

**LEARNING AND EVALUATION SITUATION  
ELEMENTARY, CYCLE 3**


*TO PERFORM MOVEMENT SKILLS IN  
DIFFERENT PHYSICAL ACTIVITY SETTINGS*

**I CONTROL MY RUNNING, MY  
JUMPING AND MY THROWING IN  
TRACK AND FIELD**



**October 25, 2013**

<b>Level:</b> Elementary Cycle: 3	<b>Duration:</b> 6 or 7 periods of 60 minutes	<b>Subject-Specific Competency:</b> <i>To perform movement skills in          different physical activity settings</i>
<b>Authors:</b> Martin Fontaine, Mélanie Guy, Anne-Marie Loiselle and Yanick Lussier		<b>Broad Areas of Learning:</b> Health and Well-Being
<b>Title:</b> <p style="text-align: center;"><b>I CONTROL MY RUNNING, MY JUMPING AND MY THROWING IN TRACK AND FIELD</b></p>		
<b>Overview</b> Through a series of teacher-led workshops, the students will be introduced to different activities related to track and field. The three next periods are dedicated to the learning of different forms and levels of difficulty in running, jumping and throwing. Throughout their progress, students are required to follow following the rules of ethics and safety. During Period 4, each student chooses his/her levels of difficulty and objects (for throwing) according to his/her abilities for the 6 workshops. Students are given documentation and have access to posters to help them with their choices. They perform and adjust their presentations through peer and teacher feedback and the use of an evaluation grid. Evaluation takes place during Periods 6 and 7 when students are required to move through their planned sequence. After his/her presentation, each student does a self-evaluation.		

<b>Evaluation Criteria</b>	<b>Observable Behaviours</b> 
<b>Coherent planning</b> <b>(Coherent organization of the elements)</b>	Plans his/her track and field sequence according to his/her capacities and the constraints of the activity
<b>Effective implementation</b>	Executes movements according to: -the planned levels -the techniques taught  Performs sequences of movements  Demonstrates behaviour consistent with ethical rules  Follows the rules of safety
<b>Relevant reflection</b>	Takes note of improvements  Identifies the learning achieved

## Essential Knowledge

### Learnings

- To identify the main parts of his/her body (2\*)
- To situate his/her body and its principal parts in space (2\*)
- To identify kinesthetic feedback from his/her body in movement or stationary (4\*)
- To determine the available space (2\*)
- To differentiate levels (2\*)
- To identify reference points (2\*)
- To differentiate directions (2\*)
- To estimate distances (2\*)
- To recognize speed (2\*)
- To recognize rhythm (2\*)
- To identify his/her centre of gravity (2\*)
- To identify grip according to the tool used (4\*)
- To name the objects (4\*)
- To name the apparatus (4\*)

### Motor Skills

- Running, galloping, hopping, hop-foot jumping, long jumping (2\*)
- Going over and around obstacles (2\*)
- Side-stepping and cross-stepping, twirling (2\*)
- Different jumps with a running start (6\*)
- Throwing or hitting a variety of objects used in specialized activities (6>)

*NOTE: In this LES the word **action** is used as a synonym for **discipline**, a term which is more common in track and field.*

## **Period 1**

### **Presentation of the challenge**

The teacher explains to the students that they are required to plan and execute a track and field event that consists of two runs, two jumps and two throws, according to the following constraints: You must experiment different levels for each element of your event. After experimenting, you must choose the level that is best suited to your abilities for each of the six workshops. You must demonstrate ethical behaviour and follow the rules of security at all times. The different parts of your event must be coordinated. This learning evaluation situation will last 6 or 7 periods:

- During Period 1, you will explore track and field.
- During Periods 2 to 4, you will experiment with different types of races, jumps and throws. You will also be presented with different levels for the activities.
- During Period 5, you will prepare your event by choosing your actions and their levels. You will have time to practice. You will present your event to one of your peers so that he/she observe and help you to find improvements.
- During Periods 6 and 7, you will present your event to your teacher and do a self-evaluation.

