Stretching and Jogging

INTRODUCTORY

Outcomes:

I can provide two reasons for a warmup to prepare for physical activity.

Instructions:

Combine the introductory and fitness activities during the track and field unit. This will help students understand how to stretch and warm up for a demanding activity such as track and field.
    Jog - 1-2 minutes
    Standing Hip Bend - 30 seconds
    Sitting Stretch - 30 seconds
    Partner Rowing - 60 seconds
    Bear Hug (stretch each leg) - 40 seconds
    Side Flex (stretch each leg) - 40 seconds
    Trunk Twister - 30 seconds
    Jog - 3-4 minutes

Teaching Hints:

Emphasis should be on jogging and stretching to prepare for strenuous activity.
Encourage smooth and controlled stretching. Hold each stretch for 6-10 seconds.

Stretching and Jogging - Continued

FITNESS DEVELOPMENT

Outcomes:

I can discuss the role of a cool down in physical activity.
I can engage in physical education activities independently.

Instructions:

Combine the introductory and fitness activities during the track and field unit. This will help students understand how to stretch and warm up for a demanding activity such as track and field.

    Jog - 1-2 minutes
    Standing Hip Bend - 30 seconds
    Sitting Stretch - 30 seconds
    Partner Rowing - 60 seconds
    Bear Hug (stretch each leg) - 40 seconds
    Side Flex (stretch each leg) - 40 seconds
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    Jog - 3-4 minutes

Teaching Hints:

Emphasis should be on jogging and stretching to prepare for strenuous activity.
Encourage smooth and controlled stretching. Hold each stretch for 6-10 seconds.

Track and Field Skills - Starts, Long jumps, High jump, Hurdles

LESSON FOCUS

Outcomes:

I can perform a long jump demonstrating two of four cues.
I can run demonstrating different speeds based on the track and field event.
I can identify a warm up as an important component of physical activity.

Instructions:

**Skills**
**Standing Start**
    The standing start has a variety of uses in physical education activities. Many children find it more comfortable than the sprinter's start. When practical, however, children should use the sprinter's start for track work. In the standing start, the feet should be in a comfortable half-stride position. An extremely long stride is to be avoided. The body leans forward so that the center of gravity is forward. The weight is on the toes, and the knees are flexed slightly. The arms can be down or hanging slightly back.
**Sprinter's Start**
    The "On your mark" position places the toe of the front foot from 4-12 in. behind the starting line. The thumb and first finger are just behind the line, with other fingers adding support. The knee of the rear leg is placed just opposite the front foot or ankle.
    For the "Get set" position, the seat is raised so that it is nearly parallel to the ground. The knee of the rear leg is raised off the ground, and the shoulders are moved forward over the hands. The weight is evenly distributed over the hands and feet. The head is not raised, as the runner should be looking at a spot a few feet in front of the starting line.
    On the "Go" signal, the runner pushes off sharply with both feet, with the front leg straightening as the back leg comes forward for a step. The body should rise gradually rather than pop up suddenly. The instructor should watch for a stumbling action on the first few steps. This results from too much weight resting on the hands in the "Get set" position.
**Sprinting**
    In proper sprinting form, the body leans forward, with the arms swinging in opposition to the legs. The arms are bent at the elbows and swing from the shoulders in a forward and backward plane, not across the body. Forceful arm action aids sprinting. The knees are lifted sharply forward and upward and are brought down with a vigorous motion, followed by a forceful push from the toes.
**Distance Running**
    In distance running, as compared with sprinting, the body is more erect and the motion of the arms is less pronounced. Pace is an important consideration. Runners should try to concentrate on the qualities of lightness, ease, relaxation, and looseness. Relaxed striding action, a slight body lean, and good head position are also important. Encourage runners to strike the ground with the heel first and then push off with the toes.
**Standing Long Jump**
    In the standing long jump, the jumper toes the line with feet flat on the ground and fairly close together. The arms are brought forward in a preliminary swing and are then swung down and back. The jump is made with both feet as the arms are swung forcibly forward to assist in lifting the body upward and forward. In the air, the knees should be brought upward and forward, with the arms held forward to sustain balance.
**Long Jump**
    For the running long jump, a short run is needed. The run should be timed so that the toes of the jumping foot contact the board in a natural stride. The jumper takes off from one foot and strives for height. The landing is made on both feet after the knees have been brought forward. The landing should be in a forward direction, not sideward.
    A fair jump takes off behind the scratch line. A foul (scratch) jump is called if the jumper steps beyond the scratch line or runs into or through the pit. Each contestant is given a certain number of trials (jumps). A scratch jump counts as a trial. Measurement is from the scratch line to the nearest point of touch.
**High Jumping**
   The Scissors Jump is recommended for group instruction because of safety factors. The high-jump bar is approached from a slight angle. The takeoff is by the leg that is farther from the bar. The near leg is lifted and goes over, followed quickly in a looping movement by the rear leg. A good upward kick with the front leg, together with an upward thrust of the arms, is needed. The knees should be straightened at the highest point of the jump. The landing is made on the lead foot followed by the rear foot.
**Hurdles**
   The hurdler should step so that the takeoff foot is planted 3-5 ft from the hurdle. The lead foot is extended straight forward over the hurdle; the rear (trailing) leg is bent, with the knee to the side. The lead foot reaches for the ground, quickly followed by the trailing leg. The hurdler should avoid floating over the hurdle. Body lean is necessary. A hurdler may lead with the same foot over consecutive hurdles or may alternate the leading foot. Some hurdlers like to thrust both arms forward instead of a single arm. A consistent step pattern should be developed.

