skills	Level 3 Transitional Skills	Level 4 Athletic Skills	Level 5 Extension Skills
Run	→ Sprint (Standing Start)	Sprint	Sprint (Crouch Start)	Sprint (Extension Skills)
Run	→			Distance Running
		Modified Race Walk	→ Race Walking	
Horizontal Jump Leap Run Vertical Jump	→ Run & Jump Sprint (Standing Start)	→ One Stride Jump	→ Long Jump	
Run Leap	→ Sprint (Standing Start) Run Over Objects	→ Modified Hurdles	→ Hurdles	→ Hurdles (Extension Skills)
Run Vertical Jump Hop Leap	→ Scissor Jump	→ Standing Back Flops	→ Fosbury Flop	→ High Jump Approach to Bar
Run Hop Leap Horizontal Jump	→ Skip Run & Jump Sprint (Standing Start)	→ Hop Step Jump	→ Triple Jump	→ Triple Jump (Extension Skills)
Projection Run	→ Standing Sling Over Arm Throw High Arm Push	→ Standing Discus Standing Shotput	→ 1 ¼ Turn Discus Modified Javelin Side Step Shotput	→ 1 ½ Turn Discus Javelin 3 Stride Shotput Glide
Passing Objects Run Receiving Objects	→ Sprint (Standing Start) Moving Exchange	→ Circular Relays Sprints	→ Relay Racing	

Please continue



# 1) How the On Track program works (cont)

Let's say for example you are starting in Level 1 and want to teach Running;

The **Components** that should be taught for Running are detailed on the page along with some useful tips.

Select any one of the **5 Session Plans** that are designed to help teach the various components.

For each Skill there is an **Assessment** sheet you can use to chart the childrens' progress.

Select the **Run** skill on the left hand side of the page.

**HOME** button returns you to the Main Menu.

When children master each of the components, you can print them a **Certificate** and add their name.

The screenshot shows the 'On Track' program interface for Level 1. On the left is a navigation menu with 'Run' selected. The main content area is titled 'Run Skills Components & Tips' and includes a description of running, five components (A-E) with tips, and a 'HOME' button at the bottom. At the top of the main content area are tabs for 'SESSION PLANS' (1-5), 'ASSESSMENT', and 'CERTIFICATE'. The 'SESSION PLANS' tabs are further divided into 'ABE' and 'CDE' sub-categories.

**On Track**  
**LEVEL 1**

**Run**

- Projection
- Horizontal Jump
- Vertical Jump
- Hop
- Leap
- Passing Objects
- Receiving Objects

Jetstar  
Little Athletics  
Victoria

**SESSION PLANS** ① ② ③ ④ ⑤  
ABE ABE ABE CDE CDE

## Run Skills Components & Tips

Running is an essential fundamental motor skill for developing children. Because it forms the foundation for many of the athletic events, it is important to develop good running technique as soon as possible. The following provides some tips to help you teach the components of running to children.

**COMPONENT A**  
Eyes are focused forwards throughout the run.  
*Tips:*

- Hold up coloured ribbons, bean bags, picture cards or fingers and have children identify them as they run towards you.
- Have children pretend they are balancing an egg on their head as they run (you can even use a bean bag).
- Explore running with your head wobbling all over the place, now try it with a steady head, which is better?
- Have children focus on an object in the distance.
- Award points for the best eyes forwards during the activity.

**COMPONENT B**  
As foot leaves the ground, knee bends greater than 90 deg.  
*Tips:*

- As children run have them flick their heels up to their bottoms.
- Explore running with heels flicking out to the side and knees across body. Then try the correct technique, which is better?
- Award points for the highest heels.

**COMPONENT C**  
Arms bend at elbows and move in opposition to legs.  
*Tips:*

- Explore running with arms straight, moving across your body, tightly bent up and then in the correct position, which is better?
- Wrap a ribbon around the hand and bent elbow to lock it in place.
- Be like a train (use arm action to simulate wheels).
- Have children brush their hips with the heel of their hands.
- Have children watch a partners arms to see if they are bent.
- Have children point their thumb back over their shoulder.
- Hang a towel around children's necks and ask them to run while holding the ends of the towel.

**COMPONENT D & E**  
Contact ground with front part of foot.  
Body leans slightly forward.  
*Tips:*

- Ask children to fall with a straight body over the start line until they have to take a stride.
- Explore running on heels, on a flat foot and finally on the toes, which is better?
- Ask children to run leaning backwards, sideways and forwards. Time each run and compare.
- Run uphill, backwards or with another child holding lightly to the back of the running child's shirt, notice the body.

**HOME**

Please continue



# 1) How the On Track program works (cont)

Here is an example of a Run Session Plan: **Warm-up game – 10 mins**  
**Skill Activity – 20 mins**  
**Fun Modified Competition – 10 mins**  
**Conclusion**

These are the **Components** that the children will learn in this session

There is a **Warm-up** activity to do.