This LES has been designed for a double gymnasium and includes 6 actions to be evaluated, each with 3 levels. Since it is possible that not every class has access to a double gymnasium, the number of actions can be left to the individual teacher's discretion.

### **Presentation of the educational and pedagogical intentions**

Addressing the educational and pedagogical intentions shows the students what this activity can lead to. « During this learning activity, you will come that much closer to the competency known as TO PERFORM. You will also have the chance to become familiar with some of the sports taught in high school. You will learn about running, jumping and throwing, all actions that are part of many sports. Can you name some? »

### **Presentation of observable behaviours**

The teacher presents the student with the points he/she will use to evaluate the development of each student's competency.

### **Prior knowledge**

The students are asked to take notice of the equipment that has been placed throughout the gym. They should be ready to take part in the various workshops / drills. The teacher leads a discussion on running, jumping and throwing by asking the following:

1. Do you know of any athletes who have stood out in track and field, running, jumping or throwing?
2. What can we say about the qualities of their performance in track and field?
3. What did they have to do to succeed?
4. What elements must be respected when you do running, jumping and throwing?

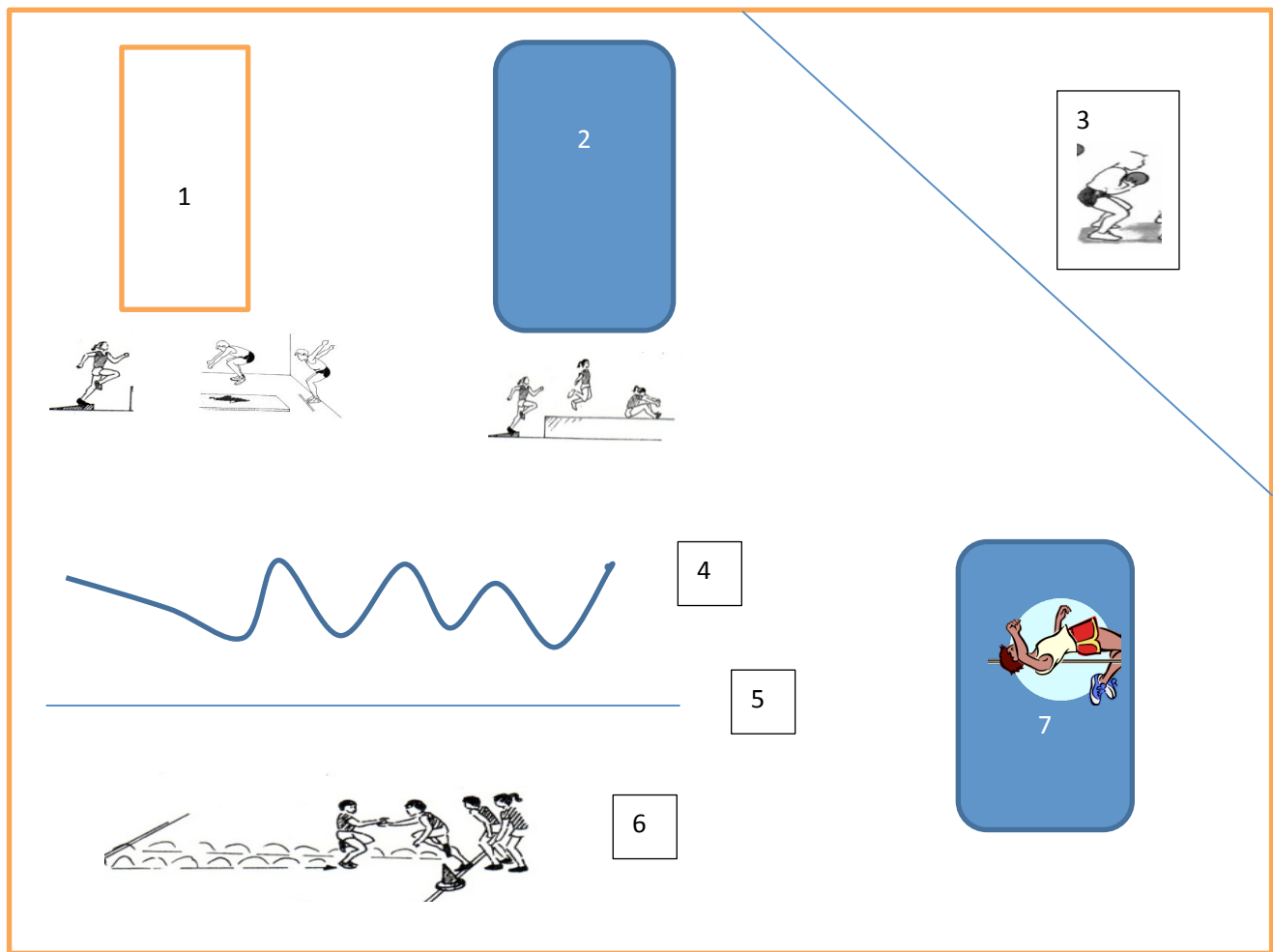
The teacher can take note of the students' answers so they can be reinvested in the LES.

