Activity Plan

TITLE: Pace and Stride

KEY SKILL(S) and CONCEPT(S):
- Stride: Running faster than a jog by using bigger steps (not as fast as a full sprint)
- Pace: Measure of the speed of running; usually quantified as minutes taken to run a mile
- Bounding: An exaggerated leap; leaping with a moment of suspension

SUGGESTED GRADE LEVEL(S): 4-8

OBJECTIVE(S): Students will be able to:
- Understand the difference between sprinting and striding and will be able to better maintain a steady pace for a longer run.
- Demonstrate the knowledge and understanding of pacing oneself when running.
- Recognize individual similarities and differences and participate cooperatively in class activities.
- Independently treat peers, teacher, and property respectfully at all times.

SUPPORT NATIONAL STANDARDS FOR PHYSICAL EDUCATION (NASPE, 2004):
1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
3. Achieves and maintains a health-enhancing level of physical fitness.
4. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
5. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

MATERIALS NEEDED: Running course: track, gymnasium or measured running loop

DESCRIPTION:
Once students are comfortable with running a certain distance (1/2 mile, one mile, etc.) it may be a good time to teach different running techniques. Many students have a difficult time understanding and applying pace, especially for longer runs. Divide running task into equal parts of running with big strides and jogging at a slower, paced speed. Encourage students to complete the course without walking until a designated walk period.

TEACHING SUGGESTIONS/TIPS:
- Use bounding activities to help explain the concept of stride verses sprint. Later, turn the bounds into a smoother pattern in which students are running but focusing on a bigger stride.
- Instructors should observe and correct students’ “stride” before they begin this running activity.

VARIATIONS AND/OR EXTENSIONS:
- If using a 400 meter track, have students jog the turns and stride the straight-aways.
Activity Plan

TITLE: Agility Drills with Obstacles

KEY SKILL(S) and CONCEPT(S): Agility: Being able to move in different directions quickly breaking from the normal running stride

SUGGESTED GRADE LEVEL(S): 4-8

OBJECTIVE(S): Students will be able to:
- Demonstrate agility when running; break running stride and be able to get back on pace.
- Demonstrate understanding of verbal cues and respond appropriately.
- Recognize individual similarities and differences and participate cooperatively in class activities.
- Independently treat peers, teacher, and property respectfully at all times.

SUPPORT NATIONAL STANDARDS FOR PHYSICAL EDUCATION (NASPE, 2004):
1 - Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
2 - Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
4 - Achieves and maintains a health-enhancing level of physical fitness.
5 - Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
6 - Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

MATERIALS NEEDED: Obstacles such as hula hoops, cones, jump ropes, etc.

DESCRIPTION:
Instructor places obstacles along running course (track, gymnasium or other designated running loop). When students reach these obstacles they are instructed to zigzag around the obstacle, jump over the obstacle, perform a task using the obstacle, etc.

TEACHING SUGGESTIONS/TIPS:
- Keep obstacles spread out at a safe distance.
- Be creative in developing a challenging obstacle course for students. Example: Create rocks and boulders for students to zigzag around or leap/jump over by stuffing large trash bags with crumpled up newspaper or cardboard.
Activity Plan

TITLE: Interval Running (1 mile run)

KEY SKILLS(S) and CONCEPTS: Running, endurance, race pacing

SUGGESTED GRADE LEVEL(S): 4-8

OBJECTIVES(S): Students will be able to:
• Demonstrate improved running skills.
• Demonstrate improved cardiovascular endurance.
• Demonstrate improved understanding of appropriate pacing for the mile run test by hitting their target times.
• Demonstrate teamwork.

SUPPORT NATIONAL STANDARDS FOR PHYSICAL EDUCATION (NASPE, 2004):
1 - Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.
2 - Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
5 - Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
6 - Values physical activity for health, enjoyment, self-expression, and/or social interaction.

MATERIALS NEEDED: Running track or a measuring wheel, stopwatch, race pace chart

DESCRIPTION:
With the knowledge of their own mile run time, each child can look up or be told the target time for shorter segments of the mile run: ¼ mile and ½ mile times that need to be achieved in order to run their overall time. Students run ¼ mile at their race pace time and then walk a ¼ mile. This is repeated three times, so the overall running distance equals one mile. When the ½ mile interval is run, instead of the ¼ mile interval, the students walk ½ mile and only repeat the ½ mile interval one time.

TEACHING SUGGESTIONS/TIPS:
• To challenge students to achieve a better test time in the mile, have them shoot for a target time 5 seconds faster than their ¼ mile split in the 1 mile run and 8 seconds faster than their ½ mile split in the 1 mile run. For example: For a 10 minute mile with a standard ¼ mile split of 2:30, the goal would be to run their interval in 2:25 with a full ¼ mile recovery walk before the next interval.

VARIATIONS AND/OR SUGGESTIONS:
• Divide class into four groups based on target times, so they learn the concept of pacing along with students with similar running skill.
• Stagger running groups so the teacher can focus on only 1-2 groups at a time. Other groups can be involved in the active walking portion of the interval training.
• Remind groups that are walking to listen for runners moving up behind them, to stay out of the way of runners, and move to the outside lanes of the track.