There is a **Skill Activity** to teach the components.

**On Track**  
**LEVEL 1**

SESSION PLANS 1 2 3 4 5  
ABE ABE ABE CDE CDE

**Run Session Plan 1**

**Components**

A. Eyes focused forward throughout the run.  
B. Knees bend at greater than 90 deg during the recovery phase.  
E. Body leans slightly forward.

**WARM-UP (10 MIN)**  
**Here, There, and Everywhere**  
Equipment: None.  
Space: Wide open area.  
Formation: Children are scattered within set boundaries.  
Instructions: When the leader says 'here' and points, the children run in that direction. The leader can also call 'there' and point somewhere else and children run in that direction. When the leader calls 'everywhere' the children run in any direction without touching each other.

**SKILL ACTIVITIES (20 MIN)**  
**Use Your Eyes**  
Equipment: Different coloured cards/ribbons.  
Space: Wide open area.  
Formation: Leader at one end, 15-20m from children who are in single file lines, in groups of 4.  
Instructions: Leader holds a coloured card/ribbon up about 20m away. On 'GO', first 3 children run towards the leader. As the leader holds up different coloured cards or ribbons, the children shout out the colour. The aim is to have the children call out different colours before they reach the leader.

**MODIFIED COMPETITION (10 MINS)**  
**Bean In The Hoop Relay**  
Equipment: 1 beanbag per group, 1 hoop per group, 1 cone/marker per group.  
Space: Wide open area.  
Formation: Groups of 4 in single file, hoops placed 15m away.  
Instructions: Children take turns in running forth and back to alternately pick up and drop off beanbag from their hoops. First group to finish wins.

**Ball Behind Back Relay**  
Equipment: Medium balls, cones, batons.  
Space: 15-20m on track or grass.  
Formation: Shuttle relay lines.  
Instructions: Place cones 15-20m from starting line. Divide children into equal groups. Half of each group stands behind the starting line and the other half behind the cones at the other end. First runner begins with the ball placed behind back and runs towards the other group. Activity continues to all children have had a turn of running and passing the ball.  
Variation: Repeat the activity and use batons, beanbags or clasp hands together behind back.

Variation: Ask children to run out with their heels flicking their up behind them and hitting their bottoms and with their knees lifted right up high in front of them. This helps in getting their knees bending at greater than 90 degrees.

Jetstar  
Little Athletics Victoria

HOME

There is a **Modified Competition** in which the children can practice the learned components.

Please continue



# 1) How the On Track program works (cont)

Here is an example of an Assessment Sheet.

Tick off each component as the children learn them.

If you have a group name enter it here.

Use the **BACK** button to return to the skills page

Enter all your children's names.  
*You only need to do this on the first assessment sheet as it will then automatically populate every assessment sheet.*

**On Track Run**

< BACK LEVEL 1 ASSESSMENT

**COMPONENTS**

**GROUP:**

**A:** Eyes are focused forwards throughout the run.  
**B:** As foot leaves the ground, knee bends greater than 90 deg during the recovery phase.  
**C:** Arms bend at elbows and move in opposition to legs.  
**D:** Contact ground with front part of foot.  
**E:** Body leans slightly forward.

Name	A	B	C	D	E
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
29					
30					

Name	A	B	C	D	E
31					
32					
33					
34					
35					
36					
37					
38					
39					
40					
41					
42					
43					
44					
45					
46					
47					
48					
49					
50					
51					
52					
53					
54					
55					
56					
57					
58					
59					
60					

Please continue 

# 1) How the On Track program works (cont)

Here is an example of a Certificate that can be given to children as they complete the skill.

Once all the skills in a level have been learnt you can present the children with a level certificate.

Enter School or Centre name.

Enter child's name and print.

**On Track**  
LEVEL 3

## Athletics Skills Award

This is to certify that

Has demonstrated the necessary skill components of:

*Circular Relays*

### Components

- A. Looks back over the receiving arm shoulder with eyes focused on the incoming runner.
- B. Run commences as incoming runner gives verbal command.
- C. Upon hearing verbal command, start running, receiving arm is raised behind body with arm straight and palm facing upwards.
- D. Eyes are now focused forwards.
- E. Keep receiving arm steady and palm open when accepting baton/object.
- F. At approximately 5m, shouts "Go" to signal the receiver to start running.
- G. Matches the running pace of the receiver.
- H. When within approx. 2m, shouts the signal "Hand" for the receiver to extend arm out behind body.
- I. The upper third of the baton is delivered in a downward motion into receiver's hand.
- J. Exchange occurs within a 20m change over zone in no more than 5 running strides.



