

Track and Field Mini Unit

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Curricular Goals for Unit

Competence in throwing a shotput and discus

- *Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments*
- *Develop and apply a variety of movement concepts and strategies in different physical activities*
- *Movement concepts*
- *Non-locomotor and Manipulative skills*
- *How to participate in different types of physical activities (individual and dual activities)*

Competence in sprinting

- *Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments*
- *proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills*
- *movement concepts and strategies*
- *Competence in relay*
- *Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments*
- *Develop and apply a variety of movement concepts and strategies in different physical activities*
- *proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills*
- *movement concepts and strategies*

Competence in long jump

- *Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments*
- *Develop and apply a variety of movement concepts and strategies in different physical activities*
- *proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills*
- *movement concepts and strategies*

<p>Lesson #: 1 of 4</p> <p>Focus: Short distance running & intro to relay</p> <p>Grade: 6 Coed</p> <p>Materials/Resources:</p> <ul style="list-style-type: none"> ● Relay baton ● Paper Towel Rolls ● Disk cones ● Whistle 	<p>Learning Objectives:</p> <p>Psychomotor:</p> <ul style="list-style-type: none"> - Sprinting - Running - Passing (baton) <p>Cognitive:</p> <ul style="list-style-type: none"> - Team strategy when creating order in relay <p>Affective:</p> <ul style="list-style-type: none"> - Teamwork and Sportsmanship
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<p>Overview of Lesson:</p> <ul style="list-style-type: none"> - Warm Up Flip - Body 1 Sprint - Culminating Activity 1 Practice Sprint - Body 2 Relay - Culminating Activity 2 Practice Relay - Closure 	<p>Notes and Set Up:</p> <ul style="list-style-type: none"> - Book time on track - Optional: list of groups for sprint heats
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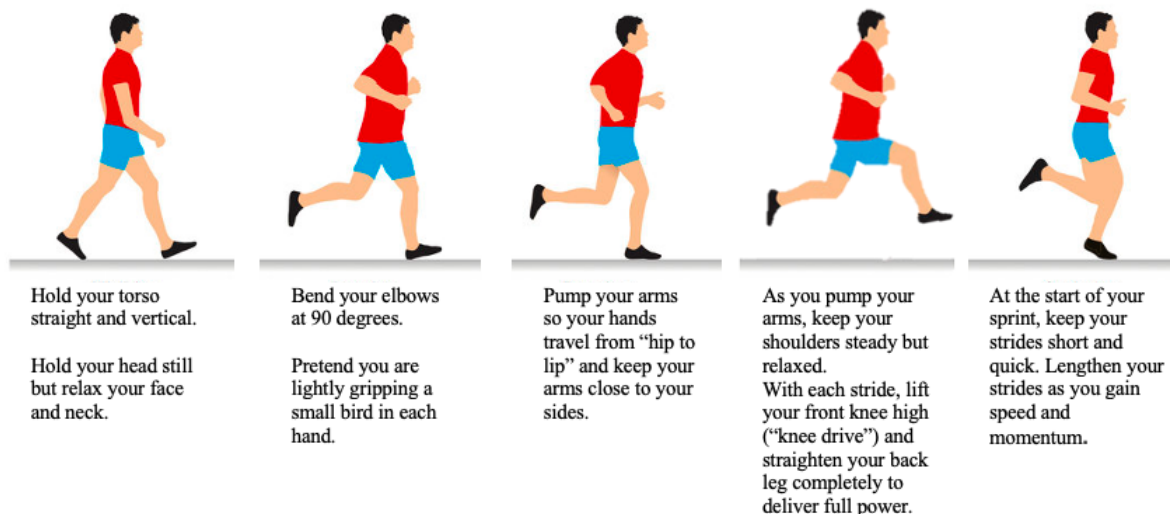
Lesson Plan	Time	Teaching Points
<p>Introduction</p> <p>Meet in field</p> <p>Run over outline of today's class</p>	2 min	
<p>Warm Up Flip</p> <ul style="list-style-type: none"> - Divide students into 2 teams - Place cones spaced out across field half facing up and half down - When the whistle blows team A tries to turn all the cones facing up and team B 	10 min (12 min)	<p>Safety:</p> <ul style="list-style-type: none"> - To avoid collisions make sure the playing area is large enough and have cones widely spaced apart