REFERENCES:
**Activity Plan**

**TITLE:** Hill Training

**KEY SKILLS(S) and CONCEPT(S):** Building muscular power and strength

**SUGGESTED GRADE LEVEL(S):** Grades 4-8

**OBJECTIVES(S):** Students will be able to:
- Increase muscular power and strength by running up hills.
- Strengthen hamstrings, calves, glutes, hip flexors, and Achilles tendons.
- Develop muscle elasticity.
- Improve stride frequency and length.
- Increase strength endurance.
- Develop control and stabilization through downhill running.
- Develop coordination through proper use of arm action during driving phase.

**SUPPORT NATIONAL STANDARDS FOR PHYSICAL EDUCATION (NASPE, 2004):**
1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
3. Achieves and maintains a health-enhancing level of physical fitness.

**MATERIALS NEEDED:** Running shoes, stopwatches, hills: short, medium, long

**DESCRIPTION:**
Hill running is an excellent training and fitness strategy to increase strength and power. In hill running the student/athlete uses their body weight as resistance to push against.
- **Short hills:** should take no more than 30 seconds to run up and has an inclination between 5 and 15 degrees gradient. This energy source is entirely anaerobic.
- **Medium hills:** should take between 30 to 90 seconds to run up. Energy source is both anaerobic and aerobic. Youth should do 6-8 runs of 45 seconds each.
- **Long hills:** should take from 90 seconds to 3 minutes. Primary energy source will be aerobic.

**TEACHING SUGGESTIONS/TIPS:**
- Maintain proper posture while running hills, lean slightly forward.
- Hill training should be used no more than once or twice a week.
- Run with a slightly higher knee lift.
- To keep your body upright, keep your head up and fix your eyes directly ahead, not at your feet.
- Jog slowly and controlled on each descent (downhill).
- Running on soft surfaces, grass and chip trails are best.
- Run with shorter strides.

**VARIATIONS AND/OR SUGGESTIONS:**
- **Stairwell:** In the absence of hills, run on the steps in between floors at the school site.
- **Bridges:** In addition to hills, inclines on bridges can be a good substitute. Be sure that the bridges have appropriate pedestrian paths or shoulders.
- **Treadmill:** Recommended for students in grades 6 or higher under the supervision of a qualified adult. Run on a treadmill at an 8 percent incline for 90 seconds with 2 minute flat recovery jogs in between.

**REFERENCES:**
- http://www.runnnersworld.com
- http://www.brianmac.co.uk
- http://www.runningplanet.com/training/hill-training-overview.html

*On your mark, get set, give them a healthy start.*
Activity Plan

TITLE: Partner Drills

KEY SKILLS(S) and CONCEPTS: Progressive warm-up, agility, speed, coordination

SUGGESTED GRADE LEVEL(S): 4-8

OBJECTIVES(S):
• Demonstrate teamwork while working to improve speed and agility.
• Demonstrate knowledge and understanding of warm-up activities and agility.
• Recognize individual similarities and differences and participate cooperatively in group activities.

SUPPORT NATIONAL STANDARDS FOR PHYSICAL EDUCATION (NASPE, 2004):
1 - Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.
2 - Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
5 - Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
6 - Values physical activity for health, enjoyment, self-expression, and/or social interaction.

MATERIALS NEEDED: Running shoes, cones

DESCRIPTION: Students work with a partner, facing each other about 20 meters (21 yards and 32 inches; 65 feet and 6 inches) apart or another designated distance. Use cones to mark each participant's starting position. Students should number themselves one and two, form two parallel lines and listen for their number to be called. When you have called their number, students should jog towards their partners, go around them and return to their original start position. Instead of just jogging, change the action they carry out each time their number is called. Some examples:
• Sidestepping
• Heel flicking (flicking heels off backside while running)
• Jogging to their partner, high five then jogging back
• Hopping on right foot to partner, running around them twice then hopping back on the opposite foot

TEACHING SUGGESTIONS/TIPS:
• If used as part of a warm-up, ensure movements are progressive. Begin with less intense movements such as jogging and include more vigorous movements towards the end of the warm-up.
• Use your imagination when designing movements for the participants. Make them fun and appropriate to the age of the participants. You can also ask them for their own ideas!

VARIATIONS AND/OR SUGGESTIONS:
• To make the activity more difficult, this activity can be changed to become a race when a student's number is called out. At a designated point or distance on the first student's return, the second student should begin running and try to tag/pass the first student on their side before they return to their cone. To ensure safety measure 5 feet around the cone for the student's turn around distance.
• Shuttle relay race alternative: Place blocks or cones at various places between the start and finish line. The first runner brings all of the blocks in, one at a time, in any order desired. That runner then tags off the second runner who returns the blocks, one at a time to their respective spots. The game continues as such until time is up, or they have completed the necessary number of circuits.
• Please consider the age and ability level of the students before selecting certain activities.

REFERENCES: