

LESSON 6: EVENT PRACTICE

Grade-Level Outcomes

Primary Outcomes

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

Social interaction: Demonstrates respect for self by asking for help and helping others in various physical activities. (S5.M6.8)

Accepting feedback: Demonstrates self-responsibility by implementing specific corrective feedback to improve performance. (S4.M3.6)

Embedded Outcomes

Self-expression & enjoyment: Identifies why self-selected physical activities create enjoyment. (S5.M4.7)

Movement concepts: Describes and applies mechanical advantage(s) for a variety of movement patterns. (S2.M12.8)

Lesson Objectives

The learner will:

- demonstrate the correct technique for self-selected events by implementing specific corrective feedback.
- ask for help and help others throughout the lesson.

Equipment and Materials

- Clips of each field event at each field event station for students to watch
- Sheets with the correct cues for students to use at each field event station
- Equipment to record and show students' practice
- Equipment and area for each field event
- Quizzes for students to take on the skills they have selected to practice
- Sheets for students to write their names and circle the two running events and which field event they will compete in

Introduction

Will someone please share the critical elements that you saw in your homework assignment? Did anyone see athletes drop the baton? Hand-offs can be very difficult. Keep practicing!

Today, you will practice the events in which you will compete during our class track meet. Your performance will be video-recorded.

You should have watched the video clips and read over the cues as this was your homework. While at your event area, you will practice the skill and focus on the cues to help with proper technique. While you are waiting, you will record your peers and watch your video, comparing what you see to the cues to help you and your peers learn proper technique. Before you begin, go through your dynamic warm-up and dynamic stretching. In the last 5 minutes of your practice time, you will take a knowledge assessment about the cues and basic rules for the event you have chosen to focus on. What questions do you have?

Instructional Task: Field Event Practice Stations (Shot Put, Long Jump, High Jump)

■ PRACTICE TASK

Students complete a dynamic warm-up and dynamic stretching.

In groups of two to four, students work together using the cue sheet and recording devices to help and encourage each other while practicing the shot put, long jump, and high jump, focusing on correct technique.

Extension

As you walk around, students show you a recording of a student jumping and explain what the student was doing well and what could be done to improve one of the missed cues.

Refinements

- Shot put: Keep the shot next to the neck and jaw, keeping the elbow up.
- Long jump: Keep eyes up, looking out toward the sky, while arms and legs rotate forward. During the landing, bring your butt toward your heels.
- High jump: Maintain speed at the end of the J. Drive the inside knee up as you jump.

Guiding questions for students:

After each field event:

- What cue were you struggling with, and how were you working to improve it?
- What success did you have? Why do you think you had success, from a mechanical perspective?

EMBEDDED OUTCOME: S2.M12.8. For the cue that was just discussed, have students discuss the mechanical advantages that the cue provides for the movement patterns in the field event.

EMBEDDED OUTCOME: S5.M4.7. Discuss with students why they chose this event and how choosing physical activity leads to more fun and enjoyment.

Remember that when we are talking about others' performances, we are respectful and talk about how they did in relation to the cues. For example: You did a nice job on your J approach. Next time, drive up your inside leg.

Student Choices/Differentiation

According to skill level, students can modify the events or use traditional equipment or boundaries.

What to Look For

- Are students using correct form during field events?
- Are students providing correct feedback?
- Are they using the technology correctly?

Instructional Task: Knowledge Test

■ PRACTICE TASK

Students spread out in general space or go to a classroom to take a knowledge assessment.

Student Choices/Differentiation

Modify tests, if needed.

What to Look For

Students demonstrate basic understanding of track and field skills taught in the module.

Formal and Informal Assessments

Knowledge assessment of the cues and rules to perform their events correctly

Closure

- Bring students together to talk specifically about what you observed in each event area. Discuss how students were doing in relation to their events but also how they were working together and giving feedback. Answer any questions students still have about their events.
- Briefly explain what events will be performed the first day of the meet and what students will be doing to prepare. On made-up slips of paper, have students write their names and circle the two races they want to run and the one field event they will compete in.

Reflection

- Are students able to self-evaluate and give meaningful feedback?
- Was I able to help each student at each event so we can move on to the competition the next class session?

Homework

Review the cues and watch video clips of the self-selected field event you are performing in the class track meet.

Resources

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