

Athletics Holiday Camps

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CONTENTS

Section 1 – What are the NEW Athletics Holiday Camps?

What is the Athletics Holiday Camps programme?	page 1
Why have we developed this and how can it help you?	page 1
Values, guiding principles and standards of delivery	page 2
An overview of the supporting resources.	page 3

Section 2 – Promoting your Athletics Holiday Camp

Promoting your Athletics Holiday Camp	page 4
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Section 3 – Recruiting and Developing your Coaching Workforce

Recruitment of new coaches	page 5
Developing existing coaches	page 6
funetics coaching workshop	page 7
Organising your staff	page 8

Section 4 – Organising your Athletics Holiday Camp

Example business model	page 9
Suggested price structure and pay rates	page 10
Ordering your kits bags and equipment	page 11

Section 5 – Delivering your Athletics Holiday Camp

Designing your holiday activity programme	page 12
Organising your programme	page 13
Recommended coach to athlete ratio	page 13
Top Tips for planning your Athletics Holiday Camp	page 15
Preparing for the first session	page 18
Coaching programmes and Activity Cards	page 19
Sample outline coaching programmes	page 20
funetics Home School Pack	page 25
Super Teams and the English Schools Awards programme	page 26
Awards and certificates	page 27

Section 6 – Life after your Athletics Holiday Camp

Linking with your local clubs	page 29
Developing a junior section	page 30
Working in schools	page 31

Appendices

Example four-day programme	page 32
Example three-day programme	page 36
Top Tips Inclusion Cards	page 39

SECTION 1: What are the NEW Athletics Holiday Camps?

What is the Athletics Holiday Camps programme?

England Athletics are passionate about helping out clubs, coaches, providers and wider members support the ongoing development of young people.

We are excited to tell you about our new Athletics Holiday Camps for kids programme, which builds on **funetics** – a programme created by England Athletics, which aims to help 4-11 year old children across the country to learn, develop and practice running, jumping and throwing skills all year round, for a healthy confident future.

We have developed a new resource to help clubs, coaches and local providers to run Athletics Holiday Camps for children in their local area throughout the summer holidays. The resource includes content to help you deliver fun activities to anyone over the age of 4 and includes warm-ups, running, jumping and throwing sessions, cool downs and links to wider curriculum subjects such as Maths and English.

To support the delivery of holiday camps, clubs will have the opportunity to access a range of support as part of the **funetics** programme, including coach training, digital training and access to a range of tools to help deliver sessions.

Any athletics clubs wishing to offer these camps to children aged 12-17 years can do so, using the Athletics 365 resources and programme. For more information contact: support@funetics.co.uk



Why have we developed this and how can it help you?

As many clubs and young people return to sporting activities, England Athletics wanted to provide our athletics community with some useful tools and a programme to help re-engage with your existing club members and provide fun athletics activities throughout the summer holiday period. The Government have expressed the desire to help children catch up with missed educational time and one suggested way to achieve this is through summer holiday camp activity.

Through the Athletics Holiday Camp organiser's manual, clubs and providers will have access to useful support resources. These will help not only to develop young people's athletics skills, but also their wider development – such as social and emotional skills – as well as providing cross-curricular activities to help with their academic studies.



Covid-19

PLEASE NOTE: Due to the ongoing Corona virus, the information and guidance in this document may be subject to change – please make sure you keep up to date with the latest developments and advice.

SECTION 1: What are the NEW Athletics Holiday Camps?

Values, guiding principles and standards of delivery

We are looking to work with enthusiastic people who share the same passion we do in making a child's experience of athletics fun and enjoyable.

We have a number of values and guiding principles that we believe all programmes should deliver against. These are:

Values

- ▼ **Fun** – our commitment to parents and children is that every session will be delivered in a fun and engaging way.
- ▼ **Dynamic** – full of energy and enthusiasm, **funetics** will continue to develop and evolve.
- ▼ **Inclusive** – everyone attending a **funetics** session will be made to feel welcome and included at all times.

Guiding Principles

- ▼ **Safe** – all activities will be delivered with safety as a first priority.
- ▼ **Encouraging** – children will always be encouraged for their effort.
- ▼ **Rewarding** – we recognise and celebrate children who demonstrate both physical skills and softer skills such as teamwork, punctuality and determination.
- ▼ **Developmental** – we deliver age-appropriate sessions that allow children to learn at their own pace.
- ▼ **Child-centred** – we always put the child at the heart of our programme development and delivery.



SECTION 1: What are the NEW Athletics Holiday Camps?

An overview of the supporting resources

To help you deliver a great Athletics Holiday Camp experience we have developed a number of resources. These resources are detailed further in the Athletics Holiday Camp manual and include the following:

Free to Access content

1. Activities for you to deliver, including examples of daily and weekly summer camp programmes.
2. Competition and awards activities and scoring charts.
3. Ideas on how to run your programme, including a pricing structure and pay rate for attendees.
4. Example certificates to help reward and recognise children's progress.

Accessible with the Full funetics Package

1. Activities for you to deliver, including examples of daily and weekly summer camp programmes.
2. Competition and awards activities and scoring charts.
3. Ideas on how to run your programme, including a pricing structure and pay rate for attendees.
4. Example certificates to help reward and recognise children's progress.
5. A series of funetics Activity Cards to support your delivery (4-11 years).
6. Further training and attendance at a one-day online coaches workshop.
7. An equipment bag that you can purchase to support your delivery.
8. A range of marketing assets, including the funetics logo, brand guidelines, fonts, template press releases.
9. A free website platform to help you manage and take bookings from parents (please note there is a 20% fee for bookings taken through the platform).
10. A coaches app and parents app to help children understand how they are progressing.

For those working with athletes age 11 and over, you can access a series of Coaching Support and Activity cards via the Athletics 365 App. In-app purchase may be required.



SECTION 2: Promoting your Athletics Holiday Camp

Promoting your Athletics Holiday Camp

The aim of promoting your Athletics Holiday Camp should be to:

- ▼ To promote the importance and benefits of fun-based athletics (running, jumping and throwing) and developing physical literacy for all children.
- ▼ To reach as large an audience as possible to increase the numbers of children attending your camps.

What your promotion needs to do to achieve the above aims:

- ▼ Be relevant to your audiences by highlighting the relevant benefits.
- ▼ Be carefully targeted and timed.

How can England Athletics support your promotional and communications activity?

Via the **funetics** marketing hub: <https://marketinghub.funetics.co.uk> the funetics team has made available for you to download or print and then distribute the following assets:

- ▼ A3 posters
- ▼ Flyers
- ▼ Email signature (design)
- ▼ Social media posts (includes suggested copy and images)
- ▼ Template local press release

England Athletics' promotional activity through its' own marketing channels, trade press and partners include the following:

- ▼ Press releases to trade athletics press. This will be general releases mentioning all providers and camps at the start of the promotional period and during the camps.
- ▼ Organic social media posts in our channels.
- ▼ Paid social media advertising campaigns targeting parents in your region to support your camps.
- ▼ Asset packs to partners such as Youth Sports Trust (YST) to encourage their promotion of the camps.



SECTION 3: Recruiting and Developing your Coaching Workforce

Recruitment of new coaches

Every coach recruited to work on your camp should hold as a minimum the British Athletics **Coaching Assistant Award** (Level 1). The Coaching Assistant qualification will insure and qualify your coaches to coach athletes under supervision of an **Athletics Coach** (Level 2) or above coach.

