

**P.E. 352**  
Unit Planning Assignment

Track & Field

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## **(1) Philosophical Statement:**

We believe Physical Education should promote a fun and enjoyable experiences, which in turn promote an active lifestyle outside of a school environment. We also hope to modify the Track and Field activities to make them more appealing to the students. Interaction with peers will play a big part in student success. The social interaction and modified activities will further the students understanding in Track and Field by challenging their learning domains in each of the activities introduced.

## **(2) Entry Level and Exit Outcomes:**

Entering a boy's grade 11 elective P.E. class we would assume that the students would have performed various activities and skills involved in a Track and Field unit. This being an elective we are assuming that most will be willing participants, while a select few will be un-motivated participants, due to previous negative experiences. We will attempt to alter and expand previous experiences into more fun and positive ones. As well as reinforce positive attitudes towards the sport and their own abilities. We intend to provide challenges to students of all abilities in hopes of personal improvements.

## **(3) Unit Learning Objectives:**

### **Cognitive**

- \* Communicate the basic rules and regulations of each event.
- \* Should be aware and follow the safety guidelines provided by the instructor.
- \* Work cooperatively giving and receiving positive and corrective feedback in each event.

### **Affective**

- \* Collaborate comfortable with their peers during various activities.
- \* Demonstrate positive behaviors that show respect for individual's abilities, interests, gender, and cultural backgrounds.

### **Psychomotor**

- \* Perform proper form and technique during various events.
- \* Students will have an initial base performance in which they can keep track of their own improvements in various track events.

#### **(4) Sequence of Events:**

Monday	Tuesday	Wednesday	Thursday	Friday
Sprint Starts, Long Jump, Command & practice	Sprinting, Triple Jump, command & reciprocal	4 x 100m Relay, Shot-put	Speed walking, Discus	Self-check task card game day
High jump, 400m	4 x 400m relay, Javelin	100m hurdles, long jump, triple jump	4 x 100m or 4 x 400m, shot- put or discus	Self-check task card game day

#### **(5) Content Analysis:**

##### **Running & Relay:**

##### **Psychomotor**

##### **Preparation:**

- \* Setting up in starting blocks (ready position).

##### **Wind-up:**

- \* Knee off ground, feet pushing against blocks; distribute weight evenly between hands and feet (set position).

##### **Force:**

- \* Drive legs and arms.
- \* Fast first step.

##### **Recovery:**

- \* Slowing of pace, to a slow jog.

## **Cognitive**

- \* To think about correct arm action.
- \* To think about correct leg action.
- \* Body lean (slightly forward).
- \* Little sideways movement.
- \* To think about how to pace self for distances.
- \* To think about rules & regulations.

## **Jumping:**

### **Psychomotor**

#### **Preparation:**

- \* Measure out proper run-up and approach.

#### **Wind-up:**

- \* Speed of run-up.
- \* Driving arms back.

#### **Force:**

- \* Driving the arms up.
- \* Driving the lead leg up.
- \* Timing of last step.
- \* Take-off stride very fast.

#### **Recovery:**

- \* Proper landing for each event.
- \* Proper transfer of weight (absorption).

## **Cognitive**

- \* To think about proper use of limbs.
- \* To think about how speed can be turned into distance in the air.
- \* Think about rules and regulations.

## **Throwing:**

### **Psychomotor**

#### **Preparation:**

- \* Grip.
- \* Proper technique and positioning.
- \* Proper equipment size.

#### **Wind-up:**

- \* Twisting of body.
- \* Keeping body low.
- \* Arm straight back for Javelin and Discus, or tucked for shot put.

#### **Force:**

- \* Un-twisting in order of legs, hips, chest, and then arms (Discus).
- \* Glide, rotation or run-up (Javelin).
- \* Arm push, pull, and/or sling (Javelin, Discus, and Shot-put).

#### **Recovery:**

- \* Follow through.

### **Cognitive**

- \* To think about technique and momentum to generate power.
- \* To think about extending limbs (legs then arms) to generate power.
- \* Think about rules and regulations.

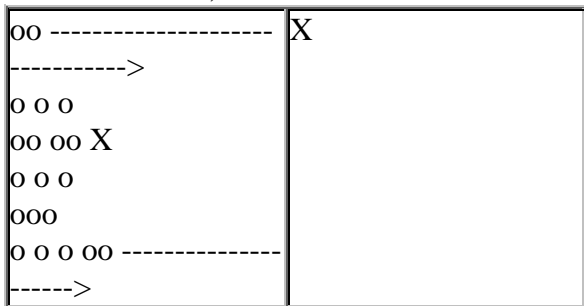
## **(6) Warm ups:**

### **1. Tag & Touch**

- Everyone is within a circle and they are walking around, if they touch another student they then must leave the circle and perform 10 jumping jacks. Once completed they may re-enter the circle.
- Progress to a speed walk/jog
- Progress to a hop
- Play tag and if you are touched you are then frozen. To become alive you must be leaped over (leapfrog).

