



DISTANCE - ADVANCED



Equipment

Track or approximately 20 pylons, pinnies, 4 additional pylons, checklist, pen/pencil

Safety Issues

The length of the course should depend on the age and ability of the participants. For kids ages 11 – 14, the course should not exceed 1600m. For kids younger than 11, the course should not exceed 400m. To prevent collision, warn the kids to be aware of other kids running around them.



Objectives

At the end of the lesson plan, kids will:

1. Understand what endurance is and why it's important to long distance
2. Demonstrate calculating their heart rate after different levels of activity
3. Understand how to develop endurance

Standards

To view the physical education standards that may apply to this lesson plan, you can directly access the state board of education websites by clicking on each of the following states: [California](#), [Florida](#), [Georgia](#), [Illinois](#), [Michigan](#), [North Carolina](#), [New Jersey](#), [New York](#), [Pennsylvania](#), [Texas](#), and [Virginia](#).



Introduction

Q: Who would like to guess how fast we run during long distance compared to sprinting?
 A: We run slower in long distance events compared to sprinting events.

Q: Why do you think we run slower for long distance events? Why don't we sprint for 1600 meters?
 A: We run slower because the race is longer. Our bodies are physically unable to sprint for 1600 meters.

In today's lesson, we are going to learn:

1. What endurance is and why it's important to long distance
2. Correct pacing for long distance
3. How to calculate your heart rate
4. How to develop endurance

Warm Up

Off to Nature

1. Set up a course approximately 300 yards long , using pylons for landmarks.
2. The course should be divided alternatively into 100 yard and 50 yard sections.
3. Kids should jog the 100 yard sections and walk the 50 yard sections.
4. Encourage kids to jog together in pairs.
5. Kids should complete the course two times.

Skills

1. Endurance is when you have the ability to last despite stress or obstacles. For long distance running, endurance is when your body is able to endure the physical stress of running long distances without stopping or walking. Therefore endurance is important to long distance running because without endurance, you wouldn't be able to finish the race!
2. Because long distance running puts such physical demands on the body, pace is an important element for having endurance and maintaining speed. The pace of long distance running events is slower than the sprinting and middle distance events. Think about how hard it would be on your body to run full speed for 1600 meters - it's impossible! It is important to have a comfortable rhythm that you can maintain throughout the run. Long distance is like the old saying: "Slow and steady wins the race."
 - a. Pace is slower than sprinting or middle distance
3. One way to test your endurance to see if you are running at the right pace is to check your heart rate. To calculate resting heart rate:
 - a. Find your pulse at wrist or neck
 - b. Count beats for 15 seconds, then multiply the count by 4 (there are 4, 15 second intervals in 60 seconds)
 - c. All kids should determine resting heart rate
4. Developing endurance takes a lot of work. You must train consistently and progressively.
 - a. You must stick to a set training schedule.
 - b. You have to increase the amount of time and effort that you put into the training sessions.

Drill

Talk Test

1. Divide students into pairs.
2. Have the first pair line up on the start line.
3. Instruct the students to run to the pylons at the end of the playing area and back.
4. While the kids are running, they should count out loud back and forth to each other.
5. The kids should be running at a pace that is comfortable for conversation.

FUNdamental

Fun Run

1. Divide the kids into pairs of near equal ability. Use pinnies if needed.
2. Instruct the students to line up at the start of the course with their partner.
3. Provide the kids with instructions for how many times to lap the track, depending on the ages of the kids and the size of the track.
4. The kids should run side by side with their partner for the entire distance.
5. Partners should encourage and remind each other to set a safe pace.
6. The team that completes the course first wins.

Cool Down

Heart Rate Challenge



1. Have kids take their pulse immediately after the Fun Run.
2. After kids have their pulse rate, instruct them to do a slow jog around the playing area for 2 minutes.
3. When completed, kids should take their pulse rate again.
4. Then kids should sit on the floor and perform stretches.
5. Kids should retake their pulse rate at rest to compare.

Conclusion

Q: What fun things can you do at home to practice running for distance?

