Silver Medal Level:
Train Smart

Take it to the next level! This section contains injury prevention, sun safety, nutrition, and running materials that can be used to teach students to allow them to take their fitness and health to the next level.

Many of the safety and nutrition pages can simply be copied, distributed, and reviewed with students.

The running activity lesson plans are simple to implement and will develop good running form and keep running fun.

Grants are available at the following sites to help fund school-based running programs. They are worth a shot!

1. Fuel Up to Play 60: $4,000 for nutrition and physical activity programs:
   http://school.fueluptoplay60.com/funds_for_futp60.php
2. ING Run for Something Better: $2,500 to establish or expand a school-based running program:
   http://www.ingrfsb.com/site/index/get_your_school_involved
3. Southern Arizona Roadrunners Children’s Fitness Funds: $1,000 for promoting running-related programs:
   http://www.azroadrunners.org/go/category/about/childrens_fitness_fund
4. Might Milers: Not a grant, but a free program to schools with 51% or more students qualifying for the federal Free and Reduced Lunch Program:
   http://www.nyrr.org/youth-and-schools/might-milers
Youth Running Guidelines: Preventing Sports Injuries

Why is it important to moderate children’s running:
Children ages 5-14 account for 40 percent of all sports-related injuries, with female runners having the highest rate of injury (over even football players).

Frequency, Intensity, Time and Balance:
-2-3 sessions a week
-Start 5-10 minutes, gradually increasing to 20-30
-Keep distance and intensity moderate
-Include exercises that incorporate alternate muscle groups

Age level recommendations:

Preschoolers: Preschoolers should only run for play.

Ages 5-8: Running spurts should be short with many breaks (walking, listening to stories, stretching, performing exercises). Running should involve play. Example: incorporating exercises for alternating muscle groups, running, and walking, start small with 5-10 minutes of exercise, and build to 20-30 minutes, running up to half a track-distance (200 meters) at a time.

Ages 9-12: This age group can handle training for a one-mile event with an emphasis on pacing and enjoyment. It is key to balance running with other sports and exercises. At this age, children’s long bones are in growth and are sensitive. Be careful to increase distances gradually. At the upper limits of this age group, children can begin to work towards a 5k distance.

Ages 13-14: Many young teens are still in a growing-phase and precautions should be taken to ease into mileage. This group can comfortably work on 5k distances and as they pass into puberty, their bodies are better able to handle longer, more competitive racing. With certified coaches, young teens can aim for 10K distances, with 2-3 runs a week.

Ages 15-18: With certified coaches, teenagers can safely increase distances and intensity adapted to individual abilities. Emphasis should be placed on whole body fitness.
Safety Tips for Walking, Running and Biking

1. Walk or Bike Together Safely
   ✤ Always walk or bike with a parent or a friend.
   ✤ When walking, use safe routes with sidewalks.
   ✤ If no sidewalk available, walk on the left side of the street (facing traffic).

2. Be Bright! Be Seen!
   ✤ Wear bright color clothing or reflective materials so others will see you.
   ✤ Use lights and reflectors on your bike.

3. Watch Out!
   ✤ Be aware of cars that are turning or backing out of driveways.
   ✤ Make eye contact with drivers.

4. Cross Safely
   ✤ Cross at a crosswalk or a corner.
   ✤ Look both ways and make sure there are no cars coming before you cross.
   ✤ Keep looking for traffic until you finish crossing.

5. Follow the Rules!
   ✤ Obey all traffic signs, signals and crossing guards when walking or biking.
   ✤ Always wear your helmet, even if going for a short ride.
Parents’ and Coaches’ Guide to Dehydration and Other Heat Illnesses in Children

These guidelines were developed to help parents and coaches increase the safety and performance of children who play sports in hot weather. Children who play sports or are physically active in hot weather can be at risk for heat illnesses. The good news is heat illnesses can be prevented and successfully treated.

Children sweat less than adults. This makes it harder for children to cool off. Parents and coaches must make sure that children take it slow to be sure they can get used to the heat and humidity gradually.

There are other reasons why a child may become ill from a heat illness. Those who have a low level of fitness, who are sick, or who have suffered from dehydration or heat illness in the past should be closely watched. A medical professional such as a certified athletic trainer (ATC) should be on site to monitor the health and safety of all participants during games and practice, especially when it is very hot and humid.

Dehydration

Children get dehydrated if they do not replace body fluids lost by sweating. Being even a little dehydrated can make a child feel bad and play less effectively. Dehydration also puts children at risk for more dangerous heat illnesses.

Signs and Symptoms

◆ Dry mouth
◆ Thirst
◆ Being irritable or cranky
◆ Headache
◆ Seeming bored or disinterested
◆ Dizziness
◆ Cramps
◆ Excessive fatigue
◆ Child not able to run as fast or play as well as usual

Treatment

◆ Move child to a shaded or air-conditioned area.
◆ Give him or her fluids to drink.

"When can I play again?"

A child may be active again as soon as he or she is symptom-free. However, it's important to continue to watch the child.
Heat Cramps

Heat cramps are a mild heat illness that can be easily treated. These intense muscle spasms usually develop after a child has been exercising for a while and has lost large amounts of fluid and salt from sweating. While heat cramps are more common in children who perform in the heat, they can also occur when it's not hot (for example, during ice hockey or swimming).

Children who sweat a lot or have a high concentration of salt in their sweat may be more likely to get heat cramps. Heat cramps can largely be avoided by being adequately conditioned, getting used to the heat and humidity slowly, and being sure a child eats and drinks properly.

Signs and Symptoms
◆ Intense pain (not associated with pulling or straining a muscle)
◆ Persistent muscle contractions that continue during and after exercise

Treatment
◆ The child should be given a sports drink to help replace fluid and sodium losses.
◆ Light stretching, relaxation and massage of the cramped muscles may help.

"When can I play again?"
A child may be active again when the cramp has gone away and he or she feels and acts ready to participate. You can help decrease the risk of recurring heat cramps by checking whether the child needs to change eating and drinking habits, become more fit, or get better adjusted to the heat.

Heat Exhaustion

Heat exhaustion is a moderate heat illness that occurs when a child continues to be physically active even after he or she starts suffering from ill effects of the heat, like dehydration. The child's body struggles to keep up with the demands, leading to heat exhaustion.

Signs and Symptoms
◆ Child finds it hard or impossible to keep playing
◆ Loss of coordination, dizziness or fainting
◆ Dehydration
◆ Profuse sweating or pale skin
◆ Headache, nausea, vomiting or diarrhea
◆ Stomach/intestinal cramps or persistent muscle cramps

Treatment
◆ Move child to a shaded or air-conditioned area.
◆ Remove any extra clothing and equipment.
◆ Cool the child with cold water, fans or cold towels (replace towels frequently).
◆ Have child lie comfortably with legs raised above heart level.
◆ If the child is not nauseated or vomiting, have him or her drink chilled water or sports drink.
◆ The child's condition should improve rapidly, but if there is little or no improvement, take the child for emergency medical treatment.

"When can I play again?"
A child should not be allowed to return to play until all symptoms of heat exhaustion and dehydration are gone. Avoid intense practice in heat until at least the next day, and if heat exhaustion was severe, wait longer. If the child received emergency medical treatment, he or she should not be allowed to return until his or her doctor approves and gives specific return-to-play instructions.

Parents and coaches should rule out any other conditions or illnesses that may predispose the child for continued problems with heat exhaustion. Correct these problems before the child returns to full participation in the heat, especially for sports with equipment.
Exertional Heat Stroke

Heat stroke is a severe heat illness that occurs when a child's body creates more heat than it can release, due to the strain of exercising in the heat. This results in a rapid increase in core body temperature, which can lead to permanent disability or even death if left untreated.

Signs and Symptoms
- Increase in core body temperature, usually above 104°F/40°C (rectal temperature) when the child falls ill
- Central nervous system dysfunction, such as altered consciousness, seizures, confusion, emotional instability, irrational behavior or decreased mental acuity

Other possible indicators include:
- Nausea, vomiting or diarrhea
- Headache, dizziness or weakness
- Hot and wet or dry skin
- Increased heart rate, decreased blood pressure or fast breathing
- Dehydration
- Combativeness

Treatment
If there are no on-site medical personnel:
- Call emergency medical services for immediate transport to the nearest emergency medical facility. Begin cooling the child while waiting for and during transport to the emergency facility.

If there are on-site medical personnel:
- Locate medical personnel immediately. Remove extra clothing or equipment. Begin aggressive whole-body cooling by immersing the child in a tub of cold water. If a tub is not available, use alternative cooling methods such as cold water, fans, ice or cold towels (replaced frequently), placed over as much of the body as possible.
- Call emergency medical services for transport to the nearest emergency medical facility.