### **2. British Bulldog**

- Using half a soccer field or basketball court depending on weather conditions, have the class line up on one end line. There will be 2-3 bulldogs in the middle in which the class must attempt to avoid and make it to the other end line. If tagged that student will be converted to a bulldog. Variations: beanbags (knee, head), one or two hands, below waist, etc.



X = Bulldogs  
o = Free Students

### **3. Protect your flag**

- Each student has a flag tucked into the back of his or her shorts. They are to walk within a designated area and not let anyone else steal their flag.
- First do this drill at a walk pace then progress to a speed walk, jog and hop.

### **4. Active Field**

- Have the students line up on the end line. When ready have them progress across the field changing activities every ten meters.

-Possible activities: high knee marches "A's," skipping A's, fast A's, high knees with a leg extension at the top marches "B's," skipping B's, fast butt kicks, quick feet, bounding, cross-overs, side stepping jumping jacks, grape vine, regular skipping, the fire hydrant, and jumping as high as possible alternating jumping legs.

Note: once the class gets used to these progressions, they can become student lead.

Start	Walk	Activity	End
Activity			Walk

/-----10m-----/

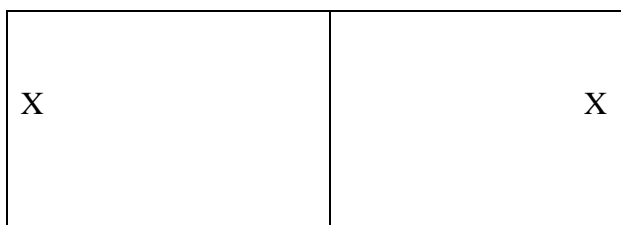
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### 5. Knee Tap

- Everyone has a partner and at the same time each person tries to tap the other opponents knees with one of their hands.
- If one student is tapped once or any other amount of times then they have to perform an activity of some sort (students decide the activity. Ex. 10 jumping jacks).
- The two players also decide points.

### 6. Toss Across

- Partners – A and B, A get a space, B gets a birdie, beanbag and volleyball.
- First- Birdie tosses 5 Met. Apart. Each proper pass and catch, take one giant step backwards. Once you miss the target (partner) then perform 10 sit-ups.
- Second- Do the same as above but this time use a volleyball and perform 10 jumping jacks as the activity.
- Third- Continue the same drill using the beanbag but do 10 push-ups as the activity.



### 7. The Team Game

- 5 teams of 6 line up on one half of the field. You must first take the last person in each line and frog hop over everyone and then become a lily pad once you reach the front. The next person in line will then frog hop up to the front of the line. The team will slowly progress up the field and back.
- On the next length the students will do a body jump. Each team member lays side ways on the ground, leaving 1 met. Between each student. The person at the back on



the line will get up and jump over the students in his group and once at the front will lie down and become a log himself.

- The teams will then do a regular bunny hop down the field and back, in the same back person to the front of the line order.

1		E
2		N
3		D
4		
5		L
6		I
		N
		E

### 8. Live Tag

- The students must stay on the lines of the gym floor. There will be one “it” person who can run free and tag people. If you get tagged then you too become an “it” person.
- Play until the last person is tagged.
- Start at a walk and progress up to a jog.

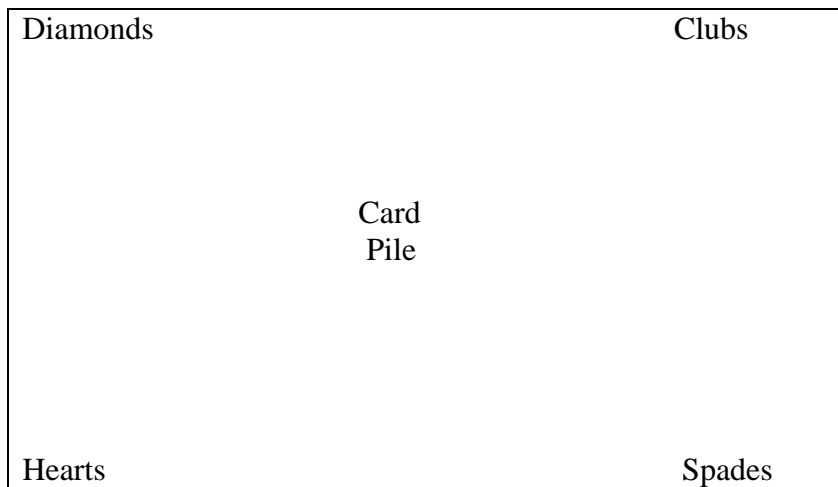
### 9. Relay

- The class will be divided into 6, 5-person teams. They will be spread evenly around the track.
- They will carry a birdie like a relay baton, they will start like a normal relay race would but they must pass the birdie from one person to the next rather than a baton (start with small objects so that they get used to a good close pass).
- Lap 1 = speed walk
- Lap 2 = Jog
- Lap 3 = Skip

### 10. Stations

- Every student grabs a card from the pile.
- Each card is part of a suit, the students will go to the activity station that matches their suit = spade, heart, club or diamond.
- At that station they will do as many of that exercise as the number on the card, and then return for another card.
- Example is a 6 of clubs, go to the club station and do 6 of that particular exercise. At the beginning the class will walk through a 4 card pick up sequence. Then the class

will jog the sequence, and then run. At the end there will be a race. To increase the diversity of this activity the class can crawl, skip, hop, etc. through the 4-card sequence.