Coach education

The **Coaching Assistant Award** (Level 1) is a two-day introduction to coaching. The course helps coaches to identify their roles and responsibilities, develop and practice their coaching skills and enables coaches to gain enjoyment from their early coaching experiences. The minimum age for this course is 16 years.

As an alternative to the Coaching Assistant Award, clubs may wish to use young leaders to support the deliver of athletics events, under the *direct* supervision of a coach. This can be achieved by attending the **Leading Athletics** workshop (delivered either online as 2 x 1.5 hours session or a 3-hours practical session).

Important: Please note that the **Leading Athletics** workshop is a certificate of attendance only and does not come with insurance or make up part of the formal British Athletics coach education qualification pathway.

Anyone who has attended the **Leading Athletics** workshop, but does not hold an appropriate coaching qualification, must work under the direct supervision and guidance of a qualified **Athletics Coach** (those holding an **Athletics Coach** award or above).

This workshop is recommended for leaders working on holiday camp as it develops skills in leading and organising fun and safe activities for children, similar to the various activities that children will be taking part in during the camps. The minimum age for this workshop is 14 years.

Finding courses

For more information on the Coach Education courses please visit: www.athleticshub.org

If you have a number of new coaches who need to complete a qualification, it may be possible to request a course in your area for the coaches by contacting England Athletics directly. If you think this may be an option, please ensure that you are in touch as early as possible to enable us to find a suitable venue and tutor(s) for the course.

Finding new leaders and coaches

A good place to recruit new coaches is to advertise at the local club. As the Athletics Holiday Camps are in the school holidays, teachers and students can be a good source of coaches. It is therefore worth advertising at your local Sixth Form Colleges and Universities – particularly those with PE or Sport Science courses – or through your nearest Active Partnership.

Coach Education and Coach Development

The coaches who operate on Athletics Holiday Camps are vital in ensuring that the programme is both informative and entertaining for the children. This section will deal with the recruitment of new coaches and the development of existing coaches.

SECTION 3: Recruiting and Developing your Coaching Workforce

Development of existing coaches

England Athletics is highly committed to the ongoing development of all our coaches and would actively encourage clubs, providers and independent coaches to explore how to further develop themselves and the coaches they support.

There are a number of ways that you can develop existing coaches:

- ▼ Progression to the next level of Coach Education.
- ▼ Attending Regional Coach and Athlete Development Days.
- ▼ Accessing an extensive library of coaching support through the Athletics Hub portal (www.athleticshub.org).
- ▼ Watching the online Coaching Webinar series from England Athletics.
- ▼ Requesting/attending Track Night Visits.
- ▼ Mentoring Support.
- ▼ Attending other CPD opportunities including First Aid and Child Protection courses.
- ▼ Offering coaches greater responsibility on the holiday camps.
- ▼ Encouraging coaches to become involved with coaching at their local athletic club (if not already).

Another good way to develop existing coaches is to hold a training day where the coaches can update their knowledge of **funetics**, **Athletics 365** and the **Holiday Camp** programme. They can also 'get to know' who they will be working with during holiday camps.

The morale of the coaches working on holiday camps is very important, as children react better to enthusiastic coaches. It might be an idea to hold a pre-camp coaches' day, where the coaches can interact, relax and have fun!



SECTION 3: Recruiting and Developing your Coaching Workforce

Funetics Coaching Workshop

Each **funetics** provider will be responsible for recruiting a coaching team to help deliver the **funetics** holiday camp(s).

To become a **funetics** coach, a coach will need to hold one of the following qualifications:

- ▼ Level 2 Athletics Coach
- ▼ Level 2 NGB qualified in another sport (i.e. Level 2 FA/Netball/Rugby, etc.)
- ▼ Qualified Teacher
- ▼ Coaching in Running Fitness (CiRF)

They will also need to have an up-to-date DBS check and to attend a **funetics** Coaching workshop:

The **funetics** Coaching Workshop is a one-day workshop and has three main aims:

1. To introduce a child-centred, age-appropriate approach to delivering activities

To ensure that those who attend the workshop gain an appreciation and understanding of why adopting a child-centred approach is crucial when coaching children and why this should be the basis of delivery for any **funetics** session.

2. To gain a better understanding of **funetics**

To ensure that those who attend the workshop gain a better understanding of what **funetics** is and how to access the various component parts of the programme (e.g. using the coaches app to support delivery and child assessment).

3. To direct attendees to other development opportunities

To ensure that those who attend the workshop are clear on where/how to access additional support/learning on:

- a. How to further their understanding of the topics introduced, including the application of this learning into their **funetics** sessions.
- b. How to use all the tools made available through **funetics** (e.g. the coach/deliver app).

The **funetics** Coaching Workshop is now available online and is being delivered in two 3-hour workshops. For more information please contact support@funetics.co.uk



SECTION 3: Recruiting and Developing your Coaching Workforce

Organising your Staff

There are two basic ways (but with many adaptations) to organise your staff, depending upon their skills, their knowledge and the budget you have available:

Model One:

Children retain the same member of staff who guides them through all the skill sessions. This is the preferred model for the younger age group.

Advantage: This allows continuity and bonding between the members of staff and their team.

Disadvantage: The quality and style of delivery may vary.

NB: The above approach may be the preferred option for this years camps, as we gradually return to normal activities, following the Lockdown restrictions.



Model Two:

Each skill session has a member of staff allocated to it, which they deliver all the time. The children rotate around the events, visiting a number of staff in turn. This is the preferred model for the older age group.

Advantage: If the coach has a very specialist interest, this ensures greater quality of delivery.

Disadvantage: Coaches have to deliver the same activity several times.

SECTION 4: Organising your Athletics Holiday Camp

Example business model

INCOME

Locations ¹	One
Charge per child per day ^{2,3}	£35
Number of children per day ⁴	25
Number of days of delivery ⁵	15
Discount for whole week booking ⁶	10%
Weekly price ⁷	£157.50
% of children at discount whole week rate	20%
Average number of 'weekly' children /day ⁸	5
Income from 'weekly' children ⁹	£2,362.50
Income from 'daily' children ¹⁰	£10,500
Early start ¹¹	£2.50
Late finish ¹²	£5.00
% Taking extended day early start ¹³	10%
% Taking extended day late finish	25%
Income from early starts	£93.75
Income from late finishes	£468.75
Income before credit card costs & booking fee	£13,425.00
Credit card deductions ¹⁴	£402.75
England Athletics Booking Fee ¹⁵	£2,685.00
TOTAL NET INCOME	£10,337.25

COSTS

Lead Coach per day ¹⁶	£120
Assistant coach per day ¹⁷	£60
Total coaching costs	£2,700
Bags (2 per area) ¹⁸	£600
Clothing (6 per area) ¹⁹	£270
Marketing ²⁰	£100
Venue per day ²¹	£200
Total venue costs	£3,000
Sundry costs ²²	£150
TOTAL COST	£6,820
PROFIT	£3,517.25

NOTES

1. How many locations will you be operating in. For most providers and clubs this is likely to be just one.
2. You need to consider how much you want to charge per child per day. This will vary by location but summer camps typically vary from between £25 and £45 per day per child.
3. As the activity is classified as childcare rather than sports training it will be VAT exempt regardless if you are a commercial or not for profit organisation.
4. Average number of children per day.
5. Based on 3 weeks of delivery - Monday to Friday.
6. Do you want to offer a small discount to parents booking for a whole week?
7. Based on 10% discount
8. Number of children on any given day who have booked for whole week.
9. Total income from children booked for whole weeks.
10. Total income from children booked on individual days.
11. Typically camps start at 9am, but you might want to offer an early start option of around 30 mins.
12. Typically camps finish at 3pm, but you might want to offer a late finish extension of around 1 hour.
13. With fewer parents needing to travel this is likely to be lower compared to summer camps previously.
14. 3% deduction for credit cards fees.
15. England Athletics 20% of booking fee.
16. This will vary by location. The lead coach needs to be a Level 2 or above coach – either CiRF or Athletics Coach or Level 2 from another NGB.
17. This will vary by location. For a group of 25 children we would expect one lead coach and one assistant coach. For a larger groups, you should look at add more assistant coaches.
18. For a group of 25 children we would expect you will need two coaching equipment bags.
19. For a group of 25 children we would expect you will need 6 x coaches T-shirts and 2 x jackets. Based on £45 jacket and £30 T-shirt
20. You will be provided with template for flyers and posters, emails an social media. This will cover costs of printing. You might want to consider some paid local or social advertising too, but England Athletics will also be providing some paid media support
21. Cost per day per venue
22. Hand sanitiser etc

SECTION 4: Organising your Athletics Holiday Camp

Suggested price structure for Holiday Camps

This is detailed in the business model above.

