



NASPE is proud to support Hershey's Track & Field Games

We are excited you will be using Hershey's Track & Field Games as part of your school-wide field day! Here are six lessons you can use with your upper elementary physical education students to improve their skills and prepare them for a safe and fun-filled event! These lessons address NASPE's National Physical Education Standards 1 (motor skills), 2 (understanding), 3 (physical activity) and 5 (responsible behavior).

Check out the Hershey's FastTrack to Sports Kit for more information. Included are teaching cues and video clips of the skills and activities. Page numbers in the six lesson plans refer you to specific activities in the Starter Guide with Coach's Cards & Fundamentals. Ready . . . Set . . . Go!

Lesson Title: Ready, Set, Go!

Lesson Objectives

Students will be able to:

1. Understand that appropriately preparing their muscles to run will prevent injury and help them run faster.
2. Demonstrate the critical elements of a standing start – equal weight distribution, forward lean, eyes down.
3. Demonstrate the critical elements of a sprint – tall body position, proper head position, eyes level, elbows bent to 90 degrees, and knees bent to 90 degrees when the leg is at its highest position.
4. Demonstrate the critical elements of a standing long jump – start with bent knees and arms back, drive the arms forward for propulsion, stretch the body out at take-off, and land on both feet with soft knees.
5. Demonstrate knowledge and follow the protocols associated with the Hershey's Track & Field events (sprints and the standing long jump).
6. Participate actively and cooperatively in all class activities.
7. Treat peers, teachers, and property respectfully at all times.

Warm-Up

1. Introduce the Hershey's Track & Field events that will be part of the school-wide field day.
2. Introduce students to the importance of warming up – preparing their muscles for activity to prevent injury and help them to run faster.
3. Traffic Lights Warm Up, refer to page 24 – play several rounds and incorporate different locomotor movements (e.g. skipping, lateral shuffle, high knees, butt kicks, etc.)

Lesson Focus

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| <ol style="list-style-type: none"> 1. Introduce the standing start. Use the Coach's Cue Words on page 26 and practice as a group. <ol style="list-style-type: none"> a. Remind students that during sprint events, they must stay in their lane. | <ol style="list-style-type: none"> 2. Practice the standing start using the 15-Yard Falling Short Race. Refer to page 28 for more information. 3. Introduce Sprinting Events. Use the Coach's Cue Words on page 30. | <ol style="list-style-type: none"> a. Divide the students into equal groups (one person for each lane) and practice the standing start using the Team Sprints activity on page 36. 4. Introduce the standing long jump. Use the Coach's | <p>Cue Words on page 62 and practice as a group.</p> <ol style="list-style-type: none"> a. Talk to students about the protocols for participating in the standing long jump, including the scratch line and how the distance will be measured. |
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Closure

1. Instruct the students to sit in close proximity to you (the teacher) and stretch as a group while you check for understanding and attitude about the lesson today.
 - a. Make sure you stretch all major muscle groups. Please consult the Skills, Drills Fundamentals DVD for more instruction on stretching.
2. Check for student understanding:
 - a. Where should you be looking when you are getting ready to start a sprint race?
 - b. Should you be leaning forward or backward? (False)
 - c. True or False? I only have to stay in my lane at the beginning of the race. (False)
 - d. True or False? Sprinting events are short races. (True)
 - e. True or False? Using your arms will help you jump farther. (True)
 - f. True or False? When landing, the judge will measure from the backs of your heels even if you fall on your seat. (False)
3. Check for student attitude:
 - a. Raise your hand if the sprinting events were the activity that you enjoyed most today.
 - b. Raise your hand if the standing long jump was the activity that you enjoyed most today.
 - c. Raise your hand if you think you were a better sprinter than jumper.
 - d. Raise your hand if you think you were a better jumper than sprinter.



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Check out the Hershey's FastTrack to Sports Kit for more information. Included are teaching cues and video clips of the skills and activities. Page numbers in the six lesson plans refer you to specific activities in the Starter Guide with Coach's Cards & Fundamentals. Ready . . . Set . . . Go!