"When can I play again?"
No child who has suffered heat stroke should be allowed to return until his or her doctor approves and gives specific return-to-play instructions. Parents should work with the child’s doctor to rule out or treat any other conditions or illnesses that may cause continued problems with heat stroke. The child should return to physical activity slowly, under the supervision of an ATC or other qualified health care professional, especially for sports with equipment.

Parents: How Much Should Your Child Drink When Active?
- Before activity in the heat, record your child's body weight. (Remember if your child has already been exercising in the heat, he or she may already be dehydrated.)
- Weigh your child again, after the activity is over.
- Compare your child's pre-activity body weight to his or her post-activity body weight.

If post-activity weight is less than pre-activity weight, your child is not drinking enough fluids while active. A loss of as little as 1 percent of body weight can cause a decrease in performance. Because scientists have proven that children replace less of their fluid losses when drinking water, you may want to offer a flavored sports drink to increase the amount of fluid your child consumes.
**Tips for Parents**

- Before your child starts playing a sport, he or she should have a physical examination that includes specific questions about any history of heat illness.
- Tell your child's coach about any history of heat illness.
- Make sure your child is properly hydrated before he or she heads out the door to practice or a game. Give your children their own water bottles.
- Make sure your child's coach has your emergency contact numbers.
- Check that your child's league/team has an emergency action plan.

**Tips for Coaches**

- Be aware of temperature and humidity levels. Change practice length, intensity and equipment use as the levels rise.
- It should be easy for children to drink fluids during practice, and you should remind them to drink regularly. Fluid breaks should be scheduled for all practices and become more frequent as the heat and humidity levels rise.
- Every athletic organization should have an emergency action plan for obtaining emergency medical services if needed.
- Always have contact information for parents available.

**Activity Guidelines**

Fluid breaks should be scheduled for all practices and become more frequent as the heat and humidity levels rise.

Add 5°F to the temperature between 10:00 a.m. and 4:00 p.m. from mid-May to mid-September on bright, sunny days.

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A. Children should receive a 5-10 minute rest and fluid break after every 25 to 30 minutes of activity.

B. Children should receive a 5-10 minute rest and fluid break after every 20 to 25 minutes of activity. Children should be in shorts and t-shirts (with helmet and shoulder pads only, not full equipment, if worn for activity).

C. Children should receive a 5-10 minute rest and fluid break after every 15 to 20 minutes of activity. Children should be in shorts and t-shirts only (with all protective equipment removed, if worn for activity).

D. Cancel or postpone all outdoor practices/games. Practice may be held in an air-conditioned space.

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1 in 5 Americans will get skin cancer in their lifetime and even young people are at risk of getting skin cancer.

Skin cancer is caused by too much exposure to the sun’s harmful ultra-violet (UV) rays.

But YOU have the POWER to PREVENT most skin cancers if you...

Remember to be an ACE!

**Avoid**
- Avoid sun exposure between the hours of 10am and 4pm, when the sun's UV rays are the strongest.
- Avoid tanning beds. The UV rays in tanning beds are even stronger than the sun!!
- Avoid reflective surfaces like water, glass, sand and cement. These make UV rays more dangerous.

**Cover-up**
- Wear long sleeved shirts and pants
- Cover your exposed skin with SPF 30 sunscreen
- Protect your face with a wide-brimmed hat
- Shield your eyes with 100% UV-blocking sunglasses
- Keep your lips smooth with SPF-containing chapstick

**Examine**
- Examine your skin every month for new or changing moles, spots, or bumps.
- Skin cancers can leave scars when removed.
- Skin cancer can be deadly!!
Allow the University of Arizona to bring Sun Safety to you. Choose from the appropriate grade level below and contact Denise Spartanos, the Community Outreach Coordinator at the Arizona Cancer Center’s Skin Cancer Institute, at (520)626-1037 or email at DSpartonos@azcc.arizona.edu.

PreK - 3

Healthy Children Arizona

Objective:
Expose young children to cancer, diabetes, and heart disease prevention.

Delivery: A total of 5 lessons over 5 weeks
3 lessons on Nutrition, 1 on Physical Activity*, and 1 on Sun Safety*
*Includes an interactive puppet show
The Sun Safety lesson can be taught alone during summer months.

SunSmarts

Objective:
1. Raise awareness for the damaging effects of excess exposure to ultraviolet radiation to prevent skin cancer.
2. Empower students to take the steps needed to keep their skin healthy.

Delivery:
1 45-minute interactive lesson with Sunwise UV Frisbee Activity, Sun Safe Action Steps, and picture quiz

Grades 3-6

SunSMARTS!

Grades 6-12

Project SASS

Objective:
1. Raise awareness on the damaging effects of excess exposure to ultraviolet radiation to prevent skin cancer.
2. Empower students to take the steps needed to keep their skin healthy.

Delivery:
One 25 minute interactive, multimedia lesson followed by 3 5-minute activity rotation. Activities include Sunwise sunscreen exploration, Sunwise fabric activity, and the ultraviolet skin analyzer. Optional polleverywhere.com text-messaging survey at the end.
FEEL LIKE SIZZLING?
That’s what you’re doing when you don’t cover up in the sun.

Why?
Because the OZONE LAYER — the Earth’s protective shield against the sun’s harmful UV rays — is thinner today than it was 25 years ago.

Why is that dangerous?
Because today’s more intense UV rays can cause:
• Skin cancer (which can kill you)
• Premature wrinkling
• Eye damage
• Weakening of the immune system (which keeps us from getting sick).

You say this doesn’t apply to you?
YOU’RE WRONG.
It doesn’t matter what your skin color is — everyone needs protection.

Here’s what you can do:
• Do Not Burn
• Avoid Sun Tanning and Tanning Beds
• Generously Apply Sunscreen
• Wear Protective Clothing, Including a Hat, Sunglasses and Full-Length Clothing
• Seek Shade
• Use Extra Caution Near Water, Snow and Sand
• Watch for the UV Index
• Get Vitamin D Safely

Early detection of melanoma can save your life. Carefully examine ALL of your skin once a month. A new or changing mole in an adult should be evaluated by a dermatologist.

Are You SunWise or SunFoolish?

True or False?
1. The thicker the ozone layer, the more it protects us from the sun’s ultraviolet rays.
2. Chlorofluorocarbons (CFCs) are chemicals that are eating away at the ozone layer.
3. Sun protection isn’t needed on cloudy days because clouds block ultraviolet rays.
4. I can get a safe tan in a tanning parlor.
5. Early morning and late afternoons are the worst times for exposure to UV rays.

Answers:
1-T, 2-T, 3-F, 4-F, 5-F

Don’t Wait ‘Til It’s Too Late — Be SunWise NOW

www.epa.gov/sunwise
Hello Family!

Did you know …

… that much of your child’s lifetime sun exposure can occur before he or she graduates from high school?

… that any change in the natural color of your child’s skin after time outside indicates damage from the sun’s ultraviolet (UV) rays?

… that all people, regardless of skin or eye color, are equally at risk for eye damage from overexposure to the sun?

The Environmental Protection Agency’s SunWise Program needs you to help reinforce the important sun safety messages your child is learning in school. You can help your son or daughter learn the difference between being SunWise and SunFoolish by …

- Being SunWise yourself! Children learn from the behavior you model.
- Always having and using a sunscreen with a Sun Protection Factor (SPF) of at least 15. Make sure a bottle of SPF 15+ sunscreen is easily available year-round. It’s not just for days at the beach!
- Reminding your children to follow these SunWise action steps:

- Do Not Burn
- Avoid Sun Tanning and Tanning Beds
- Generously Apply Sunscreen
- Wear Protective Clothing, Including a Hat, Sunglasses and Full-Length Clothing
- Seek Shade
- Use Extra Caution Near Water, Snow and Sand
- Watch for the UV Index
- Get Vitamin D Safely
SunWise SunScramble

Unscramble the circled letters to find the SunWise word:

Cross Word Puzzle Clues

ACROSS:
1. Overexposure to the sun can cause skin cancer, eye damage, and these
2. UV stands for __________.
3. A natural source of sun protection
4. Naturally occurring gas that is found in two layers of the atmosphere
5. Type of dangerous ultraviolet radiation associated with sunlamps in tanning parlors

DOWN:
1. The gas from CFCs that attacks ozone
2. EPA school program that promotes sun safety
3. ________ may reduce UV levels, but not completely
4. Eye damage that occurs as a result of sun overexposure
5. The most serious form of skin cancer

Answers:
ACROSS: 1. wrinkles 2. ultraviolet 3. shade 4. ozone 5. melanoma
DOWN: 1. wrinkles 2. SunWise 3. clouds 4. cataracts 5. UVA

SUNSCREEN: sunscramble
Are you **SunWise** or **SunFoolish**?