## Presentation of the stations to the students

The following is a list of drills that take each of the disciplines into consideration. Teachers can use them during Period 1 and should make sure to cover running, jumping and throwing.

1	<ul style="list-style-type: none"><li>a) With your feet together, jump as far as you can.</li><li>b) From a standing position, jump as far as possible using 1 foot to land on your 2 feet (helps to establish the take-off foot).</li></ul>
2	Take 3 steps, put 1 foot on the trampoline and jump so you land on your buttocks with your arms out in front.
3	Throw the medicine ball with 2 hands and your feet together: <ul style="list-style-type: none"><li>a) From your chest</li><li>b) From between your 2 legs</li></ul> Place one foot in front of the other, and throw the medicine ball using 1 hand just like you would throw a weight. Place one foot forward and throw the ring (as shown in Level C on the Ring Toss poster).
4	Side-step through the cones: <ul style="list-style-type: none"><li>a) With your right foot forward</li><li>b) With your left foot forward</li></ul>
5	Work your way through the floor ladder putting one foot at a time between each rung. Rings or mini hurdles can also be used.
6	Hop from one cone to another: <ul style="list-style-type: none"><li>a) With your right foot</li><li>b) With your left foot</li></ul>
7	At the jump pit: <ul style="list-style-type: none"><li>a) Turn your back to the pit and jump so you land on your backside</li><li>b) From a running start, scissor jump onto the carpet</li></ul>

Using Annex 2, the teacher presents the rules of safety. In terms of ethical behaviour, students should be led to give themselves guidelines for cooperation: « I excuse myself if I bump into someone. I congratulate a peer on a job well done. I help a peer who is having difficulty... »



Illustrations drawn from:  
 « *L'athlétisme un moyen d'éducation* » de Michel Portman, 1983 et *Athlétisme, les lancers* de Dominique Daumail.

After receiving an explanation of the various stations, students try the activities related to racing, jumping and throwing safely. The teacher circulates in the gym and regulates student learning.

## **Period 2 - Running**

- View successful moves in track and field (For example, demonstrations on You-Tube). What qualities emerge from these examples? Make a connection with what they will be doing during this lesson.
- Explain the components or phases of a sprint: waiting, starting, maximum speed, arrival.
- Explain and demonstrate the different levels of starting by referring to the wall posters.
- Explain and demonstrate the different levels of exercises by referring to the wall posters.
- Have students practice the levels of starting and various technical exercises, making sure they respect the rules of safety.
- Keep track of their ethical behaviour and their respect for rules of safety using the evaluation grid. (Annex 4 or 5)

