

S:2 H: 3 GLO: 9-12 Discovery of Pacing

OKLAHOMA ACADEMIC STANDARDS: Physical Education

Source: <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=1661#.V5ZoH1SANHx.pdf>

<p align="center"><u>Objectives/ Student Targets</u></p>	<p><u>Equipment & Technology Needed:</u></p>
<p><u>Cognitive:</u> The students will discover strategies for pacing themselves when running longer distances.</p>	<p>stopwatches, paper and pencils for each pair of students</p>
<p><u>Affective:</u> The students will develop an appreciation for the sport of distance running.</p>	
<p><u>Psychomotor:</u> The students will be able to complete longer distance running without stopping.</p>	
<p>Academic Vocabulary: Pacing</p>	
<p><u>Introduction / Anticipatory Set:</u></p> <p>Have the students complete a warm up they normally complete at the beginning of class (preferably a dynamic warmup). After warming up and are loose, the students will partner up and time each other running 1 lap as fast as they can. Make sure they record the times for each other. Ask the class: Can you run 4 laps at that pace? (no) What would you have to do to run 4 laps as fast as you can? (The discussion should be geared towards the concept of pacing and how it relates to cardiovascular endurance.)</p>	<p><u>Classroom Layout:</u></p> <p>¼ mile track – use cones to mark every 100 m</p>
<p><u>Fitness Development:</u></p> <p>Muscular Endurance and Cardiorespiratory Endurance will be developed as they continue to work on pacing activity Body Composition will improve with daily activity and nutrition is tracked Flexibility will improve through a daily dynamic warm-up and static stretching during the cool down.</p>	<p><u>Teaching Cues:</u></p> <p>Talk, but not sing Pace for 100 m rather than 400 m Pace yourself</p>
<p><u>Lesson Focus:</u></p> <p>Have the students talk with their partner and come up with 1-2 strategies they can use to pace themselves. Offer suggestions such as make sure you can talk but cannot sing while running or to run a lap 10-30 seconds slower. Have them break the time down by lap. For example, if the first time they recorded was 90 seconds, have them pace themselves to run a 120 second lap (30 seconds slower). This means they should run the first corner in 30 seconds, finish the straight away by 60 seconds, next corner at 90 seconds and finish the lap at 120 seconds. Have the students practice their pacing by running a lap 10-30 seconds slower than the first time. A second option is for students to run 4 laps and make sure each lap is 10-30 slower than the first</p>	

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time. The students can still be in their pairs, so while one student is running, the other is waiting with a stopwatch.
The student running may also like to have a stopwatch so they can pace themselves. If you do not have enough stopwatches, you can call out the time every 10 seconds so they know if they need to slow it down and pace themselves.
When that student is done running, they get water and switch with their partner.

Assessment:

Have the students write down their pacing strategies and turn them in after class or for homework.

Closure:

Discuss as a class the success of each pair's pacing strategies. Was it easier or harder than you thought to pace yourself?
What could you have done better?
How can you use this in your own personal fitness goals?

Modifications:

Walk/Run