



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.
- 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: 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.