### 11. Pair Tag

- Everyone finds a partner
- There are two "it" people, if one of the persons in the pair is tagged by an "it" person then they switch places. The first "it" person is now part of the pair and the other person is "it", until they tag someone else and then trade places with them.
- Start at a walk then progress to a speed walk and then jog.

### 12. Cones

- Each student is numbered 1 or 2 and receives a cone.
- 1's are cone up and 2's are cone down
- All of the 1's are a team and they are trying to turn all of the 2's cones over to match theirs.
- 2's are doing the opposite and trying to turn all of 1's cones over to be like theirs.
- Have the class go at a walk for a certain amount of time then change the duration and intensity Ex. Walk - jog, 30sec. – 45 sec.

## **(7) Tasks/Activities**

### **Major Skills: (Field Events)**

#### **Long Jump:**

##### **Standing Long Jump**

The class will find a line and hop on one foot to another line using both legs to decide which leg feels more comfortable to take-off on. Students will determine how far they will jump.

*Concept Development* : To determine which leg they feel most comfortable jumping with and to develop the feel for jumping off one leg.

*Cues* : Using arms and legs to drive forward as far as you can.

##### **Three Step Run-Up**

In partners, students find a space in the gym or field to practice their jumping off of one-foot trying to get as much distance as they can. The students will learn how to jump on one foot with a small run-up.

*Concept Development* : To develop a feel for taking off one-foot with a small run-up.

*Cues* : Using your arms and legs to drive as far a you can, but more importantly concentrating on the timing of the steps.

##### **Full Run Up and Take Off**

In partners students will progress from a small run up, to a run up they feel more comfortable with. Students will practice in the long jump pits that are available. The students should not only progress distance but also the speed on the run up to the board. One student will jump while the other student observes the take-off and landing and gives appropriate feedback. Then the students will switch roles to an equal amount of practice.

*Concept Development* : Develop a distance for the run up that the learner feels comfortable with, while taking off properly.

*Cues* : Speed, timing, and push off and drive hard.

#### **Triple Jump:**

## **Standing Long Jump**

Finding space in the gym or field, students will hop on one foot from one point to another designated by the teacher. Students will try and hop as far as they can with each hop, then switching to the opposite leg on the way back. It is important that the students get as much distance and height as possible while under control.

*Concept Development* : To develop and become accustomed to hopping on one foot.

*Cues* : Jumping high, far, with as much force as possible using the arms and driving forward, and keeping self under control.

## **Standing Long Jump (alternating)**

Finding space in gym or field, students will hop from one point to another, switching to opposite leg after each hop. Students should be trying to cover as much space as possible.

*Concept Development* : Develop the jump combination.

*Cues* : jumping as far and as high as possible to get as much distance as possible.

## **Triple jump Run Up**

Students will divide into groups of 6 or 8 and go to a long jump pit and with a partner they will observe the form and take off. Students will alternate observing each other. The focus should be the timing of the run up into the triple jump.

*Concept Development* : Develop the run up approach.

*Cues* : Control speed, balance, and pace.

## **Triple Jump Take off**

Students will measure out their run up approach that they feel is comfortable enough for them. Students will then practice the approach, triple jump, and take off. Students should try and jump as far as they can on take off.

*Concept Development* : Develop full run up and take off.

*Cues* : Speed, timing, and driving off board.

## **Shot Put:**

### **Shot Put (variety of balls)**

Students will practice in partners, pushing the ball of choice to their partner. They will try and push the ball as far and high as possible. It is here where students try and discover the most proficient way of pushing the ball.

*Concept Development* : Develop the proper motion of putting the object of choice.

*Cues* : Keep under control.

### **Proper Grip**

Using a shot put of proper weight for ability, students will practice holding the shot put with the thumb and fingers. Like shooting a basketball the shot put should not touch the palm of the hand.

*Concept Development* : Develop the proper grip of the shot.

*Cues* : Using the thumb and fingers while resting the shot under the chin.

### **Standing Shot Put**

On a line students will be in partners and perform a standing put in the same direction as the rest of the students, concentrating on the grip, force and trajectory. The students will retrieve the shot when everyone in the line has thrown and hand it to their partner. They will then do the same as their partner did.

*Concept Development* : Develop a feel for putting the shot while concentrating on grip.

*Cues* : Proper grip elbow out and extending the arm and launching the shot.

### **90 to 180 degree put**

Starting at 90 degrees and working towards 180 degrees students will use the twisting as a source of power while focusing on technique and trajectory. Students will work in partners and alternate throwing and observing.

