

Running

Aboriginal Sport Lesson 1 | Suggested Grades: 4-7

Lesson Plan

Objectives

Students will:

- understand there is more to running than just the physical aspects
- appreciate the mental and emotional elements of distance running
- use distance running as a way to obtain quality physical exercise
- chart their progress in a running program
- complete their daily physical requirements

Curricula Links:

- Physical Education
- Social Studies
- Mathematics
(see Appendix 1.2)

Materials:

- One copy of Appendix 1.1
- Class set of Appendix 1.3
- Pencil crayons
- Outdoor running course
- Stopwatch or timer
- Class list for tally sheet

Big Idea:

Angela Chalmers' interest in running as a young girl was the catalyst in one day becoming a world class middle distance runner. Knowledge she gained as an Aboriginal person allowed her to learn and follow many traditional native beliefs. With competitive running, she not only focused on the physical aspects of her sport, but identified with the social, emotional, spiritual and cultural aspects as well. This balance enabled her to become and remain one of Canada's greatest runners.

Warm-up (20 minutes)

People learn in different ways. Some learn best by reading, others by listening, or by moving around. The activities associated with this lesson support these various styles of learning.

For generations Aboriginal peoples in North America have used the medicine wheel to teach the importance of balance. The image of four parts of a circle represents the parts of an individual: physical, mental/emotional, spiritual and cultural. Each area is connected with the others. Aboriginal peoples feel ignoring or neglecting one of these areas may result in people who cannot contribute to their own health or to those around them.

- Explain to the students that the story of Aboriginal athlete Angela Chalmers demonstrates examples of her physical fitness and her mental fitness.
- Read the story to the class. (Appendix 1.1 - Running with Angela at the 1990 Commonwealth Games)
- As a group, make a list of the things Angela had to do to prepare for the physical and mental challenges of this race.

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Game-on! Classroom activities (20 minutes)

Create a 12-minute Run Graph

Tell your class that they are about to embark on a series of “12-Minute Runs” or “Cooper’s Test” over the next few months. They will be creating a bar graph which will measure their results and indicate their improved running distances over that period of time.

You may have your class create their own graphs using graph paper, rulers, pencils and information provided on Appendix 1.3. Or, you can photocopy Appendix 1.3 and distribute to the class.

In the Gym (15 minutes)

Preparing for the 12-Minute Run

Warming up is essential for an activity like the 12-minute run. It is important for the students’ overall physical health and will decrease the chance of injuries during the run.

Dynamic warm up exercises (see Web Links for warm up exercises ideas) are proven to be effective in preparing athletes for physical endeavours. They will improve the overall fitness of the students during the long term. It also allows for a variety of warm up exercises that can be different from week-to-week and keep the students more interested.

Have students do 8-12 warm up exercises, using your entire gym space. Do each exercise 2-3 times for each student. Dividing into two groups will allow rest time for each group as the other is exercising.

In the Outdoors (20 minutes)

Running the 12-Minute Run

Before a class can participate in a 12-minute run, a measured running course needs to be in place. A running track is best as it measures 400-metres and the group can be easily monitored. Usually a running course needs to be mapped out on the school grounds.

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Begin the run at the designated start line for all students. For the next 12 minutes, students will run the course and as each crosses the start line, record their completed lap on the class list.

Providing encouragement and positive comments to runners as they complete laps will help them with the mental aspects they will be experiencing. Walking should always be permitted as many are unable to pace themselves or fitness levels do not allow for 12 minutes of continuous running.

Blow a whistle when 12 minute run is completed. Students should remain on the same spot of the running course when the whistle was blown. This will allow for the recorder to give credit for the portion of the final lap. An estimation of this final lap is usually sufficient. Dividing the segments of the running course into 8 or 10 will allow for good estimates while keeping the numbers well rounded. This distance is added to their completed laps tally on the class list. (e.g., on a 300-metre course, 4 laps equals 1350 metres)

Allow time for students to cool down and encourage activities such as walking, light stretching and drinking water. Once the total distances are calculated, students can log their results onto their 12-Minute Run Graphs. Doing this back in the classroom is usually best. See the "[WEB LINKS](#)" section for more information on 12-minute runs.

