

## LESSON 8: FINISHING THE 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 Outcome

**Social interaction:** Demonstrates the importance of social interactions by helping and encouraging others, avoiding trash talk and providing support to classmates. (S5.M6.7)

### Lesson Objectives

The learner will:

- demonstrate correct technique in a variety of track and field events.
- encourage others during a track meet.

### Equipment and Materials

- High jump area and mat
- Shot put area and shots or softballs
- Track or area for your races and what you will need to mark the distances and starting points
- List of pre-determined relay teams
- Watch or timer for races and a place to record times if needed
- Batons or what you will use to represent the batons

### Introduction

*Today is the second day of the track meet.*

Discuss with students again what went well in the previous class and what they should be doing during each event, as well as the behaviors you should be seeing. Review the warm-up and explain the order of field events and how the relay races will occur. Answer questions as needed. As students will be assessed, review the cues for each field event.

## Instructional Task: Warm-Up and Shot Put

### ■ PRACTICE TASK

As a class, students go through the dynamic warm-up and stretches.

Students who have selected to do the shot put will report to the shot put area to warm up, practice their throws, and then compete.

If places are being tracked, this can be done quickly in two different ways. The first is like the long jump. A pre-determined number of markers are placed at the site of the farthest throws, and no measurements are taken.

In the second option, the first throw is marked. The student immediately throws again, and the farthest throw is measured.

### Extension

Conduct a formal assessment of the shot put, using a rubric or checklist.

### Refinements

- Provide feedback as necessary to help students learn from what they have done incorrectly. Try to minimize feedback that might influence the assessment.
- Make sure that students are not sacrificing form for distance in the shot put (injuries may occur).

**EMBEDDED OUTCOME: S5.M6.7.** Discuss with students the importance of proper social interactions (helping and encouraging others, avoiding trash talk, and providing support to classmates).

## Student Choices/Differentiation

- Students who are not performing the shot put warm up and perform dynamic stretching to prepare for the relay races.
- Choice of a shot or softball should be the same for all students, but the selection of which should be pre-determined after lesson 6 based on students' understanding of the cues for ability and safety.

## What to Look For

Using a checklist or rubric, assess the critical elements and successful trials of the shot put.

## Instructional Task: Relay Races

### ■ PRACTICE TASK

Discuss with students pacing and performing their best. Review where the hand-offs will take place and how to hand off the baton.

### Guiding questions for students:

- Why is it important for the person receiving the baton to be running during the hand-off?
- Why is it important to put the correct hand back when receiving the baton?

In pre-determined teams, students compete in two relay races.

### Refinements

- Before the second race, discuss what you saw students doing well and what can be improved for the next race.
- Reinforce the importance of sportsmanship by congratulating and cheering for classmates. Discuss appropriate behaviors when performances go well and when they do not happen the way that students wanted.

## Student Choices/Differentiation

- The distances should allow for all students to be successful.
- Distances for each runner can be equal, or each one can have a different distance.

## What to Look For

- Are students cheering for their teammates and other classmates? (What are they saying?)
- Are students showing good sportsmanship? (How are they acting during and after each race?)
- Do students understand when and how to hand off the baton?
- Are students pacing themselves? (Are they speeding up and slowing down?)

## Instructional Task: High Jump

### ■ PRACTICE TASK

Students perform the high jump.

Start the bungee or bar at about mat height. Everyone takes one jump at that height. Those students who miss three times at that height are out of the competition but should continue to support classmates who are still competing. Those students who clear that height continue at the next height, which should be 1 or 2 inches (2.5 to 5 cm) higher. Continue this way until only one student has cleared the bar at its highest point.

## Extension

Conduct a formal assessment of the high jump.

## Guiding questions for students:

Think about the following before jumping:

- Which leg is dominant, and from what side should you start your J approach?
- What should you be doing with your non-dominant leg and body while jumping?

## Student Choices/Differentiation

- For safety, use a bungee instead of the bar.
- Students have a choice to try higher levels if they are successful at lower levels.

## What to Look For

Using a checklist or rubric, assess the critical elements and successful trials of the high jump.

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## Formal and Informal Assessments

Formal skills assessment on critical elements and legal jumps and throws

## Closure

- Discuss with students what you observed (good and bad) during the track meet.
- Talk about performances, effort, and sportsmanship.
- Ask students what they learned and enjoyed during the unit.

## Reflection

- From the two-day meet, what could be changed to help students be successful?
- What went well in how the events were set up, and what could be changed?
- Did students have enough practice trials throughout the module to be successful in the track and field meet?

## Homework

Have students watch or read about the next module.

## Resources

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