Lesson Title: Throw, Throw, Throw

Lesson Objectives

Students will be able to:

1. Understand that appropriately preparing their muscles to run will prevent injury and help them run faster.
2. Demonstrate the critical elements of a standing start – equal weight distribution, forward lean, eyes down.
3. Demonstrate the critical elements of a sprint – tall body position, proper head position, eyes level, elbows bent to 90 degrees, and knees bent to 90 degrees when the leg is at its highest position.
4. Demonstrate the critical elements of a standing long jump – start with bent knees and arms back, drive the arms forward for propulsion, stretch the body out at take-off, and land on both feet with soft knees.
5. Demonstrate the critical elements of the softball throw – begin in the power position (opposite side toward target), step with the opposite foot, finish with the tummy facing the target, and follow-through with the arm down and across the body.
6. Demonstrate knowledge and follow the protocols associated with the Hershey's Track & Field events (sprints, standing long jump, softball throw).
7. Participate actively and cooperatively in all class activities.
8. Treat peers, teachers, and property respectfully at all times.

Warm-Up

1. Review the importance of warming up – the students need to prepare their muscles for activity to prevent injury and help them run faster.
2. Traffic Lights Warm Up, refer to page 24 – play several rounds and incorporate different locomotor movements (e.g. skipping, lateral shuffle, high knees, butt kicks, etc.).

Lesson Focus

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| <ol style="list-style-type: none"> 1. Review the standing start and sprinting events. <ol style="list-style-type: none"> a. Use the Coach's Cue Words on pages 26 and 30. b. Remind students that during sprint events, they must stay in their lane. 2. Practice the standing start and sprinting events using the | <ol style="list-style-type: none"> Kick, Skip and High Knees Relay. Refer to page 34. 3. Review the standing long jump. Use the Coach's Cue Words on page 62 and practice as a group. <ol style="list-style-type: none"> a. Review the protocols for participating in the standing long jump, including the scratch line and how the distance will be | <ol style="list-style-type: none"> measured. 4. Introduce the softball throw. Use the Coach's Cue Words on page 70. <ol style="list-style-type: none"> a. Review overhand throwing technique – begin in the power position, step with the opposite foot, complete the throw with your tummy facing the target, | <ol style="list-style-type: none"> and follow-through with the arm down and across the body. b. Introduce the protocols for the softball throw, including the scratch line and the procedure for measuring the distance. c. Practice the softball throw using the Softball Throw Race. Refer to page 76. |
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Closure

1. Instruct the students to sit in close proximity to you (the teacher) and stretch as a group while you check for understanding and attitude about the lesson today.
 - a. Make sure you stretch all major muscle groups. Please consult the Skills, Drills, Fundamentals DVD for more instruction on stretching.
2. Check for student understanding:
 - a. What are some things you can do to help you run faster in the sprinting events? (lean forward a little, keep your head, neck, and spine all in a line, use your arms)
 - b. True or False? In sprinting events, I have to stay in my lane during the entire race. (True)
 - c. True or False? When doing the standing long jump, you must take off before the scratch line. (True)
 - d. True or False? When doing the softball throw, you must throw the ball from behind the scratch line? (True)
3. Check for student attitude:
 - a. Raise your hand if the sprinting events were the activity that you enjoyed most today.
 - b. Raise your hand if the standing long jump was the activity that you enjoyed most today.
 - c. Raise your hand if the softball throw was the activity you enjoyed most today.
 - d. Raise your hand if you think you are best at the sprinting events? The standing long jump? The softball throw?



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Lesson Title: Keep on Running!

Lesson Objectives

Students will be able to:

1. Understand that appropriately preparing their muscles to run will prevent injury and help them run faster.
2. Demonstrate the critical elements of the softball throw – begin in the power position (opposite side toward target), step with the opposite foot, finish with the tummy facing the target, and follow-through with the arm down and across the body.
3. Demonstrate the critical elements of a standing start – equal weight distribution, forward lean, eyes down.
4. Demonstrate the critical elements of middle distance/distance running – run with a tall posture, maintain head-neck-spine alignment, no cross-body arm swing, land with the heel first, then the toe, take long strides.
5. Demonstrate knowledge and follow the protocols associated with the Hershey's Track & Field events (softball throw, distance running).
6. Participate actively and cooperatively in all class activities.
7. Treat peers, teachers, and property respectfully at all times.