## **Period 3 - Jumping**

- View successful moves in track and field (For example, demonstrations on You-Tube). What qualities emerge from these examples? Make a connection with what they will be doing during this lesson.
- Explain the components or phases of a jump: For example, for the long jump: approach run, takeoff, suspension and landing.
- Explain and demonstrate the levels of high jump by referring to the wall posters.
- Explain and demonstrate the levels of a long jump by referring to the wall posters.
- Have students practice the various levels, making sure they respect the rules of safety.
- Keep track of their ethical behaviour and their respect for rules of safety using the evaluation grid. (Annex 4 or 5)

## **Period 4 - Throwing**

- View successful moves in track and field (For example, demonstrations on You-Tube). What qualities emerge from these examples? Make a connection with what they will be doing during this lesson.
- Explain the components or phases of a throw. For example, for the weight throw: approach, wind-up, drive, projection and recovery.
- Show students the different objects for the throw. Explain and demonstrate the levels for each (weights and rings) by referring to the wall posters.
- Have students practice the various levels, making sure they respect the rules of safety.
- Keep track of their ethical behaviour and their respect for rules of safety using the evaluation grid. (Annex 4 or 5)
- Inform the students that during the next period they are going to prepare an event that must include 2 runs, 2 jumps and 2 throws and that they must choose a level for each action. They will present what they have learned and be evaluated during Periods 6 and 7.

## **Period 5**

- All materials to be used in the evaluation are placed throughout the gym. Students will be given a document to help them choose a level for each of their 6 actions. (Annex 3). They practice and make adjustments as necessary.
- Each student shares his/her choices with another student who in turn provides feedback. Students should be reminded that there is still time to make changes.
- Students who are ready to present their event to the teacher can do so at this point. The other students should be told that a peer is being evaluated and therefore has priority on the stations. This allows everyone to continue working. Students should have their sheets and have completed sections 1 and 2.
- After presenting, each student must complete the self-evaluation form. Once completed, this document must be submitted to the teacher.
- The teacher compiles his/her observation using the evaluation grid. (Annex 4 or 5)

## **Period 6**

- Students continue to present their work to the teacher for evaluation. They make sure that they have completed all sections of their documents.
- Students who have completed all tasks can help other student or work on elements they would like to improve.

## **Period 7**

- If necessary, finish the students' evaluations.
- Bring the group back together and ask them about the following: how interesting they found this activity, their interest in continuing, what they would like to learn, what other disciplines they would like to learn, what they have learned from this LES...



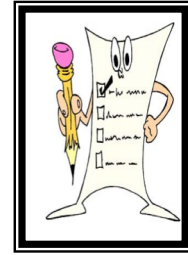
# ANNEX 1

## STUDENT PROCESS

(What I will be evaluated on)

### ANALYZE (the situation according to the requirements of the context) AND CHOOSE (appropriate actions)

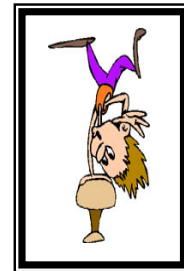
- I chose a level for each of the 6 stations (A, B, C).
- I chose my levels according to the wall posters in the gym.
- I chose my levels according to my capacities (not too easy, not too hard).
- I am able to explain why I chose these levels for my track and field event.



### PERFORM (actions according to the situation)

- I performed my actions according to instructions.
- I performed all my actions at the levels I chose.
- I performed my actions in sequence.
- I followed the rules of safety.

See the wall posters in the gym



### EVALUATE (his/her process and results)

- I took note of any improvements.
- I was aware of my successes and difficulties during preparation and performance.



## ANNEX 2

### RULES OF SAFETY

#### Rules

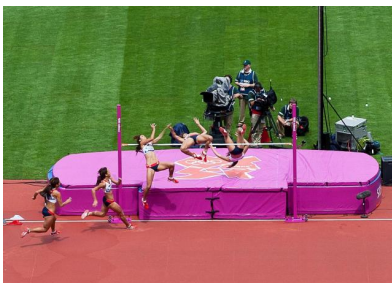
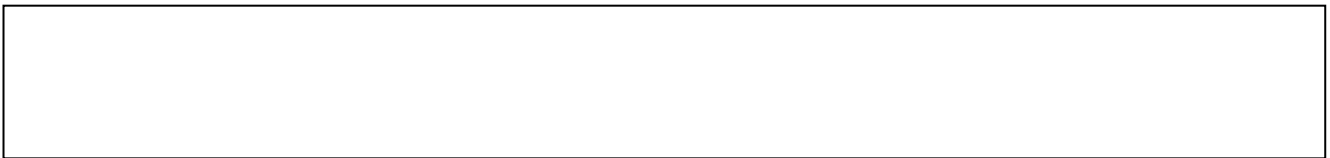
Respect of people and workspace