There is likely to be considerable variation in the costs of holiday camps, both from region to region and according to the type of provision given.

The model is based on a national average of £35 for a typical day of 9am to 3pm or 3.30pm day. The camps can still be profitable at a lower cost, but where providers are charging less, we would expect this to be reflected in lower venue and coaching costs too.

Suggested pay rate for Holiday Camp coaches and leaders

Again, this detailed in the business model above.

There will be regional variation in pay rates for coaches.

The model is based on a national average of £120 / day for a lead coach and £60 / day for an assistant coach.



SECTION 4: Organising your Athletics Holiday Camp

Ordering your kits bags and equipment

Equipment bag

To help with the delivery of your holiday camps, coaches/providers can purchase a **funetics** Equipment Package which includes:

- ▼ Tennis Balls x 6
- ▼ Bean Bags x 30
- ▼ Large Rubber Dots x 12
- ▼ Rubber Lines x 12
- ▼ Quoits x 6
- ▼ 6" Speed Hurdles (set of 6) x 1
- ▼ Agility Ladder – 4m x 1
- ▼ 30m Measuring Tape x 1
- ▼ Stopwatch x 1
- ▼ Reaction Ball 6.5cm x 6
- ▼ Wobble Cushions (with pump) x 3
- ▼ Vortex Howler x 6
- ▼ Wheelie Kit Bag x 1



Additional items can be purchased at an extra cost.

For more information or to order your equipment bag visit <https://store.funetics.co.uk>

Kids goody bag

To help children enjoy the experience further, why not purchase a Kids Goody Bag for each attendee.

The goody bag includes:

- ▼ T-Shirt
- ▼ Insole

For more information or to order your goody bags visit <https://store.funetics.co.uk>

SECTION 5: Delivering your Athletics Holiday Camp

Designing your holiday activity programme

When designing your holiday activity programme, you will need to consider the following:

- ▼ How many days will be in each holiday camp?
- ▼ How long will each day be?
- ▼ How long will you assign for each section within a day?
- ▼ What space, equipment and facilities are available for each camp?
- ▼ How many coaches, leaders and volunteers are available (coach to child ratio)?
- ▼ How many children will be attending each camp/day?
- ▼ Will there be any form of competition or awards challenge in your camps?

Once this information is collected you can use the examples provided within this resource to help with planning your programme.

The initial thought of organising a holiday programme can seem a large, time consuming task, but with the support of this resource, this does not have to be the case.

Once you developed your holiday programme, you will appreciate the excellent advantages that come with careful planning including:

- ▼ A clear understanding of roles and responsibilities for coaches, leaders and supervisors for each camp.
- ▼ Child and parents will come prepared for the activities that will be covered each day.
- ▼ Facilities, equipment and timing can be organised ahead of each day.
- ▼ Coaches and leaders can provide a more child-centred approach to their coaching.
- ▼ Better allocation of space and groups.

Think Inclusive

To help provide a fully inclusive Holiday Camp experience, we have provided a series of Top Tip Inclusion Cards later in this resource.

Please look out for the Think Inclusive logo.



SECTION 5: Delivering your Athletics Holiday Camp

Organising your programme

The following information provides an example of how to organise activity programmes. This should be adapted to suit your own organisation, local circumstances and the duration of your camp.

Grouping the children

The children should be divided into at least three groups (wherever feasible), initially by age.

The number of groups and age range will partially depend on the number of children in attendance and the number of coaching staff available.

SMALL HOLIDAY CAMP GROUPING

Grouping 1: 4 – 7 Years

Grouping 2: 7 – 11 Years

Grouping 3: 12 – 15 Years

LARGE HOLIDAY CAMP GROUPING

Grouping 1: 4 – 7 Years

Grouping 2: 7 – 9 Years

Grouping 3: 9 – 11 Years

Grouping 4: 11 – 13 Years

Grouping 5: 13 – 15 Years

There may need to be flexibility within your approach, to allow for the individual child's ability and/or physical development.

From experience we would recommend that the groups should be divided into teams, with each team containing 6–10 members (please see also recommended ratio information below). For example, a group of 32 children in the younger age group could be split into four groups of eight and named A, B, C, D. If your scheme has more than 32 children then simply add extra teams i.e. teams E, F and G. Please remember the coach to athlete ratio.



SECTION 5: Delivering your Athletics Holiday Camp

Recommended coach to athlete ratio

The current recommended guidelines from the NSPCC for a maximum ratio of coach to child are as follows:

- ▼ Children aged 13 - 17 years: 1 coach to 10 athletes;
- ▼ Children aged 9 - 12 years: 1 coach to 8 athletes;
- ▼ Children aged 4 - 8 years: 1 coach to 6 athletes.

To help coaches, clubs and providers correctly manage these ratios, assistant coaches and leaders can be used to help increase the numbers – e.g. 1 coach being supported by 1 leader could allow for a 2:12 ratio for the under 9 years and 1 coach and 1 assistant would allow for 2:16 ratio for a group of athletes aged 9-12 years.

The main aims of keeping the ratio of coach to children low are to maximise the child's experience, to provide increased coaching/teaching support, and to ensure the child's and coach's safety and welfare as the number one priority.

We would also recommend, wherever possible:

- ▼ There is at least one male and one female qualified coach for every holiday camp.
- ▼ Coaches and groups work in pairs to provide a support network and maximise every child's welfare. No coach should coach alone with a group of young athletes.
- ▼ A minimum of one coach/scheme organiser should hold an appropriate first aid qualification.



SECTION 5: Delivering your Athletics Holiday Camp

Top Tips for planning your Athletics Holiday Camp

This section will provide coaches, clubs and providers with some 'Top Tips' to consider when planning your holiday programme. The tips in this section are taken from some of the leading youth development coaches in the UK, who have a wealth of knowledge and experience in both planning and coaching young athletes.



Weather

Some thought and planning will need to be given to the arrangements in the event of wet weather. If indoor space or facilities are available (and safe to use), the programme could continue with some adjustment and with little interruption. In the absence of an appropriate indoor facility, some suggestions for wet weather activities would be:

- ▼ Use the **funetics** Home Schools Pack to support cross-curricular learning through athletics;
- ▼ Meet a celebrity/local top athlete;
- ▼ Meet the local Athletics Club;
- ▼ Design an athletics quiz for the children;
- ▼ Ask children to design an athletics kit, event or challenge, etc.

