

<u>Objectives/ Student Targets</u>	<u>Equipment & Technology Needed:</u>
<u>Cognitive:</u> Students will be able to discuss the importance of good cardiovascular health.	Pens/pencils Paper
<u>Affective:</u> Students will better themselves through physical activity.	About 10 printouts of each training plan example Enough 8 week calendars for each student
<u>Psychomotor:</u> Students will prepare for and participate in a 5k run/walk.	
<u>Academic Vocabulary:</u> 5k, 10k, cardiovascular health/fitness, pace, training plan, rest day	
<p><u>Introduction / Anticipatory Set:</u> *Hopefully you have talked about cardiovascular health and aerobic/anaerobic exercises in class before this lesson.</p> <p>Who has heard of races such as the Color Run, Warrior Dash, Rugged Maniac, Turkey Trot, Spartan Race, or Tough Mudder? Ask your students if any of them have participated in 5k races before or does anyone enjoy running? *Review cardiovascular health Which fitness component does running improve? (cardiovascular health) Can anyone tell me what cardiovascular health is? (refers to health of the heart) Is cardiovascular fitness aerobic or anaerobic? (aerobic) Why? (aerobic exercise makes your heart beat faster and refers to your ability to utilize oxygen during exercise [lung capacity]) Why is it important to have good cardiovascular health? (heart is able to circulate oxygen and nutrients all over the body, prevents high blood pressure, lowers “bad” cholesterol levels, helps fight heart disease) (8 minutes)</p> <p>Good, since our students understand the importance of cardiovascular health, they will get the opportunity to participate in a 5k this semester!</p>	<p><u>Classroom Layout:</u> Classroom setting with desks or tables would be best. Each group needs a cluster of desks or a table with example training plans. Teacher must roam the room checking for understanding and guiding when needed. A board at the front of the room would also be best. For writing instant activity questions and for use as needed.</p>
<p><u>Instant Activity:</u> On the board (or somewhere everyone can see), write: <u>1 mile = 1.609 kilometers</u> <u>Half marathon = 13.1 miles</u> <u>Full marathon = 26.2 miles</u></p>	

-Have your students figure how many miles a 5k would be. ($5/1.609 = 3.1$ miles)
 -Then a 10k ($10/1.609 = 6.2$ miles OR $3.1 \times 2 = 6.2$ miles).
 -How many kilometers would a half marathon be? ($1.609 \times 13.1 = 21$ kilometers)
 -Full marathon? ($1.609 \times 26.2 = 42.1$ kilometers OR $21 \times 2 = 42$ kilometers)
 -If I wanted to run my 5k in 25 minutes, what would be my mile pace? Or what would my time be for each of my miles if I ran the same speed the entire time? ($25/3.1 = 8:06$ per mile)
 -How about running a 10k in 45 minutes? ($45/6.2 = 7:25$ per mile)
 -If I wanted to pace myself and run each mile at a 7:45 pace, how long would it take me to run a 5k? ($7.45 \times 3.1 = 23$ minutes and 9 seconds)

These questions can be read aloud by you, written on the board, or handed out on a worksheet. Have the students write down the answers on a paper or the worksheet and this is going to be their ticket out of class.
 (8 minutes)

Lesson Focus:

I. Lesson Procedures - Teaching the skill or concept activities

In this lesson, you and the students will talk about everything it takes to train and prepare for to run a 5k. All of your students will have different fitness levels and enjoyment levels when it comes to running. So every student's training plan will be different.

First thing to do is find a 5k towards the end of the semester or decide to map out a 5k on your own at the school or in your community. Some of the students may be interested in doing a fun run such as The Color Run or Tough Mudder. These would be a great bonding experience for the class and it would raise the enjoyment level for some of the students who do not enjoy running. On the other hand, there will be a cost with these races. Each student/parent would be responsible for coming up with around \$30. You could provide scholarship/waiver opportunities for some students if you choose.

If you do not decide to sign up for a fun run, you could always map out a 5k throughout your community or at the school. Ask parents to volunteer to hand out water as the students are running, and you could even make it fun by have a section or two where parents spray the students with water hoses or have a foam machine or rent an inflatable course for them to run through somewhere along the course. Make it fun in your own way!

Teaching Cues:

Be creative
 Make it your own
 Use the examples provided
 Realistic goals

Modifications:

If you have no way of going to a fun run or creating a 5k within your community, a track can also be used.
 You could make training plans from anywhere between 6 weeks to 12 weeks.
 For some students, training for 1 mile will be more than sufficient.

Source:

If you map out the course within the community, make sure to reach out to city council about blocking off streets.

Best option for a race would be on a weekend so students are not missing class. Make sure you look at the athletic calendars for your athletes.

At the beginning of the lesson have a class discussion on what would be the best choice (if you did not decide on your own). This decision does not have to be made today. It can be come back too.

Have the students get out a piece of paper. On that paper, have them write down how many days a week they run (have them write in complete sentences so it will be easy for them to read later). Do they enjoy running? Are they experienced runners?

By the end of the semester, or after the 5k, the answers to these questions may be very different.

