



| DISTANCE - INTERMEDIATE | |
|---|--|
| | |
| Equipment | |
| Track or approximately 20 pylons, 6 hula hoops, additional 18 pylons, 2 mats, checklist, pen/pencil | |
| Safety Issues | |
| The length of the course should depend on the age and ability of the participants. For kids age 11 – 14, the course should not exceed 1600m. For kids younger than 11, the course should not exceed 400m. To prevent collision, warn the kids to be aware of other kids running around them. | |
| | |
| Objectives | |
| At the end of the lesson plan, kids will: <ol style="list-style-type: none"> 1. Understand why body position and leg action is important to distance events 2. Demonstrate correct body position 3. Demonstrate correct leg form 4. Demonstrate correct leg action | |
| Standards | |
| To view the physical education standards that may apply to this lesson plan, you can directly access the state board of education websites by clicking on each of the following states: California , Florida , Georgia , Illinois , Michigan , North Carolina , New Jersey , New York , Pennsylvania , Texas , and Virginia . | |
| | |
| Introduction | |
| In the previous distance lesson, we focused on arm action and head placement. Now we are going to take a look how you can use your lower body to run for longer distances. | |
| Q: Based on how similar arm action is between middle distance and distance, who thinks leg action will be similar too? | |
| A: Yes, it is similar. | |
| Q: When running for longer distances, who remembers how we move our feet? Is it a pawing action of the foot or a heel-to-toe roll? | |
| A: Heel-to-toe roll. | |
| In today's lesson, we are going to learn: <ol style="list-style-type: none"> 1. Why body position and leg action is important to distance events 2. Correct body position 3. Correct leg form 4. Correct leg action | |
| Warm Up | |
| 4 Sides | |

1. Have the kids begin by running slowly in the playing area.
2. Kids must change directions and touch all four sides of the playing area.
3. Repeat using different methods of locomotion (e.g., skipping, hopping, crawling, and grapevine).

Skills

1. Body position and leg form are important to long distance running because they impact how fast you are able to run. Legs are important because we use them to move and drive us forward. Body position is important because it keeps our body in proper alignment and prevents injury.
2. Correct body position:
 - a. Back straight
 - b. Hips carried high
3. Correct leg form:
 - a. Start on balls of feet, with feet pointed straight ahead
4. Correct leg action:
 - a. Heel-to-toe roll
 - b. Reduced foot and knee action

Drill

Follow the Leader

1. Kids jog slowly around the playing area in single file.
2. Direct the leader to change direction (e.g., left or right) and the rest of the kids must follow the leader.
3. Stop providing direction and allow the leader to lead his or her followers.
4. Call out "Leader, fall back" so the leader goes to the end of the line and a new leader takes over.
5. Repeat until all kids have had a chance to lead the drill.

FUNDamental

Obstacle Course Relay

1. Divide kids into two teams.
2. Instruct one kid from each team to line up on the start line.
3. Provide kids with instructions for how many times to lap the track, to run around the pylons and to run through the hula hoops.
4. The first kid from each team goes first; the next kid moves into position at the start line.
5. Once the first kid completes the course, he/she must tag the second person.
6. This sequence repeats until everyone has completed the course.
7. The team that completes the course first wins.

Cool Down

Walk This Way

1. Instruct the kids to line up across the width of the playing area.
2. Lead the kids through a walking activity using various methods of locomotion. (Possible locomotion methods include: speed walking, robot, walking through mud, walking up a steep hill.)



3. Ask kids to provide other walking suggestions for the class to demonstrate.

Conclusion

Q: Why do you think we use a heel to toe roll action of the foot instead of a pawing action?

A: The heel-to-toe roll is easier on your feet and legs when running for distance because it absorbs shock. It creates smooth, relaxed leg movement and longer strides. When your toe leaves the ground, you get a push off, which moves you forward.

Q: Does anyone remember why body position is important to running?

A: Using the proper body position improves running performance and prevents injury.