Registration

- ▼ Name labels: ideally, on every child's first day, provide name labels for both the children and the coaches. This will allow coaches to use the children's names when providing a coaching point or advice. Using a child's name will also help the coach build rapport with each individual.
- ▼ Use a sign-in, sign-out policy to ensure that the children are dropped off and collected properly by their parents. Coaches can inform the parents that they will only take responsibility for their child once the child is signed in. This will allow the coach time to prepare for their sessions prior to taking registration and control of the group.

Timing

- ▼ When planning each day and the coaching section within this day, coaches should consider how long each section of the day will last (such as warm-up, activity, cool down, etc.).
- ▼ Coaches should also consider how long it will take children to move from one activity to the next.
- ▼ Coaches should allow time for children to have regular drinks and toilet breaks.
- ▼ When working with young athletes try to ensure that each section is not too long, to avoid boredom setting in and a lack of concentration. Keep the day varied to ensure children are as active as possible.

SECTION 5: Delivering your Athletics Holiday Camp

Lunch and breaktime

Organisers should pay particular attention to the lunchtime arrangement. Ensuring:

- ▼ Every child has come with a packed lunch, or there is access to purchase lunch.
- ▼ A designated area has been set up for lunch and refreshment breaks.
- ▼ The supervision of the children is an important responsibility and members of staff should be clearly identified for these roles.



Group control

When attempting to gain control of a group of athletes (especially young athletes) the temptation is to either shout or use a whistle. An alternative suggestion would be to use a visual cue such as when the coach holds a pose, every child has to hold the same pose as quickly as possible. This could be as simple as a hand in the air or as entertaining as holding Mo Farah's 'Mobot' pose. The benefits of this approach are that it increases the child's visual awareness, helps gain their attention in a fun manner, and saves the coaches vocal cords!

Appropriate level of coach

When delivering any athletics event/activity, coaches should ensure they hold the appropriate coaching qualification.

Coaches delivering any athletics event without the appropriate qualification will not be qualified and this means they will not be insured. One way to overcome this potential issue is to encourage 'Event Coaches' at your local club to deliver event-specific sessions as part of your holiday camps.

Using local athletics 'Event Coaches' can have many benefits, including:

- ▼ Providing an opportunity for the young athletes (and youth coaches) to increase their understanding of the event.
- ▼ Helping these Event Coaches build rapport with young athletes (helping in the long term, to ease the transition between holiday camp and the local club).
- ▼ Building a greater community environment between your holiday camps and the local athletics club and its coaches.

SECTION 5: Delivering your Athletics Holiday Camp

Track Etiquette

Coaches should ensure children are aware of track etiquette, to minimise potential accidents. This is especially relevant for those new to an athletics track, who may not be aware of the track rules. Thing to consider include:

- ▼ **Crossing the track** – Children should look both ways and ensure the track is clear from other athletes prior to crossing.
- ▼ **Calling “track”** – If someone is in the way when running (and is not actively running themselves) the word “track” can be called to encourage them to step out of the way. If a child hears the word “track” they should move out of the way as quickly and as safely as possible.
- ▼ **Using the inner field** – Coaches and children should only use/cross the inner field if this area is clear of throwers and throwing implements, and it is safe to do so.
- ▼ **Inner field conditions** – Coaches should inspect the condition of the inner field (throwing field) prior to use. Issues with the inner field may include such things as:
 - ▼ Uneven surface (caused by throwing implements).
 - ▼ Discarded throwing implements (left by other athletes).
 - ▼ Other potential trip and safety hazards.
- ▼ **Coach communication** – If two groups wish to use the same or similar areas within the track facilities, good communication between coaches is key so as to avoid any safety issues or potential conflicts. In most cases, a simple chat between coaches can minimise any potential issues. To further minimise this issue, careful planning of how each group will use the facilities throughout the week will help.



SECTION 5: Delivering your Athletics Holiday Camp

Preparing for the first session

The first day is key to setting the scene and getting to know the children. It is important to consider how you are going to develop each child through the introduction of child-centred coaching, using the '5 Cs' and considering their Physical, Psychological, Emotional and Social development.

The daily programmes and funetics /Athletics 365 activity cards will support your thinking around planning for each group, and will also provide suggestions on how to adapt each activity, following the STEP principles.

Top Tips for the first session of each day

1. Have a fun, energetics activity to start with, as part of the warm-up;
2. Make sure every child is engaged from the very beginning;
3. Allow for late arrivals to join in with minimal disruption;
4. Keep the rules simple so the children can get active straight away;
5. Have a plan B, C and D ... as your brilliant planned day, that you spent hours coming up with, will probably have to change at some point. So, make sure you can adapt and be flexible.

The 5 C's

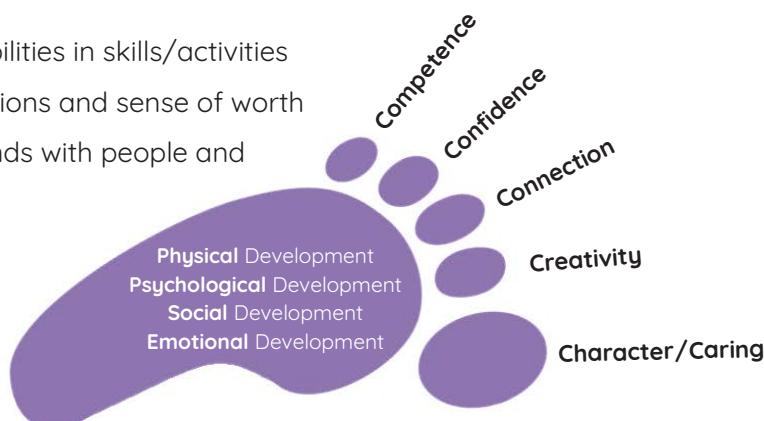
Competence – developing capabilities in skills/activities

Confidence – positive view of actions and sense of worth

Connection – having positive bonds with people and organisations

Creativity – being able to find your own solutions to challenges

Character and Caring – having respect for societal/cultural rules; displaying good standards of behaviour – knowing what is right/wrong; having empathy with others



SECTION 5: Delivering your Athletics Holiday Camp



Coaching programmes and Activity Cards

Over the following pages we have provided a suggested example of how you might run a five-day holiday programme, including sample overview programmes for each day. (examples for four-day and three-day programmes can be found in the Appendices).

To support the programmes, a series of Activity Cards are available from our **funetics** (4-11 years) and **Athletics 365** (11 years +) resource library. Examples of these are shown below.

For more information on how to access these resources please contact support@funetics.co.uk

The image displays six pages from the Athletics 365 app, each featuring a different activity:

- Run and Jump**: Aims to develop controlled runs and jumps. It includes a diagram of children running and jumping over cones, safety tips (e.g., stay on marked lines), and a challenge to jump over 10 cones in 30 seconds.
- Push It, Bounce It**: Aims to demonstrate a fast bounded push. It includes a diagram of a person performing a bounding push, safety tips (e.g., keep head up), and a challenge to do 10 bounding pushes in 30 seconds.
- Get into Gear**: Aims to run with pace and speed. It includes a diagram of children running in a circle, safety tips (e.g., stay on marked lines), and a challenge to run 10 laps in 30 seconds.
- Sprint Starts**: Aims to demonstrate the correct movement sequence for a coach start. It includes a diagram of children performing a start, safety tips (e.g., drive the lead foot forward fast), and a challenge to run 10 sprints in 30 seconds.
- Javelin Throw**: Aims to demonstrate a full bounded javelin throw. It includes a diagram of a person performing a javelin throw, safety tips (e.g., keep head and upper body tall), and a challenge to throw 10 javelins in 30 seconds.
- 365 CHALLENGES**: A summary page with challenges including 20 High Jump, 20 Javelin Throw, and 20 Pull Throw.

