Introduction to Track and Field

The Track and Field units address the expectations of the Movement Competence as well as the Active Living and Living Skills strands. The Track and Field units are as followed:

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Students will learn to apply movement concepts and movement skills while participating actively and safely in a variety of track and field activities. They will also learn the appropriate strategies and tactics (e.g., effective starts, finishes and pacing while running, or wheeling a wheelchair), to increase their chance of success within the track and field activities. For a glossary of track and field related terms, please refer to The Ontario Curriculum, Grades 1-8: Health and Physical Education, 2015 (revised).

In the Track and Field units, students will learn the phases of movement connected to running (e.g., short, middle and longer distances), jumping (e.g., standing long jump, long jump, triple jump, and high jump), as well as shot put through modeled instruction and guided exploration. Students will also demonstrate relationship and social skills as they work in partners and small groups, and in grades 6 – 8 they will demonstrate personal skills (e.g., self-awareness and self-monitoring) as they practice to improve movement skills and concepts in track and field.

Students will have the opportunity to practice and gain the necessary coordination and control required to participate in a wide range of track and field related activities.

Teachers can adapt the activities in the Track and Field units by using the following strategies: in sprints and runs, change the distances; in shot put, vary the size and weight of the balls and shot; and in high jump, adjust the bar, remove the bar or use an elastic bar or sewing elastic. The repetition of activities or whole lessons may also be necessary to provide students with more opportunities to practice.

Safety Background Information
Safety, including physical and emotional safety, is an integral part of the health and physical education curriculum. Although teachers have responsibility for following board safety guidelines in matters related to supervision, clothing and footwear, equipment, and facilities, and for applying special rules and instructions, students must also begin to take responsibility from a very young age for their own safety and the safety of others around them at school, at home, and in the community.

Notes to Teacher

Considerations
- Organize all equipment needed for the lessons in advance.
- Provide students with appropriate language to encourage one another and provide positive reinforcement when you hear students doing so.
- It is important for students to know which foot is their favourite (dominant) foot in several events (e.g., triple jump and high jump). Students can determine this foot by standing on their toes, falling forward, and allowing one foot to come forward to stop themselves from falling. They should try this several times if necessary.
- Discuss environmental concerns prior to going outside and review the signals and signs to stop and start.
- Review the routines for completing a circuit of stations.
  - Stay with your group.
  - Stay in your station area.
Introduction to Track and Field

- Tidy up the station equipment at the end of each station.
- Limit the number of stations in the circuit. Position yourself at the station that requires constant visual supervision (e.g., high jump or shot put) and where you can view all of the other stations.
- Encourage students familiar with running, jumping and throwing skills to set personal goals for distance or proficiency as they progress through the lessons.
- Allow students to work with running buddies of a similar pace.
- Repetition is fundamental to learning skills. The more opportunities students have to practice, the more comfortable and proficient they can become. Organize the track and field activities so the students are in small groups and have many chances to practice the skills. Movement skills become more complex and activity-specific when combined or when additional elements of effort, relationships, body awareness, and space awareness are added. Every track and field movement skill involves a combination of fundamental movement skills and additional elements.
- The descriptions of the phases of movement and/or the Success Criteria for many of the track and field movement skills and strategies/tactics are included within the lessons or under Notes to Teachers in the appropriate lessons.
- Asking students to provide reasons for their decisions when assessing their own participation helps to clarify the Success Criteria for assessment. Discussing indicators clarifies the targets for both students and teachers.
- When creating anecdotal notes, consider only recording notes for 6 – 10 students per class. Ensure that students are aware of the Success Criteria and the students observed vary from class to class to ensure you eventually observe and provide direct feedback to all students.
- Not all track and field skills need to be assessed. Some skills are introduced to build skills that can be assessed in the future.
- The rubrics provided allow teachers to select a variety of options for evaluation. It is not expected that all the movement skills and strategies/tactics on the rubrics will be evaluated in one unit.
- Note that the evaluation of all students in the culminating tasks may take more than one class to complete.

Safety Considerations

- Refer to the Ontario Physical Education Safety Guidelines for the most up-to-date safety requirements.
- Track and Field activities that require constant visual supervision by the teacher (e.g., high jump and shot put) must not occur simultaneously in the same lesson.
- If the shots are not used, and students practice instead with balls (e.g., softballs or bean bags), then only onsite supervision is required.
- Long jump and triple jump require constant visual supervision during initial lessons until after the skills have been taught.
- Foam javelins or modified pool noodles should be used instead of regulation javelins.
- It is advisable that any teacher who is unfamiliar with javelin, shot put or high jump techniques seek assistance from appropriate support staff and/or refrain from using the equipment until help is received.
- Prior to activity inspect activity area for safe traction and eliminate potential hazardous conditions (e.g., check that floor plugs are in place).
- Monitor outdoor activity area for potential hazardous conditions. Make sure the landing pit is clear of obstacles (e.g., check for glass and stones, determine there is sufficient amount of sand in the pit) and is maintained according the Ontario Physical Education Safety Guidelines activity pages.
- Explain to students that, before any outdoor activity, they must take responsibility for surveying the area and identifying any risks or hazards and inform the teacher of those risks so they can be controlled.
- Set boundaries for activities a safe distance from walls/barriers and away from high traffic and other activity sites (e.g., ball diamonds).
- Outline the boundaries for the designated activity area to the students.
- A first-aid kit should be on hand when going outside in case of emergency.
- Be aware of medical history of students (e.g., asthma) and stress the importance of bringing ventilators, if required, to class.
- Students must be made aware of ways to protect themselves from UV rays (e.g., use of hats, sunglasses, sunscreen).
- Remind students to be cautious when moving and to be aware of the personal space of others (e.g., during jumping and running activities).
- In shot put, emphasize putting, not throwing. Injuries can occur if students attempt to throw and put too much weight on their
shoulder and elbow joints.

- Teach only standing shot put technique (no spin).
- In the jumping events, state that only one student may jump at a time, and that students must walk around, rather than through, the jumping areas.
- Note: If during activities and learning progression students land on hoops (placed on the floor), remove the hoops and replace with masking/floor tape X’s or squares.