All of your students should shoot for around a 10 minute mile if they are beginning runners. If they are experienced runners they should know what their timed mile is, and maybe try to approve that time. In a later class, all the students will be able to run a mile and time themselves to see where their goal needs to be set. Today we are just setting out the framework. Have the students write their 5k goal time down on their paper. For example: 3 10 minutes miles = 30 minute goal for the 5k.

Once they have written down their “rough draft” for a goal, we can start working on the training plan. Every student’s training plan is going to be different because every student starts at a different level of difficulty.

Have printouts of training plan examples so the students will understand what a training plan looks like. They can build their own plan with information on these examples. Here are some important points to make while building the training plans:

- What is the importance of a rest day? Muscles need rest to repair, overtraining effects sleep by putting your body in a constant state of restlessness, prevents burnout, and overtraining can lead to injury. Make sure they have one per week.
- Make sure the progression of the plan is from slow to fast. Start out walking if you need. Or start out jogging 30 seconds, walking 90 seconds for a few minutes. Then every week or few days it gets faster and faster until you are running a full 3.1 miles without stopping.
- Be specific. Use exact distances and/or times when writing out the training plan. Instead of saying “run”, say “run for 10 minutes, walk for 2 minutes. Repeat 2x”.

These links will send you to examples of 8 week training programs for completing a 5k:

Source:

http://www.fatguyshrinking.com/wp-content/uploads/2012/06/color_run_idea.jpg

This is a training program from the Color Run. It suggests doing the same thing for a week and then changing the amount ran/walked every week for 8 weeks. Something important to add would be a rest day.

<https://s-media-cache-ak0.pinimg.com/736x/67/31/64/6731645ee13153f60ab5f7abce6f9943.jpg>

This training program adds days to work muscular endurance in between days of running. As well as making sundays a rest day. The last week of this plan would require the student to be very diligent.

<http://sprintformonroe.weebly.com/uploads/6/7/6/3/6763520/3234920.png?653>

This plan is for includes many rest days during the week but also requires the student to run 1.5 miles right off the bat. This may prove to be too hard of a start for some students.

http://www.self.com/wp-content/uploads/2016/02/5k_Training-Calendars_Pinterest_FINAL.png

This training program includes many different types of exercise from walking/running, yoga, HIIT training, core strength, hill runs, and speed drills. This program will require more explanation on what HIIT and speed drills are. HIIT stands for High Intensity Interval Training. This could be 30 second sprint, 30 second brisk walk for 10 minutes. Speed drills could be speed ladders, box jumps, and line jumps. This plan will add more variety and may sound appealing to many students. It will require more space and equipment.

Split the class up into groups of 5 or 6 and have printouts of these example training plans for each group. Each student will need an 8 week calendar that looks something like this:

8 Week 5K Training Plan

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Week 1							

S3 H6 GLO 9-12
OKLAHOMA ACADEMIC STANDARDS: Physical Education
Source:

Week 2									
Week 3									
Week 4									
Week 5									
Week 6									
Week 7									
Week 8							Race Day!		

II. Lesson Instructional Activities:

They will fill out these calendars using the examples as guides. They can pick different items from each example to make it their own. Stress the fact that there needs to be at least one rest day each week. But I would not let them go over 2 per week.

Their plan needs to be realistic with their specific needs. Are Tuesdays your busiest day? Maybe make that your rest day. Do you do conditioning with your soccer team on Wednesdays? Make that a part of your training plan. Ask your family to go on a walk/run with you every Sunday.

Their plan also needs to fit their specific fitness levels. Some students will need to start out walking much more than jogging the first week. Others will be able to run 2 miles the first week. It is okay that everyone is at different levels. We will all make improvements and complete the 5k together at the end of the 8 weeks.

Take up the training plans at the end of class or at the beginning of next class (if they need time to finish their plans at home) to make sure they are realistic plans. If they have all weight training and yoga, but no running, it is not a very successful 5k plan. If they have 4 rest days a week, they may need some motivation.

You may decide to make a copy of everyone's training plan so you have a hard copy just in case, God forbid, anything happens to theirs.

Assessment:

Take up their training plans to see if they understood what the assignment was supposed to be. Check for:

- Rest days
- Progression from light running/walking to full 5k
- Consistency
- Specifics

As the 8 weeks go on, you will be able to tell by watching them if they have been keeping up with their training.

However, do not grade on whether or not they run the entire 5k, grade on whether or not they gave max effort throughout the entire 8 weeks.

Closure:

S3 H6 GLO 9-12

OKLAHOMA ACADEMIC STANDARDS: Physical Education

Source:

<p>By a show of hands, did we get rest days in our training plan each week?</p> <p>Why are rest days important in any training program?</p> <p>What are some other events/goals you could use a training program for? (weight loss, fitness competition, sports event, etc.)</p> <p>Ticket out the door is your instant activity training plan (unless finishing at home). Be thinking about 5k ideas!!!</p> <p>**Lesson may need to be split up between a couple of days.</p> <p>**Important to note that this lesson as a whole will require a lot of time and planning.</p> <p>**May be a good idea to get another health teacher or physical education teacher or parents on board.</p> <p>**Make one day a week “training day” to run/walk together as a class. This is a good way to visually see progress and effort.</p>	
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