In addition, our **Home School Pack** will help to support wrap-around delivery of your programme with ideas for cross-curricular activity. More information about this can be found after the example programmes.

Further supporting resources can be supplied to confirmed providers nearer the time of delivery by contacting support@funetics.co.uk.

SECTION 5: Delivering your Athletics Holiday Camp

Summer 2021 Athletics Holiday Camp Outline five-day programme: Monday

AGE GROUP	09.00 - 09.15	09.15 - 10.15	10.15 - 10.30	10.30 - 11.15	11.15 - 12.00	12.00 - 12.45	12.45 - 13.00	13.00 - 13.45	13.45 - 14.30	14.30 - 15.00	15.00 - 16.00
4-7 YEARS	Registration	Cross Curricular Activity from the funetics Home School Pack	Warm-ups	Pull Throw Activity	Running for Speed Activity	LUNCH	Warm-ups	Jumping for Distance Activity	Running for Distance Activity	Relay	Cross Curricular Activity from the funetics Home School Pack
				Jumping for Height Activity	Pull Throw Activity			Running Over Obstacles Activity	Combo Jumps Activity		
				80m - 100m Sprints	Long Jump			Javelin	800 - 1500m		

Developing the Whole Child

Throughout the day, coaches and leaders should consider how they can help develop every child's wider social and emotional skills. Recognise and encourage positive behaviour by children, such focus and commitment on a task, helping and working with other children or listening and engaging with the coaches and leaders. Use the funetics awards to help reinforce these positive behaviours.

Following Ratio Guidelines

Holiday camp providers, coaches and leaders should familiarise themselves with the current guidelines set out by England Athletics for Holiday Camps. Groups should work on a maximum of 1 coach to 12 children. Remember, a Leader or Assistant Coach must always be supervised by a qualified Coach and cannot work independently.

SECTION 5: Delivering your Athletics Holiday Camp

Summer 2021 Athletics Holiday Camp Outline five-day programme: Tuesday

AGE GROUP	09.00 - 09.15	09.15 - 10.15	10.15 - 10.30	10.30 - 11.15	11.15 - 12.00	12.00 - 12.45	12.45 - 13.00	13.00 - 13.45	13.45 - 14.30	14.30 - 15.00	15.00 - 16.00
4-7 YEARS	Registration	Cross Curricular Activity from the funetics Home School Pack	Warm-ups	Running for Speed Activity	Jumping for Height Activity	LUNCH	Warm-ups	Sling Throw or Rolling Activity	Running Over Obstacles Activity	Relay	Cross Curricular Activity from the funetics Home School Pack
				Sling Throw Activity	Running for Speed Activity			Jumping for Distance Activity	Running for Distance Activity		
				High Jump	Discus			Hurdles	Triple Jump		

Developing the Whole Child

Throughout the day, coaches and leaders should consider how they can help develop every child's wider social and emotional skills. Recognise and encourage positive behaviour by children, such focus and commitment on a task, helping and working with other children or listening and engaging with the coaches and leaders. Use the funetics awards to help reinforce these positive behaviours.

Following Ratio Guidelines

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SECTION 5: Delivering your Athletics Holiday Camp

Summer 2021 Athletics Holiday Camp

Outline five-day programme: Wednesday

AGE GROUP	09.00 - 09.15	09.15 - 10.15	10.15 - 10.30	10.30 - 11.15	11.15 - 12.00	12.00 - 12.45	12.45 - 13.00	13.00 - 13.45	13.45 - 14.30	14.30 - 15.00	15.00 - 16.00
4-7 YEARS	Registration	Cross Curricular Activity from the funetics Home School Pack	Warm-ups	Push Throw Activity	Running Over Obstacles	LUNCH	Warm-ups	Combo Jumps	Running for Distance	Relay	Cross Curricular Activity from the funetics Home School Pack
				Push Throw Activity	Running for Speed			Running Over Obstacles Activity	Jumping for Distance Activity	Relay	
				Heave Throw Activity	Long Jump			80-100m Sprints	Shot Put	Relay	

Developing the Whole Child

Throughout the day, coaches and leaders should consider how they can help develop every child's wider social and emotional skills. Recognise and encourage positive behaviour by children, such focus and commitment on a task, helping and working with other children or listening and engaging with the coaches and leaders. Use the funetics awards to help reinforce these positive behaviours.

Following Ratio Guidelines

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SECTION 5: Delivering your Athletics Holiday Camp

Summer 2021 Athletics Holiday Camp Outline five-day programme: Thursday

AGE GROUP	09.00 - 09.15	09.15 - 10.15	10.15 - 10.30	10.30 - 12.00	12.00 - 12.45	12.45 - 13.00	13.00 - 14.30	14.30 - 15.00	15.00 - 16.00
4-7 YEARS	Registration	Cross Curricular Activity from the funetics Home School Pack	Warm-ups	COMPETITION DAY (Super Teams Competition)	LUNCH	Warm-ups	COMPETITION DAY (Super Teams Competition)	Relay	Cross Curricular Activity from the funetics Home School Pack
				COMPETITION DAY (Super Teams Competition)			COMPETITION DAY (Super Teams Competition)		
				COMPETITION DAY (Super Teams Competition)			COMPETITION DAY (Super Teams Competition)		

Developing the Whole Child

Throughout the day, coaches and leaders should consider how they can help develop every child's wider social and emotional skills. Recognise and encourage positive behaviour by children, such focus and commitment on a task, helping and working with other children or listening and engaging with the coaches and leaders. Use the funetics awards to help reinforce these positive behaviours.

Following Ratio Guidelines

Holiday camp providers, coaches and leaders should familiarise themselves with the current guidelines set out by England Athletics for Holiday Camps. Groups should work on a maximum of 1 coach to 12 children. Remember, a Leader or Assistant Coach must always be supervised by a qualified Coach and cannot work independently.

SECTION 5: Delivering your Athletics Holiday Camp

Summer 2021 Athletics Holiday Camp Outline five-day programme: Friday

AGE GROUP	09.00 - 09.15	09.15 - 10.15	10.15 - 10.30	10.30 - 11.15	11.15 - 12.00	12.00 - 12.45	12.45 - 13.00	13.00 - 13.45	13.45 - 14.30	14.30 - 15.00	15.00 - 16.00
4-7 YEARS	Registration	Cross Curricular Activity from the funetics Home School Pack	Warm-ups	Athletes' Choice Running Activity	Athletes' Choice Jumping Activity	LUNCH	Warm-ups	Athletes' Choice Throwing Activity	Relay	Cross Curricular Activity from the funetics Home School Pack	Awards Presentations
				Athletes' Choice Jumping Activity	Athletes' Choice Throwing Activity			Athletes' Choice Running Activity			
				Athletes' Choice Throwing Activity	Athletes' Choice Running Activity			Athletes' Choice Jumping Activity			

Developing the Whole Child

Throughout the day, coaches and leaders should consider how they can help develop every child's wider social and emotional skills. Recognise and encourage positive behaviour by children, such focus and commitment on a task, helping and working with other children or listening and engaging with the coaches and leaders. Use the funetics awards to help reinforce these positive behaviours.

Following Ratio Guidelines

Holiday camp providers, coaches and leaders should familiarise themselves with the current guidelines set out by England Athletics for Holiday Camps. Groups should work on a maximum of 1 coach to 12 children. Remember, a Leader or Assistant Coach must always be supervised by a qualified Coach and cannot work independently.