Warm-Up

1. Review the importance of warming up – the students need to prepare their muscles for activity to prevent injury and help them run faster.
2. Traffic Lights Warm Up, refer to page 24 – play several rounds and incorporate different locomotor movements (e.g. skipping, lateral shuffle, high knees, butt kicks, etc.).

Lesson Focus

1. Introduce middle distance/distance running. Use the Coach's Cue Words on Page 38. (This activity is appropriate for students ages 11-14. If your students are younger, use race walking techniques or eliminate this event.)
 - a. Review the similarities and differences between sprinting events and distance running.
 - b. Practice pacing for longer runs with the Indian Run Race activity. Refer to page 40 for more information.

Closure

1. Instruct the students to sit in close proximity to you (the teacher) and stretch as a group while you check for understanding and attitude about the lesson today.
 - a. Make sure you stretch all major muscle groups. Please consult the Skills, Drills, Fundamentals DVD for more instruction on stretching.
2. Check for student understanding:
 - a. What are some of the similarities between sprinting events and distance events?
 - b. What are some of the differences between sprinting events and distance events?
 - c. True or False? When doing the standing long jump, the distance is measured from the back of your heels even if you fall backward on your seat. (False)
 - d. True or False? When doing the softball throw, you must throw the ball from behind the scratch line? (True)
3. Check for student attitude:
 - a. Raise your hand if you enjoyed the longer running today.
 - b. Raise your hand if you think you are better at the sprinting events? At the distance events?



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Lesson Title: My Turn, Your Turn

Lesson Objectives

Students will be able to:

1. Understand that appropriately preparing their muscles to run will prevent injury and help them run faster.
2. Demonstrate the critical elements of a standing start – equal weight distribution, forward lean, eyes down.
3. Demonstrate the critical elements of middle distance/distance running – run with a tall posture, maintain head-neck-spine alignment, no cross-body arm swing, land with the heel first, then the toe, take long strides.
4. Demonstrate the critical elements of a relay event – run like sprinting, give the incoming runner a target, outgoing runner switches baton to the other hand, incoming runner pushes the baton into the outgoing runner's hand.
5. Demonstrate knowledge and follow the protocols associated with the Hershey's Track & Field events (distance running, relays).
6. Participate actively and cooperatively in all class activities.
7. Treat peers, teachers, and property respectfully at all times.

Warm-Up

1. Review the importance of warming up – the students need to prepare their muscles for activity to prevent injury and help them run faster.
2. Traffic Lights Warm Up, refer to page 24 – play several rounds and incorporate different locomotor movements (e.g. skipping, lateral shuffle, high knees, butt kicks, etc.).

Lesson Focus

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| <p>1. Review middle distance/distance running. Use the Coach's Cue Words on Page 38.
(This activity is appropriate for students ages 11-14. If your students are younger, use race walking techniques or eliminate this event.)</p> | <p>a. Review the similarities and differences between sprinting events and distance running.
b. Practice pacing for longer runs with the Team Middle Distance activity Refer to page 44.</p> | <p>2. Introduce relays - this event is a race around the track with four students taking turns. They must have the baton in their hand in order to begin their turn. Use the Coach's Cue Words on page 54.
a. Introduce the blind hand-off. Use cones to create</p> | <p>an exchange zone. Instruct the students to practice with a partner and alternate roles (ingoing runner, outgoing runner). Allow enough time for several practice attempts.
b. Practice the relay using the Continuous Relay activity Refer to page 58.</p> |
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Closure

1. Instruct the students to sit in close proximity to you (the teacher) and stretch as a group while you check for understanding and attitude about the lesson today.
 - a. Make sure you stretch all major muscle groups. Please consult the Skills, Drills, Fundamentals DVD for more instruction on stretching.
2. Check for student understanding:
 - a. True or False? When handing off the baton, the incoming runner "pushes" the baton into the hand of the outgoing runner. (True)
 - b. Where should the outgoing runner be looking while waiting for the baton? (Forward)
 - c. True or False? When doing the softball throw, you must throw the ball from behind the scratch line? (True)
3. Check for student attitude:
 - a. Raise your hand if you enjoyed the relays today.
 - b. Raise your hand if you think if you think you are improving in the sprinting events? At the standing long jump? At the softball throw? At the distance events? At the relays?