#### My responsibility

**I do nothing that is dangerous, either for me for others.**

- I wait for my turn.
- I do not disturb another student.
- I move calmly from station to station (jumping, throwing, running).
- I return all material to its original place.
- I pay attention to other students and stations as I move about.
- I place a throwing object directly into my partner's hands without throwing it.

#### Suggestions:



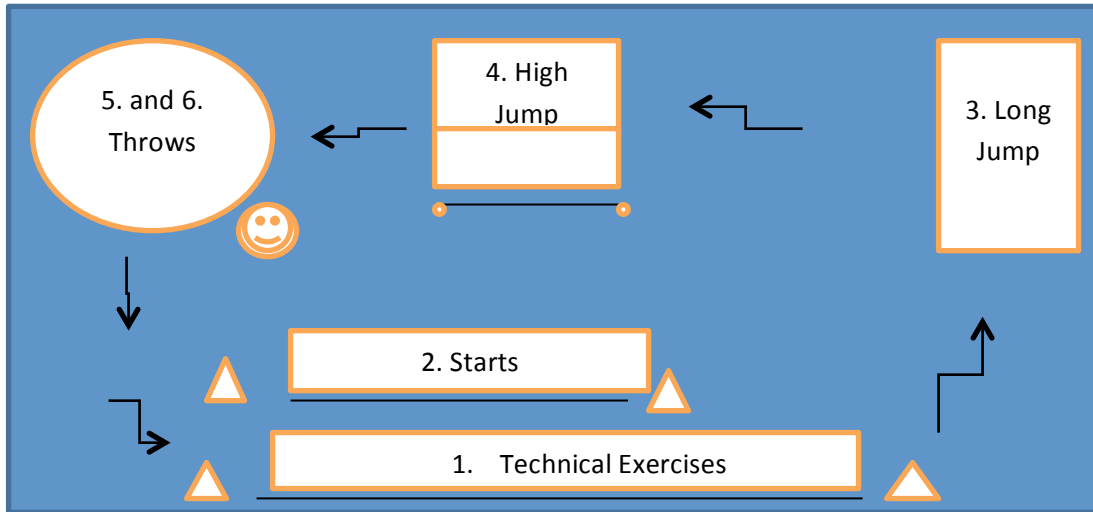
ANNEX 3:

## Planning, Peer Evaluation and Self-Evaluation

### I RUN, I JUMP AND I THROW IN TRACK AND FIELD

#### Section 1. Planning

- You must choose two runs, two jumps and two throws (objects).
- Circle a level for each of the three different disciplines in your track and field event.



	<b>Stations</b>	<b>A</b>	<b>B</b>	<b>C</b>
<b>1</b>	Technical Exercises	2 exercises techniques + acceleration	2 technical exercises	1 technical exercise
<b>2</b>	Starts	With starting block	3 support points	Standing
<b>3</b>	Long Jump	Long and fast approach	Medium approach with correct takeoff foot	Short approach with correct takeoff foot
<b>4</b>	High Jump	Backflip + 6 steps and a curved approach	Backflip + 4 steps	Scissors
<b>5</b>	Ring Toss	With rotation	With side step	Stationary
<b>6</b>	Weight Toss	With swing	1 side step	Stationary

## Section 2. Peer Evaluation

Ask another student to observe you as you perform your sequence.