**TRUE OR FALSE?**

1. The thicker the ozone layer, the more it protects us from the sun’s ultraviolet (UV) rays.  
2. Chlorofluorocarbons (CFCs) are chemicals that are eating away at the ozone layer.  
3. Ozone layer damage is permanent.  
4. Sun protection isn’t needed on cloudy days because clouds block ultraviolet rays.  
5. I can get a safe tan in a tanning parlor.  
6. Early morning and late afternoons are the worst times for exposure to UV rays.  
7. UV rays are blocked by cold weather.  
8. African Americans and Latinos don’t need to worry about sun damage to their skin.  
9. UV rays can damage your eyes.  
10. A blistering sunburn when you’re young can greatly increase your risk of skin cancer.  
11. You should always choose sunscreen with a Sun Protection Factor (SPF) of 15 or greater.  
12. The key to protecting your skin and eyes is to keep them covered.

**ANSWERS:**

1. True  
2. True  
3. False  
4. False  
5. False  
6. False  
7. False  
8. False  
9. True  
10. True  
11. True  
12. True

**HOW DID YOU DO?**

Give yourself 1 point for each correct answer. If you scored...

- **10–12 points:** You’re SunWise! Make sure you use your “SunWisdom” when you’re outside!
- **6-9 points:** You’re Sun-so-so. You know some of the basics, but need some brushing up.
- **0-5 points:** You’re SunFoolish. Watch out — what you don’t know CAN hurt you!
SunWise Facts

How Can Too Much Sun Harm You?

It’s fun to play in the sun, but did you know that too much sun can be dangerous?

☀ If you’ve ever had a painful sunburn, you’ve experienced one of the harmful effects of overexposure to the sun’s **ULTRAVIOLET (UV) RADIATION**.

☀ In addition to causing premature and excessive wrinkling of the skin, overexposure to UV can cause more serious health effects, too, such as skin cancer and eye damage, including cataracts.

☀ Young people are particularly at risk if appropriate precautions are not taken, because much of the average person’s lifetime exposure can occur before the age of 18.

☀ The good news is that UV-related health effects are largely preventable by establishing sun protection habits while you’re young and staying sun-safe throughout your life.

Why Is Being SunWise Even More Important Now Than When Your Parents Were Your Age?

To answer this question, you need to know a little about the earth’s environment.

The **OZONE** layer is a thin shield in the atmosphere that protects us from the sun. It wraps all the way around the Earth, and can be found about 6 to 30 miles straight up.

As long as humans have been on Earth, the **OZONE** layer has blocked much of the sun’s dangerous UV rays from reaching us, and it continues to keep most **UV RADIATION** from harming life on the planet.

The ozone layer’s biggest enemies are chemicals used in air conditioners, refrigerators, and other common products. The **CHLORINE** or **BROMINE** in these chemicals eats away at the ozone layer. As the **OZONE** layer gets thinner, more and more harmful **UV RAYS** reach the Earth’s surface. That’s not only bad for humans, but also for plants and animals. It can cause a chain reaction among many things that live and breathe in the oceans or on land: if tiny fish and plants that are on the bottom of the food chain are destroyed or damaged by the **UV RADIATION**, bigger fish and animals that rely on these smaller things for food could starve and die, too.

Humans are taking steps to reduce the amount of ozone-depleting chemicals that leak into the atmosphere. This should help “repair” the ozone layer, but unfortunately that could take years. In the meantime, the **OZONE LAYER** is thinner, and more harmful **UV RAYS** are reaching you than when your parents were your age.

SO WHAT CAN YOU DO?

Don’t Wait ‘Til It’s Too Late – Be SunWise Now!
choose MyPlate

10 tips to a great plate

Making food choices for a healthy lifestyle can be as simple as using these 10 Tips.
Use the ideas in this list to balance your calories, to choose foods to eat more often, and to cut back on foods to eat less often.

1. balance calories
   Find out how many calories YOU need for a day as a first step in managing your weight. Go to www.ChooseMyPlate.gov to find your calorie level. Being physically active also helps you balance calories.

2. enjoy your food, but eat less
   Take the time to fully enjoy your food as you eat it. Eating too fast or when your attention is elsewhere may lead to eating too many calories. Pay attention to hunger and fullness cues before, during, and after meals. Use them to recognize when to eat and when you’ve had enough.

3. avoid oversized portions
   Use a smaller plate, bowl, and glass. Portion out foods before you eat. When eating out, choose a smaller size option, share a dish, or take home part of your meal.

4. foods to eat more often
   Eat more vegetables, fruits, whole grains, and fat-free or 1% milk and dairy products. These foods have the nutrients you need for health—including potassium, calcium, vitamin D, and fiber. Make them the basis for meals and snacks.

5. make half your plate fruits and vegetables
   Choose red, orange, and dark-green vegetables like tomatoes, sweet potatoes, and broccoli, along with other vegetables for your meals. Add fruit to meals as part of main or side dishes or as dessert.

6. switch to fat-free or low-fat (1%) milk
   They have the same amount of calcium and other essential nutrients as whole milk, but fewer calories and less saturated fat.

7. make half your grains whole grains
   To eat more whole grains, substitute a whole-grain product for a refined product—such as eating whole-wheat bread instead of white bread or brown rice instead of white rice.

8. foods to eat less often
   Cut back on foods high in solid fats, added sugars, and salt. They include cakes, cookies, ice cream, candies, sweetened drinks, pizza, and fatty meats like ribs, sausages, bacon, and hot dogs. Use these foods as occasional treats, not everyday foods.

9. compare sodium in foods
   Use the Nutrition Facts label to choose lower sodium versions of foods like soup, bread, and frozen meals. Select canned foods labeled "low sodium," “reduced sodium,” or "no salt added."

10. drink water instead of sugary drinks
    Cut calories by drinking water or unsweetened beverages. Soda, energy drinks, and sports drinks are a major source of added sugar, and calories, in American diets.

Go to www.ChooseMyPlate.gov for more information.
be a healthy role model for children

10 tips for setting good examples

You are the most important influence on your child. You can do many things to help your children develop healthy eating habits for life. Offering a variety of foods helps children get the nutrients they need from every food group. They will also be more likely to try new foods and to like more foods. When children develop a taste for many types of foods, it’s easier to plan family meals. Cook together, eat together, talk together, and make mealtime a family time!

1. show by example
   Eat vegetables, fruits, and whole grains with meals or as snacks. Let your child see that you like to munch on raw vegetables.

2. go food shopping together
   Grocery shopping can teach your child about food and nutrition. Discuss where vegetables, fruits, grains, dairy, and protein foods come from. Let your children make healthy choices.

3. get creative in the kitchen
   Cut food into fun and easy shapes with cookie cutters. Name a food your child helps make. Serve “Janie’s Salad” or “Jackie’s Sweet Potatoes” for dinner. Encourage your child to invent new snacks. Make your own trail mixes from dry whole-grain, low-sugar cereal and dried fruit.

4. offer the same foods for everyone
   Stop being a “short-order cook” by making different dishes to please children. It’s easier to plan family meals when everyone eats the same foods.

5. reward with attention, not food
   Show your love with hugs and kisses. Comfort with hugs and talks. Choose not to offer sweets as rewards. It lets your child think sweets or dessert foods are better than other foods. When meals are not eaten, kids do not need “extras”—such as candy or cookies—as replacement foods.

6. focus on each other at the table
   Talk about fun and happy things at mealtime. Turn off the television. Take phone calls later. Try to make eating meals a stress-free time.

7. listen to your child
   If your child says he or she is hungry, offer a small, healthy snack—even if it is not a scheduled time to eat. Offer choices. Ask “Which would you like for dinner: broccoli or cauliflower?” instead of “Do you want broccoli for dinner?”

8. limit screen time
   Allow no more than 2 hours a day of screen time like TV and computer games. Get up and move during commercials to get some physical activity.

9. encourage physical activity
   Make physical activity fun for the whole family. Involve your children in the planning. Walk, run, and play with your child—instead of sitting on the sidelines. Set an example by being physically active and using safety gear, like bike helmets.

10. be a good food role model
    Try new foods yourself. Describe its taste, texture, and smell. Offer one new food at a time. Serve something your child likes along with the new food. Offer new foods at the beginning of a meal, when your child is very hungry. Avoid lecturing or forcing your child to eat.

Go to www.ChooseMyPlate.gov for more information.
Do You Know …
... that how you fuel yourself before, during and after an athletic event can impact your performance?

Basic Fueling Tips for Teen Athletes
- Eat every three to four hours.
- At each meal, try to eat from at least three different food groups.
- Start with a base of healthy whole grains (breads, cereals, pastas, rice); add protein and lots of fruits and vegetables.

