**TRACK and FIELD – Day 2**

**Skill(s):** Running

**Introduction:** The 100 meter, 200 meter, and 4x100 relay are performed at the Spring Special Olympics Games. 100 meters is approximately the length of the straight away on a track. 200 meters is approximately the length of a straightaway and a curve on a track. The 4x100 relay is equivalent to one lap and is run by 4 teammates. Each teammate runs 100 meters and hands off a baton to the next teammate.

**Individual Practice:** Have students warm-up by jogging or walking laps. After jogging, students should stretch and run sprints if necessary.

**Activity:** 100 and 200 meter Dash and 4x100 Relay Race.

**Equipment:** Starting Whistle or Gun (if available)

 Cones

 Stopwatch

 Baton (or other object to hand off)

 Measuring Tape

**Set-up/Formation:** On the track, measure 100 meters. Mark the start and finish with cones. Measure 200 meters and mark the start and the finish. For the relay, place large cones every 100 meters. Have a paraeducator or peer stand at all cones.

**Description:**

 **100 meter Dash** -Students line up along the starting line. On the whistle, students will run to the finish line as fast as possible. Time each race.

 **200 meter Dash** -Students that are able to run more than 100 meters, line up along the starting line. On the whistle, students will run to the finish line as fast as possible. Time each race.

 **4x100 meter Relay** -Each teammate is assigned a cone to go to. Cones are placed around the track, every 100 meters. On the whistle, the first runner, runs 100 meters to the next teammate, and passes the baton to them. That teammate runs 100 meters to the next cone and hands off the baton. This continues until all teammates have run 100 meters. Time each race.

**Modifications:**

 **Step Up:**

* Have student run multiple races.
* Time student each race and encourage him/her to beat his/her time every race.
* Have student run different legs of the relay.

 **Step Down:**

* Allow student to jog or walk.
* Have a paraeducator or peer run with the student.
* Shorten the distance.
* Make lanes more visible through the use of cones or tape.
* Do not time races.

 **Wheelchair Modifications:**

* Allow student to go as far as they feel comfortable.
* Set up a slalom course for student to go through.

**Tips:**

\*Larger cones are easier to see on a track. Make the cones as visible as possible by tying flags or scarves on them.

\*Try to pair all students with a partner to run with – paraeducator, peer, or teacher.

**North Carolina Standard Course of Study Competency Goals and Objectives:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **6th Grade** | **7th Grade** | **8th Grade** | **High School** |
| **Competency Goal(s)**  | **6** | **10** | **6** | **10** | **6** | **10** | **6** | **10** |
| **Objective(s)** | **6.04, 6.05** | **10.01, 10.02** | **6.05** | **10.01, 10.04** | **6.04** | **10.02, 10.03** | **6.01** | **10.02, 10.03** |

**Adaptation Checklist**

1. \_\_\_Is the adaptation safe?
2. \_\_\_Does the modification maintain the concept of the game?
3. \_\_\_Was the child included in the adaptation and does he or she embrace the

 concept?

1. \_\_\_Is the game still age-appropriate?
2. \_\_\_Is the child still included successfully?
3. \_\_\_Is the adaptation holding the child back and not affording a challenge?
4. \_\_\_Does the adaptation still allow the child with the disability to work on

 either class goals or IEP goals?

1. \_\_\_Does the adaptation alienate the child from the rest of the class?
2. \_\_\_Could the adaptation be minimized or eliminated?
3. \_\_\_Other?

Lieberman, Lauren J., and Cathy Houston-Wilson. *Strategies for Inclusion: a Handbook for Physical Educators*. Champaign, Il: Human Kinetics, 2002. Print. 25