Coaches's Corner:

It is best to use permanent structures (goal posts, fences, trees, pathways) as running boundaries. Cones or markers can also be used. A large space like a playing field is needed to make a running path with a long enough distance. Usually 300- to 500-metres is sufficient. Measure the distance using a measuring wheel. Your running course needs to be a distance that can be easily multiplied or divided, like 300- or 360- or 400-metres for recording purposes during the run.

Team Huddle - Conclusion & Reflections (30 minutes)

Have students record their distance onto their graphs. See Appendix 1.3 for examples of completed graphs. As a group, make a list of what students did to prepare for the physical and mental challenges of this run. Have students share the obvious physical and mental challenges they experienced during the run. Were there any social aspects during the run? Were there any emotional aspects? Have students indicate what they can do to prepare for the next time. What will allow them to increase their distance for the next scheduled run?

Compare their distance to some of Angela Chalmers' personal best times:

1,000-metres - 2:34 \ 1,500-metres - 4:01 \ 2,000-metres - 5:34 \ 3,000-metres - 8:32

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Coaches's Corner

Have students use colored pencil crayons when recording their distances for each 12-minute run. Insist on neatness when coloring and labeling their graphs. This will create a "keepsake" piece of work when the students are realizing their improved running distances as indicated on the graphs.

Web Links

Angela Chalmers

- https://bcsportshall.com/honoured_member/angela-chalmers/
- www.edukits.ca/aboriginal/sports/senior/info/bio.htm
- <https://worldathletics.org/athletes/canada/angela-chalmers-14268226>
- <https://www.mishof.com/angela-chalmers>

Video of Angela's 3,000 metre race - 1990 Commonwealth Games, Auckland, NZ

- <http://youtu.be/QCbJGRlb27M>

Medicine wheel

- <http://www.thealgonquinway.ca/lessons/plan-lesson-4-e.pdf>

Dynamic Warm Up

- www.youtube.com (search dynamic warm up)
- www.google.com (search dynamic warm up or dynamic warm up children)

12-Minute Run (or Coopers test)

- www.topendsports.com/testing/tests/cooper.htm
- www.runningtools.com/coopertest.htm (shows tables for girls and boys)
- http://en.wikipedia.org/wiki/Cooper_test
- www.netfit.co.uk/fitness/test/running-fitness-test.htm

Appendices

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Appendix 1.1

Running with Angela at the 1990 Commonwealth Games

Angela Chalmers was one of the most physically and mentally fit runners in the world. During her career the 3,000 meter event at the 1990 Commonwealth Games in Auckland, New Zealand shows both her physical and mental fitness.

The race was an interesting battle of tactics. It was not as simple as just going out on the track and running her fastest. There were many great runners in the race; the one who could balance the physical aspect of running with the mental aspect would win the gold medal. The distance was more than a physical race, it was a mental challenge.

For Angela Chalmers of Canada the race was the toughest of her life. Two weeks earlier she had won the 1,500m event so she knew they would be watching her closely. "I knew that Yvonne Murray and Liz McColgan were not going to wait around. I had beaten Liz in the 1,500 two weeks before, and I had outkicked Yvonne in an 800. They knew I would be strong over the last lap."

As the race started in the packed Mt. Smart Stadium, the first lap saw three Scottish runners setting the early pace. Although the race was 7 laps around the track, it was quickly developing with Liz leading the first two laps. Yvonne was running third behind another Scottish athlete. "The challenge for me was to run a fast pace from the start. I was a bit nervous about whether I could hang on to them. It wasn't blazingly fast, but it was faster than I had ever split through the mile."