**On Track**  
LEVEL 3

## Athletics Skills Award

This is to certify that

Has demonstrated the necessary skill components of:

*Circular Relays*

### Components

- A. Looks back over the receiving arm shoulder with eyes focused on the incoming runner.
- B. Run commences as incoming runner gives verbal command.
- C. Upon hearing verbal command, start running, receiving arm is raised behind body with arm straight and palm facing upwards.
- D. Eyes are now focused forwards.
- E. Keep receiving arm steady and palm open when accepting baton/object.
- F. At approximately 5m, shouts "Go" to signal the receiver to start running.
- G. Matches the running pace of the receiver.
- H. When within approx. 2m, shouts the signal "Hand" for the receiver to extend arm out behind body.
- I. The upper third of the baton is delivered in a downward motion into receiver's hand.
- J. Exchange occurs within a 20m change over zone in no more than 5 running strides.



Please continue



# 1) How the On Track program works (cont)

## Time Saving Tips

1. The On Track Documents are interactive PDF's, designed to work on your computer or tablet.
2. When you open the PDF on your computer pressing 'CTRL L' will make the PDF full screen.
3. Any page can be printed.
4. All the Menu items are linked so you can use your mouse/finger/stylus to navigate.
5. The assessment sheet is designed to save significant time. The first time you use this PDF, type the names of the Children into any one of the Assessment Sheets and the names will automatically be added to every Assessment Sheet.
6. You can then use your mouse/finger/stylus to tick the components as the children master them. Alternatively you can print the Assessment Sheet at any time.
7. Importantly, if you are using this document on a tablet, please ensure you have the free Adobe PDF app ([download for iPad](#)) ([download for Android](#)). Use this app to open the PDF and it will provide all the intended functionality and also allow you to save everything you do in each session.
8. When you exit the PDF, make sure you save the document.
9. This PDF allows you to enter up to 60 children's names. If you teach multiple groups of Children, simply duplicate the PDF and rename it for each group.



Please continue





## 2) Licencing conditions that you need to know

### Software Licence

1. This Software is licensed, not sold, to you for use only upon the terms of this licence. You own the PDF on which this program is recorded or fixed, but LA Vic retains ownership of all copies of the program itself. LA Vic reserves all rights with respect to the Software.
  2. This licence allows you to use the LA Vic Software only as it has been supplied. You are not authorised to make any copies of the Software, except for one copy for backup purposes. If you need further copies for any purpose, you will need to purchase further copies from LA Vic.
  3. This licence is personal. You may not give the Software or transfer any rights under this licence to any other person unless LA Vic gives you written permission. *[This is because LA Vic is concerned that its rights in the Software are protected, and that any person receiving the Software knows how to obtain help from LA Vic in the proper use of the Software. LA Vic will agree to such a transfer if the person receiving the Software agrees first to accept the terms and conditions of this Licence, and if it is satisfied that you do not keep any copy or the original of the Software.]*
  4. You may not dump, decompile, reverse engineer, disassemble or otherwise reduce the LA Vic Software to a human perceivable form. The Software contains trade secrets valuable to Supplier and this restriction is to protect that secrecy.
  5. Termination. This Licence will terminate automatically without notice from LA Vic if you fail to comply with any provision of this Licence.
- Upon termination you must destroy the Software and all copies thereof. You may terminate this Licence at any time by destroying the Software and all copies thereof.
6. Disclaimer of Warranty and Limited Warranty
  7. Subject to clause 8, to the full extent permitted by applicable law, LA Vic disclaims and excludes all and any warranties and conditions in respect of the software. LA Vic supplies the software to you “as is” without warranty as to the correctness, completeness or accuracy of the results of use, or as to any benefits of use of any nature.
- This exclusion cannot and does not attempt to exclude, restrict or modify the rights you have as a result of the operation of the *Competition and Consumer Act 2010* applicable to your purchase of this software. These statutes grant to you a number of rights, including warranties of merchantability and fitness for a purpose in certain circumstances.
8. Limited Warranty. LA Vic warrants the Software to be free from defects in materials and faulty workmanship under normal use for a period of ninety (90) days from the date of delivery as evidenced by a copy of the receipt. LA Vic will, at its option, replace or refund the purchase price of the Software at no charge to you, provided you return the faulty Software with proof of purchase to LA Vic. LA Vic shall have no responsibility to replace or refund the purchase price of Software damaged by accident, abuse or misapplication.

Please continue



# 3) How to access the On Track program

There are 2 documents that make up the On Track program ;

## On Track Level 1-2 teaches

Level 1 – Fundamental Motor Skills and

Level 2 – Fundamental Athletic Skills

## On Track Level 3-5 teaches

Level 3 – Transitional Skills,

Level 4 – Athletic Skills, and

Level 5 – Extension Skills

Both these documents are interactive PDF files that contain all the information you need to teach skills and run training sessions.

These documents can be used for both schools and Little Athletic Centres.

If you are interested in purchasing the On Track Program, please contact On Track at Little Athletics Victoria via the contact details below.



## CONTACT US

If you have any queries, please contact

### On Track

Little Athletics Victoria

31 Aughtie Drive  
Albert Park, 3206

p: 03 8646 4510

e: [office@lavic.com.au](mailto:office@lavic.com.au)



HOME