*Concept Development* : Developing the twisting of the torso as a source of power.

*Cues* : Low base, twisting, elbow out, and arm extended.

## **Glide Step**

When coming out of the twist students will glide their lead leg for another source of power.

*Concept Development* : To produce more power by gliding.

*Cues* : Gliding the foot and almost kicking it towards the ground and target area.

## **Shot Put**

Students will practice in partners the proper technique, while trying to put the shot as far as possible. Students will take turns throwing, observing and measuring the distance of the throw.

*Concept Development* : Develop the proper technique by combining all skills.

*Cues*: Low base, twisting of torso, and gliding of foot, elbow out, and extending arm.

## **Discus:**

### **Frisbee Toss**

Demonstrate the proper grip that will be used for the discus. Have the class practice the grip and throwing of the Frisbee.

*Concept Development* : Develop proper grip and getting a feel for throwing.

*Cues* : Frisbee resting in your hand and rolling of the end of fingers on release.

### **Discus Roll**

Students will be on a line and in partners. Use proper grip students will roll the discus on the ground and retrieve it once everybody has thrown. The next student will then have a turn.

*Concept Development* : Develop proper release of discus.

*Cues* : Discus should roll off the index finger last.

### **Discus Toss**

Students will toss discus a few feet in front of them. Students should concentrate on release of discus and the proper trajectory.

**Concept Development** : Proper release of discus.

**Cues** : Release of discus off of index finger. Discus should not wobble.

### **The Throw**

Students will concentrate on the wind up and release of the discus. The student who threw the discus will retrieve it and bring it back to the other student who is their partner and receive corrective feedback.

**Concept Development** : Combine the force production and the release.

**Cues** : Relaxed, smooth motion of body and arm, rolling discus off the end of the index finger.

### **High jump:**

#### **Three Step Run Up**

With two or three different landing mats, students will be in two lines at each mat. One line will approach from the right, the other line will approach from the left, depending which the students feel more comfortable with. There will be no bar at all to jump over at this point. Students will practice the three steps before take off, if students are coming from the right side, they will start with their left leg first, then right, then left and drive their inside leg up which will be their right leg. It will be the opposite if they are coming from the left side.

**Concept Development** : Develop the running approach.

**Cues**: timing of steps, driving the inside knee up, and pumping of the arms.

#### **Run Up (approach)**

Students will try and pace out a distance that they feel is most comfortable for them. Students will then jump as if they are jumping over the bar.

**Concept Development** : Develop the full run-up approach.

**Cues** : Speed, timing, and height.

## **Scissor kick or Fosbury Flop**

The teacher will demonstrate the two different jumping techniques. The students will then practice these jumping techniques and decide which one they feel most comfortable with using. At one mat there will be a bar and at the other one or two mats there will be elastics that act as a bar for students who are scared of the bar and for safety reasons.

*Concept Development:* Develop the scissor kick or Fosbury flop motion.

*Cues:* For the scissor kick, students should drive the inside knee up, throw arms and upper torso up, hips should be above bar, legs should do a scissor motion so you don't hit the bar, and then land on your feet or bottom. For the Fosbury flop, students should drive inside leg up, twist torso left if coming from the right side and vice versa from the left, arch back to raise center of gravity, then kick feet up after you arch back, land on back and tuck head in.

## **Javelin:**

### **Kneeling Football Throw**

In partners the class will line up on their knees sideways and throw a football (leather/nerf) as far as they can, focusing on torso and arm force production. The partners will then retrieve the ball after everybody has thrown their ball. This will be done to practice safety for when the students use the javelins.

*Concept Development :* Develop the motion of the arm and torso for throwing.

*Cues:* Extend arm, follow through, and use body to produce power.

### **Grip**

The teacher will demo the javelin grips, the index-finger grip, the second-finger grip, and the V grip. Each student will decide which grip they feel most comfortable with.

*Concept Development :* To develop the proper grip.

*Cues :* Relax, hold javelin lightly.

### **Javelin Throw (Standing)**



In pairs the class will throw the javelin to a designated area. The focus will be on a smooth release with the leg, hip, chest and arm motions to produce force. The partner will retrieve the javelin after everybody has thrown and perform the same task.

***Concept Development*** : Develop the throw using body force.

***Cues*** : Throw straight, extend arm, use torso and legs to generate force.

### **Javelin Throw (Approach)**

In pairs, the class will experiment with how many steps is necessary and what they feel comfortable with, for the approach when throwing the javelin.

***Concept Development*** : Develop the approach for the throw.

***Cues*** : Hold javelin forward, extend arm back, use torso for power, extend arm forward, and release.

## **Major Skill: (Track Events)**

### **Sprinting & Sprinting Starts:**

#### **Sprinting Starts:**

The class lines up on a line on the field or in the gym. All students will be in the starting position as demonstrated by the teacher. When all students are ready the teacher will give the word to start. Students will decide how far they will run, since the main point of the activity is the start. Students can go in partners so they can observe each other in their form and technique.

