

UNIT 6 Aerobic Fitness

Sub-Task #3 Cross-Country Running

Facility

Outdoors, gymnasium, or hallway

Materials

Pylons
Stopwatch

Description

Students participate in cross-country running activities that build cardiovascular endurance and improve aerobic fitness levels.

Expectation Code	Learning Expectation
6p19	Demonstrate a variety of running techniques (e.g., sprints, cross-country runs).
6p31	Improve their fitness levels by participating in vigorous physical activities (e.g., Ultimate Frisbee) for sustained periods of time (e.g., ten to fifteen minutes) including appropriate warm-up and cool-down procedures.

Assessment Opportunities – Suggestions for Assessing Expectations

Formative/Ongoing:

- Teacher assessment of sustained participation using a participation rubric (Grade 5 Appendix G).
- Student/peer assessment using the movement skill rubric: for running (Unit 6 Appendix C).

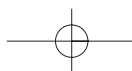


Teaching/Learning Strategies

A) Warm-Up

- **Walk/Run Warm-Up.** Students walk along the ends of the field and jog lightly along the sides to warm up. As they warm up, they can alter the pace, jogging the sides and running the ends, or running the sides and jogging the ends.
- **Goal-Setting** Introduce and discuss the concept of a personal fitness plan and goal-setting and have students think about a fitness goal they could attain. Review the “SMART” approach to goal-setting:

Specific: Is what you want to accomplish clearly defined?
Measurable: Can you measure a change to see if you reached your goal?
Attainable: Is this goal possible for you to attain?
Realistic: Is it realistic that you will follow through to attain this goal?
Time Frame: How long will you give yourself to attain this goal?

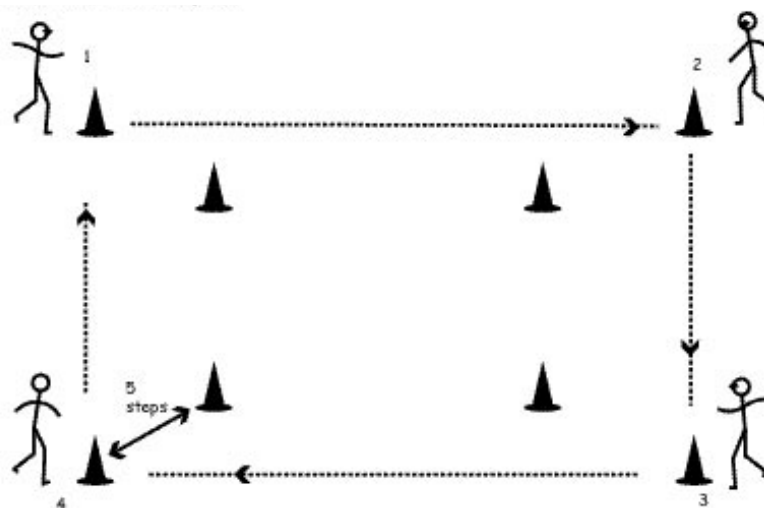


B) Skill Development

- **Running** Have students describe different running styles and make connections between the style and demands of the activity (e.g., when running uphill — shorten stride). Students work on developing a comfortable, natural running style, and with a partner, use the movement skill rubric to provide feedback. Encourage them to experiment with different speeds and distances and to notice differences in running techniques. Students may work with a stopwatch to time their run for a specific distance.

C) Skill Application

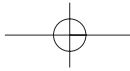
- **Cross Country Run.** Students run at their own pace on a designated route. Provide options for students to run a shorter or longer course and encourage them to challenge themselves.
- **Shrinking Relay.**



Place a pylon in each corner of the field, and have students work in groups of four, assigning each of them a number from one to four. Each runner begins in a different corner and runs one side of the field. On a signal, runner #1 runs around the edge to runner #2; after all runners have completed their run, move pylons in towards the centre five steps and repeat the relay. Students continue running and moving the boundaries until they are running a very short sprint. Ask them to note differences in running styles with different distances.

D) Cool-Down/Wrap-Up

- **Follow the Leader.** Students cool down with a partner, jogging then walking at a slow pace, and take turns leading stretches from head to toe.
- Assign a project to develop a cardiovascular fitness plan. Students use the SMART process to create their plan (Unit 6 Appendix D).



Extension

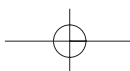
- Repeat Shrinking Relay moving pylons in the other direction so it becomes an expanding relay and ask students to compare how they felt during both relays.

Notes to Teacher

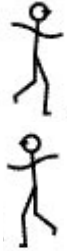
- Remember that vigorous activity is something different for every student. Encourage them to use Just Audible Breathing to monitor exertion.
- Encourage students to work on running technique before focusing on speed.

Appendices

Grade 6 Appendix G: Participation Rubric (Getting Assessment Right: HPE: Grades 1-8)
Unit 6 Appendix C: Movement Skill Rubric: Running
Unit 6 Appendix D: Goal Planning Checklist



Movement Skill Rubric: Running



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Running Skills Indicators:	Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> Looks straight ahead in the running direction. Arms move up and down at sides rather than across body. Head and upper body fairly still and upright. Appears relaxed. Arms and upper body not too tight. Knees come up straight and feet are a little less than shoulder-width apart. Pushes off from toes when running. Flexes and extends from hips, knees, and ankles during stride. Breathes regularly and deeply. Able to run 60 metres at or near top speed. Able to run 600 metres at a steady pace without stopping. Adjusts stride length, body angle and knee lift to conditions and distance. 	performs few of the skills as described rarely applies skill in other situations or activities	sometimes performs the skills as described sometimes applies skill in other situations or activities	usually performs the skills as described usually applies skill in other situations or activities	consistently performs the skills as described consistently applies skill in other situations or activities

The best thing about the running I see is _____

The biggest area to improve is _____