Eating Before an Event
Include lots of carbohydrates and low-fat protein in your pre-event meal.
Sample Pre-Event Meal:
- 1 cup cereal with 1 c. skim milk
- 1 banana or 3/4 cup orange juice
- 1 bagel with 1 tablespoon of jelly
- 1 low-fat string cheese

Eating During an Event
When exercise lasts for more than one hour, remember to refuel. This helps to keep your energy and performance at top notch!
Some quick fuel sources to try include:
- Sports drinks
- Energy bar and water
- Fruit and water

Eating After an Event
A recovery snack should be eaten immediately after exercise in order to replace the carbohydrate fuel in the working muscles.
Recovery snacks include:
- Trail mix & 100% juice
- Yogurt and fruit
- Cereal and milk
- Water
What About Performance Enhancers?

Performance enhancing supplements are everywhere! Many athletes look to supplements for that “edge” over the competition.

Caution!
Supplements do not have to be tested for safety or effectiveness. “Energy” supplements often contain caffeine which can cause dehydration. Your best bet is a sound training routine fueled by nutritious food and drinks.

Staying Hydrated Enhances Performance
When you don’t drink enough water, concentration, coordination and endurance are affected negatively. One simple way to tell if you are well hydrated is to check your urine. If it is clear to pale yellow and you urinate at least four times a day, then you are doing well.

Q: Water or Sports Drinks? What is Best?
A: Cool Water is Often the Best Choice!

However, when athletic events last more than one hour, sports drinks may be the more appropriate choice of beverage. A sports drink will help replace lost electrolytes and also replenish carbohydrate to fuel active muscles.

How Much Water Should You Drink?

Before Exercise:
1 to 2 hours before: 2 cups of fluid
30 minutes before: 2 cups of fluid
5 to 15 minutes before: 1-2 cups of fluid

During Exercise:
Drink 1/2 cup to one cup of fluid every 15 minutes.

After Exercise:
Keep in mind, for every pound lost during exercise drink two cups of fluid.

Looking for More Sports Nutrition Info?
Check out the following Web sites...
A Guide to Eating for Sports
http://kidshealth.org/teen/food_fitness/sports/eatnrun.html
Sports Nutrition for Young Adults
Eating Fruits & Vegetables is Important!

Eating fruits and vegetables every day is an essential part of a healthy diet. Eating five or more servings of fruits and vegetables in various colors, like BLUE/PURPLE, GREEN, WHITE, YELLOW/ORANGE, AND RED, provides the necessary vitamins, minerals, fiber and phytochemicals to maintain good health, provide energy and reduce the risk of cancer and heart disease.

In school or on the playing field, kids who eat well perform better. Eating a nutritious diet fuels the body for learning, growth, sports, and play. Kids who eat a balanced diet have bright eyes, healthy skin and teeth, and bodies that look and feel great!

Fruits and vegetables are very rich in Vitamins A and C, Folic Acid, Magnesium, and Potassium.

- Vitamin A helps maintain skin and mucous membranes and aids in vision.
- Vitamin C helps the body heal and fight infections.
- Folic acid is needed for healthy blood cells and is important for cell division and growth.
- Magnesium is found in bones and is important for muscle and nerve function.
- Potassium maintains the heart beat, regulates body fluids, and is needed for muscle and nerve function.

Eating the right balance of foods helps maintain a healthy weight. We need to eat at least 5 to 9 servings of fruits and vegetables each day for good health. Please refer to the handout “What is a Serving?” on page 22 for more information, or go to the Dole 5 A Day website http://www.dole5aday.com for fun activities and detailed facts on fruits and vegetables.

Teach your students to fuel their bodies with nutritious foods that give lots of energy and help them perform at their best. It’s easy and fun to eat fruits and vegetables as fast snacks!

As a teacher you can set a powerful example for your students. Here are some healthy fast snacks!

| Whole fruit Berries | Raw, cut up vegetables Dried fruit |

Don’t Forget Water!!

We need lots of fresh water to stay healthy. Aside from aiding in digestion and absorption of food, water regulates body temperature and blood circulation, carries nutrients and oxygen to cells, and removes toxins and other wastes. Water is particularly important for keeping the kidneys healthy. This "body water" also cushions joints and protects tissues and organs, including the spinal cord, from shock and damage. Conversely, lack of water (dehydration) can be the cause of many ailments including hypertension, asthma, allergies, and migraine headaches. We can exist without food for two months or more, but we can only survive for a few days without water.

Although we all know the importance of drinking enough water during the hot summer months, many people don’t realize they need to drink plenty of water all year round. Thirst can be slow to develop - often we don’t feel thirsty even when our bodies need fluid. We often confuse thirst with hunger too. Sometimes when you think your body is asking for food, what it really needs is water. This is why it’s a good habit to drink water regularly - whether you feel thirsty or not.
Nutritious Super Snacks for Extended Energy!

Blue/Purple

* Berry Delicious: top plain low-fat yogurt with fresh blackberries and blueberries. Spoon in the fun!
* Purple Granola: add raisins and black currants to granola. Get ready, set, and eat!

Green

* Peanut Butter Logs: fill celery with peanut butter. Enjoy!
* Jumping Cucumber: slice cucumbers into circles, squeeze fresh lemon juice onto cucumber circles, and sprinkle chili powder on top. Caution! The chili powder gives this dish quite a kick!

White

* Crunchy Pears: press pear slices into low-fat granola and munch!
* Potato Fiesta: cut a baking potato in half lengthwise. Microwave the potato and top with salsa and your favorite shredded cheese. Let the party begin!

Yellow/Orange

* Orange and Yellow Sticks: use carrot sticks and thinly sliced yellow bell pepper sticks. Dip into low-fat ranch dressing or low fat sour cream. Enjoy this zesty treat.
* Tropical Tangy Delight: top lime sherbet with sliced nectarines and peaches. Very refreshing.

Red

* Very Berry Smoothie: pour a glass of low-fat milk into a blender. Add frozen cherries, strawberries, and raspberries. Secure lid and blend until smooth. Drink immediately.
* Muffin in a Zap: top a half of a whole wheat English muffin with sliced tomatoes and Monterey Jack cheese. Top with the remaining muffin half. Heat in toaster oven until cheese melts or zap in the microwave for 20 seconds. Yummy!
New York Road Runners
Youth Coaching Resources
Elementary Warm-up and Cool-down Activities

Use warm-up and cool-down activities to prepare kids for the beginning and end of running sessions. Young kids are usually limber and don't need to stretch for the same reasons adults do. However, warm-up and cool-down routines are important for two reasons at this age:

1. To introduce the importance and habit of preparing one's body for physical activity
2. To provide a fun transition into and out of "running mode"

Keep in mind that children this age should not be doing strenuous activities that require muscles to be "primed" or that risk injury.

Your warm-up and cool-down routines should include light jogging and fluid stretches. We also suggest a simple breathing exercise for the warm-up routine.

**Warm-up and Cool-down Jogs**

Warm-up and cool-down jogs are good to include before stretching if you have time. The warm-up and cool-down jogs should be done at a slow pace—walking is okay too—and can be anywhere from 30 seconds to 2 minutes.

**Stretching**

Stretching routines should be fun and engaging and take kids though a range of fluid movements that build from slow to fast in the warm-up and from fast to slow in the cool-down. Recognize that some kids are more flexible than others and everyone should stretch only as far as is comfortable for them.

**Breathing**

Our breathing activity helps kids remember to breathe during running. It's also a great mental focusing exercise. The most efficient breathing for runners is belly or diaphragm breathing, where the stomach extends upon the inhale and contracts upon the exhale. Rhythmic breathing is also good. Remind runners to breathe, but don't force a specific breathing method. By discussing breathing and practicing it while standing still, you can help students develop good habits that may translate to their running.

A full body warm-up and stretching routine

Instructions:

1. Have runners spread out an arm's length apart from each other.

2. Guide them through a series of stretching movements.

3. Start with gentle movements, gradually quickening the pace as you go so energy levels are high at the end.

4. Use these exercises, repeating each one about 3 times, or make up your own movements:
   - Reach up to the sky and down to the ground.
   - Bend over and swing side to side.
   - Do the twist.
   - Jump up and down.
   - Kick your butt.
   - Wiggle & jiggle it out.

Performance Points:

- Demonstrate each movement while you call it out.
- Have fun with it - improvise and create your own routines.
- Include warm-up exercises that keep your kids moving naturally without overstretcing or straining.

Training Specifics:

Duration / Reps:

- Do each exercise in the routine about 3 times.
- Spend 2-3 minutes total on the whole "Work-It" routine.