Angela wondered if she could keep up with the fast pace set by the three Scottish runners. Were they working as a team to set a fast pace to aid the late kick of Yvonne Murray? Should Angela watch the front runner or just keep her eyes on the best runner? She decided to run right behind Yvonne, who was the favourite to win the gold medal. "In the 3,000 I have to run all my fast times with a basic sit-and-kick with really fast last 1000 and a 60-second last lap."

Midway through the race, Yvonne moved up to second beside Liz. Sitting in fourth to the outside of the other Scottish runner was Angela. Behind them was an Australian runner and another Canadian. The other eleven runners in the race were way back and not in medal contention.

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Appendix 1.1

With three laps to go, it was not beyond the realm of possibility that the Scottish girls could finish 1-2-3. But Angela and the other two runners in the front running pack were thinking other thoughts. When would Yvonne or Liz make their move? If Angela was to get a medal, she would need to keep her eyes on them, think quickly, and react to their late moves.

As the runners crossed the line with two laps to go, Yvonne made her move. This was her plan all along. She appeared unconcerned with the other runners. Angela knew this was a key point in the race. She thought and reacted quickly to go with Yvonne. "I just tried to stay close. Yvonne made a big break with 800 metres to go and gapped me by 5 or 6 metres. I had to make them up. But we've done workouts where I would envision pushing like that."

Yvonne started to sprint away from the other runners and Angela decided to go with her. Angela knew she had to catch Yvonne to win the gold, but would her body react the way she needed it to, so she could stay in the race? Yvonne couldn't shake the determined Canadian runner who wouldn't give in like the other athletes. This is an outstanding performance by Angela Chalmers. She's running stride for stride with the number one ranked female middle distance runner in the Commonwealth.

"I put in one big surge and caught her. It was physically quite hard. We ran really fast for the last 800. I was working really hard, and I wasn't sure that I could beat her." Would it be the body that would give in on one of the two runners? Was she physically able to keep running so hard after seven laps? Or would it be the mind that decides the body has had enough and is content with a silver medal?

Angela made up her mind on what to do. In the final stretch she threw down the gauntlet to Yvonne and passed her with 80 metres to go. She crossed the finish line one second ahead. Another nine seconds back is Liz for the bronze medal. This is a major upset and a great victory for Canada.

"With 100 to go I thought that she was going to take off, and I was going to respond to her. When I took off I was surprised that I passed her." The run by Angela was well thought out and then perfectly executed. The time of 8:39 is a new Games record and the fastest 3,000-metre of 1990 by any female athlete. Canada had won the 3,000m for the 2nd successive Commonwealth games as Angela Chalmers repeated Lynn Williams' 1986 victory.

