

LESSON 3: CREATING A TRAINING PLAN

Grade-Level Outcomes

Primary Outcomes

Movement concepts, principles & knowledge: Creates a practice plan to improve performance for a self-selected skill. (S2.H3.L1)

Engages in physical activity: Creates a plan, trains for and participates in a community event with a focus on physical activity (e.g., 5K, triathlon, tournament, dance performance, cycling event). (S3.H6.L2)

Fitness knowledge: Designs and implements a strength and conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle. (S3.H7.L2)

Embedded Outcome

Assessment & program planning: Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement). (S3.H11.L2)

Lesson Objectives

The learner will:

- complete a sub-max test.
- create a personal eight-week training plan using applied training principles.
- incorporate one day of strength training per week into the training plan.
- begin a training journal to be updated after each training session.

Equipment and Materials

- Projector
- Monthly or weekly calendar planning sheets
- Equipment for selected mode of sub-max test
- Stopwatch

Introduction

Today, we will start with a $\dot{V}O_2$ sub-max test that will allow you to assess your current level of cardiorespiratory endurance and then apply it to your training plan. I'll review the training principles and energy systems covered in our previous class and introduce how to create a training program. Remember, if you really want to improve, you will have to complete the workouts outside of class.

Instructional Task: $\dot{V}O_2$ Sub-maximal Testing

■ PRACTICE TASK

Students perform a sub-max test to determine baseline aerobic fitness levels.

Guiding questions for students:

- What components of fitness does a sub-max test measure?
- What does a sub-max test predict?

EMBEDDED OUTCOME: S3.H11.L2 Discuss the sub-max test results. Test results will become part of students' fitness portfolios and provide the foundation for their training plans.

Student Choices/Differentiation

Students can choose the mode of sub-max test (e.g., stationary bike, swim, or run).

What to Look For

- Students are following the protocol correctly.
- Students are working at the appropriate intensity level.

Instructional Task: Phases of Event Preparation

■ PRACTICE TASK

Review the energy systems and the seven training principles.

Discuss key points of the five phases of preparing for an event.

1. General preparation (30% of the event training period): low intensity, building foundations, preparation for more difficult efforts, technique,
2. Targeted preparation (40% of the event training period): increase intensity slightly, strength training
3. Pre-competition (20% of the event training period): increase intensity to max levels, decreasing in volume
4. Competition (10% of the training period): very specific, low volume
5. Transition (post-competition): active rest and recovery

Show an example of a weekly block plan for training.

Guiding questions for students:

- How long should each phase last if you designed a six-month training plan?
- What other factors should you consider when making a plan? (Answers: Where are we each starting [individuality]? Do we have a base? When is our event? And so on.)
- What is available for training? (Answers: pool, open water, track, and so on)

Student Choices/Differentiation

Provide posters or other visual aids with key points for each phase.

What to Look For

- Students are engaged in the discussion.
- Students are asking good questions.
- Students can give simple examples of how they would adjust their training for one of the disciplines when they move to a new phase.

Instructional Task: Block Training Plan

■ PRACTICE TASK

Review the phases of event preparation (general preparation, targeted preparation, pre-competition, competition, transition) as they relate to sprint triathlon training: double distance and time for Olympic, 1.5 for half, and so on.

In pairs or small groups, students begin filling out an eight-week block training plan, using their sub-max scores as a starting point. Students will break up their plans as follows:

Three weeks of general prep

Four weeks of targeted prep

One week of competition

Lead a discussion on appropriate activities for each phase as students begin to develop their plans:

General Prep

Long, slow distance running: 1.5 to 2 times event distance or time

Long endurance biking: 1.5 to 2 times event distance or time

Long interval swimming: focus on endurance

Targeted Prep

Strength training: multi-joint (compound) moves to work the whole body; three or four sets of 8 to 12 for both strength and endurance

Running: long intervals on track, speed work, hill repeats

Biking: hill repeats, 1-mile (1.6 km) repeats, interval work

Swimming: increase speed, decrease rest intervals, decrease distance intervals, open water swimming

Pre-competition Prep

Running: 800-meter repeats on track

Biking: mile repeats, hill repeats

Swimming: decrease distance, increase rest intervals

Competition Prep

Strength training: none

Running: long, slow recovery; speed work on track (400 to 600 meters)

Biking: long, slow recovery; incorporate 1-mile (1.6 km) speed work into one bike workout

Swimming: long, slow distance; open water, one max-500-meter swim for time

Transition

Post-race workouts are long and slow in nature.

Cycling, running or swimming workouts should feel easy.

Refinements

- Observe students filling out block plans and provide feedback.
- During the general prep phase, check to see whether they are performing weekly workouts that are 1.5 to 2 times the race distances: 5-mile (8 km) runs, 20-mile (32 km) bike rides, 1500-meter swims.
- During the targeted prep phase, check to see whether students are incorporating the following:
 - Track workouts
 - Pace workouts in pool
 - Repeats on bike
 - Strength training
- During the race prep phase, check to see whether students are doing the following:
 - Decreasing mileage, time, yardage
 - Increasing rest intervals
 - Increasing intensity

Extensions

- Students exchange drafts of their plans after each section for peer feedback. Provide a checklist to guide peer review.
- Students could create a 10-week block plan that includes the pre-competition phase (general preparation) (3 weeks), targeted preparation (4 weeks), pre-competition (2 weeks), competition (1 week)

Student Choices/Differentiation

Provide a template to guide students in preparing their plans.

What to Look For

- Students are incorporating all the disciplines (watch for students who are struggling).
- Students are able to adjust workouts based on the phase of training.

Formal and Informal Assessments

- Sub-max $\dot{V}O_2$ tests for baseline assessment
- Detailed weekly training programs in block form
- Training journals: instructor choice of web-based or paper-based

Closure

- We covered a lot of information today regarding creating a training program.
- Using the template, finish creating a simple, easy-to-follow program for yourself based on the training principles and the five phases of event preparation.
- Reflect on your training through journaling. After each workout, write about how you felt. Was the workout difficult? Did you push yourself? I will review your journals each week, as this lets you communicate what you are doing outside of class and allows me to give you feedback on your training.

Reflection

- Did students struggle when creating their block plans?
- Should the block plan be more specific next time? Should I have the workouts planned, and they choose where to place them?

Homework

- Continue working on the draft to create a final individualized workout plan. Turn in a copy next class.
- Start following your plan.
- Start your training journal, completing one entry after each training session. Include class activities and training outside of class.
- Continue working on your research abstracts.

Resources

National Strength and Conditioning Association: www.NSCA.org

American College of Sports Medicine: www.ACSM.org

The Cooper Institute: www.cooperinstitute.org

Internet keyword search: “training phases,” “triathlon preparation plans”