**Drills: Station (Small-Group) Instruction**
    Divide the group into four groups and send an equal number of students to each station. Practice the skills at each station. Finish the lesson by running the relay activities listed in the game section below.
Station 1 - Starting, Sprinting, and Hurdling
Practice starting form. Work with a partner who gives the commands for starting. Sprint 40-60 yards and walk back to the starting line. Reverse roles.
Station 2 - Standing Long Jump and High Jump
    The standing long jump can be done on a tumbling mat or the ground. A tape measure can be taped to the mat or placed on the ground so students can see how far they are jumping. Swing the arms forward on the takeoff.
Station 3 - Running Long Jump
    Practice the running long jump by taking a short run, making contact with the takeoff board and jumping into the pit.
Station 4 - Distance Running for Pace
    Outline a track with cones and have children run at a pace they can continue. If they need to stop frequently, they are running too fast. The running should be loose and relaxed. Work at this station is for learning a proper pace rather than racing.

Teaching Hints:

The goal of track and field is self-improvement and developing proper techniques. Each student must accept responsibility for self-directed work and should be encouraged to try all activities.
The program should offer something for all boys and girls, the highly skilled and the less skilled, and those with physical problems.

The goal of the program should be to allow students to develop at their own rate. The instructor needs to be perceptive enough to determine whether students are working too hard or too little. Special attention must be given to those who appear disinterested, dejected, emotionally upset, or withdrawn.

Make signs for each of the stations. The signs should include appropriate performance techniques, what is to be done at each station, and appropriate safety precautions.

The high-jump bar should be at a height that offers challenge but allows concentration on technique rather than on height. Too much emphasis on competition for height quickly eliminates the poorer jumpers, who need the experience most. Safety is of utmost importance. Using a flexible elastic rope as a crossbar and avoid any type of flop to prevent injury.

Potato Shuttle Relay; Shuttle Relays; One on one Contests

CLOSING ACTIVITY

Outcomes:

I can demonstrate running in a track and field game.
I can demonstrate long jumping using two of three cues.

Instructions:

**Potato Shuttle Relay**
    A small box about a foot square is placed 5 ft in front of each lane. Four 12-in. circles are drawn at 5-ft intervals beyond the box. This makes the last circle 25 ft from the starting point. Four blocks or beanbags are needed for each team. To start, the blocks are placed in the box in front of each team. The first runner goes to the box, takes a single block, and puts it into one of the circles. She repeats this performance until there is a block in each circle, then she tags off the second runner. This runner brings the blocks back to the box, one at a time, and tags off the third runner, who returns the blocks to the circles, and so on. Paper plates or frisbees can be used instead of circles drawn on the floor.
    Variation: The race can also be done with bowling pins. Instead of being placed in a box, they are in a large circle at the start.

**Shuttle Relays**
    Since the runner is moving toward a stationary person, a difficulty in running shuttle relays is control of the exchange. In the excitement, the next runner may leave too early, and the tag or exchange is then made ahead of the restraining line. A high-jump standard or cone can be used to prevent early exchanges. The next runner awaits the tag with an arm around the standard or a hand on a cone.

**One-on-One Contests**
    Allow students to find a friend and have a number of personal contests in track and field events such as sprints, hurdling, high jump, and standing long jump.