***Concept Development*** : Develop proper lean technique when starting out of the box.

***Cues:*** Drive hard, lean forward, and keep balance.

#### **Block Starts**

Students will use starting blocks or their partners' feet as starting blocks.

***Concept Development*** : To learn how blocks make starting faster.

***Cues:*** On the mark, bottom in the air, drive hard out of the blocks.

## **Sprinting**

Teacher will demonstrate the proper running technique. Students will then use starting blocks, and run the full 100m.

*Concept Development* : Develop proper running technique.

*Cues* : High knees, pumping of the arms.

## **Relay:**

### **End of the Line**

In groups of four, students will stand in a straight line one behind the another. The last person in line will have the baton, they will then pass the baton forwards until it gets to the person in front of the line. Students should be running on the spot, pumping arms and legs. When the person in front receives the baton they will place it on the ground and go to the end of the line. Students will step over the baton and the last person in line will pick it up and pass it forward again.

*Concept Development* : Learn how to pass and receive the baton.

*Cues* : Hand out, extend arm, grab/release.

### **Follow the Leader (walk/jog)**

In groups of 6-8, students will be in a line, with the person at the end of the line holding the baton. The baton will be passed forward until it reaches the front of the line. The person in front will now run to the back of the line and continue to pass the baton forward again. The person in front of the line can run in any direction they want, until it is the next persons' turn to lead.

*Concept Development:* Learn how to pass and receive the baton while in motion.

*Cues:* Hand out, extend arm (forwards or backwards), don't look back, grab/release.

### **4 X 200m relay**

Teacher should inform class of the 25m passing zone rules and regulations that apply to it. The class will be divided into groups of four, each student will run 25m and have another 25m to pass the baton to their fellow classmate who is ready to receive it. This will continue until the full 200m is completed.

*Concept Development* : Develop quick and smooth passing within the zones.

*Cues* : Concentrate on running technique, timing of pass, and quick pass.

#### **4 X 100m relay**

In teams of four, students will run the 4 X 100m relay, while being aware of the passing zones. All students will be placed in the proper positions. Students are not competing against each other, but against their own times.

*Concept Development* : To get a feel for the race and how fast the transitions are.

*Cues* : Stay in lane, obey passing zone's rules and regulations, proper running technique, and smooth but quick hand-offs.

#### **4 X 400m relay**

Teams of four, proper positioning, competing against their own times.

*Concept Development* : To get a feel for a longer distance.

*Cues* : Stay in lane, proper running technique, smooth and quick hand-offs, pace.

### **Hurdles:**

#### **Hurdle over lines**

Using lines (4 or 5 sets) that the teacher made by using chalk, students will practice hurdling over these lines as if they were hurdles of regulation height. Each line will be of equal distance apart. The students should try and get the equal number of strides between each line.

*Concept Development:* Develop the proper stepping and timing between each line.

*Cues:* Get equal number of strides between each line.

#### **Jumping on Mats (lead leg)**

In groups of seven or eight students will jump onto mats that are placed on the field. Each student should practice the motions as if going over regular height hurdles. Students should drive the lead leg up over hurdle and down hard and lead leg follows.

**Concept Development:** To develop drive of lead leg and to get used to jumping over higher objects.

**Cues:** Knee high, drive lead leg over hurdle.

## **Hurdles**

Students will practice jumping over hurdles at the lowest height possible. Students will be lined up outside of the hurdle but should still drive the lead leg as mentioned before and lift and rotate the trail leg over the hurdle.

**Concept Development:** To develop the proper technique for the trail leg.

**Cues:** Knee high, drive lead leg, rotate and lift trail leg, be fast.

## **Jog-Run over Hurdle**

Students can now put all the motions together. At first students should jog at first and then proceed at a faster pace when they feel comfortable. There will be a variety of heights also for students to try, but starting at the lowest for safety reasons.

**Concept Development:** To develop the proper technique for jumping over hurdles.

**Cues:** Knee high, drive lead leg, rotate and lift trail leg fast, timing.

## **(8) Teaching Styles**

### **Command Style:**

- \* The defining characteristic of the command style is precision performance, reproducing a predicted response or performance on cue. The role of the teacher is to make all decisions, and the role of the learner is to follow these decisions on cue. The command style is great for organization of students and equipment. The most important though is that of safety.

### **Practice Style:**

- \* The defining characteristic of the practice style is individual and private practice of a memory/reproductive task with feedback. The role of the teacher is to make all subject matter and logistical decisions and to provide private feedback to the learners. The role of the learner is to individually and privately practice a memory/reproductive task while making specific decisions.

### **Reciprocal Style:**

- \* The defining characteristics of the reciprocal style are social interactions, reciprocation, and giving feedback. The role of the teacher is to make all subject matter, criteria, and logistical decisions and to provide feedback to the observer. The role of the learners is to work in partnership relationships. One learner is the doer who performs the task, while the other is the observer who offers immediate and on-going feedback to the doer, using a criteria sheet designed by the teacher.