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Lesson Title: Well Rounded

Lesson Objectives

Students will be able to:

1. Understand that appropriately preparing their muscles to run will prevent injury and help them run faster.
2. Demonstrate the critical elements of a standing start – equal weight distribution, forward lean, eyes down.
3. Demonstrate the critical elements of a sprint – tall body position, proper head position, eyes level, elbows bent to 90 degrees, and knees bent to 90 degrees when the leg is at its highest position.
4. Demonstrate the critical elements of a standing long jump – start with bent knees and arms back, drive the arms for-

ward for propulsion, stretch the body out at take-off, and land on both feet with soft knees.

5. Demonstrate the critical elements of the softball throw – begin in the power position (opposite side toward target), step with the opposite foot, finish with the tummy facing the target, and follow-through with the arm down and across the body.
6. Demonstrate the critical elements of middle distance/distance running – run with a tall posture, maintain head-neck-spine alignment, no cross-body arm swing, land with the heel first, then the toe, take long strides.

7. Demonstrate the critical elements of a relay event – run like sprinting, give the incoming runner a target, outgoing runner switches baton to the other hand, incoming runner pushes the baton into the outgoing runner's hand.
8. Demonstrate knowledge and follow the protocols associated with the Hershey's Track & Field events (sprinting events, softball throw, standing long jump, distance running, relays).
9. Participate actively and cooperatively in all class activities.
10. Treat peers, teachers, and property respectfully at all times.

Warm-Up

1. Review the importance of warming up – the students need to prepare their muscles for activity to prevent injury and help them run faster.
2. Traffic Lights Warm Up, refer to page 24 – play several rounds and incorporate different locomotor movements (e.g. skipping, lateral shuffle, high knees, butt kicks, etc.).

Lesson Focus

1. Review protocols and coach's cues for the standing start, sprinting events, softball throw, and standing long jump.
2. Introduce station activities:
 - a. Station 1: Sprint Events (50m)
 - i. One student in the group will be the starter and start the race making sure that all students are following the protocols for the standing start.
 - ii. One student will act as the judge making sure that all students stay in their lane throughout the race.
 - iii. Students will rotate roles following each race until everyone has had at least one turn in each role.
 - b. Station 2: Softball Throw
 - i. One student in the group will act as the judge. This student will let the others know when they are to throw and will make sure that everyone releases the ball with their feet behind the scratch line. The judge will also signal when it is safe to retrieve the softballs.
 - ii. Students will rotate roles following each throw until everyone has had at least one opportunity to be the judge.
 - c. Station 3: Standing Long Jump
 - i. Students will work with a partner. One partner will be jumping while the other serves as the judge. The judge will make sure the jumper takes off behind the scratch line and will measure the jump from the scratch line to the jumper's body part that has landed closest to that line.
 - ii. Students will alternate roles following each jump.
 - d. Review the protocols and coach's cue words for the relay. Review the blind hand-off technique and the exchange zones.
 - i. Practice the relay using the Team Relay activity. Refer to page 60.

Closure

1. Instruct the students to sit in close proximity to you (the teacher) and stretch as a group while you check for understanding and attitude about the lesson today.
 - a. Make sure you stretch all major muscle groups. Please consult the Skills, Drills, Fundamentals DVD for more instruction on stretching.
2. Check for student understanding:
 - a. True or False? When handing off the baton, the incoming runner "pushes" the baton into the hand of the outgoing runner. (True)
 - b. What is the name of the area in which the hand-off must occur? (The Exchange Zone)
3. Check for student attitude:
 - a. Raise your hand if you enjoyed the stations today.
 - b. Raise your hand if you think if you think you are improving in the sprinting events? At the standing long jump? At the softball throw? At the distance events? At the relays?