SECTION 5: Delivering your Athletics Holiday Camp

Home School Pack

England Athletics support the Government's desire to help children catch up with their educational needs throughout the summer and rebuild their confidence, creativity, connection and character along with other life skills. Ensuring every child is happy, confident and has a positive experience is at the heart of everything England Athletics do.

To help coaches, clubs and providers support the Government goals, and help children better prepare for the new school year, we would suggest offering athletics-based, wrap-around cross-curricular activities as part of your holiday programme.

To support these session England Athletics have produced an extensive Home School Pack, which includes several lesson plans (covering Literacy, Numeracy, Science, History and Art), fun activities and useful information about athletics.

Do download a copy and use as part of your holiday programme:
<https://funetics.co.uk/for-parents/funetics-home/>



SECTION 5: Delivering your Athletics Holiday Camp

Super Teams and the English Schools Awards programme

As part of the Holiday Camp programme, coaches, clubs and providers can access the new Super Teams competition scoring system, which will allow them to record and measure every child's performance against their peers, and also the NEW English Schools Awards.

The Super Teams competition has been designed to provide a fun, short, exciting multi-event competition format which measures the performance and progress of every child.

Built into this competition scoring system is the English Schools Awards programme which measures and rewards the progress of children aged 4-15 years. The awards focus on everyone's personal best and personal improvement, rather than who is the fastest or who can jump the furthest.

Why not use the scoring system to help measure each child's performance on your holiday camp as part of your competition day?

For more information on the Super Teams scoring system please contact:
support@funetics.co.uk



SECTION 5: Delivering your Athletics Holiday Camp

Awards and Certificates

The **funetics** Coach app allows coaches to give specific awards to each child as they progress through the week.

In addition, you may wish to award your own certificates – not just to recognise sporting achievements during the Holiday Camp, but also to recognise positive aspects of character and behaviour. This will enable you to give recognition to most or all of the participants. You can create your own awards, or we will provide templates you can adapt nearer the time.

Possible Awards include:

Most Sporting	An important award in personal development. A good attitude to all others, no matter what their personal result may be.
Best Leadership Skills**	For the individual who stood out as a leader for all others in their group.
Best Behaviour	Outstanding behaviour throughout the programme.
Best Smile*	For the child who's smile has helped the coach get through the week.
Best Attitude	Showed a good attitude throughout the programme.
Most Improved	The individual who has improved the most throughout the week.
Most Promising	An individual who has shown promise in one or more athletics events.
Most Enthusiastic	Always eager to take on any challenge put in front of them.
Most Energetic	The liveliest individual in the group, with non-stop energy.
Most Entertaining	A character, which brought entertainment to the group.
Most Determined	Most determined individual at one or more events and who stood out from all others.
Most Helpful	Like the coach's assistant. Always eager to help with the activities.
Effort & Commitment	For the best effort and commitment in both training and competition throughout the programme.
Best Runner	In each age group.
Best Jumper	In each age group.
Best Thrower	In each age group.
Excellence & Achievement	Based on competition scores and the overall winner.

* Suitable for under 8's only. ** Suitable for over 8's only



Download your certificate templates from: <https://marketinghub.funetics.co.uk>

SECTION 6: Life after your Athletics Holiday Camp

Life after your Holiday Camps

Within many Athletics Holiday Camps there will be a mixture of children who already actively participate in a local athletics club, take part in community sessions, or attend after-school athletics activities.

However, there are also likely to be several children who are new to the sport and, after a successful Holiday Camp, these children may wish to progress on to local athletics activities.

This section lays out some options which may be available in your local area.

When planning your Holiday Camps it would be advantageous to ensure that you have information on what regular athletics opportunities are available in your local area, and ideally to have a working relationship with the providers of these.

At the end of your camp, many enthusiastic children and parents will want to know 'what next?' and it would be advisable to have this information on hand to help them.



SECTION 6: Life after your Athletics Holiday Camp

Linking with your local athletics club

Any athletics development programme will be more affective when it is established through a partnership between the Local Authority, Active Partnership, local athletics clubs and local schools.

Athletics clubs play a vital role in providing opportunities for young people. They may already offer a year-round programme. Links with local athletics clubs are essential in both the planning and implementation of your Holiday Camp and future follow-on camps.

- ▼ Have you harnessed the expertise of the local club in designing your Holiday Camp?
- ▼ Are you utilising local clubs' coaches, administrators and other volunteers to help run your camp?
- ▼ Have local clubs been invited to make a presentation, have a demonstration stand or provide publicity during the camp?
- ▼ Have you identified an individual from a local club who will act as link between the holiday camp and club? This can ease the transfer for new children joining the club and provide a familiar face.

Club open nights

If a child has the desire to continue with athletics, the next step into a club may be difficult due to them not knowing who to see or where to go, and having to make new friends. A club open night would help to break down some of these barriers. Ideally, the coaches from the Holiday Camp and other coaches from the club would be attending and would work together in producing an evening of fun activities. If the child then wants to continue with their athletics, they will have already met a 'friendly face' from the club.

Parent's Night

If you do decide to hold a club open night, consider extending the invite to the parents of the children who attended the Holiday Camp. While the children are outside having fun, the parents can be enjoying a cup of tea, while the club talks to them about the benefits of joining. This talk could cover things such as how each session works, what are the current recommendation for training sessions (including advice around return to training), and how parents could become involved in volunteering at the club.

SECTION 6: Life after your Athletics Holiday Camp

Developing a funetics club/programme

If your local athletics clubs do not currently have a Junior (under 11 years) section, or they have an extensive waiting list, clubs and providers could use the **funetics** programme to help provide a fun engaging run, jump, throw programme for this age group within the local community.

The benefits of this approach would include:

- ▼ Helping provide extended opportunities for every child who attended the Holiday Camp.
- ▼ Developing a Junior section to help engage more children into our sport.
- ▼ Developing a Junior section which helps the long-term development of the sport and local athletics clubs, by:
 - ▼ Increasing the membership and
 - ▼ Increasing the number of children moving through to Youth and Senior teams.
- ▼ Help local clubs address the challenge of waiting lists and retain more young people in athletics.

Providers should ensure they have developed a good working relationship with their local athletics club, to ensure the ongoing development of every child.

Most people involved in athletics are aware of the current issues relating to children dropping out of sport, in particular at the age of 14-16 years. Many clubs and local providers are successfully tackling the problem, by reflecting on what they current offer and pulling together a long-term plan to either create, or further develop a strong junior section.

There are common areas of difficulty when looking to the provision of junior coaching and competition. Including:

- ▼ “we can’t find enough coaches/volunteers”
- ▼ “we don’t have enough pieces of equipment for younger athletes to deal with an increase number of children attending our sessions”

When first looking to introduce a new junior club/section or developing your existing section, there are a number of options to help:

- ▼ Speak to an England Athletics Club Support Manager about how you can recruit and develop volunteers in your area.
- ▼ Speak to your local Active Partnership or Local Authority to seek advice and potential funding support to help establish your junior section.
- ▼ Visit the England Athletics website for more useful information and support:
www.englandathletics.org

SECTION 6: Life after your Athletics Holiday Camp

Linking with Local Schools

One of the best ways to increase the profile of your Holiday Camps and the number of children attending these camps is by linking with the local schools.

Every child who attends your camps would have first experienced sport through PE at their School. By working with schools, you increase both the profile of your Holiday Camps and the wider coaching offers you can provide.

Through the **funetics** programme, clubs and providers can offer schools a term-long run, jump, throw programme, which can be delivered as part of a Breakfast/After-School Club or within curriculum time.

Running, jumping and throwing underpin almost every other sport and these movements are recognised as key elements in the National Curriculum for Key Stage 1 & 2 (ages 4-11 years).

Within England, primary schools are able to access funding support from the government to help deliver PE and Sport within their school. Many schools are constantly looking for external coaching providers to help deliver both curricular and extra-curricular PE and Sport.

An average Primary School will receive roughly £18,000 to support their delivery in the 2020 /21 Academic years*. For any providers, clubs or coaches wishing to increase the impact of their work the Primary PE and Sport Premium funding provides a great opportunity to do this.

If you, your club or your local provider would like more information on how you use the **funetics** programme within a school or community setting throughout the year, please contact:
support@funetics.co.uk

*Source:

<https://www.afpe.org.uk/physical-education/primary-pe-and-sport-premium-to-continue-at-320-million-for-2020-21/>

APPENDICES

Summer 2021 Athletics Holiday Camp Outline four-day programme: Day 1



AGE GROUP	09.00 - 09.15	09.15 - 10.15	10.15 - 10.30	10.30 - 11.15	11.15 - 12.00	12.00 - 12.45	12.45 - 13.00	13.00 - 13.45	13.45 - 14.30	14.30 - 15.00	15.00 - 16.00
4-7 YEARS	Registration	Cross Curricular Activity from the funetics Home School Pack	Warm-ups	Pull Throw Tennis Ball Throw & Bean Bag Floor Target	Agility Run and touch 4 targets & Shuttle runs 4 x 10m	LUNCH	Warm-ups	Combo Jumps Hopscotch & 5 x Skips forward with rope	Running for Distance	Relay	Cross Curricular Activity from the funetics Home School Pack
8-11 YEARS				Jumping for Height	Pull Throw Soft / Turbo Javelin			Hurdles			
12-15 YEARS				Running for Speed 80m - 100m Sprints	Jumping for Distance Long Jump			Pull Throw Javelin			

Developing the Whole Child

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Following Ratio Guidelines

Holiday camp providers, coaches and leaders should familiarise themselves with the current guidelines set out by England Athletics for Holiday Camps. Groups should work on a maximum of 1 coach to 12 children. Remember, a Leader or Assistant Coach must always be supervised by a qualified Coach and cannot work independently.

APPENDICES

Summer 2021 Athletics Holiday Camp Outline four-day programme: Day 2



AGE GROUP	09.00 - 09.15	09.15 - 10.15	10.15 - 10.30	10.30 - 11.15	11.15 - 12.00	12.00 - 12.45	12.45 - 13.00	13.00 - 13.45	13.45 - 14.30	14.30 - 15.00	15.00 - 16.00
4-7 YEARS	Registration	Cross Curricular Activity from the funetics Home School Pack	Warm-ups	Jumping for Height Vertical Jump & Speed Bounce	Push / Sling Throws Hoop /Quoit throw	LUNCH	Warm-ups	Running for Speed	Jumping for Distance	Relay	Cross Curricular Activity from the funetics Home School Pack
8-11 YEARS				Sling Throw Foam Discus	Running for Speed 50m / 75m Sprints			Jumping for Distance Standing /Long Jump	Running for Distance 400m - 800m	Relay	
12-15 YEARS				High Jump	Shot Put			Hurdles	Triple Jump	Relay	Cross Curricular Activity

Developing the Whole Child

Throughout the day, coaches and leaders should consider how they can help develop every child's wider social and emotional skills. Recognise and encourage positive behaviour by children, such focus and commitment on a task, helping and working with other children or listening and engaging with the coaches and leaders. Use the funetics awards to help reinforce these positive behaviours.

Following Ratio Guidelines

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APPENDICES

Summer 2021 Athletics Holiday Camp Outline four-day programme: Day 3



AGE GROUP	09.00 - 09.15	09.15 - 10.15	10.15 - 10.30	10.30 - 12.00	12.00 - 12.45	12.45 - 13.00	13.00 - 14.30	14.30 - 15.00	15.00 - 16.00
4-7 YEARS	Registration	Cross Curricular Activity from the funetics Home School Pack	Warm-ups	COMPETITION DAY (Super Teams Competition)	LUNCH	COMPETITION DAY (Super Teams Competition)	COMPETITION DAY (Super Teams Competition)	Relay	Cross Curricular Activity from the funetics Home School Pack
8-11 YEARS				COMPETITION DAY (Super Teams Competition)					
12-15 YEARS				COMPETITION DAY (Super Teams Competition)					

Developing the Whole Child

Throughout the day, coaches and leaders should consider how they can help develop every child's wider social and emotional skills. Recognise and encourage positive behaviour by children, such focus and commitment on a task, helping and working with other children or listening and engaging with the coaches and leaders. Use the funetics awards to help reinforce these positive behaviours.

Following Ratio Guidelines

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APPENDICES

Summer 2021 Athletics Holiday Camp Outline four-day programme: Day 4



AGE GROUP	09.00 - 09.15	09.15 - 10.15	10.15 - 10.30	10.30 - 11.15	11.15 - 12.00	12.00 - 12.45	12.45 - 13.00	13.00 - 13.45	13.45 - 14.30	14.30 - 15.00	15.00 - 16.00
4-7 YEARS	Registration	Cross Curricular Activity from the funetics Home School Pack	Warm-ups	Athletes' Choice Running Activity	Athletes' Choice Jumping Activity	LUNCH	Warm-ups	Athletes' Choice Throwing Activity	Relay	Cross Curricular Activity from the funetics Home School Pack	Awards Presentations
				Athletes' Choice Jumping Activity	Athletes' Choice Throwing Activity			Athletes' Choice Running Activity			
				Athletes' Choice Throwing Activity	Athletes' Choice Running Activity			Athletes' Choice Jumping Activity			

Developing the Whole Child

Throughout the day, coaches and leaders should consider how they can help develop every child's wider social and emotional skills. Recognise and encourage positive behaviour by children, such focus and commitment on a task, helping and working with other children or listening and engaging with the coaches and leaders. Use the funetics awards to help reinforce these positive behaviours.

Following Ratio Guidelines

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APPENDICES

Summer 2021 Athletics Holiday Camp

Outline three-day programme: Day 1 - Running



AGE GROUP	09.00 - 09.15	09.15 - 10.15	10.15 - 10.30	10.30 - 11.15	11.15 - 12.00	12.00 - 12.45	12.45 - 13.00	13.00 - 13.45	13.45 - 14.30	14.30 - 15.00	15.00 - 16.00
4-7 YEARS	Registration	Cross Curricular Activity from the funetics Home School Pack	Warm-ups	Running for Distance Games & Skills	Running for Speed & Agility Games & Skills	LUNCH	Warm-ups	Running in Teams Games & Skills	Running over obstacles Games & Skills	Various Relays & Awards	Cross Curricular Activity from the funetics Home School Pack
8-11 YEARS				Hurdles Drills & Races	Running for Distance (400 - 800m) Drills & Races			Running for Speed Drills & Races	Relay Change-over Practice	Various Relays & Awards	
12-15 YEARS				Running for Speed Drills & Races	Relay Change Over Practice			Hurdles Drills & Races	Running for Distance 600-800m	Various Relays & Awards	Cross Curricular Activity

