

# No-fuss mini Olympics



Have fun and be active with your students by organising and holding a 'mini Olympics' within your class, Year level, department or whole school. Make the activities competitive or non-competitive; practise the skills beforehand; and make the activities as easy or as difficult as you wish—but, most of all, have fun! And if the activities reinforce skills from other learning areas such as English or maths, all the better!

The activities below can occur inside or under cover and require very little equipment or practice.

## 1. Cotton-wool ball shot put

**Equipment needed:** masking tape or rope for starting line; cotton-wool balls; ruler, tape measure or arbitrary units to measure distances; pencil or pen; a list of class names on a recording sheet

**Method:** Ask each student to stand behind a line on the floor. Using one hand, students throw one cotton-wool ball as far as possible. Use a simple measuring tool (hand spans etc.) to find the distance the cotton-wool ball has travelled from the throw line to the place where it landed. Record the results for each student on a class recording sheet.

## 2. Side step

**Equipment needed:** masking tape or rope for starting line; ruler, tape measure or arbitrary units to measure distances; pencil or pen; a list of class names on a recording sheet

**Method:** Have the students stand parallel to the starting line, feet together and with the inside of their left foot just touching the line. Students must keep the left foot on the starting line. Using the right foot, students take one giant step to the side. Ask another student to mark the inside spot where the stepping foot lands with his/her finger. Measure the width and record it.

## 3. High jump

**Equipment needed:** wall (will also require large sheet of cardboard/strong paper and Blutac™ or sticky tape) or chalkboard; chalk; pen/pencil; ruler, tape measure or arbitrary units to measure distances; class recording sheet

**Method:** Attach the paper or cardboard to a wall or use a chalkboard. Have a student stand next to the chalkboard or wall. Ask the student to stretch up high with one arm, keeping feet flat on the floor. Use a piece of chalk to mark the highest point reached on the chalkboard or paper. Then, with the chalk in one hand, the student jumps as high as possible to mark a spot on the chalkboard. Measure the distance between the two marks and record on the sheet.

## 4. Giant step

**Equipment needed:** masking tape or rope for starting line; ruler, tape measure or arbitrary units to measure distances; pencil or pen; a list of class names on a recording sheet

**Method:** Each student stands with both feet side by side on a starting line on the floor. Students take one giant step forward, stretching as far as possible. Ask another student to use his or her finger to mark a point at the back of the heel of the front foot. Measure to find the length of the giant step and record on the class sheet.

## 5. Paper plate discus throw

**Equipment needed:** masking tape or rope for starting line; paper plates; ruler, tape measure or arbitrary units to measure distances; pencil or pen; a list of class names on a recording sheet

**Method:** Line each student behind the starting point on the floor. Students throw the paper plates like a discus. Measure the distance travelled by the paper plate from the starting line to the point where the plate comes to rest on the floor. Record the results.

## 6. Straw javelin

**Equipment needed:** masking tape or rope for starting line; paper plates; ruler, tape measure or arbitrary units to measure distances; plastic straws; pencil or pen; a list of class names on a recording sheet

**Method:** Ask each student to stand behind a tape line on the floor. Using one hand, students throw one straw, using an overhead motion, as far forward as possible. Ask another student to watch and mark the spot where the straw first hits the ground. Measure the distance from the starting point and landing point and record.

## 7. Teddy bear handfuls

**Equipment needed:** Unifix™ cubes, teddy bear (or other) counters; balance or set of scales; pencil or pen; a list of class names on a recording sheet

**Method:** With only one try, have each student in turn grab with one hand as many Unifix™ cubes as possible. Place the cubes in one side of a balance and find the mass of the cubes using teddy bear counters. Record the number of counters needed on the recording sheet.