<p>tries to turn them all facing down</p> <ul style="list-style-type: none"> - At the end of the round blow the whistle and compare the number of cones up and down, the team with the highest number wins - Play as many 2 minute rounds as time allows 		
<p>Body 1 Sprint</p> <ul style="list-style-type: none"> - Have students form two rows facing you in the field - Standing in front begin jogging on the spot with the students, students follow teachers lead - Elbows are at 90 degrees - Imagine they are holding a small bird in each hand - don't crush it but don't let it escape - Begin to pump hands from hip to lip - Begin to run in place faster bringing knees up higher - Run on the spot quickly for 5 seconds - During this time examine students movement and give corrective cues 	<p>5 min (17 min)</p>	<ul style="list-style-type: none"> - Keep head still - Bend elbows 90 degrees - Hands closed - High knees <p>Safety:</p> <ul style="list-style-type: none"> - Make sure students are spaced apart and stay in their place - While students should drive knees up they should not be straining and pulling hamstrings
<p>Culminating Activity 1 Sprint</p>		

<ul style="list-style-type: none"> - Have students line up along the track by the 100m dash area - Use a predetermined group list to evenly match student ability or if comfortable allow students to choose what heat they would like to go in - Run mock races - Give students minimum 2 rounds 	<p>15 min (32 min)</p>	<ul style="list-style-type: none"> - Focus on efficiency resetting between each heat - Students should become more comfortable with track meet racing format
<p>Body 2 Relay</p> <ul style="list-style-type: none"> - Have students line up in two rows with the instructor in front (same as sprinting instruction) - Introduce/review the basic concept of relay - With the help of an advanced student demonstrate how to pass a baton in relay - Students all face forward to the right and practice passing the baton down the line 	<p>5 min (37 min)</p>	<ul style="list-style-type: none"> - Use paper roll if needed - Receivers hand is extended behind just below shoulder with palm up and hand flat - Receivers always face forward - Pass baton with downward motion - Pass happens with alternate hands (right to left, left to right)
<p>Culminating Activity 2 Relay</p> <ul style="list-style-type: none"> - In teams students will line up on the 200m lines around the track 	<p>10 (47 min)</p>	<ul style="list-style-type: none"> - The non-visual pass – the receiver’s eyes should be forward while running

<ul style="list-style-type: none"> - Students will practice the baton pass to become comfortable with the movement - Students will now work on timed prompts from the teachers whistle focusing on efficiency and accuracy <p>Closure As a class review key steps of sprint and relay Sprint: 90 elbows, closed hands, pump arms, high knees Relay: Eyes forward, hand flat palm up steady, opposite hands, firm pass</p> <p>Group reflection: How was your group dynamic? How did you support each other today? Take time to give some constructive feedback within the group</p>	<p>3 min (50)</p>	<ul style="list-style-type: none"> - The receiving hand is steady - The baton is placed firmly into the receiver's hand - Using the alternate hands during the pass
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Systematic Task Analysis - Sprinting



Reference:

Coach Jim. (2016, August 14). Running: How to teach kids to sprint correctly. Retrieved March 20, 2021, from <https://activeforlife.com/teach-kids-to-sprint-correctly/>

Wensor, D. (2007). Great Ideas for Group Games A Collection of Games for Conducting Warm Up Activities and Event Skill Training. Retrieved March 20, 2021, from <https://littleathletics.com.au/wp-content/uploads/2018/11/Great-Ideas-for-Group-Games.pdf>

Wensor, D. (2019, October 25). How to Teach Kids Circular Relay Baton Changes. Retrieved March 23, 2021, from <https://coachingyoungathletes.com/2016/10/27/how-to-teach-kids-circular-relay-baton-changes/>

