



## 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:  $\frac{1}{4}$  mile and  $\frac{1}{2}$  mile times that need to be achieved in order to run their overall time. Students run  $\frac{1}{4}$  mile at their race pace time and then walk a  $\frac{1}{4}$  mile. This is repeated three times, so the overall running distance equals one mile. When the  $\frac{1}{2}$  mile interval is run, instead of the  $\frac{1}{4}$  mile interval, the students walk  $\frac{1}{2}$  mile and only repeat the  $\frac{1}{2}$  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  $\frac{1}{4}$  mile split in the 1 mile run and 8 seconds faster than their  $\frac{1}{2}$  mile split in the 1 mile run. For example: For a 10 minute mile with a standard  $\frac{1}{4}$  mile split of 2:30, the goal would be to run their interval in 2:25 with a full  $\frac{1}{4}$  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:

- Doherty, Ken. (2007). Track and field omnibook, 5th edition, Los Altos, CA. Track and Field News Press.
- Floyd, Patricia & Parke, E. (1990). Walk, jog, run: wellness for everyone. Hunter Textbooks.
- Kelso, Tom. (2005). The interval training manual: 520+ interval running workouts for all sports and abilities. Monterey, CA: Coaches Choice.
- Shorter, Frank. (2005). Running for health, fitness and peak performance / Frank 1st American ed., New York: DK Pub.