

3K: THE ONE WITH THE MOST

STUDENT TARGETS

- **Skill:** I will demonstrate proper running form while maintaining a steady and challenging pace.
- **Cognitive:** I will use correct fitness running terminology when completing fitness portfolio pages.
- **Fitness:** I will use a fitness portfolio to record performance times and set future goals.
- **Personal & Social Responsibility:** I will discuss the health benefits of fitness running as a lifetime physical activity.

TEACHING CUES

- Set a Steady Pace
- Focus on Form and Breathing
- Give Your Best Effort

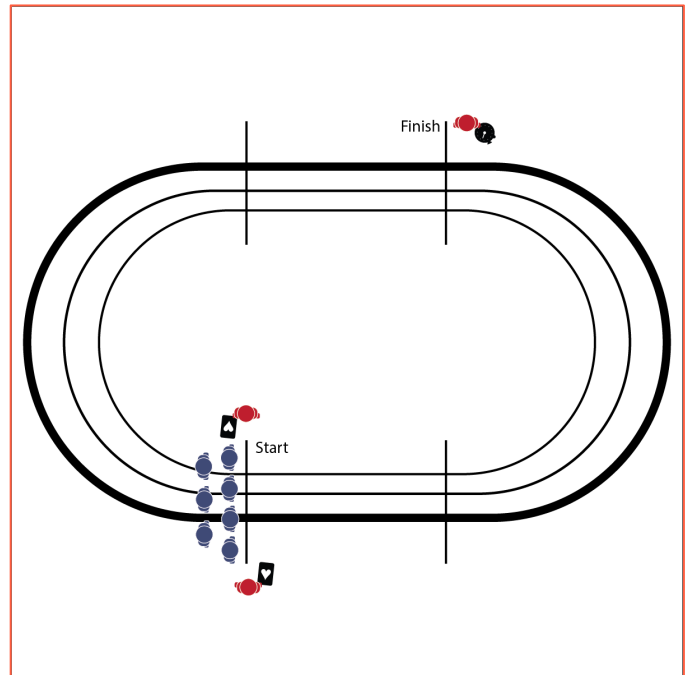
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 3–5 decks of cards (enough for each student to receive 7 cards)
- Stopwatch
- 3K Time Record Sheets (in portfolio)

Set-Up:

1. Students begin at the starting line.
2. Lap monitors (teachers and/or students) are positioned with playing cards.



Activity Procedures:

1. Today's 3K activity is called The One with the Most. In this activity, you will run a 3K (3000M, or 7.5 laps on a 400M track). As you run, you will collect playing cards from the lap monitors for each lap. The cards will determine your points, and they'll also help you count your laps.
2. The object of the activity is to receive cards that beat the teacher's hand (face cards=10, aces=1, 2s=2, and so on). I will draw my 7 cards when everyone has finished the run, and we'll add up our points.
3. When finished, everyone will walk 1 cool-down lap. Next, everyone will record their run time on the 3K Time Record Sheet. The first time on the sheet will set a baseline for your personal best. I will announce future run opportunities throughout the school year (mornings, lunches, afterschool) to give you the opportunity to improve your personal best.
4. Running this 3K time trial will give you distance experience and give you the confidence for a real 5K running event.

Grade Level Progression:

L1: Complete the activity as described above.

L2: Select advanced running students to be peer coaches. They act as lap monitors but also take notes on feedback that can be provided to their classmates to help improve and refine form and performance.

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UNIVERSAL
DESIGN
ADAPTATIONS

- Allow students to run this race as a relay, with teammates splitting the distance.
- Allow students to choose the distance of the run with a focus on setting a personal best for that distance and then creating goals for improvement.

ACADEMIC
LANGUAGE

3K, 5K, Competency, Cool-Down, Fitness Portfolio, Health Benefits, Performance, Refine

STANDARDS
& OUTCOMES
ADDRESSED

- **Standard 1 [H1.L1-2]** Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games, or target games) (L1); Refines activity-specific movement skills in one or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games, or target games) (L2).
- **Standard 2 [H1.L1-2]** Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics, and/or outdoor pursuits appropriately (L1).
- **Standard 3 [H1.L2]** Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement) (L2).
- **Standard 5 [H1.L1]** Analyzes the health benefits of a self-selected physical activity (L1).

DEBRIEF
QUESTIONS

- **DOK 1:** What would you include on a list about the health benefits of fitness running?
- **DOK 2:** How would you apply what you know about the health benefits of fitness running when creating a personal fitness plan in your portfolio?
- **DOK 3:** What facts would you use to persuade someone to try fitness running as a routine personal fitness activity?
- **DOK 4:** Use the Fitness Running Portfolio pages to create a personal fitness running plan that you can follow outside of class.

TEACHING
STRATEGY
FOCUS

Help students practice skills, strategies, and processes. Creating and then executing a personal fitness plan is a process in which students will use the skills and knowledge they've developed to build a strategy for personal well-being. Use the Fitness Running Portfolio and worksheets to guide students through this process. Take the time to read and provide feedback on the reasoning and logic for their work.