<p>Lesson #: 2 of 4</p> <p>Focus: Shot put (standing throw).</p> <p>Grade: 6 Coed</p> <p>Materials/Resources: 8 large triangle cones, 40 smaller circular cones (if not enough you can substitute with other objects such as pennies), one rubber ball for every two students (or any heavier</p>	<p>Learning Objectives:</p> <p>Psychomotor:</p> <ul style="list-style-type: none"> - Pivoting, balancing, weight transfer, and throwing. <p>Cognitive:</p> <ul style="list-style-type: none"> - Understand and follow safety guidelines & effort awareness (speed force) <p>Affective:</p> <ul style="list-style-type: none"> - Teamwork and sportsmanship.
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<p>weighted ball they can pass), 5 shot put balls, 15 Hula Hoops.</p> <p>(assuming class is around 25 students)</p>	
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<p>Overview of Lesson:</p> <ul style="list-style-type: none"> - Warm Up Game: Hungry Hungry Hippos - Body: Shot Put practice - Culminating Activity: Shot put with Hula Hoop Targets - Closure 	<p>Notes and Set Up:</p> <ul style="list-style-type: none"> - set up two grids for hungry hippos warm up - set up 5 cones approx 10 steps away from each other in a line for shot put practice
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Lesson Plan	Time	Teaching Points
<p>Warm Up Game: Hungry Hungry Hippos</p> <ul style="list-style-type: none"> - Set up four big triangular cones in a square, approximately twenty steps from each other. - Place 4 smaller circular cones in each corner and directly in the middle. - Have 3-4 students go to each corner. - When timer starts students will run and collect one of the smaller round cones and bring it back to their corner, repeat until 1min is up. - Students can only collect one cone at a time. 	15min	<ul style="list-style-type: none"> - Split class into two groups and run two separate hungry hippos games. - Model how to collect the cones: get low, bend your knees, and use those legs. Don't hinge from hips or use your back.

<ul style="list-style-type: none"> - Aim of the game is to have the most amount of cones in your corner. <p>Arm specific warm up for shot put:</p> <ul style="list-style-type: none"> - Skipping arm circles (across the gym or to line of cones if outside). - Knee push ups for 20sec, do them with the class (amount is personal choice). - Demonstrate how to do a standing shot-put throw - Use soft ball or rubber (heavier) dodge ball and play pass “shotput style” 	<p>10min (total 25min)</p>	<ul style="list-style-type: none"> - Have a conversation with class about why warming up arms is important before doing shot put. <p>How to demonstrate throwing a shotput:</p> <ul style="list-style-type: none"> - Hold the ball at the base of the fingers not in the palm of the hand. - Ball supported by the three middle fingers with the thumb and the little finger giving balance to each side of it. - Hold close to the neck just under the jaw bone. - Throwing arm elbow held up. - Non throwing arm points in the direction of the throw. - Ball is pushed forward from the neck. - face forward then step sideways and shift weight from the back foot to front foot throwing the ball and facing forwards again. - Most of the power comes from the legs.
<p>Body</p> <ul style="list-style-type: none"> - Retrieve indoor shot put balls - Review technique by asking questions, then demonstrate again. - Divide class into five even lines (all facing the same direction, place cone where line will start, each line is far away from the next) - Give a shot put to the student at the start of each line, all groups will throw when you say it is “okay to go”. 	<p>10min (total 35min)</p>	<ul style="list-style-type: none"> - Could let them know that the finished shot put throw has a shuffle at the start, which is a higher level than we will be doing today.