When: At the beginning of running sessions

Benefits:

- Warms-up and stretches the whole body
- Teaches the importance of preparing the body to run
- Focuses kids for the running session
A full body cool-down and stretching activity:

Instructions:

1. Have runners spread out an arm's length apart from each other.
2. Guide them through a series of fluid stretching movements.
3. Use these exercises, repeating each one about 3 times, or make up your own movements:
   - March in place with high knees.
   - Twist gently like a rag doll.
   - Pick apples: reach up and down.
   - Do hula hoops.
   - Do shoulder circles.
   - Wiggle and jiggle it out.

Performance Points:

- Demonstrate each movement while you call it out.
- Do Cool It at a nice, slow, and fluid pace.
- Improvise and create your own routines.
- Include cool-down exercises that keep your kids moving naturally, without overstretching or straining.

Training Specifics:

Duration / Reps:

- Do each exercise in the routine about 3 times.
- Spend 2-3 minutes total on the whole Cool It routine.

When: At the end of the running session

Benefits:

- Cools down and stretches the entire body
- Instills the importance of taking care of the body through cooling down after exercising
- Prepares kids for the end of the session, so they can make an easier transition to whatever comes next
FOUR SIMPLE STEPS TO GOOD FORM

1) POSTURE
* Stand tall
* Point toes forward
* Reach to the sky to reset your posture
* Run with your head up and keep your gaze directed ahead of you

2) MIDFOOT
* March in place prior to your run to reinforce the proper midfoot strike
* Heel striking and overstriking cause braking
* Landing on forefoot can strain calf & achilles

3) CADENCE
* Aim for a cadence of 180.
* To find your cadence, count number of right foot strikes for 20 seconds and multiply by 6
* Run light, and avoid pounding

4) LEAN
* Lean from ankles without bending at waist
* Flexing at the ankle reduces unnecessary muscle strain caused by toeing off
* Use gravity to your advantage instead of excessive muscle force

COMMON RUNNING FORM VS GOOD RUNNING FORM

Overstriding, heel-striking, & bad posture
cause braking and torque, which equates to inefficient running & leads to many common injuries.

Quick strides, mid foot strike, & good posture
prevent stress that causes strain & injury, while also making running more enjoyable & efficient.
Dice Fitness

KEY SKILLS(S) and CONCEPT(S): Cardiovascular Endurance/ Muscular Strength, Teamwork, Cooperation, Anaerobic Fitness

SUGGESTED GRADE LEVEL(S): Grades 3-8

DESCRIPTION:
Students are divided into 2 teams, one on each end line of the gym. Each team is given one large foam die. Identify the task associated with each number on the die using a poster, dry erase board, etc. For example: 1=curl-ups, 2=push-ups, 3=mountain climbers, 4=jumping jacks, 5=lines jumps, 6=frog jumps Team 1 will roll their die to determine the activity.

Team 2 rolls the dice to determine the number of repetitions of the activity that need to be done.
For example, if Team 1 rolls a 4 (jumping jacks) and team 2 rolls a 6, both teams run to the middle and perform 6 jumping jacks before returning to their starting position.

OBJECTIVES(S):
• Improve or maintain muscular strength and endurance.
• Improve or maintain cardiovascular endurance.
• Demonstrate responsible personal and social behavior.

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.
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.

MATERIALS NEEDED: 2 Foam Dice, Poster Board, Marker and Music

TEACHING SUGGESTIONS/TIPS: Remind students to be careful of others when moving back and forth from their starting position. In order to be safe, everyone must be respectful of personal space.

VARIATIONS AND/OR SUGGESTIONS:
Create some combinations. For example, If the teams both roll a 1, then all students do an extra 10 exercises in the middle of the gym. Also, if both teams roll a combination that adds up to 7, students run to the middle and back without doing any exercises in the middle.

The activity can also be adapted by changing the exercises, changing the locomotor movement, or adding math calculations. For example, Team 1 rolls a 4 (jumping jacks) and Team 2 rolls a 6 (indicating six repetitions). Students add both numbers together and must run to the middle and complete 10 jumping jacks before returning to their starting position.
Survival

**KEY SKILLS(S) and CONCEPT(S):** Math/Addition Skills, Muscular Strength, Teamwork, Cooperation, Anaerobic Fitness

**SUGGESTED GRADE LEVEL(S):** Grades 3-8

**DESCRIPTION:**
Organize the class into groups of 5-6 students. One group member is assigned to be the captain and one is assigned to be scribe. The captain picks up a rope, a task sheet and a writing instrument. The scribe is in charge of these items.

Each group is given a task sheet with a list of activities. Some example activities may shooting a basketball, jumping jacks, dribbling a soccer ball, maintaining a balance, etc. Activities should be developmentally appropriate for the age and skill level of the students. Each team begins with the highlighted activity and continues through the list until each activity has been completed.

Once all the tasks have been completed, the activity is over.

**OBJECTIVES(S):** After completing this lesson, students should be able to: work together in their group, develop cardiovascular and muscular strength and endurance (through various exercises).

**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.
3 - Participates regularly in physical activity.
5 - Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**MATERIALS NEEDED:** Music, jump ropes, task sheets, pencils, items necessary to complete tasks (basketballs, volleyballs, mats, etc.)

**TEACHING SUGGESTIONS/TIPS:** Encourage cooperation and problem-solving. For example, if one of the tasks is to jump rope 50 times, each member of the group could jump 10 times (5 jumpers x 10 jumps = 50 total jumps).

**VARIATIONS AND/OR SUGGESTIONS:** In order to encourage cooperation, teams could be required to perform each activity while all members are holding a long rope.

The activities on the task sheet could include academic tasks. For example, students could count the number of baskets they make in one minute and multiply that number by 3. The scribe would be responsible for recording the answer.
Color Tag

KEY SKILLS(S) and CONCEPT(S): conditioning

SUGGESTED GRADE LEVEL(S): Grades K-8

OBJECTIVES(S): Students will be able to:
• Increase their cardiovascular endurance

SUPPORT NATIONAL STANDARDS FOR PHYSICAL EDUCATION (NASPE, 2004):
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:
• Three different colored jerseys (one jersey for each player) and a stop watch

DESCRIPTION:
1) Divide class into three teams. Each team wears a different colored jersey, for example, red, yellow, and blue.
2) The teacher calls out, “Ready, Set, Red!” The teacher starts a stop watch. The red team then attempts to tag all of the blue and yellow teams’ players.
3) Players tagged participate in stretching exercises off on side.
4) When all the blue and yellow players have been tagged, the teacher stops the clock.
5) Announce the time to the group.
6) Repeat steps 2-5 for blue and yellow teams.
7) Compare times of the teams.

VARIATIONS AND/OR SUGGESTIONS:
• This game is very strenuous. Follow it with something less active.

REFERENCES:
Fitness Scramble

KEY SKILLS(S) and CONCEPT(S): Conditioning, Pacing

SUGGESTED GRADE LEVEL(S): Grades K-8

DESCRIPTION:
Students run to a designated area in the center of the playing area and pick up a card. Students read the card and do what is listed on the card. Following the completion of the task students return the card to the center and draw another card.

OBJECTIVES(S): Students will be able to:
• Demonstrate prolonged running abilities.
• Maintain body control while moving about.
• Improve level of conditioning

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 - Participates regularly in physical activity.
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:
• Large outside playing area

TEACHING SUGGESTIONS/TIPS:
• To insure maximal conditioning insist that students jog at all times
• Task cards must be designed according to facilities and will be different school to school.

VARIATIONS AND/OR SUGGESTIONS:
• Examples of cards may include run to the soccer goal, kick two goals, return soccer balls to line
• Run to the slide, slide down the slide, return to the center
• Run to the steps do 5 bench steps return to the center.
**Fitness Tag**

**KEY SKILLS(S) and CONCEPT(S):** strength and aerobic conditioning

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

**OBJECTIVES(S):** Students will be able to:
- Increase their cardiovascular endurance

**SUPPORT NATIONAL STANDARDS FOR PHYSICAL EDUCATION (NASPE, 2004):**
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:**
- Four different colored scrimmage vests
- Open area appropriate for class size, free of obstacles

**DESCRIPTION:**
1) Select four students to be taggers. Each will wear a different-colored vest.
2) When these four people tag someone else in the game, the person tagged must perform an exercise before resuming play. Examples:
   - If tagged by the red vest person – do 5 pushups
   - If tagged by the blue vest person - do 5 sit-ups
   - If tagged by the green vest person – do 10 jumping jacks
   - If tagged by the yellow vest person – do 5 toe touches.

Exercises can be done at the point of being tagged or off in a separate area.

**TEACHING SUGGESTIONS/TIPS:**
- You may want to use markings (such as cones) to create your boundary areas.
- Elementary-create a designated exercise area outside of running area

**VARIATIONS AND/OR SUGGESTIONS:**
- The game can be played with more or fewer taggers.
- Pick new taggers for each game – this also gives the runners a slight “breather” while shirts are being exchanged.
- Change exercises as you like.
- You might want the taggers to call out the exercise when they tag someone.