Developing the Whole Child

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Following Ratio Guidelines

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APPENDICES

Summer 2021 Athletics Holiday Camp

Outline three-day programme: Day 2 - Jumping



AGE GROUP	09.00 - 09.15	09.15 - 10.15	10.15 - 10.30	10.30 - 11.15	11.15 - 12.00	12.00 - 12.45	12.45 - 13.00	13.00 - 13.45	13.45 - 14.30	14.30 - 15.00	15.00 - 16.00
4-7 YEARS	Registration	Cross Curricular Activity from the funetics Home School Pack	Warm-ups	Hopscotch and Combo Jumps Games	Speed Bounce & Vertical Jump	LUNCH	Warm-ups	Standing & Short approach Long Jump	High Jump	Jumping Games & Awards	Cross Curricular Activity from the funetics Home School Pack
8-11 YEARS				Long Jump Drills & Jumps	Standing Triple Jump Drills & Jumps			High Jump Drills & Jumps		Vertical Jump & Standing Long Jump	
12-15 YEARS				High Jump Drills & Jumps	Long Jump Drills & Jumps			Vertical Jump & Standing Long Jump		Short Approach Triple Jump	

Developing the Whole Child

Throughout the day, coaches and leaders should consider how they can help develop every child's wider social and emotional skills. Recognise and encourage positive behaviour by children, such focus and commitment on a task, helping and working with other children or listening and engaging with the coaches and leaders. Use the funetics awards to help reinforce these positive behaviours.

Following Ratio Guidelines

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APPENDICES

Summer 2021 Athletics Holiday Camp

Outline three-day programme: Day 3 - Throwing

AGE GROUP	09.00 - 09.15	09.15 - 10.15	10.15 - 10.30	10.30 - 11.15	11.15 - 12.00	12.00 - 12.45	12.45 - 13.00	13.00 - 13.45	13.45 - 14.30	14.30 - 15.00	15.00 - 16.00
4-7 YEARS	Registration	Cross Curricular Activity from the funetics Home School Pack	Warm-ups	Push Throw Push at Wall + Sitting Throw + Standing Throw	Pull Throw including: Tennis ball & Bean Bag	LUNCH	Warm-ups	Sling Throw including: Hoop and Quoit throw	Heave Throw and Rolling Skills	Fun Relays & Awards	Cross Curricular Activity from the funetics Home School Pack
8-11 YEARS				Heave Throw	Discus / Sling Throw			Shot Put / Push Throw	Turbo Jav/ Howler/ Pull Throw	Team Relays & Awards	
12-15 YEARS				Shot Put	Javelin / Turbo Jav			Heave / Soft Hammer Throw	Discus	Team Relays & Awards	Cross Curricular Activity

Developing the Whole Child

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Following Ratio Guidelines

Holiday camp providers, coaches and leaders should familiarise themselves with the current guidelines set out by England Athletics for Holiday Camps. Groups should work on a maximum of 1 coach to 12 children. Remember, a Leader or Assistant Coach must always be supervised by a qualified Coach and cannot work independently.

Top Tips Inclusion Cards

THINK
INCLUSIVE!

Top Tips Inclusion Cards

Introduction

THINK
INCLUSIVE!

About the Inclusion Cards

The needs of individual children should be the most important consideration when planning a Holiday Programme, and providers should exercise their professional judgement and expertise in selecting and modifying activities.

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

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

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



Inclusion Cards within this Pack:

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

Top Tips Inclusion Cards
Wheelchair users (manual)

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

Coaching Tips

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

Supported by Wheel Power
WheelPower
British Wheelchair Sport

THINK INCLUSIVE!

39

SHORT PUSH **LONG PUSH**

A diagram illustrating two wheelchair pushing techniques. The 'SHORT PUSH' technique shows a quick, powerful push with one arm, indicated by a red arrow pointing forward. The 'LONG PUSH' technique shows a more sustained, continuous push with both arms, indicated by red arrows pointing forward. The diagram includes numbered points 1, 2, and 3 to show the sequence of the push.

Children with Amputations or Limb Difference

THINK
INCLUSIVE!

Find out what works best – think balance and coordination

Prosthetics

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



Running

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

Jumping

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

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

Throwing

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

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Wheelchair users (manual)

THINK
INCLUSIVE!

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

General Tips

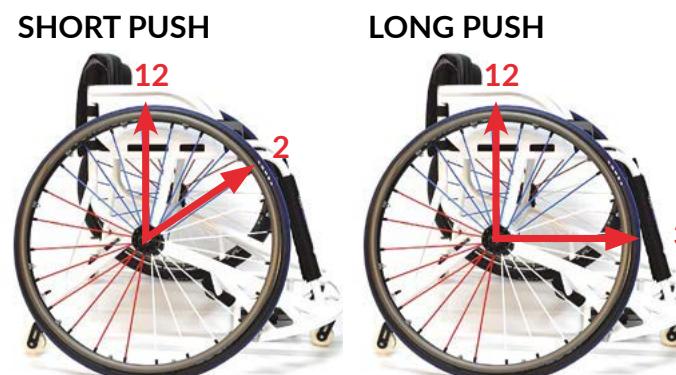
- ▼ Make sure the space allows children to move around easily.
- ▼ Understand the children's range of movement; they may, for example, find it difficult to raise their arms above their head or have a rod in their spine.
- ▼ Lower targets, shorten distances, use larger balls and easy grip equipment if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

Coaching Tips

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



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Blind and Partially Sighted Children

THINK
INCLUSIVE!

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

General Tips

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

Buddies and guides

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



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Intellectual Impairment & Autistic Spectrum

THINK
INCLUSIVE!

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

General Tips

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

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

Autistic Spectrum

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



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

Photos courtesy of Special Olympics GB

mencap
Sport

Children with Dwarfism or Restricted Growth

THINK
INCLUSIVE!

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

Running

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

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

Throwing

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

Jumping

Spinal stenosis (narrowing of the spinal canal) is common and can cause nerve difficulties in lower limbs. As a result, any shock impact through the lower and upper spinal areas should be avoided.

- ▼ Landing areas from jumps should be soft to avoid impact through lower spine e.g. grass, sand, matting.



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



Deaf and Hard of Hearing Children

THINK
INCLUSIVE!

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

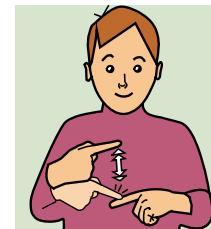
General Tips

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

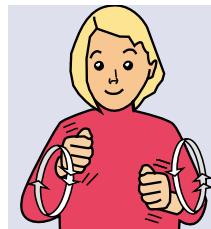
- ▼ Where possible, demonstrate techniques or corrections rather than use verbal explanations.
- ▼ Check for understanding with a nod of the head from the child, or rephrase what you said or did.
- ▼ Repeat other children' thoughts and ideas in the session.
- ▼ Learn some simple signs from the child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



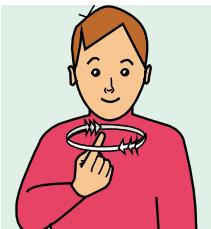
- ▼ Some children may have problems with their balance that may not be noticeable due to learned coping mechanisms.



Faster



Jog



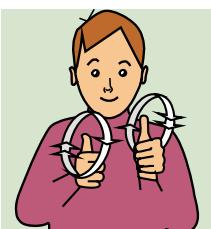
Laps



Finish



Slower



Well-done

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

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



Children with Cerebral Palsy

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

General Tips

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

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



Powerchair Users

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

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

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

Supported by CP Sport
www.cpsport.org



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Please note all the information provided within this document were accurate as of the publication date.
Due to the ever-changing Guidelines relating to COVID 19, we will provide regular updates,
if and when required for this document.