

S:2 H: 1 GLO: 9-12 Partner Mile Run/Heart Rate Calculation

OKLAHOMA ACADEMIC STANDARDS: Physical Education

Source: <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=1408#.V5ZdCFSANHx>

<p style="text-align: center;"><u>Objectives/ Student Targets</u></p> <p><u>Cognitive:</u> The students will explain the importance knowing how to calculate THR and how training can improve the RHR.</p> <p><u>Affective:</u> The students will develop an appreciation for the benefits of improving fitness.</p> <p><u>Psychomotor:</u> The students will be able to run a mile without stopping.</p>	<p><u>Equipment & Technology Needed:</u></p> <p>Clipboard per pair of students, pencil/pen per student, Partner Recording Sheet, Stop Watch per pair of students</p>
<p>Academic Vocabulary: THR, Dynamic Warm-up, RHR, MHR, Static Stretching</p>	
<p><u>Introduction / Anticipatory Set:</u></p> <p>How a mile is used as a baseline for testing fitness levels. The mile run really is a nice barometer for overall, “real-world” endurance fitness. In a recent study, men over 50 who could run the mile in 8 minutes or less had “optimal cardiovascular fitness” and a greatly reduced risk of heart disease. For women, it was 9 minutes. Any fit person, man or woman, should aim for at least 8 minutes or less. The younger you are, the less time it should take. But the best mark of fitness is that your time improves.</p> <p>Explain to the students how to calculate their target heart rate. Try to have them do this in their heads. Have each student subtract their age from 220. (220-age) The number they come up with is their target heart rate. They need to write this number down so they do not forget.</p>	<p><u>Classroom Layout:</u></p> <p>Preferably a marked track to record each lap</p> <p>If unavailable, a marked field to record a predetermined distance</p>
<p><u>Instant Activity:</u></p> <p>A dynamic warm up, or the warm up your students complete everyday at the beginning of class. They need to be loose for the mile run. Can even have the class jump rope for the first 5 minutes of class.</p>	

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<p><u>Fitness Development:</u></p> <p>Muscular Endurance and Cardiorespiratory Endurance will be developed as mile is practiced Body Composition will improve with daily activity Flexibility will improve through a daily dynamic warm-up and static stretching during the cool down.</p>	
<p><u>Lesson Focus:</u></p> <p>The students partner up and each fill out the top of the attached partner mile form (http://www.pecentral.org/images/milesheet.pdf). I either let the kids decide which one of the two will run in the first mile or we do some sort of activity to decide who will be the first runner and who will be the second runner. While the first group of kids is running and being timed on the mile run, their partners are sitting (stretching) in a designated area with their own and their partner's mile paper. They listen for and record their partner's lap times as they reach the start/finish line.</p> <p>When the 1st runners complete their mile, there is someone at the finish line taking 6 second heart rates for the finishing runners. When all runners have completed the first mile, the kids switch and the partners then run the mile. This lesson takes an entire regular class period. If you are on block scheduling (1 1/2 - 2 hour class periods) it would be a great lesson for 1/2 of the period.</p> <p><u>Assessment:</u></p> <p>Have students turn in their sheets to you or have them put the sheets in their portfolios (if those are available in your class). Compare scores from miles throughout the semester. Also compare to National Standards.</p>	<p><u>Teaching Cues:</u></p> <p>8 minutes Target Heart Rate</p> <p><u>Modifications:</u></p> <p>Run/Walk Tempo walk</p>

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Closure:

What was your heart rate at the end of the mile run?

Where was it compared to your target heart rate you calculated at the beginning of class?

Why is knowing your heart rate important? (To see how hard you are working, if you need to pick it up or slow it down, where you are in the healthy heart rate zones, etc.)