Assessment

Checklist

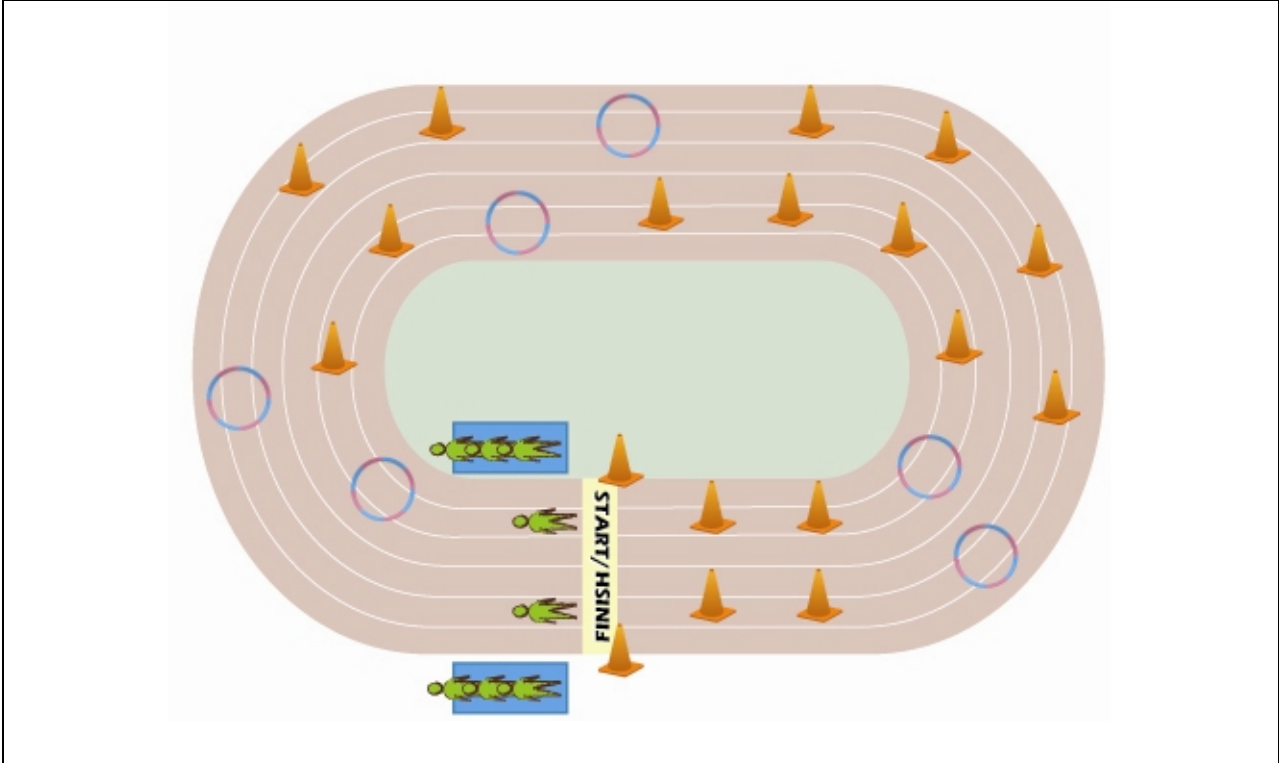
1. Back straight
2. Hips carried high
3. Start on balls of feet, with feet pointed straight ahead
4. Heel-to-toe roll
5. Reduced foot and knee action



Set Up Diagrams
Follow the Leader Drill



Obstacle Course Relay FUNDamental





| Distance – Intermediate Checklist | | | | | | |
|-----------------------------------|----------------|----------------|----------------|------------------|---------------------|-------|
| Group _____ | | | Date _____ | | | |
| Name | Back Straight | Hips High | Balls of Feet | Heel-to-Toe Roll | Reduced Foot Action | Total |
| 1. | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | |
| 2. | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | |
| 3. | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | |
| 4. | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | |
| 5. | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | |
| 6. | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | |
| 7. | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | |
| 8. | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | |
| 9. | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | |
| 10. | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | |
| 11. | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | |
| 12. | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | |
| 13. | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | |
| 14. | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | |
| 15. | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | |
| 16. | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | |
| 17. | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | |
| 18. | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | |
| 19. | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | |
| 20. | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | |
| 21. | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | |
| 22. | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | |
| 23. | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | |
| 24. | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | |
| 25. | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | |
| 26. | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | |
| 27. | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | |
| 28. | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | |
| 29. | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | |
| 30. | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | |
| Group Average | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | 3 2 1 0 | |

| Score | Behavioral Measure | Group Areas of Improvement |
|-------|---|----------------------------|
| 3 | Performs cue correctly all of the time | |
| 2 | Performs cue correctly most of the time | |
| 1 | Performs cue incorrectly most of the time | |
| 0 | Performs cue incorrectly all of the time | |