

**Purpose of Warm-up:**

- a) Engage students in a warm-up activity that relates to and mirrors some of the movements performed in track and field.
- b) Increase temperature of soft tissues in the body and to aid in the prevention of injury.
- c) Create a fun environment with the use of a minor game and to encourage a positive attitude towards participation in track and field.

**Warm-Up Formats Include:**

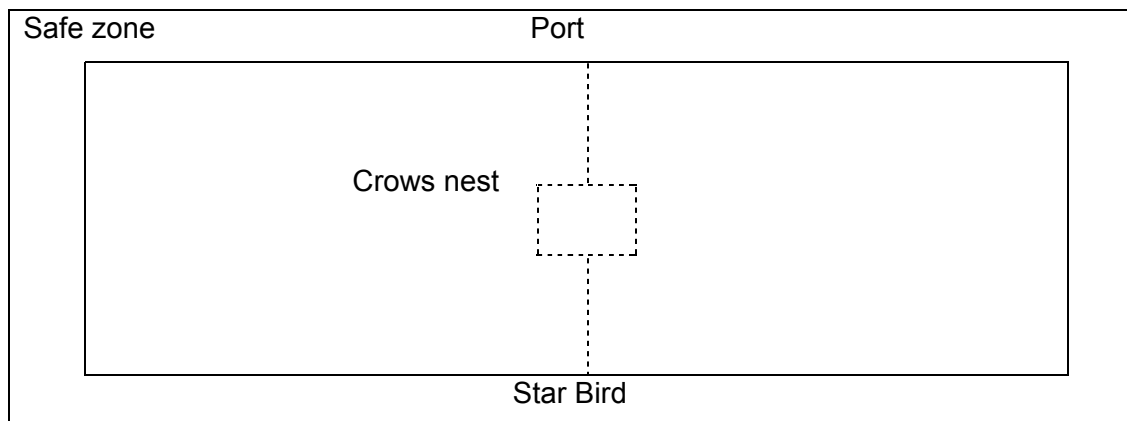
Partner, minor games, teacher led, student led and fitness blasts.

**Organization:**

Call students to the center of the gym (crows nest). Show and tell the four locations of the battleship (port, stern, star bird and bow).

- Go over and reinforce the rules of the game and proper conduct in the class for safety reasons.
- Extensions and adjustments to the warm-up will be made as required.

**Equipment:** Stack of small cones, some large cones, pinnies and labels for battleship locations.

**Diagram:**

**Rules:** Lead students through initial stages of activity using command style teaching, then incorporate the styles when appropriate. Gradually increase the intensity of activity. Add on extensions where necessary.

**Cues:** Balls of feet, stay low to the ground for a quick start, bend knees, keep head up, spread out over the entire space; look for open space while you are running.

**Explanation and Progression of Warm-up:**

#1 Teacher calls ship location and students jog but must touch one of the large cones that are placed across the playing area OR place one foot inside the crow's nest prior to

running to the next location. This is an adaptation that we made to the game after we found that students were cutting the corners and causing safety concerns.

#2 Introduce stutter steps. When “man overboard” is called students must perform stutter steps and they will be safe during that time until the next location is called.

#3 Pick 4 pirates and 1 captain. They will call the position from inside the crow’s nest but after they call the position they must vacate the nest and attempt to capture the runners. If someone is tagged they will change positions with the pirate.

#4 In order to evade capture the students must link arms with a partner and perform stutter steps on the spot.

### **Learning Domains:**

*Psychomotor:* students will be able to perform sudden stops into stutter steps and burst into runs at variable speeds and velocities.

*Affective/Social:* co-operation with partners, communication, listening, try a variety of roles including pirate and runner.

*Cognitive:* strategize ways to evade opposition in play area: moving to open space, linking with a partner, positioning relative to the group.

### **Teaching Styles:**

*Command:* used in the beginning for organization and to get the game started efficiently.

*Practice:* practicing the stutter step on the spot, and working on correct running posture throughout the warm-up.

### **Improvements/Variations and Extensions:**

-Instead of stutter steps when ‘man overboard’ is called the runners could perform partner balances or a variety of skills used in different units.

-This warm-up could also be performed sports specifically. For example, basketballs could be dribbled across the court and when man overboard is called the runners must perform a basketball skill that they have recently learned.

-Finally this warm-up lends itself very well to being student led, thus the teacher can step back and evaluate participation and the performance of a variety of skills.