



DISTANCE - BEGINNER

Equipment

Pylons, jump ropes, hula hoops, up to 6 mats, bean bags, 6 index cards, a marker, 5 pylons per team, checklist, pen/pencil

Safety Issues

To prevent collision, warn the kids to be aware of other kids running around them. If this race is practiced several times, monitor kids to avoid overexertion. For kids ages 11 – 14, the course should not exceed 800m. For kids younger than 11, the course length should need exceed 400m.

Objectives

At the end of the lesson plan, kids will:

1. Understand why arm action and head position is important to distance
2. Demonstrate correct arm and hand form
3. Demonstrate correct arm and hand action
4. Demonstrate correct head position

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

The object of long distance running events is the same as other running events – to finish the race as fast as possible. The long distance track and field event we are going to do is the 1600 meter run.

Q: Long distance running is similar to middle distance running. Who would like to guess what the big difference is?

A: The race is longer.

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

1. Why arm action and head position is important to distance
2. Correct hand form and action
3. Correct arm form and action
4. Correct head placement

Warm Up

Everybody's "It"

1. Instruct all kids to scatter around the gym.
2. All kids are "it."
3. When a kid is tagged, they must move out of the playing area and perform an exercise or a stretch.

4. If two kids tag each other at the same time, they both move out of the playing area.
5. The game is over when there are only two kids left.

Skills

1. Like middle distance, arm action is an important part of distance running because the arms move in opposition to the legs and generate velocity. Also, head position is important because you need to be focused on the track and the finish line. Remember, it's hard to run straight if you are looking at the sky or at the sidelines.
2. Correct hand form and action:
 - a. Hands should be open or cupped, and relaxed.
 - b. Hands should approach the midline of the body, but not cross it.
3. Correct arm form and action:
 - a. Elbow angle should remain around 90° and elbows should be tucked in at sides.
 - b. Arm swing should occur from the shoulder and flow naturally with shoulders and arms relaxed. Shoulders should be square with hips.
4. Correct head placement:
 - a. Head aligned with neck and spine, with face relaxed.
 - b. Eyes level and looking forward.

Drill

Figure 8

1. Divide the kids into small teams.
2. Instruct teams to run single file around the figure 8-shaped course.
3. Provide feedback regarding individual and group form.
4. Repeat until all teams have completed the drill.

FUNdamental

Figure 8 Game

1. Divide the kids into small teams.
2. Instruct the teams to run single file five times around the figure 8-shaped course, using appropriate techniques.
3. If the team breaks form or demonstrates bad skills, they receive one point for each occurrence.
4. Any team that finishes after the first team receives one point.
5. The team with the least number of points wins.

Cool Down

The Training Circuit

1. Divide the kids into small teams.
2. Each team should start the circuit at a different activity station (e.g., 2 leg stretching stations, 2 arm stretching stations, 1 back stretching station, and 1 abdominal stretching station).
3. Every 15 – 30 seconds, the kids should rotate clockwise through the activity stations.



4. The team with the best form wins.

Conclusion

Q: Name the similarities between middle distance and long distance arm form and action.

A: Elbow angle at 90° with elbows tucked in at sides. Arm swing from shoulder, flow is natural and relaxed; shoulders square with hips.

Q: Why do you think middle distance and long distance upper body form are similar?

A: Since these events are longer, the body must be more relaxed, need to pace yourself, etc.

Assessment

Checklist

1. Hands should be open or cupped, and relaxed
2. Hands should approach the midline of the body
3. Elbow angle at 90° with elbows tucked in at sides
4. Arm swing from shoulder, flow is natural and relaxed; shoulders square with hips
5. Head aligned with neck and spine, with face relaxed
6. Eyes level and looking forward



