

Running

IHT Spirit Lesson | February | Teacher Guide

Stage 3: Learning Plan (Activity)

Lesson Goals:

Along with participating in running workouts to improve cardiovascular endurance, students will gain a better understanding of the many health benefits of running. Students will also review how to identify their target heart rate zone and the importance of exercising within that zone. While working on monitoring their heart rate, students will also continue to work on using the Rate of Perceived Exertion scale to monitor their work level. Students will also work towards having a better understanding of why it is important to warm-up and cool-down before and after workouts. While working on maintaining a steady pace, students will experience a variety of running courses both through the trails around school and on the roads.

Upon completing this IHT Spirit lesson, students will be able to create and safely follow an effective cardiovascular exercise program outside of school.

Student Objectives:

Massachusetts Standards:

- 2.8: Use combinations of manipulative, locomotor and non-locomotor skills to develop movement sequences and patterns, both individually and with others.
- 2.11: Apply basic principles of training and appropriate guidelines of exercise to improve immediate and long-term physical fitness.
- 2.12: Participate in activities that promote physical fitness, decrease sedentary lifestyle and relieve mental and emotional tension.
- 2.13: Explain the personal benefits of making positive health decisions and monitor progress towards personal wellness.
- 2.15: Demonstrate strategies for inclusion of all students in physical activity settings relating to strength and speed.

National Standards:

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

- S1M24.7: Demonstrates correct technique for a variety of skills in one self-selected individual-performance activity.

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

- S2.M5: Participates in a variety of lifetime dual and individual sports, martial arts, or aquatic activities.

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- S3.M8: Adjusts physical activity based on quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level.
- S3.M9: Describes and demonstrates the difference between dynamic and static stretches.
- S3.M13: Defines how the RPE scale can be used to determine the perception of the work effort or intensity of exercise.
- S3.M18: Practices strategies for dealing with stress such as deep breathing, guided visualization and aerobic exercise.

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

- S.M1.7: Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates.

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- S5.M2: Identifies positive mental and emotional aspects of participating in a variety of physical activities.

Trail Running, Day 1

Overview:

- Practice maintaining a steady pace on a cross country course opposed to running on pavement.

Prior Knowledge Required:

- Jogging is the pace you can maintain longest and help you stay within the Target Heart Rate Zone (THR).

Estimated Time:

- 45 minutes

Lesson Goals:

By the end of the lesson, students will know and be able to:

- Use one's pulse to monitor heart rate throughout a workout
- Know that jogging is the pace one wants to stay at when completing a longer run
- Improve their ability of identifying which level on the Rate of Perceived Exertion (RPE) scale he/she is working at

Lesson Sequence:

- Use questions and answers to review important concepts such as health benefits (increase heart size; manage weight; treat/prevent heart disease, diabetes, depression and anxiety; lower blood pressure; relieve stress; improve sleep; lower resting heart rate), heart rate zones (target heart rate zone, exercising below or above the THR); RPE Scale; proper running form (heel-toe, leaning slightly forward, arms moving in opposition to legs) and paces (walk, jog, run, sprint).
- Warm-up through dynamic stretching; step and pull your knee toward your chest; figure 4s; open the gate; close the gate; Frankensteins; butt kicks; high knees; cariocas; jogging.
- Students take their heart rate to ensure they are now in or close to the THR
- As a class, students will use the trails around the school to experience true cross country/trail running. The course is approximately 1.5 miles and at each regrouping point students will take their heart rate in order to check that they are in their target heart rate zone. All students are instructed to move at their own pace and understand they may switch to speed-walking if they are having trouble maintaining a jog. Students who are able to maintain a faster pace have two options if they are ahead of the class: they can jog back to the group and help support their classmates or they may continue to jog around the meeting point. These students understand that stopping to sit or walk will have their heart rate start to recover and stopping suddenly will have the blood pool to their feet.
- Cool-down: Return to campus as a group and walk two laps around the basketball court followed by static stretching as a class: standing hamstring stretch, one-legged standing quad stretch, calf stretch and reclined half-pigeon.
- *Check in to make sure students understand the importance of a cool-down and which area of fitness they can improve the most through this portion of a workout.*
- Students take their heart rate one last time so they can see their body has already begun to recover because we used active recovery to safely lower our heart rate.
- Class discussion on what they liked or disliked about running on grass and trails. Also, compare cross country to road running.

Formative Assessment:

- Teacher observation of students finding his/her pulse
- Teacher observation of pacing and ability to maintain safe and appropriate behavior during a class run
- Participation in class discussions
- Preview outcome for next lesson: Cross Country/Trail Running Day 2

Essential Questions Addressed in this Lesson:

- Why is it important to participate in aerobic and anaerobic exercises?
- Why is it important to monitor your heart rate during exercise?

Instructional Tips/Strategies/Notes

- Review important knowledge pieces at the beginning of each lesson including health benefits, target heart rate zone, RPE scale, running form and paces
- Ensure all students know speed does not matter during the class run. Students are encouraged to speed-walk when needed
- As long as they have headphones and keep the volume at a level they can still hear the teacher, allow students to listen to their own music to help increase student motivation and focus

Anticipated Student Preconceptions/Misconceptions

- Running isn't for everyone
- You have to be skinny to run
- Running is boring