



## Short Distance Running

Grade 1 | Introduction to Track and Field

### Learning Goals

By the end of this lesson, students will be able to:

- run a short distance in a straight line, using the tactic of focusing on an end point to help keep them moving straight
- move freely and stop safely and in control while showing an awareness of people and equipment around them.

### Facility

Outdoors (flat surface), Gymnasium

### Safety Requirements

Refer to the *Ontario Physical Education Safety Guidelines - Elementary Curricular Module, Track and Field - Track Events* activity page.

### Equipment List

10 - 12 pylons

6 - 8 hoops

20 - 30 beanbags (1 for each student)



[Teacher Resource 1: Anecdotal Recording Chart](#)



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### Warm-Up

Students will gradually increase their heart rate by participating in the following activity.

#### Team Rock Paper Scissors

- Divide the class into two groups and set up end zones approximately 20 metres apart.
- Using the whole body, students challenge each other to games of full-body Rock Paper Scissors.
- Have teams choose an object (i.e., rock, paper or scissors), then use their whole bodies to make a rock (demonstrate crouched position), a piece of paper (demonstrate standing in a star position) or scissors (demonstrate using arms straight out in front to make scissor motion). Explain to students that rock beats scissors, scissors beats paper and paper beats rock.
- Have students line up facing each other approximately 2 metres apart half way between the end zones. After giving each team time to choose their action, count to three, and have each team perform their action.
- The team with the winning action will then chase the other team to their end zone area.
- Students that are tagged en route will join the other team, while those that make it into the end zone will remain on their original team.
- Repeat challenge several times.

### Minds On

Share and clarify Learning Goals with students.

Have students sit in a crouching position. Using the Popcorn Strategy (see Appendix), have students brainstorm reasons why running safely and in a straight line is important. When students wish to contribute to the brainstorm, have them pop up out of their crouching position to a standing position for the duration of their answer. When they finish their answer, they return to a crouching position.

*Student response:* "I need to run in a straight line because it's easier to avoid bumping into others, so I won't fall down and get hurt."

Consider asking the following additional prompts. *Teacher prompt:* "How can we tell that someone is running properly?" *Student response:* "We can see the person's head is up and the arms are bent, moving forward and backward by the person's sides." *Teacher prompt:* "Why do you think it is important to run straight when you are running in a relay or race?" *Student response:* "I will get to the end faster and it will be safer for all the runners around me, because there will be less bumping."



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Explain to students that part of running safely is stopping safely. Inform students that after running they need to:

- slow the run
- walk
- stop

Introduce the Success Criteria for Running:

- Body moves in direction of the run with torso upright, not bent forward.
- Eyes look forward with the head up (focus on an end point).
- Elbows are bent with arms swinging between shoulder and hip height.
- Foot rocks from ball of foot to heel.
- Knees are bent and toes point straight ahead.
- Three Step Stop:
  - Run slowly.
  - Walk.
  - Stop.

In scatter formation, students practise running five steps and then practise the Three Step Stop.

Use the Thumbs-Up Strategy (see Appendix) to check for understanding prior to introducing lesson action.

### A&E - Minds On

Teacher observation with feedback of students' responses relating to safe running technique



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### Action

#### Loops

- Divide students into groups of three to four. Set up a starting line and finish point (20 metres) with pylons for each group. Have students run to their pylon, keeping their head up and eyes focused on the end pylon. After students run once around the pylon, they walk back and the next student goes.
- Have students progress to running the whole distance (i.e., have students run to the pylon and run back to the starting point).
- Instruct students that it doesn't matter who finishes first; you are watching to see that they can run in a straight line, demonstrating the Success Criteria discussed in the Minds On. Reinforce this message with ongoing descriptive feedback.

#### Beanbag Relay

- Keep the same groups and set-up as for the Loops activity.
- Add a hoop with enough beanbags for each group member at the far pylon.
- Have students line up behind the starting pylon.
- Students take turns running to get a beanbag and return to the back of their group's line, while the next student goes. While they are waiting for their turn, have the remainder of the group of students work together to see how many jumping jacks they can complete while each runner is gone. Teachers should encourage groups to try to "beat their record" each time a new student is doing his or her portion of the beanbag relay.

### A&E - Action

Teacher observation with anecdotal writing of students' demonstrated ability to move and stop safely using Teacher Resource 1: Anecdotal Recording Chart



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### Cool-Down

Students gradually decrease their heart rate to a resting rate by participating in the activity below. Students should also stretch the body parts that have been active throughout the lesson. See Appendix for stretches.

In partners, students complete three more laps of the 20-metre distance. Students start off jogging and decrease their speed each lap so that they finish with one lap of walking.

Lead the students in stretches from head to toe.

### Consolidation

Write the headings “Good,” “Better” and “Best” on the board. Using the Success Criteria identified during Minds On, brainstorm with students what the running technique would look like under each category. Using the Popcorn Strategy (see Appendix), have students brainstorm ways that the good and better techniques could improve. Repeat the Popcorn Strategy for examples of good and better stopping technique.

*Teacher prompt:* “What are some important things to remember when you are running your best and stopping safely?” *Student response:* “It is important to keep my head up, stay tall, and focus on the finish line”; “With each step my toes need to point straight ahead, not out to the sides. I need to stop slowly.”

Have students close their eyes and reflect on their own running throughout the lesson. *Teacher prompt:* “Based on the examples above, was your run good, better or best?” Have students give themselves a thumb’s up if they were in one of the three categories.

### A&E - Consolidation

Teacher observation of students’ responses related to running technique and student self-assessment

**Lesson 1 of 3**

**30 minutes**

**Curriculum expectations:** A3.1, B1.2, B2.2

**Topics:** Movement Competence, Active Living



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### Ideas for Extension

Have students choose a partner, or create their own groups of four “runners that run the same speed as me” to race against in the 20-metre distance. Students walk (i.e., to the side of the racing area) to return to the starting line.

### Next Steps

Continue work on short to moderate distances.