<ul style="list-style-type: none"> - Then they will pass the ball to the next person in the line. <p>Culminating Activity</p> <ul style="list-style-type: none"> - Keep set up from previous activity. - Place three hula hoops and at increasing distance away for all five groups. - The closest Hula hoop is worth one point, the middle is worth two points, and the furthest hoop is worth three points. - Goal is to get the most points for your team. 	<p>15min (total 50min)</p>	<ul style="list-style-type: none"> - When the ball is being passed to the next student, could have them say one star and a wish for the student who just went. <ul style="list-style-type: none"> - To ensure safety, once all five teams have thrown everyone collects their ball at the same time. - Have each team count their own points as a group - Give individual feedback while the game is going on.
<p>Closure</p> <ul style="list-style-type: none"> - Review key points for throwing shot put while stretching - Stretches: tricep behind head hold, shoulder hold, hamstring stretch, quad stretch, pigeon pose. 	<p>5min (total 55min)</p>	

Reference

[Little Athletics Victoria]. (2015, July 7). Getting Started with Shot Put and Discus //LANicTV [video file]. Retrieved from <https://youtu.be/HFei17H7sAc>

***Note lesson plan #3 is from EPHE 310**

<p>Lesson #: 3 of 4 Focus: Standing Long Jump Grade: 6 Coed Materials/Resources: - This lesson takes place on a track with a long jump - Assessment Sheet</p>	<p>Learning Objectives: Psychomotor: <ul style="list-style-type: none"> · Reaction Time · Speed of Movement · Explosive power · Flexibility · Balance Cognitive: <ul style="list-style-type: none"> · Visualizing steps then executing Affective: <ul style="list-style-type: none"> · Not being comparative in an environment that skill level is easily discernible </p>
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<p>Overview of Lesson:</p> <ul style="list-style-type: none"> - Warm Up - Body - Culminating Activity - Extra - Closure 	<p>Notes and Set Up: - Book track</p>
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Lesson Plan	Time	Teaching Points
<p>Introduction</p> <ul style="list-style-type: none"> - Bring students out to track field - Discuss overview of lesson in circle 	2 min	

<p>Warm Up: Follow the Leader with Dynamic Stretches</p> <ul style="list-style-type: none"> - In field stand 5 ft apart - Everyone close eyes and teacher picks one leader and one detective - Leader chooses dynamic stretch and others mimic - Detective guesses leader (3 tries) - After caught leader becomes detective and teacher picks new leader 	<p>10 min (12 min)</p>	<p>Stretches:</p> <ul style="list-style-type: none"> ● Horizontal leg swings ● Vertical leg swings ● Arm circles ● Leg circles ● Jumping jacks ● Skip in place ● The “slow motion jog” (emphasis on high knees and glute kicks) ● “Hula arm swings” (with torso twists) <ul style="list-style-type: none"> - Be purposeful with movements and stretches - Leader, where is the detective looking when you switch actions? - Students don’t look directly at the leader
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<p>Body: Standing Long Jump Step by step teacher example - Students stand along the sides of the sand pit and watch</p>	<p>20 min (32 total)</p>	<p>Steps of Standing Long Jump:</p> <ul style="list-style-type: none"> ● When practicing the standing long jump a great way to approach it is "bend-stretch-bend" ● Stand with feet just behind the white line shoulder width apart ● With eyes focused forward, bring arms backward in a controlled motion while bending at the hips, knees, and ankle lowering your body ● The take-off is similar to a trapeze artist or jumping for money bars ● Swing the arms forward and upward in a powerful movement ● As you swing your arms, push off the ground extending the legs, propelling your body forward ● In the air extend hips up and out, bringing feet forward ● Land almost like a frog knees bent, allowing your legs to absorb the impact, weight slightly forward ● Feet should be flat and close together, making contact with the ground at the same time ● When landing your head should be facing up and bottom down ● If need be hand can land slightly in front of feet <p>Teaching points:</p>
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<p>Command style walk through</p> <ul style="list-style-type: none"> - Students line up along field at least 3 feet apart from each other - Standing a good distance in front of the students review steps one more time - Now observing, call out cues for students to follow - Repeat a few times until confident <p>Individual practice time</p> <ul style="list-style-type: none"> - Students line up in two lines on either side of jump pits (4 lines total) - Teacher at one pit and EA at other - Each line alternates jumping 		<ul style="list-style-type: none"> ● Focus on control first and distance second ● Wait for my cues before jumping <p>Cues:</p> <ul style="list-style-type: none"> ● Ready (get attention) ● Set (set up) ● Go (take off/jump) <p>Watch for:</p> <ul style="list-style-type: none"> ● Are eyes look forward while jumping ● Does the body stretch out at take-off ● Bending legs when landing ● Landing heads up-bottom down ● Falling forward ● Where are the hands <ul style="list-style-type: none"> ● Continue to examine and give individual feedback and praise
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<p>Culminating Activity: Jump Tag</p> <ul style="list-style-type: none"> - Assign each student a number - Get students to mix and spread out in the field where they are apart but can still near other students - Beginning with number one the teacher will call out a number and the student who is assigned that number is the tagger for that round - That student will call back their number and yell 'jump' as they jump trying to tag someone - But as the student calls jump all others are free to jump as well trying to avoid getting tagged - If a student is tagged, they stand in that spot as an obstacle for other players <p>When a student who is out gets their number called in the sequence, they can go back into the game</p>	<p>15 min (47 total)</p>	<ul style="list-style-type: none"> ● Remind students goal of the game is to be the last one standing ● Students must watch out for others jumping around them (re-enforce eyes forward) ● Remind students that they're still focusing on proper jumping form
<p>Closure</p> <ul style="list-style-type: none"> - Back to circle - Q & A style review of lesson points 	<p>3 min (50 total)</p>	<p>Questions:</p> <ul style="list-style-type: none"> - What are the 3 parts of the standing long jump? - Can someone tell me what we are looking for in the take off? Jump? Landing? - And what do we need to always make sure to do to stay safe?