A: Running an obstacle course, hiking, jogging with a friend, etc.

Q: If you train for long distance, how will you develop endurance?

A: Stick to a set training schedule and increase the amount of time and effort put into the training sessions.

Assessment

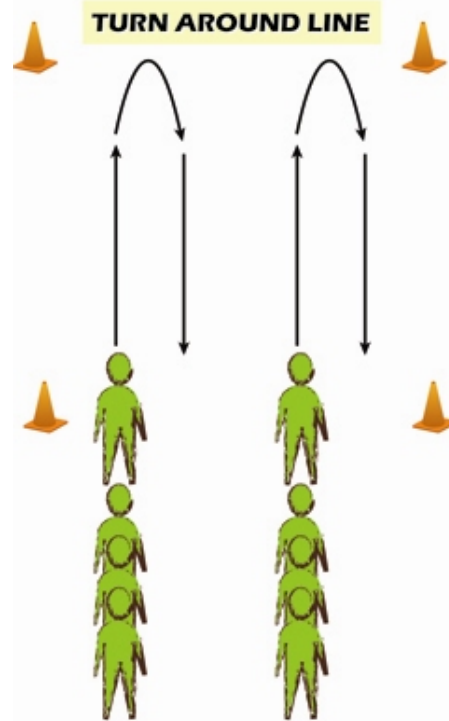
Checklist

1. Slow pace
2. Consistent pace
3. Find pulse
4. Calculate heart beats per minute
5. Develop endurance

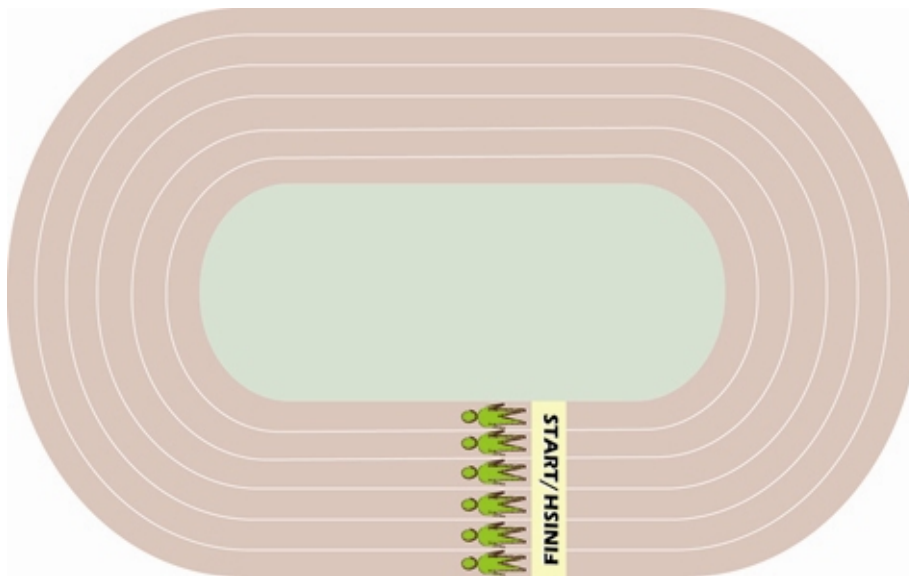


Set Up Diagrams

Talk Test Drill



Fun Run FUNdamental





Distance – Advanced Checklist						
Group _____			Date _____			
Name	Slow Pace	Consistent Pace	Find Pulse	Calculate Beats/Min	Develop Endurance	Total
1.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
2.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
3.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
4.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
5.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
6.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
7.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
8.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
9.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
10.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
11.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
12.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
13.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
14.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
15.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
16.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
17.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
18.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
19.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
20.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
21.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
22.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
23.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
24.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
25.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
26.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
27.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
28.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
29.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
30.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
Group Average	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	

Score	Behavioral Measure	Group Areas of Improvement
3	Performs cue correctly all of the time	
2	Performs cue correctly most of the time	
1	Performs cue incorrectly most of the time	
0	Performs cue incorrectly all of the time	