Name of student-evaluator: \_\_\_\_\_

**Refer to the wall posters**, and note one strong point and one that needs improvement for each event:

### Event 1

Strong point: \_\_\_\_\_

Needs improvement: \_\_\_\_\_

### Event 2

Strong point: \_\_\_\_\_

Needs improvement: \_\_\_\_\_

### Event 3

Strong point: \_\_\_\_\_

Needs improvement: \_\_\_\_\_



## Section 3. Self-Evaluation

Write **Y** for **YES**      **N** for **NO**

I experimented with different events.	
I practiced all my events several times.	
I chose my levels according to my capacities.	
I planned my track and field event.	
I followed instructions.	
I always followed the rules of safety.	
I followed my plan.	
I noted improvements to make.	

## Section 4. Evaluation

After you present your track and field event to your teacher, write down 1 or 2 improvements:

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## EVALUATION GRID (TEACHER)

<b>++</b> <b>SUCCEEDS EASILY</b> (without support)	<b>+</b> <b>SUCCEEDS</b> (with some support)	<b>±</b> <b>SUCCEEDS OCCASIONALLY</b> (with continuous support)	<b>-</b> <b>DOES NOT SUCCEED</b> (despite continuous support)
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<b>Observable Behaviours</b>  <b>I CONTROL MY RUNNING, MY JUMPING AND MY THROWING IN TRACK AND FIELD</b>  Class:  Date:	Plans his/her track and field sequence according to his/her capacities and the constraints of the activity	Executes movements according to the planned levels	Executes movements according to the techniques taught	Performs sequences of movement	Demonstrates ethical behaviour	Follows the rules of safety	Takes note of improvements	Identifies the learning achieved	Score
1.									
2.									
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Observable Behaviours  <b>I CONTROL MY RUNNING, MY JUMPING AND MY THROWING IN TRACK AND FIELD</b>  Class: Date:	Plans his/her track and field sequence according to his/her capacities and the constraints of the activity	Executes movements according to the planned levels	Executes movements according to the techniques taught	Performs sequences of movement	Demonstrates ethical behaviour	Follows the rules of safety	Takes note of improvements	Identifies the learning achieved	Score
	1.								
2.									
3.									
4.									
5.									
6.									
7.									

## References

### Reference documents

1. Athlétisme Canada, *Introduction à la compétition (Manuel technique)*, Mai 2010, 294 p.
2. Athlétisme Canada, *Entraîneur sportif (Manuel de référence)*, Avril 2010, 294 p.
3. Athlétisme Canada, *Entraîneur sportif (Manuel de l'entraîneur)*, Avril 2010, 69 p.
4. Frédéric Aubert et Thierry Choffin, *Athlétisme 3. Les courses*, Paris, Édition revue EPS, Avril 2007. 463 p.
5. Frédéric Aubert et Thierry Blancon, *Athlétisme 2. Les sauts*, Paris, Édition revue EPS, Janvier 2004, 255 p.
6. Dominique Daumail, Frédéric Aubert, *Athlétisme 2. Les lancers*, Paris, Édition revue EPS, Janvier 2003, 159 p.
7. Michel Portman, *L'athlétisme, un moyen d'éducation*, Éditeur : Fédération d'athlétisme du Québec, Mars 1982.

### Related Internet sites

1. Athleconnexion  
<http://www.athleconnexion.com/sauts.php>
2. Entraînement-sportif  
<http://entrainement-sportif.fr/saut-en-longueur.htm#course>
3. Éducation physique et sportive  
<http://yannick.del.free.fr/hauteur.htm>
4. SAÉ Je saute en contrôle!  
[http://www.recitdp.qc.ca/index.php?option=com\\_content&view=article&id=23:cycl e-3-je-saute-en-contrôle&catid=19:agir-cycle-1&Itemid=23](http://www.recitdp.qc.ca/index.php?option=com_content&view=article&id=23:cycl e-3-je-saute-en-contrôle&catid=19:agir-cycle-1&Itemid=23)
5. A variety of videos on technique available on YouTube (Long jump drills or High jump drills, Club d'athlétisme Les Vainqueurs)