**REFERENCES:**
How Far This Time?

KEY SKILLS(S) and CONCEPT(S):

SUGGESTED GRADE LEVEL(S): Grades K-8

OBJECTIVES(S): Students will be able to:
• Run at a steady pace for a specified amount of time (1 minute, 90 seconds, etc.)
• Improve the distance they cover for a specific time

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 - Participates regularly in physical activity.
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:
• A track or running path

DESCRIPTION:
• On the teacher’s signal, the entire group begins to run the predetermined course (track, trail) from the starting line. When one minute elapses, the teacher blows the whistle. Each student identifies a visual landmark of where they ran to and then hustles back to the start line. Repeat the running time and try to improve on the distance.

TEACHING SUGGESTIONS/TIPS:
• It is suggested that students verbalize landmark to increase retention of previous distance

VARIATIONS AND/OR SUGGESTIONS:
• Time can be modified according to fitness level and ability of students
ING 500

KEY SKILLS(S) and CONCEPT(S):  Breathing, pacing, teamwork, conditioning

SUGGESTED GRADE LEVEL(S):  Grades K-5

OBJECTIVES(S):  Students will be able to:
• Demonstrate prolonged running abilities.
• Demonstrate teamwork, cooperation while competing.
• Maintain body control while moving about.

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 - Participates regularly in physical activity.
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:
• Circular running area, cones

DESCRIPTION:
Classes are divided into teams of 3 or 4. Teams are spaced out around the circular area and seated on the inside of the running track. Each team member runs one lap around the circular area, when they get back to their team they tag the next person in line who runs the lap.

TEACHING SUGGESTIONS/TIPS:
• Teach students to run on the inside of the area.
• Instruct waiting runner to move to the outside of the running track to receive the tag.
• Teach how to pass and cut in safely.

VARIATIONS AND/OR SUGGESTIONS:
• Make the relay continuous
• To encourage best effort, give a stick to the teams each time all team members complete a lap. i.e. last runner get the stick from the teacher as the number one runner continues. Most sticks wins.
• Increase the running area, tag the runner in front of you.
• Older students can pass a baton instead of tagging.
Racing Arms

KEY SKILLS(S) and CONCEPT(S): Proper running form

SUGGESTED GRADE LEVEL(S): Grades 6-8

OBJECTIVES(S): Students will be able to:
• Demonstrate proper racing arms form
• Understand the importance of stride frequency and stride length

SUPPORT NATIONAL STANDARDS FOR PHYSICAL EDUCATION (NASPE, 2004):
2 - Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

MATERIALS NEEDED:
• Level race track or running area, stopwatch, bungee cord (optional), paper and pencil

DESCRIPTION:
1) Use an area that you can mark lines to start and finish. One partner goes to finish line to be recorder, while other partner goes to start line to be runner. When the teacher says go, runner runs as fast as he/she can to finish line with one restriction: you can’t move your arms. Students can hold a jump rope folded in half behind them to avoid using arms. Record time (have teacher at finish line to read times as students cross for recorder to record for partner).
2) Switch places with partner and time him/her and record.
3) Run the course again. Pump your arms as much as you like. Record times on this run. Did times improve?

TEACHING SUGGESTIONS/TIPS:
• Have discussion about what is going on…Freeing your arms should result in a faster run. That’s because you need your arms free for good running form. How fast you run depends on stride frequency and stride length. Stride frequency is how many steps you take (this can be improved through conditioning routines such as jumping rope). Stride length is how much distance you cover with each step. Pumping your arms with each step lengthens your stride. That’s because as you drive your elbow up, it causes your knee to lift higher. When the knee is higher, it takes longer to get back to the ground. So you cover more distance with each step.

REFERENCES:
**Repeaters**

**KEY SKILLS(S) and CONCEPT(S):** Improved conditioning

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

**DESCRIPTION:**
Students will run repeat 400 meter runs on a measured track. Students run a 400, walk a 400, focusing each time on sustaining maximal effort. Students should run 4 400’s and walk 4 400’s in the lesson.

**OBJECTIVES(S):** Students will be able to:
- Run repeat 400’s in an attempt to improve conditioning.

**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 - Participates regularly in physical activity.
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:**
- Measured track

**TEACHING SUGGESTIONS/TIPS:**
- You may want to start training by running repeat 200 meter runs.
- Focus students on putting forth their best effort each time.
- A track works the best for accurate distances and ease of running

**VARIATIONS AND/OR SUGGESTIONS:**
- May be done in relay form
- Students will run repeat 400 meter runs on a measured track. Students run a 400, walk a 200, focusing each time on sustaining maximal effort. Students should run 4 400’s and walk 4 200’s in the lesson.
**Slingshots**

**KEY SKILLS(S) and CONCEPT(S):**

**SUGGESTED GRADE LEVEL(S):** Grades 3-8

**OBJECTIVES(S):** Students will be able to:
• Run at a steady pace in a group
• Sprint from the back of a pack to the front over a specified distance

**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 - Participates regularly in physical activity.
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:**
• A track or running path

**DESCRIPTION:**
• Organize children by running speed in groups of 5-6. On the teacher’s signal, the group jogs 200m at the halfway point, the last person in the group “slingshots” from the back to the front of the group. The students jog 200m to the start line and repeat the drill until everyone has a chance to slingshot.

**TEACHING SUGGESTIONS/TIPS:**
• Modify distance by shortening it for younger/less experienced children.

**VARIATIONS AND/OR SUGGESTIONS:**
• Have students walk 200m back to the start line for younger/less experienced children.
Tennis Ball Jog

KEY SKILLS(S) and CONCEPT(S): Keeping fitness fun, hand eye coordination, spatial awareness

SUGGESTED GRADE LEVEL(S): Grades K-8

OBJECTIVES(S): Students will be able to:
• Combine jogging and playing with a ball

SUPPORT NATIONAL STANDARDS FOR PHYSICAL EDUCATION (NASPE, 2004):
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:
• 1 tennis ball per person and an area to run

DESCRIPTION:
1) Tell the story (true, by the way) of a runner who one day found a tennis ball while running. Thinking to take it home to his dog, he picked it up. After a short while he grew tired of carrying the ball so he began tossing the ball and sometimes he had to sprint to catch the ball. Sometimes he would bounce the ball. He continued this playful running until the end of his run. When he checked his watch he found he had run his fastest time ever on that particular course. He realized that since he was having fun, he didn’t realize how hard he was running. His name was Ken Martin, America’s fastest marathon runner that year (1989).
2) Distribute one tennis ball to each person.
3) Instruct participants to jog and play with the tennis ball on their run. Students may choose to dribble their ball, play catch with themselves or with a partner.

TEACHING SUGGESTIONS/TIPS:
• Debrief this warm-up with a discussion of how we tend to repeat activities that are enjoyable, so try to make fitness activities playful.
• Stagger the starting position for students
• Stress spatial awareness-make sure students all travel in same direction

VARIATIONS AND/OR SUGGESTIONS:
• This activity works best on a hard surface.

REFERENCES:
Watch Me Run

KEY SKILLS(S) and CONCEPT(S): Proper hand and body positioning for energy conservation

SUGGESTED GRADE LEVEL(S): Grades 4-8

DESCRIPTION:
Students are instructed on the proper technique used in distance running. When running, focus on a spot 40-50 yards in front of you, glancing up occasionally at a distance closer. “Maintain an upright posture with a 5% lean. Try to focus on driving your elbows backwards, but keep movement in your lower arms to keep your muscles loose. Your elbows should be bent about 90 to 110 degrees and keep your hands loosely cupped. Don’t clinch your thumb in your hand, but rather place it on top of your index finger. Your arm movement should be rhythmic and easy. Your hands should stop at the midline of your torso.” Utilizing the above teaching have students run laps focusing on each technique, focus first, then arm swing.

OBJECTIVES(S): Students will be able to:
• Demonstrate proper running form and arm movements
• Analyze proper running technique

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 - Participates regularly in physical activity.
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:
• Circular area or track

TEACHING SUGGESTIONS/TIPS:
• Instruct students on the proper technique and its effects on energy consumption
• Practice repeatedly, reminding students to focus on technique each time they run.

VARIATIONS AND/OR SUGGESTIONS:
• Assign partners to students and have them assess each other on running form, focusing first on upright position and then elbow drive.

REFERENCES:
5 Way Fitness

KEY SKILLS OR CONCEPTS:
The students will practice a variety of physical activities that are specific to the 5 components of health-related physical fitness. The students will also learn about how physical activity has an effect on a person’s heart rate.

SUGGESTED GRADE LEVEL: K-8. Depth of concepts and complexity of tasks will vary based on grade level.