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Lesson Title: Well Rounded II

Lesson Objectives

Students will be able to:

1. Understand that appropriately preparing their muscles to run will prevent injury and help them run faster.
2. Demonstrate the critical elements of a standing start – equal weight distribution, forward lean, eyes down.
3. Demonstrate the critical elements of a sprint – tall body position, proper head position, eyes level, elbows bent to 90 degrees, and knees bent to 90 degrees when the leg is at its highest position.
4. Demonstrate the critical elements of a standing long jump – start with bent knees and arms back, drive the arms forward for propulsion, stretch the body out at take-off, and land on both feet with soft knees.
5. Demonstrate the critical elements of the softball throw – begin in the power position (opposite side toward target), step with the opposite foot, finish with the tummy facing the target, and follow-through with the arm down and across the body.
6. Demonstrate the critical elements of middle distance/distance running – run with a tall posture, maintain head-neck-spine alignment, no cross-body arm swing, land with the heel first, then the toe, take long strides.
7. Demonstrate the critical elements of a relay event – run like sprinting, give the incoming runner a target, outgoing runner switches baton to the other hand, incoming runner pushes the baton into the outgoing runner's hand.
8. Demonstrate knowledge and follow the protocols associated with the Hershey's Track & Field events (sprinting events, softball throw, standing long jump, distance running, relays).
9. Recognize individual similarities and differences and participate actively and cooperatively in class activities.
10. Treat peers, teachers, and property respectfully at all times.

Warm-Up

1. Review the importance of warming up – the students need to prepare their muscles for activity to prevent injury and help them run faster.
2. Traffic Lights Warm Up, refer to page 24 – play several rounds and incorporate different locomotor movements (e.g. skipping, lateral shuffle, high knees, butt kicks, etc.).

Lesson Focus

1. Review protocols and coach's cues for the standing start, sprinting events, softball throw, and standing long jump.
 - i. Students will work with a partner at this station taking turns running around the figure-eight course.
2. Introduce station activities:
 - a. Station 1: Distance Running – Figure Eight activity. Refer to page 50. (If you are working with students aged 9-10 years, replace this activity with the sprint activity from Lesson 5).
 - i. One student in the group will act as the judge. This student will let the others know when they are to throw and will make sure that everyone releases the ball with their feet behind the scratch line. The judge will also signal when it is safe to retrieve the softballs.
 - ii. Students will rotate roles following each throw until everyone has had at least one opportunity to be the judge.
 - b. Station 2: Softball Throw
 - i. Students will work with a partner. One partner will be jumping while the other serves as the judge. The judge will make sure the jumper takes off behind the scratch line and will measure the jump from the scratch line to the jumper's body part that has landed closest to that line.
 - ii. Students will alternate roles following each jump.
 - c. Station 3: Standing Long Jump
 - i. Students will work with a partner. One partner will be jumping while the other serves as the judge. The judge will make sure the jumper takes off behind the scratch line and will measure the jump from the scratch line to the jumper's body part that has landed closest to that line.
 - ii. Students will alternate roles following each jump.
 - d. Review the protocols and coach's cue words for the relay. Review the blind hand-off technique and the exchange zones.
 - i. Practice the relay using the Team Relay activity. Refer to page 60).

Closure

1. Instruct the students to sit in close proximity to you (the teacher) and stretch as a group while you check for understanding and attitude about the lesson today.
 - a. Make sure you stretch all major muscle groups. Please consult the Skills, Drills, Fundamentals DVD for more instruction on stretching.
2. Check for student understanding:
 - a. What is the name of the area in which the hand-off must occur? (The Exchange Zone)
 - b. Tell me something that you know about the standing start; the sprinting events; the standing long jump; the softball throw; distance running; relays.
3. Check for student attitude:
 - a. Raise your hand if you enjoyed the stations today.
 - b. If you had to choose the activity you feel best at, would it be the sprinting events? The standing long jump? The softball throw? The distance running? The relays?