### **Self-Check Style:**

- \* The defining characteristics of the self-check style are performing a task and engaging in self-assessment. The role of the teacher is to make all subject matter, criteria, and logistical decisions. The role of the learners is to work independently and to check their own performances against the criteria prepared by the teacher.

### **Inclusion Style:**

- \* The defining characteristics of the Inclusion style is that the learners with varying degrees of skill participate in the same task by selecting a level of difficulty at which they can perform. The role of the teacher is to make all subject matter decisions, including the possible levels of the task, and the logistical decisions. The role of the learners is to survey the available levels in the task, select an entry point, practice the task, and if necessary make an adjustment in the task level, and check the performance against the criteria.

### **Guided Discovery Style:**

- \* The defining characteristic of the Guided Discovery style is the logical and sequential design of questions that lead to a person to discover a predetermined response. The role of the teacher is to make all subject matter decisions, including the target concept to be discovered and the sequential design of the questions for the learner. The role of the learner is to discover the answers. This implies that the learner makes decisions about segments of the subject matter within the topic selected by the teacher.





		2.Discus	<p>Discus:</p> <ul style="list-style-type: none"> <li>-Stand sideways to target</li> <li>-Feet shoulder width apart</li> <li>-Weight on back foot</li> <li>-Reverse twist</li> <li>-Hip, chest, arm (straight follow a 45 degree angle)</li> <li>-Release at eye level</li> </ul>	<p>field</p> <ul style="list-style-type: none"> <li>-Try on track</li> </ul> <p>Discus:</p> <ul style="list-style-type: none"> <li>-Grip following teacher (class in pairs-taking turns)</li> <li>-Discus roll and fetch</li> <li>-Toss and fetch</li> <li>-Half throw</li> <li>-Proper throw</li> </ul>
<b>Five</b>	<ul style="list-style-type: none"> <li>1.sprinting</li> <li>2.long jump</li> <li>3.triple jump</li> <li>4.shot-put</li> <li>5.discus</li> <li>6.relay</li> </ul>		Same as above for each activity	<p>Warm-up: The team game</p> <p>Games:</p> <ul style="list-style-type: none"> <li>-Stations set up around the field</li> <li>-Divide class into equal groups and give each student task/goal card</li> <li>-Set goals for each activity</li> <li>-Go to station perform to best ability and record score (better or lower than goal)</li> </ul>
<b>Six</b>	1. Standing starts	<ul style="list-style-type: none"> <li>1.Middle distance running (400m &amp;800m)</li> <li>2.Javelin</li> </ul>	<p>Mid. Running:</p> <ul style="list-style-type: none"> <li>-Relaxation</li> <li>-No lateral/sideways movements</li> <li>-Lower knees vs. sprinting</li> <li>-Pace</li> </ul> <p>Javelin:</p> <ul style="list-style-type: none"> <li>-Reach back and follow through with elbow leading</li> <li>-Knees, hips, chest, arm</li> <li>-Release ahead</li> </ul>	<p>Warm-up: Toss across</p> <p>Mid. Running:</p> <ul style="list-style-type: none"> <li>-Practice style</li> <li>-Team jogging relays</li> <li>-Team running relays across field</li> <li>-You and partner jog 800m</li> <li>- Set goal pace with partner</li> <li>-Set own goal timed</li> </ul> <p>Javelin:</p> <ul style="list-style-type: none"> <li>-Reciprocal style</li> <li>-Kneeling 2 handed birdie throw</li> <li>-Throw using proper technique</li> </ul>



			and above head and body -Follow through	-Sideways javelin throw -Javelin throw standing (equipment used) - 3-stride javelin throw - 6-stride javelin throw with goal setting
<b>Seven</b>	1.Middle distance running 2.Relay passing	1.Mid. Distance relay (4 x 400m)  2.High jump	Relay: -Turn and grab pass -Pace and acceleration  High jump: -Driving dominant leg and arms -Semi-circle approach -Last 3 speed steps -Vertical takeoff for height -Lift hips then legs, feet	Warm-up: The team game -Command & practice style Relay: -Looking while passing jogging around track in a team -120m relay -200m relay -400m relay High jump: -Jog straight at bar -Ascertain takeoff foot -Scissors jump (45 degree) -Transition to flop -Flop switching turns L & R
<b>Eight</b>	1.Long jump 2.Triple jump	1.Hurdling	Hurdling: -3- strides between hurdles -Lead leg knee up, kick, down -Trail leg up, around and down -Drive away from hurdle	Warm-up: Tag and Touch Hurdling: -Pacing over sticks on the ground -Lead leg on the wall -Trail leg on the wall -Lead leg trail leg beside hurdles -Walk overs -Running numerous steps -Running 3 step Long/triple jump: -Practice jumps in pit -Set goals
<b>Nine</b>	1.Short relays 2.Mid. distance relays 3. Shot-put		Focus on review and proper technique	Warm-up: Track & Field -Jog relay (400m) -Team relay (groups choice)

	4. Discus			-Team pick time and challenge -Choose skill practice at station -Challenge selves with goals -Switch stations and challenge
<b>Ten</b>	1.Sprints 2.long jump 3.triple jump 4.relay 5.shot-put 6.speedwalking 7.discu 8.javelin 9.high jump		Focus on review and proper technique	Warm-up: Station -Games/stations -Task cards and set goals -Rotate stations with group and try to beat pre-determined times and lengths

## **(11) Assessment:**

### **Participation (10%)**

- \* Coming to class with proper gym strip and shoes.
- \* Showing up to class on time.