OBJECTIVES: The student will be able identify the five components of health-related physical fitness and identify at least one exercise that will improve in each component.
By the end of this lesson the students will also be able to accurately measure their heart rates.

SUPPORT NATIONAL STANDARDS FOR PHYSICAL EDUCATION (NASPE, 2004):
1 - Demonstrates competence 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.
5 - Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

MATERIALS NEEDED:
Stereo/music (with timed intervals if possible), stopwatch, cones, whistle, whiteboards/poster board, jump ropes, therabands and other fitness equipment necessary for each station determined by the teacher.

DESCRIPTION:
This lesson is designed to teach the 5 components of health-related physical fitness and give the students opportunities to practice activities that work to improve in each component. The stations will be labeled Cardiovascular Endurance, Muscular Strength, Muscular Endurance, Flexibility, and Fitness Assessments (Body Composition). 4 stations will be set up in a square with the assessment station set up in the middle. At the 4 fitness stations provide at least 3 different activities the students can do to improve in that stations component of fitness. At the assessment station have students measure a number of individual things related to their own physical fitness i.e. bmi, weight, height, heart rate.

PROCEDURE:
1) Model each station, then divide the students into 5 even (or as even as possible) groups and send each group to a different station.
2) Start the music and the students begin the activities at their respective station. Predetermine the amount of time the students will spend at each station. 2-3 min. recommended.
3) At the end of the predetermined amount of time blow your whistle, have students clean up the stations they are at, and give them a locomotor pattern to use when traveling to the next station.
4) Repeat until the end of the allotted time for the fitness stations using a different locomotor pattern each time.
Be sure to filter around to provide instruction and feedback to students as they go along.

On your mark, get set, give them a healthy start.
5 Way Fitness

TEACHING SUGGESTIONS:
Use a CD that has music that plays in station intervals. Be sure to adapt the activities to ensure success among all students regardless of ability or disability.

VARIATIONS:
Allow the students to vote on the activities they do at each station. Have the students travel around with a paper and pencil to monitor their progress at each station. Allow the students to pick the music and or locomotor patterns used to transition from station to station.

CLOSURE:
Use this time for the students to answer essential questions relate to the objectives of the lesson. Probe them for the correct answers. Explain more thoroughly the areas the students still may not comprehend.
Key Skills(s) and Concept(s): Improving cardiovascular strength and endurance, and addition, subtraction, multiplication and division of money.

Suggested Grade Level(s): Grades K-8

Objectives: Students will be able to:
- Improve their cardiovascular endurance while working on their math skills in relation to money.

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.
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:
- Cones to represent a start and a finish line, a hula hoop to put the answer in (one for each team), pencils, paper and dozens of numbered bean bags.

Description:
The students will be divided into even groups at their cone opposite the pile of numbered bean bags. The teacher will hold up a math problem on a piece of poster board. EX: Jonathan wants to travel across the country. He has $981 to do so. If it will cost him $380 for gas, $126 dollars for food, and $254 for a hotel, how much money will he have left over? Answer: $221. The students are to work out the problem within their team on a piece of paper and then run one by one to get to get one number of the answer. Students will run one by one to get a number in the answer and piece it together in their hula hoop. (For the example the first student will run and search for a 2, the second student will run and get a 2 and the third student will run and get a 1). The first team to finish and have every member of their team sitting down wins. The winning team will receive 1 dollar of fake money (When a team receives 5 total dollars the game is over!).

Procedure:
1) Divide the students into even teams and line each team up at their cone and hula hoop.
2) Before the relay begins have the students measure their resting heart rates.
3) Write a money math problem on a whiteboard.
4) Students will work out the math problem within their group on a sheet of paper. Once they have figured out what they think is the answer they will then run one by one to get one number of the answer. One person at a time and one bean bag at a time. (If a team has already won a dollar and is caught cheating they will forfeit one dollar as a penalty for cheating.
5) The relay ends when a team has correctly shown their work on paper and spelled out the answer in their hula hoop. Every teammate must be seated. Award the winning team a dollar
6) When a team wins have the students walk back and place the bean bags in pile.
7) Repeat until a team has won 5 dollars using a different question with a different operation each time.
Dash for Cash

TEACHING SUGGESTIONS/TIPS:
• Use age appropriate math questions. Touch base with the grade level math teacher and see what operations the students are learning in class and infuse the same operations into the lesson.

VARIATIONS AND/OR SUGGESTIONS:
• This form of question relays can be done with lettered bean bags as well. Ask a question related to a topic and the students follow the same format to spell out the answer.

CLOSURE:
Have the students measure their active heart rates immediately following the last relay while they are sweating and breathing heavy. Tell them to compare that to their heart rate at the beginning of the activity (should be much higher at the end) and explain that running at the intensity they did for the amount of time they did increases their heart rate which makes their heart stronger. Having a strong heart is important to be healthy. Also use this time to bring the money math skills and concepts full circle.
Activity Plan

TITLE: 10-Minute Turkey Trot (Cardio Quick Shot Activity)

KEY SKILL(S) and CONCEPT(S): Cardiovascular endurance

SUGGESTED GRADE LEVEL(S): 4-8

OBJECTIVE(S): Students will be able to:
• Demonstrate cardiovascular endurance by jogging or running for 10 minutes.
• Demonstrate understanding and knowledge of pacing.
• 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.
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: Whistles or signal system, stopwatch, cones, bucket

DESCRIPTION:
Prepare a bucket filled with Popsicle sticks, leaf cutouts or Fall-themed die-cut foam shapes, clothes pins, etc. Have students run around a pre-determined circuit and, upon completion of each lap, pick up one item from the bucket on their way past the start line. The goal is to keep moving for the entire 10 minutes collecting a new item each time passing the starting line.

TEACHING SUGGESTIONS/TIPS:
• Prior to the Turkey Trot, challenge students to estimate how many laps they feel they can complete.

VARIATIONS AND/OR EXTENSIONS:
• A fun way to motivate students to participate in running activities is to utilize seasonal activities that coincide with particular times of the year or various holiday themes. Some of these, beginning with Fall activities and leading into Spring activities, include a “Turkey Trot,” “Reindeer Run,” “Heart Run,” “Bunny Run,” “National Physical Education and Sport Week Run,” etc.
• The next time there is a 10-minute challenge run, ask students to beat their previous accomplished distance and/or completion time.
• Have students wear pedometers and ask students to estimate how many steps they can accomplish during the run.
• Increase distance or time for the run.
**Activity Plan**

**TITLE:** Run and Stretch (Exercises to Increase Flexibility)

**KEY SKILL(S) and CONCEPT(S):** Flexibility, strength, cardiovascular endurance

**General stretching principles:**
- Warm up before stretching. Example: slow walking while pumping arms.
- Keep knees slightly bent.
- Hold stretches for at least 20-30 seconds.

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

**OBJECTIVE(S):**
- Understand the importance of flexibility, stretching and injury prevention.
- Demonstrate appropriate warm up and stretching practices.
- 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:** Whistles, signal systems, stopwatch, cones, stretch photos (preferably laminated/sheet protected and posted as directed).

**DESCRIPTION:**
Place stretch photos and directional arrows around your route (inside the school hall ways, outside loop, or local training area). Stagger students along the route or training areas by grade, clusters of students, etc. enabling a safe workout.

**Option A - indoor activity:** Students run for six minutes along the designated route. After six minutes announce (intercom, bull horn, whistles, music or any signal) for students to run to nearest stretch photo. Perform that stretch for two minutes then announce on preferred signal to start running again. Continue this cycle with four intervals of running and three intervals of stretching. Conclude with walking to cool down and continue back to the origination area. Maintain safe supervision at all times.

**Option B - outdoor activity:** To perform this activity outdoors, place signs around a safe perimeter within the school property. Have staff, parent volunteers, or older student helpers scattered along the course with stopwatches to monitor time intervals. Announce every six minutes when to stop and find the nearest stretching photo. Perform that stretch for two minutes then announce on preferred signal to start running again. Continue this cycle with four intervals of running and three intervals of stretching. Conclude with walking to cool down and continue back to the origination area. Maintain safe supervision at all times.

**VARIATIONS AND/OR EXTENSIONS:**
- Incorporate time intervals appropriate for your student population based on ability and age.
- Increase one to two minutes of running interval times per week.
- For older or more experienced students add “speed challenges” within the running interval challenging students to run a little faster.

