

LESSON 15: 1-MILE RUN

Grade-Level Outcomes

Primary Outcome

Assessment & program planning: Designs a fitness program, including all components of health-related fitness, for a college student and an employee in the learner's chosen field of work. (S3.H12.L1)

Embedded Outcome

Health: Analyzes the health benefits of a self-selected physical activity. (S5.H1.L1)

Lesson Objectives

The learner will:

- assess his or her cardiorespiratory endurance by running the mile as best he can.
- compare and reflect on his or her mile scores and lap time splits.

Equipment and Materials

1 or 2 stopwatches

Introduction

Were you surprised by your flexibility scores in our previous lesson? What changes did you see? Why might you not have seen improvements in your fitness scores? Thinking about the training principles you have learned, what things might affect your progress? Today, we'll complete a mile run. Let's see if your mile time has changed. Remember, this is about doing your best for you. Have a great run.

Instructional Task: Dynamic Warm-Up

■ PRACTICE TASK

Collect binders from students.

Students go through a dynamic warm-up, then pair up and line up one behind the other. The first partner starts the task and when halfway down to the cone or line, the second partner follows.

Dynamic tasks are as follows:

- Jog down and back
- High knees down and back
- Butt kickers down and back
- Lunge and twist halfway and jog out down and back
- Carioca down and back
- Athletic-slide down and back
- Jog down and back

Student Choices/Differentiation

- Let students warm up on their own from a selected list of exercises.
- Students choose their partners.

What to Look For

Students are performing the warm-up using correct form.

Instructional Task: 1-Mile Run

■ PRACTICE TASK

Students stay with their partners for the 1-mile (1.6 km) run. Partner A runs the mile first while Partner B logs her lap times. This allows students to see their splits. Once the Partner A students have completed their mile, the Partner B students line up to run theirs while Partner A students record the lap times to find their splits. As students finish the mile, encourage them to walk around to cool down and to stretch on their own.

EMBEDDED OUTCOME: S5.H1.L1.1. Discuss the health benefits of physical activity. What affect does cardiorespiratory endurance have on overall health and well-being?

Guiding questions for students:

- Looking at your lap times and splits, did they change? How?
- Did your overall mile time improve? Why do you think that is?
- In what other ways could you test your aerobic fitness?
- How might specificity of training influence your mile run results?

Student Choices/Differentiation

- Students may perform the PACER test.
- Students may perform a walk test.
- The entire class may run at the same time. Students choose their partners.

What to Look For

- Students are trying their best.
- Students showed improvement.
- Students are in the healthy fitness zone.
- Students see the advantage of training using the same type of exercise as the test.

Instructional Task: Cool-Down Stretches

■ PRACTICE TASK

Students cool down and stretch the major muscle groups on their own while you call small groups of students up for their binder checks.

Go through the checklist and hand back the binders.

Refinement

Students hold static stretches for 20 seconds.

Student Choices/Differentiation

A couple of students may lead the class through a cool-down.

What to Look For

- Students are analyzing the skill during the practice task.
- Students are performing both upper- and lower-body stretches.

Formal and Informal Assessments

- 1-mile run results
- Binder checklists

Closure

- Did you see any change in your mile run?
- The cardio and muscle fitness lessons taught you how to develop a good fitness plan using all the health-related fitness concepts and the FITT principles.
- You had to take information you had about yourself and use it to develop a plan for you as a college student.
- These are skills that you can take with you outside of school and throughout life to stay healthy and active. Remember, your final assignment on the career fitness plan is due next class.

Reflection

- Do students see the value in knowing how to develop a fitness plan?
- Did students see any difference in two weeks?
- Do students know that they might need more time to see larger gains in their fitness?

Homework

Your career scenario homework is due in our next class.

Resources

Meredith, M.D., & Welk, G.J., eds. (2010). *Fitnessgram & Activitygram test administration manual*. 4th ed. Champaign, IL: Human Kinetics.