



STARTING

Equipment

4 pylons, checklist, pen/pencil

Safety Issues

To prevent collision, warn the kids to be aware of other kids running around them. If the FUNdamental race is practiced several times, monitor kids to avoid overexertion.

Objectives

At the end of the lesson plan, kids will:

1. Understand why warm ups are important
2. Understand the different ways you can start an event
3. Demonstrate correct start commands

Standards

To view the physical education standards that may apply to this lesson plan, you can directly access the state board of education websites by clicking on each of the following states: [California](#), [Florida](#), [Georgia](#), [Illinois](#), [Michigan](#), [North Carolina](#), [New Jersey](#), [New York](#), [Pennsylvania](#), [Texas](#), and [Virginia](#).

Introduction

Q: What types of races have you seen in person or on the television?

A: Running, track and field, sprints, car races, horse races.

Q: What signals the start of these races?

A: 'Go', 'On your mark, get set, go!', a gunshot, a flag, a buzzer.

In today's lesson, we are going to learn:

1. Why starts are important
2. Different ways you can start an event
3. Start commands



Warm Up

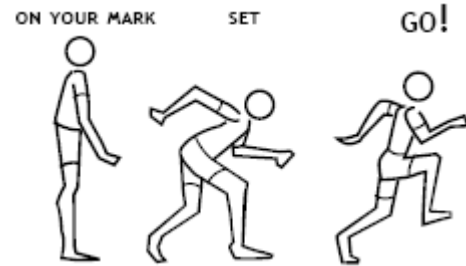
Spiders

1. Spiders are a movement on all fours, with stomachs facing the floor.
2. Have kids line up in the playing area.
3. On command, the kids should perform “spiders” using same hand and foot.
4. Kids should use four different directions (forwards, backwards, left, right).
5. On command, the kids should perform “spiders” using opposite hand and foot.
6. Kids should use four different directions (forwards, backwards, left, right).



Skills

1. The objective of a start is to begin the first few seconds of the race as quickly as possible to build momentum. If you have a fast start, you will start the race ahead of your competition.
2. Today we are going to look at two different ways you can start in a track and field race
 - a. Standing Starts – equally distribute weight on legs, opposite arm – opposite leg, lean forward, short steps, eyes down, look up with each step.
 - b. 3-Point Stance – drop knee, hands and head down, explode out, same forward momentum as standing starts.
3. The start command for 400m and shorter track and field running events is “On your mark, get set, go!”. The start command for longer track and field running events is “On your mark, go!”. Let’s look at these three phases:
 - a. On your mark – Step up to the start line, lead foot should be to the line.
 - b. Get set – Assume proper starting position (i.e., standing starts or 3-point stance).
 - c. Go! – Take off, start running the race.



Drill

Starts Drill

1. Instruct the kids to line up near the start line and assume the correct standing start position.
2. On command (“On your mark, get set, go!”), the kids start with their bodies leaning forward and low to the ground.
3. Once they’ve reached the finish line, they must walk back to the start line.
4. Repeat procedure, have kids lie on stomachs, facing the finish line.
5. Repeat procedure, have kids use the 3-point stance on the finish line.

FUNDamental

15 Yard Falling Short Race

1. Instruct the kids to line up at the starting line.
2. Instruct the kids to use the proper Standing Start techniques, including falling forward.
3. This 15 yard race should be run several times to practice and test Standing Start techniques.
4. The kid who crosses the finish line first wins. However, kids can be disqualified if they don't use the proper start.

Cool Down

Follow the Leader

1. Kids should walk, skip and jog around the perimeter of the playing area, copying the movements and stretches of the leader.
2. Call out "Leader fall back", so the leader goes to the end of the line and a new leader takes over.
3. Repeat until all kids have had a chance to lead the cool down.

Conclusion

Q: What other sports do you play where it is important to have a quick start?

A: Baseball/Softball – stealing bases, Hockey – when the puck is dropped, Tennis – returning a serve.

Q: How are you going to use starting to improve your performance in other sports?

A: Lean forward, place one foot forward at the starting line, take short steps at first, distribute weight equally across both legs, and keep eyes down and look up with each step.

Assessment

Checklist

1. Foot Placement - one foot forward at starting line, weight equally distributed on legs
2. Stride – first steps are very short
3. Eye Placement – eyes focused downward, raise vision with initial steps
4. Body Position – body lean, feel like you are falling down the track
5. Starting command - "On your mark, get set, go!"



Set Up Diagrams
Starts Drill



15 Yard Falling Short Race FUNDamental





Starting Lesson Plan						
Group _____			Date _____			
Name	Foot Placement	Stride	Eye Placement	Body Position	Start Command	Total
1.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
2.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
3.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
4.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
5.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
6.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
7.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
8.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
9.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
10.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
11.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
12.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
13.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
14.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
15.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
16.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
17.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
18.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
19.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
20.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
21.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
22.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
23.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
24.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
25.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
26.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
27.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
28.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
29.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
30.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
Group Average	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	

Score	Behavioral Measure	Group Areas of Improvement
3	Performs cue correctly all of the time	
2	Performs cue correctly most of the time	
1	Performs cue incorrectly most of the time	
0	Performs cue incorrectly all of the time	