Activity idea submitted by ING RFSB School Awards Program committee member Cathy Caldwell, Shamrock Springs Elementary School (IN).
**Activity Plan**

**TITLE:** Steal the Pin

**KEY SKILL(S) and CONCEPT(S):** Speed, agility, fleeing, dodging

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

**OBJECTIVE(S):** Students will be able to:
- Demonstrate teamwork and improve/maintain cardiovascular fitness.
- Implement strategy to successfully accomplish objectives in the game.
- 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:** Foam Frisbee, bowling pins, cones, two hula hoops

**DESCRIPTION:**

**Warm-up:** Freeze Tag (Five minutes)

Pick three people to be taggers and give them each a foam Frisbee. Taggers use the Frisbee to touch tag other students – they do not throw the Frisbee to tag others. Once a student is tagged, he/she becomes “frozen” and stands with their hand up. Students still in the game can come by and give them a “high five” in order to unfreeze them. Play for one minute, switch taggers and repeat the game. Continue for five minutes.

**Basic Play Procedure:** Students have three options when playing the game: 1) they can stay on their own side and guard their pins; 2) they can sneak over to the other side and try to steal one pin and bring it over to their side; or 3) they can sneak over to the other side and rescue one of their teammates from the jail. They cannot rescue a teammate and steal a pin on the same trip. The game usually lasts 20 minutes. At the end of the designated time period the team with the most pins is the winner.

**Setup:**

- Cones (to divide the gym in 1/2)
- Kids – divide the class into two teams
- Bowling pins – each team starts with 15 pins
- Hula Hoops – each team has 1 for their jail

**TEACHING SUGGESTIONS/TIPS:**
- Students are not allowed to guard the jails.
- If someone slides on the floor, he/she need to pick up any pins knocked over and go directly to the jail.
- If a student touches a pin or a person in the jail on the opposite side of the gym before he/she is tagged, a “free back” is given to that student.
- Students can use “rock, paper, scissors” to settle any disagreements.
Activity Plan

**TITLE**: The Cone Game

**KEY SKILL(S) and CONCEPT(S)**: Teamwork, speed, agility

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

**OBJECTIVE(S)**: Students will be able to:
- Demonstrate teamwork while working to improve speed and agility.
- Demonstrate knowledge and understanding of the play protocol by following the rules 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.
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**: Index cards, 10-12 each of cones, colored markers or crayons, objects to hide under cones that match colors of markers or crayons used

**DESCRIPTION**:
Spread a group of cones (10-12) out in a large open area. Put one colored object under each cone – make sure that each cone has a different color object. Divide students into small groups (two-three students per group). Give each group one index card with a series of colors on it (e.g. red, yellow, green, red, blue, purple, black, yellow). One person from each group runs in search of the object that matches the first color on his/her index card. Students should continue to run and look under cones (making sure to keep the colors a secret from the other participants) until they find the correct one. Once students find a matching object they have to put a mark on the index card next to the corresponding color to “prove” that they found the right one. Students then return to the group and pass on the index card to the next person to search for the second color on the card. Continue playing until the group has found all of the colors on the card.

**TEACHING SUGGESTIONS/TIPS**:
- Keep groups small (two - three students) to encourage maximal participation time.
- Encourage positive behavior. Ask students to stay on their feet and contact free. Deduct an object found on a group’s index card for contact, sliding/falling or other inappropriate behavior.

**VARIATIONS AND/OR EXTENSIONS**:
- For large class sizes add extra cones with additional colored objects to eliminate students bumping into each other.
- Use shapes instead of colors.
- Add a 20 second strength exercise or stretch to complete at each cone. Example: push-ups, an abdominal muscles exercise, lunges, triceps stretch.
Activity Plan

TITLE: Buddy Run

KEY SKILLS(S) and CONCEPT(S): Breathing, pacing, and teamwork

SUGGESTED GRADE LEVEL(S): 4-8

OBJECTIVES(S): Students will be able to:
- Demonstrate proper breathing techniques while pacing themselves appropriately.
- Recognize individual differences in pacing with each other.

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.
6. Values physical activity for health, enjoyment, self-expression, and/or social interaction.

MATERIALS NEEDED: Stopwatch (if activity is timed)

DESCRIPTION:
Pair up with a buddy to run. Students will circle the track, jogging the straights at a pace where they are unable to hold a conversation with their buddy. Students should be thinking about breathing correctly. When they get to the curves the pace should be slower, allowing for them to talk to their buddy about a specific topic. Continue this activity alternating between the straights and the curves for a designated number of laps or time period.

TEACHING SUGGESTIONS/TIPS:
- When students are running around the curves, they can be instructed to keep their shoulders relaxed by shaking their arms out at their sides and taking deeper controlled breaths.
- Breathe in through the nose and mouth and out through the mouth. Breathe in for a count of 3, and out for a count of 2.

VARIATIONS AND/OR SUGGESTIONS:
- If you do not have a track, you can alter your space to make a small track area in the gym and run one lap while focus is on breathing and run one lap while talking.
- Topics for the relaxed run can include: favorite animal, activity, book, movie, “I Spy”
- If a student does not have a buddy, the student can sing a song during the curves instead of holding a conversation.
- Students can take turns bringing up the topic/conversation and alternate every curve.
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.
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.
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.
3. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
4. 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:
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.
4 - 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.runnersworld.com
http://www.mamashealth.com/run/downhill.asp
http://www.brianma.co.uk
http://www.runningplanet.com/training/hill-training-overview.html
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.
3. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
4. 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:**
Activity Plan

TITLE: Journey Across the United States

CURRICULAR AREA(S): Geography/History/Math

KEY SKILL(S) and CONCEPT(S): Calculating distances within states, map reading skills

SUGGESTED GRADE LEVEL(S): 5-8

OBJECTIVE(S): Students will be able to:
- Demonstrate use of pedometers to log mileage during PE class or before/during/after school programs.
- Identify key places on a map and investigate points of interest along their route.
- Recognize individual similarities and differences and participate cooperatively in class activities.
- Independently treat peers, teacher, and property respectfully at all times.

MATERIALS NEEDED: Pedometers, map(s) of U.S. states

DESCRIPTION:
Students will pick a national landmark in their home state or any U.S. state. Using their pedometers, students should monitor distances run during physical education class, before and/or after school or during recess. Have students add distances and track progress on their state map(s) as they travel toward their selected national landmark. Starting point for monitoring distance will be the school. Progress can be added and recorded daily or weekly.

TEACHING SUGGESTIONS/TIPS:
- Predetermine and discuss with students how distances will be recorded (daily or weekly) and who will keep daily or weekly records (teacher or students).
- Use the PECentral LogIt feature at http://www.pelogit.org/logit.asp to record and track student progress.

VARIATIONS AND/OR EXTENSIONS:
- Have students work in small groups to reach landmarks of greater distance from the school.
- Select a landmark(s) for students based on current social studies, history or geography curriculum (Oregon Trail, Lewis and Clarke trail, etc.).
- Have students research the state or national landmark they are traveling to and turn in a short research paper.
My Running Journal

Today's date: _____________

Day of the week (circle): Monday Tuesday Wednesday Thursday Friday Saturday Sunday

Weather (circle): ☀️ ☀️ ☁️ ☁️ ☁️ ☂️ ☃️ Other___________________

Today's goal: ____________________________________________________________________________________________________

My workout today was: ___________________________________________________________________________________________

Who I ran with today: _____________________________________________________________________________________________

How I felt today: __________________________________________________________________________________________________

________________________________________________________________________________________________________________

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

TITLE: Logging Heart Rates

CURRICULAR AREA(S): Math/Health/Science

KEY SKILL(S) and CONCEPT(S): Monitoring and graphing heart rates

SUGGESTED GRADE LEVEL(S): 5-8

OBJECTIVE(S): Students will be able to:
- Effectively use heart rate monitors to accurately collect heart rate data from each activity session.
- Retrieve, log, and track heart rate monitor data.
- Demonstrate knowledge and understanding of heart rate during physical activity.
- Recognize individual similarities and differences and participate cooperatively in class activities.
- Independently treat peers, teacher, and property respectfully at all times.

MATERIALS NEEDED: Distance log, graph template (provided), heart rate sticks or monitors (optional)

DESCRIPTION: Students will run a designated distance. Following their run, students graph their recovery heart rate. *Distance of each run is predetermined by child or instructor based on the child’s ultimate goal. Use a distance log to record runs. Recovery heart rate can be recorded on a separate sheet of paper or on the graph template provided. The number of runs should be determined by the instructor.

*Recovery heart rate is the heart rate that your body will decrease to after an exercise session. Usually measured two - three minutes after exercise or activity bout and measured for a one minute period.

VARIATIONS AND/OR EXTENSIONS:
- Introduce target heart rate zones!* and have students graph accordingly.
- Introduce the parts of the heart and the paths of blood as it flows through the body.
- Introduce the benefits of cardiovascular exercise.

*Target heart rate zone is the heart rate specified for an exercise or activity bout. Target heart rate zone represents the range of the heart rate during activity from low to high.
Graphing Recovery Heart Rate

Heart Rate (BPM)

Day

NASPE/ING Run For Something Better Heart Rate Activity Plan
(www.naspeinfo.org/run)