### **Skill Performance (20%)**

- \* Take best jumps, throws, and times of all events.

### **Skill Improvement (40%)**

- \* Improvement from base times, and distances thrown and jumped in all events.
- \* Improvement in technique.

### **Knowledge of Concepts (20%)**

- \* Ability to give corrective feedback
- \* Quizzes on technique and rules for each event (verbal and written).

## **Co-operation and Sporting Conduct (10%)**

- \* Ability to work in group or partner situations.
- \* Ability to show respect and sportsmanship for other students.

The class will keep track of their own performance each day in a journal, so they can monitor their own performance. The students will also report to the teacher concerning the progress they made on that given day. This will also help the teacher in monitoring student progress. The teacher will have a graph in which all base performances are noted, along with the improvements of each student, whether it be best time, best jump, or best throw. The student's personal best of each event will be compared to the set standards that will indicate their performance level. However proper technique and the amount of improvement the student has shown will have a considerable effect on the mark the student shall receive.

The reciprocal and self-check task cards will be collected on the designated days, along with the student's journal. This will help with the individuals skill development, understanding of the activities performed, participation, and their co-operation and sportsmanship with their peers in partner or group situations.

The teacher will also observe and provide feedback, concerning the student's personal performance, along with their ability to provide feedback to their peers, their cooperation with their peers, and sportsmanship. The students will also have to verbally explain the rules and technique of any number of given activities.

## **(12) Lessons 1 & 2**

Class: 11 Unit: Track & Field Lesson#: 1

Topic: Sprint Starts & Long jump

Intended Learning Outcomes (TSWBT):

- Perform proper sprinting starts from a standing position
- Describe why it is beneficial to use a standing start as well as how to perform the starting position
- Using the run up and sand filled pit, leap as far as possible from the 20cm wide board using horizontal speed and remain in the air as long as possible to prolong flight
- To listen to and perform skills as well as teach and assist other students learn the proper Techniques

Warm Up Activity: 10 Min. Each student has their own flag tucked into their shorts, they are to walk, speed walk and then jog while protecting their flag and trying to steal as many others as they can. If your flag is stolen then you must perform 10 jumping jacks outside of the designated area.

<p>How did the lesson go notes:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Board Stuff (rules / cues):</p> <p><u>Sprint starts:</u> Lean forward, strong leg forward, same arm at a right angle</p> <p><u>Long jump:</u> Approach, take-off, flight, and landing</p>	<p>Equipment:</p> <ul style="list-style-type: none"> <li>-The track and the field</li> <li>-32 rugby flags</li> <li>-Long jump pit</li> <li>-1 rake</li> <li>-1 measuring tape</li> </ul>
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<p>Time:</p> <p>5 Min.</p> <p>10 Min.</p> <p>10 Min.</p> <p>5 Min.</p> <p>5 Min.</p>	<p>Lesson Development:</p> <ul style="list-style-type: none"> <li>- <u>Each students stands with their feet together on the fields end line. They are to fall forward and catch themselves with their foot. The foot that reacts to catch them is their lead foot.</u></li> <li>- <u>Then the students are to line up on the line like they would be when starting a race. The teach points out how to perform a starting stance while the students try to replicate it. Teacher walks around to assist with incorrect stances. <b>Legs bent, body in low position, moving proper foot first (back foot first).</b></u></li> <li>- <u>Everyone gets a partner and labels themselves A or B</u></li> <li>- <u>Then students now go to the track and practice standing starts with their partner. They are to properly analyze and critique each other on the points just gone over by the teacher</u></li> <li>- <u>The students will each practice the starting stance, the partner will say, “on your Marks, set, go”</u></li> <li>- <u>The runner will then practice their take off and sprint for approximately 20 meters</u></li> <li>- <u>Then switch, watch for: high knees, extended stride, heels to bum, pumping arms, and relaxed body.</u></li> <li>- <u>Have everyone line up on the end line of the field. Then have then start with their left foot and see how far they can jump. Have them return and attempt this again with their other foot. Ask the students which was their more powerful and more comfortable jumping foot (should be the same as their sprinting foot).</u></li> <li>- <u>Now have them try a two-footed hop to see how far they can get, then their dominant foot again. Notice the difference.</u></li> <li>- <u>Now have then do a small run up to the end line and take off from their dominant foot. Ask them how the jump felt and what the key points might be for getting distance with a jump and/or performing a proper jump.</u></li> </ul>
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10 Min.

