

## LESSON 3: TRAINING FOR A 5K, DAY 2

### Grade-Level Outcomes

#### Primary Outcomes

**Fitness knowledge:** Identifies each of the components of the overload principle (FITT formula: frequency, intensity, time, type) for different types of physical activity (aerobic, muscular fitness and flexibility). (S3.M11.6)

**Fitness knowledge:** Employs correct techniques and methods of stretching. (S3.M9.6)

#### Embedded Outcomes

**Fitness knowledge:** Describes the role of warm-ups and cool-downs before and after physical activity. (S3.M12.6)

**Engages in physical activity:** Participates in self-selected physical activity outside of physical education class. (S3.M2.6)

### Lesson Objectives

The learner will:

- continue his experience of the progressive overload principle through a walk/run progression.
- discuss and list benefits of being physically active.
- perform correct techniques and methods of stretching after participating in a walk/run progression.

### Equipment and Materials

- Stopwatches (1 per group of 4 or 5 students)
- Whiteboard easel on casters
- Index cards
- Pencils
- Beginner's 5K Training Schedule, 1 copy per group of 4 or 5 students (see lesson 2)
- Index cards listing the major research findings on the health benefits of physical activity

### Introduction

*For homework, you were supposed to ask a friend or family member to participate in our 5K running program. Did anyone have success in recruiting?*

*Today, we will continue our walk/run progression so you can continue to experience the progressive overload principle.*

## Instructional Task: Warm-Up

### ■ PRACTICE TASK

Have students complete a brisk 5-minute walk in small groups of four or five, with one person in each group keeping time.

**EMBEDDED OUTCOME: S3.M12.6.** During the warm-up, have students discuss the role of warm-ups and cool-downs before and after physical activity and place their answers on index cards. Make sure that students are making connections to specific warm-ups and cool-downs for specific activities.

Collect these index cards at the end of the warm-up.

## **Student Choices/Differentiation**

- Student leaders can rotate.
- Students walk at their own pace.

## **What to Look For**

- Students are walking briskly.
- Students are listing as a group the role of warm-ups and cool-downs before and after physical activity.
- Group leaders are timing the 5-minute warm-up precisely.

## **Instructional Task: Training (Week 1, Workout 2)**

### **■ PRACTICE TASK**

Distribute teacher-generated index cards that list the health benefits of physical activity based on major research findings.

Have students alternate 60 seconds of jogging and 90 seconds of walking for a total of 20 minutes. Leaders in each small group time the 60- and 90-second intervals; you keep track of the 20-minute duration.

During the periods of walking, have students alternate reading and discussing the health benefits of physical activity listed on the index cards.

Note: You can modify the Beginner's 5K Training Schedule to fit various school and class schedules (e.g., block schedule, shorter or longer class periods).

## **Refinement**

Make sure students know to land on their forefoot or midfoot when running.

## **Guiding questions for students:**

- Did any of the benefits on the index cards match the ones you generated in your groups?
- If you have heard these benefits before, where did you learn them?
- Were you surprised by any of the benefits?

## **Student Choices/Differentiation**

- Student leaders can rotate.
- Students can be grouped by pace.
- Students can walk at a pace comfortable for reading and talking instead of brisk walking.

## **What to Look For**

- Are students following the routine of alternating 60 seconds of jogging with 90 seconds of walking?
- Are they discussing and reading aloud the benefits of physical activity from the index cards?
- Are students landing on the forefoot or midfoot when running instead of heel striking?

## **Instructional Task: Review of Training Program**

### **■ PRACTICE TASK**

Define *progressive overload* and *frequency* on the portable whiteboard.

## **Guiding questions for students:**

- How many times each week do you need to train to maintain fitness?
- How many times each week do you need to train to improve fitness?

- An inactive person decides to start an exercise program. She decides to use the progressive overload principle. As a result, what is this person likely to avoid?
- Why is overload necessary to improve fitness?

## **Student Choices/Differentiation**

Have handouts or videos available for students to use if needed.

## **What to Look For**

- Students recognize that training two days per week typically helps to *maintain* fitness, and training three or more times per week typically helps to *improve* fitness.
- Students are able to answer questions and give examples.

## **Instructional Task: Stretching**

### **■ PRACTICE TASK**

Demonstrate proper stretching of the major leg muscles.

Have students perform these stretches while you provide feedback.

Remind students that stretching is best performed at the end of training when muscles are really warm and that there is no scientific evidence that stretching before physical activity is beneficial or prevents injury. The only exception might be in sports such as gymnastics and certain types of dance, in which pre-activity stretching helps increase range of motion.

### **Extensions**

- Discuss the concept of range of motion and how flexibility and stretching can help maintain or improve range of motion.
- Discuss how flexible hamstring and hip flexor muscles can help prevent low back pain when combined with strong abdominal muscles.

### **Refinement**

Make sure that students are moving slowly to stretch (without bouncing).

## **Student Choices/Differentiation**

- Model various stretches for the same muscle or muscle group.
- Provide a list of modified stretches, if needed.

## **What to Look For**

- Are students holding the stretch long enough to make improvements in range of motion or to maintain range of motion?
- Are they holding the stretch and not bouncing?

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## **Formal and Informal Assessments**

- Informal assessments
- Warm-up index cards

## **Closure**

### **Journal assignment:**

- Was running and walking today easier or more difficult than in previous lessons?
- Where does frequency fall into the goal you set in Lesson 1?
- What are some critical elements of stretching?

**EMBEDDED OUTCOME: S3.M2.6.** To help students in their training, encourage them to participate in at least one self-physical activity of their choice outside of class each day.

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## Reflection

- Examine the index cards that students completed during the warm-up.
- Do students' answers differ significantly from the content presented later in class?
- Is it likely that the content provided during the walk/run on the teacher-provided index cards will change their thinking about how being physically active leads to a healthy body?
- Are faster students being supportive of slower students within groups?
- Are students working together to learn the content during the walking portion of the walk/jog?

## Homework

*Share with your parents or guardians what you learned in physical education today about the benefits of being physically active.*

*If this lesson on walk/run progression interests you, you might want to look into downloading an app with a parent's or guardian's permission. If you download an app, you may use it in class with your smartphone. Your parents also might be interested in this app. In fact, many adults have a difficult time starting an exercise program, and an app can help with that.*

*Participate in physical activity outside of class, and record the activity and how long you participated in your physical activity log.*

*Finish your journal assignment.*

## Resources

Couch to 5K® Running Program: [www.coolrunning.com](http://www.coolrunning.com)

Internet keyword search: "5K running plans," "safety in stretching," "benefits of physical activity"