

## LESSON 7: TRACK MEET

### Grade-Level Outcomes

#### Primary Outcome

**Individual-performance activities:** Demonstrates correct technique for basic skills in 1 self-selected individual-performance activity. (S1.M24.6)

#### Embedded Outcomes

**Working with others:** Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback. (S4.M4.6)

**Personal responsibility:** Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates. (S4.M1.7)

### Lesson Objectives

The learner will:

- demonstrate the ability to perform and compete in a variety of track and field events.
- show sportsmanship and proper etiquette while competing and watching classmates.

### Equipment and Materials

- Long jump area, rake, and what you will use for measuring jumps
- Track or area for your races and what you will need to mark the distances and starting points
- The pre-determined list of who is in which race and how many races for each distance from the student-selected sheets last class
- Watch or timer for races and a place to record times if needed

### Introduction

*Today, we will begin our class track meet, which will extend over two class periods.*

*This is how the meet will work: After the warm-up, we will perform one field event and then our individual track races. Everyone must participate in at least two races and one field event if it is the one you chose to practice. During the field event, you may cheer for your classmates, but you must continue to stay warmed up for your races.*

Let students know what the three race distances will be (e.g., 100, 200, 400). Explain the order of the races and field event, your procedures for how students will be grouped, and what you want them to do to be organized (where to be and when).

### Instructional Task:

#### Warm-Up and First Field Event (Long Jump)

##### ■ PRACTICE TASK

As a class, students go through their dynamic warm-up.

Students who have selected to do the long jump report to the long jump area to practice their run-through and get their marks.

Once everyone has their marks they will all perform a set number of jumps.

You may choose to measure or not measure the jumps. To save time, instead of measuring, put markers on the side of the pit showing the longest jumps.

##### Extension

Conduct a formal assessment for long jump using a checklist or rubric.

## Refinement

Make sure students are correctly identifying their marks.

---

**EMBEDDED OUTCOME: S4.M4.6.** Discuss with students the importance of accepting differences among classmates. Be sure to discuss physical development, maturation, and varying skill levels and how to provide encouragement and positive feedback to those students who are different from oneself.

---

## Student Choices/Differentiation

Students who are not long-jumping continue to warm up and walk or jog around to prepare for their running races.

## What to Look For

Using a checklist or rubric, assess students' form and successful attempts.

## Instructional Task: Running Races

### ■ PRACTICE TASK

Students compete in the two self-selected races against classmates and for time.

Discuss with students pacing and performing their best.

In between races, discuss with students what they observed and discuss what was done well and what can be done to help the racers.

### Guiding questions for students:

- Did you feel that you warmed up enough before the race?
- When you finished the race, did you feel that you gave your best effort?

## Refinement

Stop races and correct or offer feedback on running form and pacing if needed.

---

**EMBEDDED OUTCOME: S4.M1.7.** Discuss with students how to support their classmates during track and field activities. Make sure that students are including everyone and cooperating during the different track and field events.

---

## Student Choices/Differentiation

- Challenge students to improve their times (if using a timing device).
- Students choose their race distances.

## What to Look For

- Do students understand pace? Are they speeding up and slowing down?
- Are students encouraging classmates and being supportive and respectful?

## Instructional Task: Group Cool-Down

### ■ PRACTICE TASK

Have students go through a class cool-down of jogging or walking and stretches.

Provide different stretches for areas of the body that could be sore.

### Guiding questions for students:

- What are three different stretches for the leg muscles?
- Why is the cool-down important?

## Student Choices/Differentiation

Distance for a jog or walk cool-down will vary depending on students.

## What to Look For

- Students are cooling down by walking or jogging the intended distance.
  - Students are using proper form to stretch.
  - Students are performing specific stretches and not just standing or sitting.
- 

## Formal and Informal Assessments

Skills assessment as students perform the field events, using a checklist or rubric of critical elements

## Closure

- After all races conclude, talk with students about the effort and sportsmanship displayed.
- Provide examples of what you saw that went well in the field events and races as well as what students can do differently the next class to make the final day successful.
- Discuss with students what the next day will look like and how they can help make it successful, as two field events and relay races will occur.

## Reflection

- How did the warm-ups go while the long jump was going on?
- What can I do differently to make this smoother for the next class?
- How did the long jump and the assessment of students go?
- How did the races go?
- Did students understand what to do?
- Did the number of students in each race allow the race and recording of times to go smoothly?

## Homework

Review critical elements for the skills assessment next class.

## Resources

American Sport Education Program. (2008). *Coaching youth track and field*. Champaign, IL: Human Kinetics.

Dougherty, N.J. (Ed.) (2010). *Physical activity & sport for the secondary school student*. 6th ed. Reston, VA: National Association for Sport and Physical Education.