Move everyone over to the long jump pit and explain to him or her the different types of jumps (sail, hang, and hitch). The students will be taught the sail: position in flight is knees up, tucked position and landing is accomplished by extending the feet into the pit.

Popups: start everyone 6 meters back from the board and have them do a run towards the pit and take off from the board and land in the sand and fold up, relaxing the legs on landing (not accurate) The longer they are in the air, the farther they will jump.

Use a fairly short run up (approx. 8 steps) and practice jumping from their most comfortable foot (start with the same foot forward as their take off foot).

Get the class to find a partner, now have them to take their starting foot (starting at the jumping board) and have their partner stand approx. 20 meters back and count out 8 running strides (runner at a max pace) and mark the spot, then switch. This is their starting point. Should be at max speed at take off.

Have each student do practice jumps while their partner watches their key points (expressed in bold type) While the teacher stands and checks that the students understand the key points and techniques.

Class: 11 Unit: Track & Field Lesson#: 2

Topic: Sprinting and Triple Jump

Intended Learning Outcomes (TSWBT):

- Perform sprinting and triple jump techniques
- Understand the key concepts involved in the sprint and triple jump
- Be able to explain and identify improper skill and technique
- Able to properly review the key concepts from last class
- Work co-operatively with a partner

Warm Up Activity: 10 Min. British Bulldog- Using half a soccer field or basketball court depending on weather conditions, have the class line up on one end line. There will be 2-3 bulldogs in the middle in which the class must attempt to avoid and make it to the other end line. If tagged that student will be converted to a bulldog.

How did the lesson go notes: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Board Stuff (rules / cues): <u>Sprinting starts:</u> Lean forward, strong leg forward, same arm at right angle  <u>Sprinting:</u> Arm action, high knees, extended leg stride, back kick, min. movement of body  <u>Triple jump:</u> Hop- step- jump, drive up lead leg, swing arms forward and up, two foot landing	Equipment: - The track and the field - 1 rake - 1 measuring tape - Triple jump pit - 7 relay batons - 5 pylons
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Time:  5 Min.    10 Min.   5 Min   10 Min.    10 Min	Lesson Development: - <u>Review with the class sprinting starts: have all of the students seated o the field and discuss the key points.</u> - <u>Introduce sprinting and the different lengths 1-400 m.</u> - <u>Students now line up and get into standing start stance</u> - <u>5 practice starts, 15m</u>  - <u>Number the students into even teams of 5 (6 groups) and give each group a baton (do not worry about proper pass)</u> - <u>Have each team stand in a running lane and then get the students to spread out to one cone each (cones spaced evenly around track)</u> - <u>Have the students jog their first lap and get the feeling of passing the baton and sprinting away</u> - <u>Have them start on their own but this time sprint away from the pass and keep going until they too pass it off</u>  - <u>Have each group run in and predict their own time that they will try to beat.</u> - <u>Quiz the class on the main key points to sprinting and the techniques that they could perform to help their speed <b>Arm action, high knees, extended leg stride, min. body movement, and back kick</b></u> - <u>Have everyone back to his or her spots and start the first runners together and time the group's runs around the track.</u>  - <u>Call the students in and over to the fields end line, explain and perform a proper triple jump</u> - <u>Have all of the student's lean forward and see which foot they catch themselves with. This is their dominant foot which they should start and take off with</u> - <u>Have them perform following the teachers lead the sequence for the triple jump <b>Hop, step, jump</b></u> - <u><b>Hop-</b> jumping off one foot and landing on the same foot</u> - <u><b>Step-</b> landing on the run up on the opposite foot and land on both feet</u> - <u><b>Jump-</b> landing in the sand pit on both feet</u> - <u>Practice this a few times over with the teacher watching and assisting. pointing out key points and incorrect sequences.</u>
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5 Min.

Start with the standing triple jump sequence and slowly progress into a small run up

Using the pit and a cone placed at the take off spot, have the students do practice rumpus (standing approx. 6- 9 meters back. Have each student try 2 or 3.

Place a second cone 12 walking steps back further along the run-up. This will serve as an approximate starting mark for a 6-stride run-up. Have they try 2 or 3

Bring everyone in and discuss the key components that help increase performance  
High knee between jumps, fast run-up, fast hop take off using low trajectory, long bound in the step phase, fast take off, reach with arms, feet and knees up.

Each person find a partner, one person observe while the other practices jumps using the proper technique. Then switch.

Each pair do 3 practice jumps assisting each other with technique.

### **(13) Safety Considerations**

- \* Reminding the students of the safety considerations each day.
- \* Removal of jewelry or any other foreign objects.
- \* Proper attire for participation.
- \* Making sure students understand the dangers and responsibilities when using equipment.
- \* No throwing of any equipment unless otherwise instructed to do so.
- \* Make sure students fully understand what is happening by taking cues from the teacher.
- \* Have designated throwing areas.
- \* Make sure boundaries are well defined with some sort of markers.
- \* Have different pit captains to help with the safety of their peers.
- \* Pay Attention!

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