Appendices

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Appendix 1.2

Curriculum Links

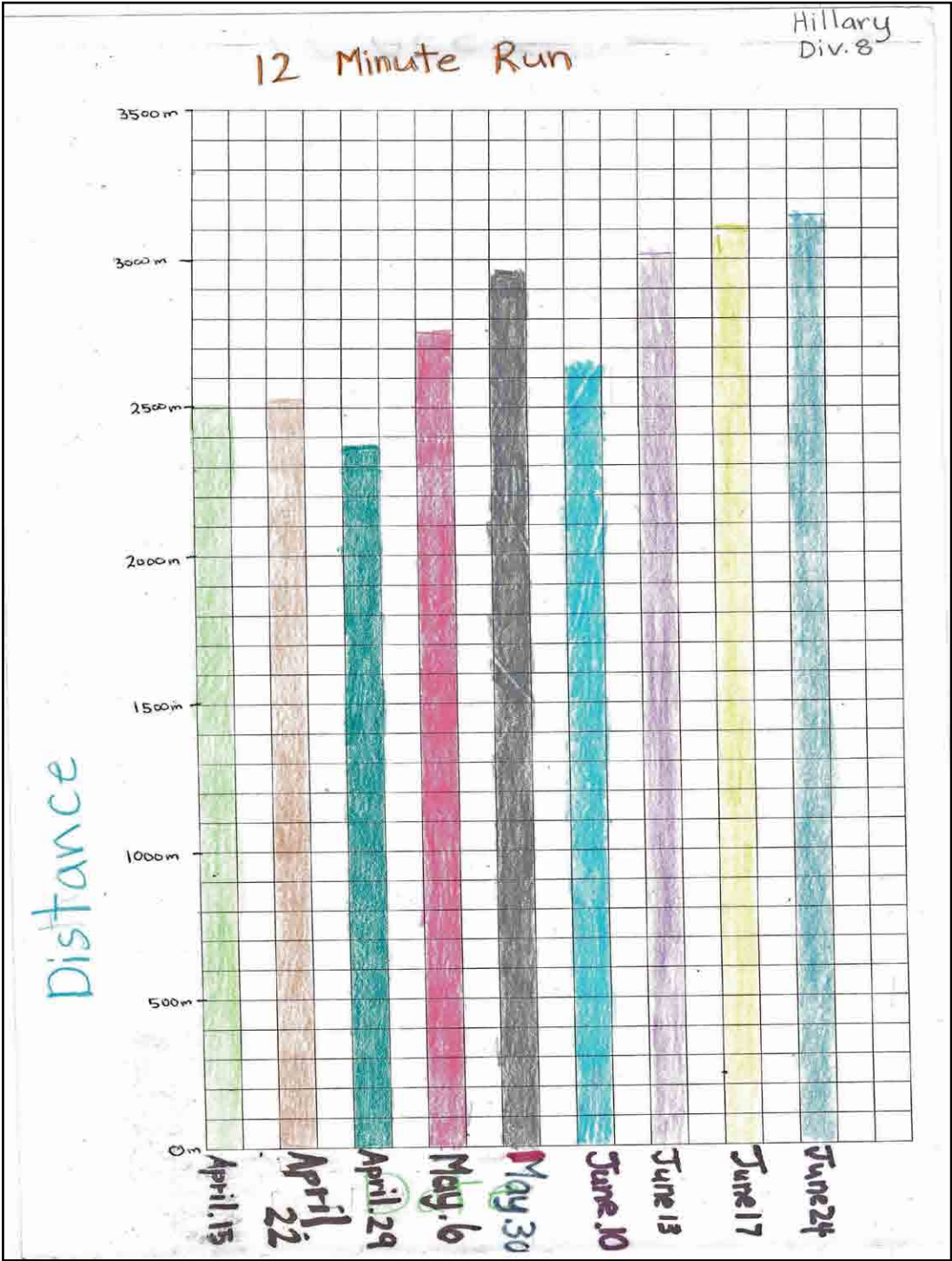
Physical Education	• Participate daily (e.g., five times per week) in a variety of moderate to vigorous physical activities (gr.4-7) • Regular participation in physical activities; physical, emotional and personal benefits (gr.4-7) • Monitoring personal exertion (gr.4) • Relationship between nutrition and physical activity (gr.4-7) • Setting and meeting personal activity goals (gr.5-7) • Opportunities for physical activities in various settings (gr.4) • Importance of warm-up and cool down activities (gr.5-6) • Demonstrate leadership in physical activity (gr.4-5) • Demonstrate leadership in respecting individual differences and abilities during physical activities (gr.6) • Model leadership in creating a positive climate for physical activity (e.g., mentoring, organizing) (gr.7)
Social Studies (Grades 4-7)	• Distinguish characteristics of various aboriginal cultures in BC / Canada (gr.4) • Describe the contributions of significant individuals to the development of Canada's identity (gr.5)
Mathematics	• Interpret graphs and tables (gr.6) • Use various types of graphs, tables, timelines, and maps to obtain or communicate information (gr.7)

*From the BC Ministry of Education Integrated Resource package

Appendices

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Appendix 1.3



Appendices

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Appendix 1.3



Use this chart to plot your progress over a series of 12 Minute Runs, or create your own!

