



Running Activity Plan

TITLE: Drills for Skills: Chase the Leader

KEY SKILL(S) and CONCEPT(S): Sprint (a faster burst of speed)

SUGGESTED GRADE LEVEL(S): 4-8

OBJECTIVE(S): Students will be able to:

- Demonstrate good running form
- Demonstrate pacing
- Demonstrate respect for their peers
- Improve/maintain cardiovascular fitness
- Explain the value of health-enhancing cardiovascular fitness

SUPPORT NATIONAL STANDARDS FOR PHYSICAL EDUCATION (NASPE, 2004):

- 1 – Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- 2 – Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- 4 – Achieves and maintains a health-enhancing level of physical fitness.
- 5 – Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- 6 – Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

MATERIALS NEEDED: Adequate space, whistle or noise maker

DESCRIPTION:

Students run in a straight line at the same pace. At the sound of a whistle or other device, the last student sprints to the front of the group to become the new leader and then slows down to a slower pace for the rest of the group. The run continues for the designated distance with additional whistles and lead changes. Running groups (lines) can be formed based on grade level, ability, or distances which students are running.

TEACHING SUGGESTIONS/TIPS:

- Integrate some competition between two or more groups.

Suggestions:

Who can make it the longest running without walking?
Who worked best as a group? Teacher to evaluate.

- Teacher discusses importance of “working together” as a group before beginning the activity.
 - Discuss sensitivity to all members of the group.
 - Have groups choose a team name.
 - Play music while running/walking.
 - Create cheer or chant to promote enthusiasm.
- Be a role model. Move while students are moving– walk the track or gymnasium as students run. Keep all students within your line of vision.

VARIATIONS AND/OR EXTENSIONS:

Reflect on the purpose of the activity. Have students discuss with a partner “Why did we do this?”

Repeat lesson multiple times. Have students discuss as a group or write down on paper individually how they feel about their progress after each run. Do they feel stronger or faster? Can they run longer before getting tired?