

## LESSON 2: BEGIN TRAINING FOR A 5K

### Grade-Level Outcomes

#### Primary Outcome

**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)

#### Embedded Outcomes

**Physical activity knowledge:** Describes how being physically active leads to a healthy body. (S5.M1.6)

**Working with others:** Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback. (S4.M4.6)

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

### Lesson Objectives

The learner will:

- begin to experience the progressive overload principle through a walk/run progression.
- discuss and list benefits of being physically active.

### Equipment and Materials

- Beginner's 5K Training Schedule handout, 1 per group of 4 or 5 students
- Stopwatches, 1 per group of 4 or 5 students
- Whiteboard easel on casters
- Index cards
- Pencils

### Introduction

*Today, you will start a walk/run program so that you can explore an important concept in program design called the overload principle. This program will take several weeks, and we will incorporate it into our remaining units of instruction. We will incorporate this program to make improvements and to follow the principle of progressive overload. In addition, we will look at how this walk/run program influences your aerobic capacity, which you measured recently through either the PACER or the mile run/walk. Keep in mind that incorporating structured exercise two times per week typically maintains fitness, and incorporating it three or more times per week typically improves fitness.*

## 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: S5.M1.6** While students are completing this walk, have them discuss and come up with a list of the benefits of being physically active.

### Student Choices/Differentiation

- Music can be played.
- Students walk at the pace of their choice (encourage a brisk walk).

## BEGINNER'S 5K TRAINING SCHEDULE

Week 1		
Workout 1	Workout 2	Workout 3
1. Walk 5 minutes 2. Jog 1 minute 3. Walk 90 seconds Alternate #2 and #3 for 20 minutes.	Repeat Week 1, Workout 1.	Repeat Week 1, Workout 1.
Week 2		
Workout 1	Workout 2	Workout 3
1. Walk 5 minutes 2. Jog 90 seconds 3. Walk 2 minutes Alternate #2 and #3 for 20 minutes.	Repeat Week 2, Workout 1.	Repeat Week 2, Workout 1.
Week 3		
Workout 1	Workout 2	Workout 3
1. Walk 5 minutes 2. Jog 90 seconds 3. Walk 90 seconds 4. Jog 3 minutes 5. Walk 3 minutes Do #2-#5 twice.	Repeat Week 3, Workout 1.	Repeat Week 3, Workout 1.
Week 4		
Workout 1	Workout 2	Workout 3
1. Walk 5 minutes 2. Jog 3 minutes 3. Walk 90 seconds 4. Jog 5 minutes 5. Walk 2.5 minutes 6. Jog 3 minutes 7. Walk 90 seconds 8. Jog 5 minutes	Repeat Week 4, Workout 1.	Repeat Week 4, Workout 1.
Week 5		
Workout 1	Workout 2	Workout 3
1. Walk 5 minutes 2. Jog 5 minutes 3. Walk 3 minutes 4. Jog 5 minutes 5. Walk 3 minutes 6. Jog 5 minutes	1. Walk 5 minutes 2. Jog 8 minutes 3. Walk 5 minutes 4. Jog 8 minutes	1. Walk 5 minutes 2. Jog 20 minutes
Week 6		
Workout 1	Workout 2	Workout 3
1. Walk 5 minutes 2. Jog 5 minutes 3. Walk 3 minutes 4. Jog 8 minutes 5. Walk 3 minutes 6. Jog 5 minutes	1. Walk 5 minutes 2. Jog 10 minutes 3. Walk 3 minutes 4. Jog 10 minutes	1. Walk 5 minutes 2. Jog 22 minutes

Week 7		
Workout 1	Workout 2	Workout 3
1. Walk 5 minutes 2. Jog 25 minutes	Repeat Week 7, Workout 1.	Repeat Week 7, Workout 1.
Week 8		
Workout 1	Workout 2	Workout 3
1. Walk 5 minutes 2. Jog 28 minutes	Repeat Week 8, Workout 1.	Repeat Week 8, Workout 1.
Week 9		
Workout 1	Workout 2	Workout 3
1. Walk 5 minutes 2. Jog 30 minutes	Repeat Week 9, Workout 1.	Repeat Week 9, Workout 1.

Adapted from Couch to 5K® Training Schedule, [www.coolrunning.com/engine/2/2\\_3/181.shtml](http://www.coolrunning.com/engine/2/2_3/181.shtml).

For the full Couch to 5K® training plan, with distances, visit [www.coolrunning.com](http://www.coolrunning.com).

## What to Look For

- Students are walking briskly.
- Students are discussing as a group the benefits of being physically active.
- Group leaders are precisely timing the 5-minute warm-up.

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

### ■ PRACTICE TASK

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.

**EMBEDDED OUTCOME: S4.M4.6.** No matter the skill level, have students encourage each other within their small groups.

### Refinement

An explanation of forefoot or midfoot running will help students understand how the mechanics of this type of running can help reduce impact forces on the body.

- Run with a slight forward lean.
- Land on the ball of the foot and not the heel.
- Landing on the heel causes impact forces to travel up the leg.
- Landing on the forefoot causes a slight bend in the knee and helps reduce the impact force (it is like landing a jump with knees bent versus knees straight).

### Student Choices/Differentiation

- Student leaders can rotate.
- If students struggle with jogging, let them power walk.

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).

## What to Look For

- Are students following the alternating routine of 60 seconds of jogging and 90 seconds of walking?
- Are students handling the activity fairly easily or are they struggling?
- Are the leaders keeping everyone on task?

## Instructional Task: Review of Training Program

### ■ PRACTICE TASK

Display the definition of *progressive overload* on a portable whiteboard.

Distribute the Beginner's 5K Training Schedule handout to small groups, and have students examine it, looking for evidence of progressive overload.

Have students list on an index card where they see evidence of progressive overload.

### Guiding questions for students:

- Can you think of how you could apply the principle of progressive overload to an exercise such as push-ups?
- How would you identify a baseline for push-ups so you can monitor progress?

### Extension

Pass out multiple workout designs with progressions. In groups, students identify the overloads in the workouts.

### Student Choices/Differentiation

Help students by providing videos and handouts on the overload principle.

## What to Look For

- Students are examining the Beginner's 5K Training Schedule handout closely in cooperative groups.
- Students are listing evidence of progressive overload found in the running schedule.
- Students are discussing how the walk/jog program progresses.

## Formal and Informal Assessments

Exit slip: Turn in your index cards showing evidence of progressive overload.

### Journal assignment:

- After day 1 of training, how do you feel?
- Were peers helpful during the first day of training?
- How are you planning to improve fitness outside of class?

---

**EMBEDDED OUTCOME: S3.M2.6.** *To increase overall fitness, try to participate in at least one physical activity outside of physical education class.*

---

## Closure

Have each group share one piece of evidence from their index cards (with the class) and then hand them in as an exit slip.

## Reflection

- Examine the exit slips to determine where students are at in their thinking about progressive overload.
- What challenges are likely to present themselves as students experience additional days of this running program and they are introduced to the content of the FITT formula?

## Homework

*Share with a family member or friend the 5K running plan we are using. Ask if that person would like to participate in the program with you.*

*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,” “training programs,” “overload principle”