Reference:

Athletics Coach. (January 8, 2020). *The Fundamentals - Standing Long Jump* [Video]. YouTube.

<https://www.youtube.com/watch?v=dVgtvAXeBQw>

Comprehension Checkpoint 3.1 Activate or supply background knowledge. (2018, January 12).

Retrieved from

<http://udlguidelines.cast.org/representation/comprehension/background-knowledge>

Hester, K. (2012, November 13). TD1 Minute: Standing Broad Jump. Retrieved from

<https://www.stack.com/a/standing-broad-jump>

Playmeo. (n.d.). Jump Tag Game Teaches the Joy of Friendly Competition. Retrieved from

<https://www.playmeo.com/activities/running-tag-pe-games/jump-tag/>

Wensor, D. (July 4, 2016). *How to Teach Young Athletes Long Jump*. Coaching Young

Athletes. <https://coachingyoungathletes.com/2016/07/24/how-to-teach-young-athletes-to-long-jump/>

<p>Lesson #: 4 of 4 Focus: Discus Grade: 6 Coed Materials/Resources: two sets of pennies (or at least pennies for half the class), two mats, at least 5 discuses (all preferably the lighter option which is 1kg), 10 cones, 15 hula hoops.</p> <p>(assuming class is around 25 students)</p>	<p>Learning Objectives:</p> <p>Psychomotor:</p> <ul style="list-style-type: none"> - hand-eye coordination, balancing, weight transfer, throwing, and pivoting. <p>Cognitive:</p> <ul style="list-style-type: none"> - Understand and follow safety guidelines & effort awareness (speed force) <p>Affective:</p> <ul style="list-style-type: none"> - Teamwork and sportsmanship.
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<p>Overview of Lesson:</p> <ul style="list-style-type: none"> - Warm Up: Yoshi & dynamic movements - Body: Discus practice - Culminating Activity: Discus with Hula Hoop Targets - Closure 	<p>Notes and Set Up:</p> <ul style="list-style-type: none"> - For Yoshi, set up a mat against the wall on each side of the gym. - If needed review this slow motion video of throwing a discus before class to refresh memory: https://www.youtube.com/watch?v=QgmBbqf2FSg
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Lesson Plan	Time	Teaching Points
<p>Warm Up: Yoshi</p> <ul style="list-style-type: none"> - Divide the class into two teams. - Goal of the game is for players to run and make it to the mat of the other team without getting tagged. - If a player gets tagged they have to sit down, they can be saved by someone on 	15min	<ul style="list-style-type: none"> - Yell ‘Yoshi’ when the game is getting slow or you need to wrap up. - If a player on the mat wants to help a teammate out and tag them, they can but they have to walk back to their side with them. - You can only save one person at a time!