**Set Up Diagrams
Figure 8 Drill**

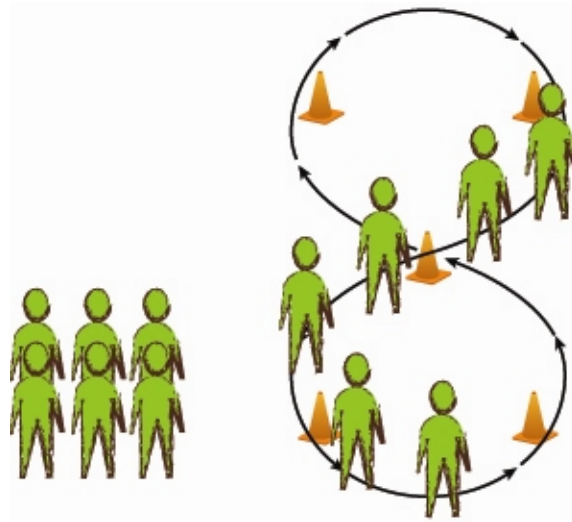
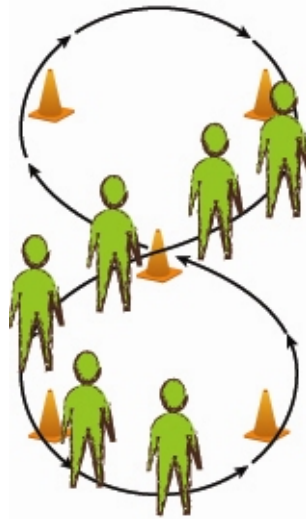
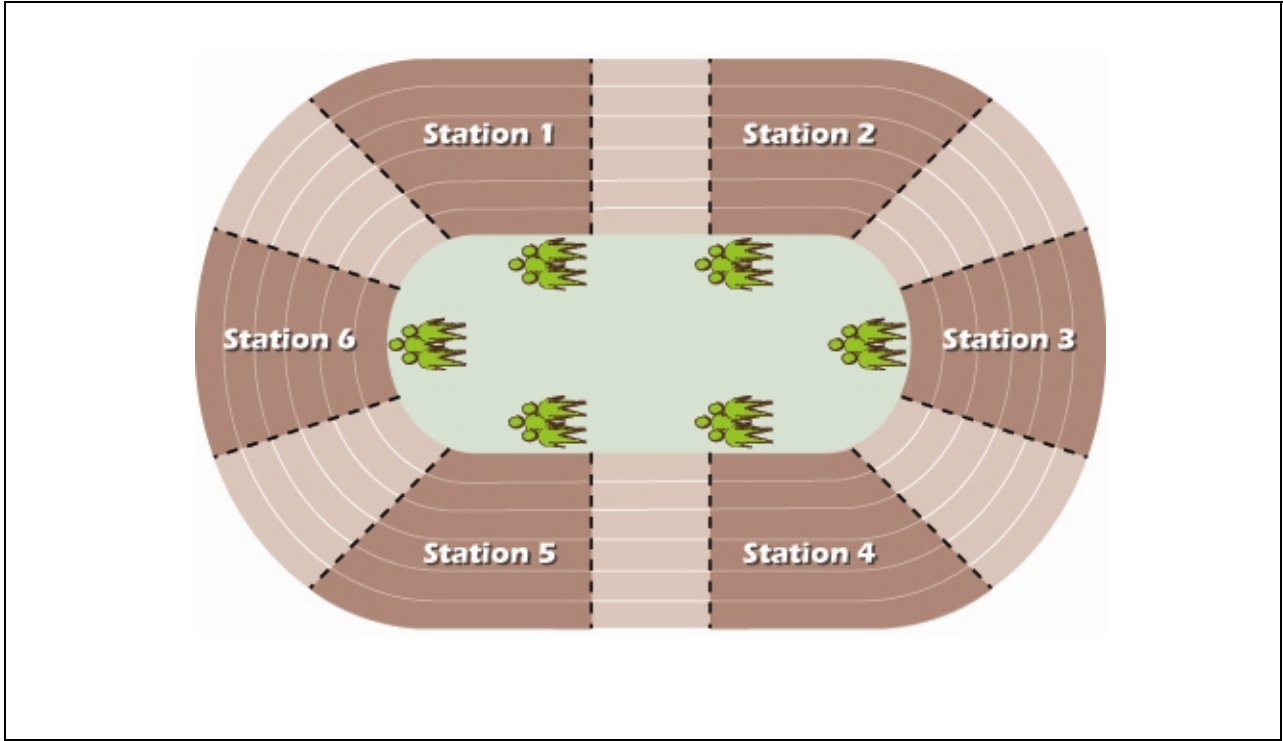


Figure 8 FUNdamental



The Training Circuit Cool Down





Distance – Beginner Checklist							
Group _____				Date _____			
Name	Open Hands	Hand Approach	90° Elbow	Arm Swing	Head Aligned	Eyes Forward	Total
1.	3 2 1 0	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 2 1 0	
3.	3 2 1 0	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	