

DOUBLE LINE PURSUIT

STUDENT TARGETS

- **Skill:** I will demonstrate proper running form, focusing on pace and stride.
- **Cognitive:** I will discuss the importance of pacing.
- **Fitness:** I will find a comfortable pace that allows me to remain actively engaged during this activity.
- **Personal & Social Responsibility:** I will communicate with my team to determine and hold a pace that everyone can maintain.

TEACHING CUES

- Run Tall
- Head Up (Chin Parallel to Ground)
- Lean Into Your Run

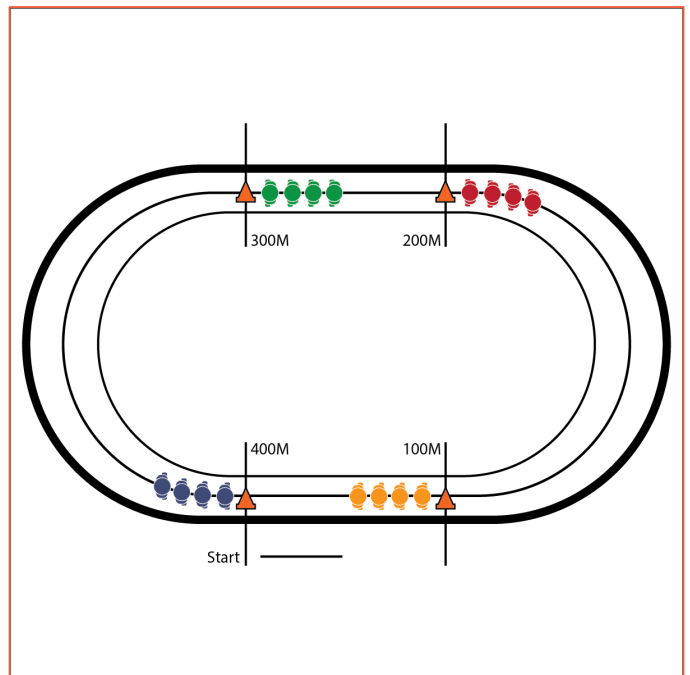
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 4 large cones
- [Running Form 101 Videos](#)
- 1 Fitness Running Portfolio for each student

Set-Up:

1. Place a cone at each 100M mark on the track.
2. Divide students into groups of 4, each group in a single-file line behind a cone.



Activity Procedures:

1. Today we will begin a training program meant to help us prepare for a 5K community running event. Our plan will focus on running form, pace, and balancing nutrition with training. We'll look at our Fitness Running Portfolios at the end of today's lesson. It is a resource that will guide us through our training.
2. The object of Double Line Pursuit is to move each of your teammates (1 at a time) from your line to the line in front of you until your entire team is back together again. It will be important to work with your teammates to find a comfortable pace that everyone can maintain throughout the entire activity.
3. When you hear the start signal, begin running together at a steady pace. When your team gets to the next cone, the 1st person in each line will increase their pace in order to catch up to the line in front of them. The rest of the team will maintain a comfortable pace.
4. As soon as the next person in your line sees that your teammate has reached the team in front of yours, they will increase their pace to move to that line as well.
5. Continue this pattern until all teams are back together in your original lines.

Grade Level Progression:

L1: Maintain a steady pace with your team members. When it's your turn to move to the next group, find a pace that's faster than that of your team but still allows you to maintain a steady breath.

L2: Challenge by choice: Increase your pace as you see fit in order to catch up to the line in front of you. Remember to control your breathing.



DOUBLE LINE PURSUIT

UNIVERSAL
DESIGN
ADAPTATIONS

- Prompt students to walk. Focus on arm and leg movements.

ACADEMIC
LANGUAGE

Aerobic, Anaerobic, Cardiorespiratory Endurance, Comfortable, Pace, Stamina, Stride

STANDARDS
& OUTCOMES
ADDRESSED

- **Standard 1 [H3.L1-2]:** Demonstrates competency in one or more specialized skills in health-related fitness activities (L1); Demonstrates competency in two or more specialized skills in health-related fitness activities (L2).
- **Standard 3 [H3.L2]:** Applies rates of perceived exertion and pacing (L2).
- **Standard 3 [H5.L1]:** Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle (L1).

DEBRIEF
QUESTIONS

- **DOK 1:** What would you include on a list about pace?
- **DOK 2:** How did the pace of the line runners affect the lead runner's ability to catch the line ahead of them?
- **DOK 3:** How is pace related to race distance? Give details to support your answer for a variety of distances.

TEACHING
STRATEGY
FOCUS

Help students identify critical content. The authors of this module have referenced High School development resources provided by the New York Road Runners ([LINK HERE](#)). This video series, combined with the SHAPE America Grade-Level Outcomes, identifies the skills and concepts that students and teachers should focus on when learning about and improving overall fitness running performance. Please review all of the NYRR videos and resources during your module planning process and make adjustments based on your students' prior knowledge and experience.