<p>their team tagging them and walking back with them.</p> <ul style="list-style-type: none"> - When all of the players on a team make it to the opposing teams mat they win! - If the teacher yells ‘Yoshi’, everyone who is sitting stands up, and everyone runs as fast as they can to the mat of the opposing team. The first team to have all its members on the mat wins! <p>Arm specific warm-up movements:</p> <ul style="list-style-type: none"> - Skipping arm circles (across gym or to line of cones if outside) - Knee push ups for 20sec, do them with the class (amount is personal choice) <p>Body: Discus standing throw practice.</p> <ul style="list-style-type: none"> - Demonstrate and describe how to throw a discus. - Divide class into their five designated teams (all facing the same direction, place cone where line will start, each line is far away from the next) - Give a discus to the student at the start of each line, all 	<p>3min (total 18min)</p> <p>10min (total 28min)</p>	<ul style="list-style-type: none"> - Might want to include a buffer zone around the mats so players can’t ‘puppy guard’. <p>First show how to hold the discus in the throwing hand:</p> <ul style="list-style-type: none"> - Discus held flat against the palm of the hand with the edge sitting first joint of the fingers, thumb rests on the back of the discus. <p>How to stand:</p>
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<p>groups will throw discus when you blow the whistle signalling it is “okay to go”.</p> <ul style="list-style-type: none"> - Then they will pass the discus to the next person in the line <p>Culminating Activity</p> <ul style="list-style-type: none"> - Keep set up from body activity. - Place three hula hoops and at increasing distance away for all five groups. - The closest Hula hoop is worth one point, the middle is worth two points, and the furthest hoop is worth three points. - Goal is to get the most amount of points for your team. <p>Closure</p> <ul style="list-style-type: none"> - Review key points for throwing discus while stretching 	<p>15min (total 43min)</p>	<ul style="list-style-type: none"> - Feet shoulder width apart, stand sideways to where you want to throw. <p>How to throw:</p> <ul style="list-style-type: none"> - hold discus up at eye height to start with non-throwing hand underneath. - Swing discus back with arm and shoulders/hips follow. - Swing discus forward again and release. - Weight shifts from back foot to front foot as the discus is thrown off index finger . - Aiming for a flat spin. <ul style="list-style-type: none"> - Power comes from the legs and hips, not the upper body! - Once all five teams have thrown everyone collects their disc at the same time. - Have each team count their own points as a group. - Give individual feedback while the game is going on.
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<p>- Stretches: tricep behind head hold, shoulder hold, hamstring stretch, quad stretch, pigeon pose.</p> <p>Group reflection: How was your group dynamic? How did you support each other today? Take time to reflect on how your group has progressed throughout this unit.</p>	<p>5min (total 48min)</p> <p>5min (total 53min)</p>	
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Reference

Bedard, B. (n.d.) A complete guide to the discus standing throw.

<https://xpollinationproductions.com/discus-stand-throw/>

Lasorsa, R. (n.d.) Basic Movements for the Beginner Discus Thrower. Retrieved from

http://www.ustfccca.org/assets/symposiums/2011/Lasorsa_Beginner-discus-thrower.pdf

[PhysEd Games]. (2011, May 14) Yoshi [video file]. Retrieved from

<https://youtu.be/suFRXDX2KpU>

UDL Checkpoint 4.1 - Vary the methods for response and navigation

Throughout the lesson plan we provide alternatives for students who may struggle to safely use the heavier traditional manipulatives for track.

Discus - Frisbey

Shot put - Softball

Relay baton - Paper towel rolls

UDL Checkpoint 8.3 - Foster collaboration and community

Examining what it means to work collaboratively in a seemingly individual and competitive sport. Looking at team environments and dynamics of encouragement and support behind the scenes of track and field activities. Groups are created by the teacher at the beginning of the unit with consideration of student behaviour and physical ability. Closure of first and last lessons have prompts to reflect on group work. The teacher should remind students of the importance of group encouragement throughout.