# Lesson Plan

**ACTIVITY-** Long Distance Running  
**NAME-** Anne Wenstrom  
**DATE-** April 24, 2001  
**PLAY AREA-** Gymnasium  
**EQUIPMENT NEEDED:** Running surface, proper clothing, Video Camera, TV/VCR

**OBJECTIVES:** By the end of this lesson each student will:  
1. Use the correct long distance running form by being critiqued by the instructor.  
2. Be able to share 3 out of the 5 basic components of running.  
3. Be able to state 2 out of the 4 physiological and biomechanical concerns with long distance running.

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| No Time        | - Roll Call  
- Mark off each student as they come into class. |                | Students should be getting dressed for activity. |                | Make sure students are sitting in a semi-circle around the instructor.  
- XXXXXXXX  
- X X  
- X X | Encourage students to appreciate long distance running and the theory of it. | |
| 10 minutes     | - Explanation of Long Distance Running.  
(Use hand-out)  
- Demonstration of proper long distance running mechanics. | 1) Types of distance running.  
2) Physiological and biomechanical concerns.  
3) Distance running 5 basic components.  
4) Methods of distance training.  
5) Distance running in physical education.  
- Emphasize and reinforce main points in lecture so that students will pick up on the main ideas of long distance running. | Students are sitting in a semi-circle around the instructor.  
- XXXXXXXX  
- X X  
- X X | Make sure students are sitting in a place where they can focus and listen to the instructions.  
- <----Runner--- | Encourage students to watch the proper form so that they can mimic the same form. |
| 5 minutes      | - Demonstration of proper long distance running mechanics. | 1) Torso is erect.  
2) Foot touches down directly under the torso. Don’t over stride.  
3) Legs move through the drive, recovery, and support phases.  
4) Arms at 90-degree angles, swinging freely from shoulders not crossing the midline.  
5) Head position- looking 20m-30m ahead.  
6) Head and shoulders are relaxed.  
- 1) Body straight.  
2) Feet touch ground under the body.  
3) Low knee lifts and leg kicks.  
4) Arms at 90-degree angle.  
5) Head up- look forward.  
6) Relax body. | Students are lined up along an end line or sideline so that they can see the runner as he/she goes by them.  
- XXXXXXXX  
- X X | Make sure students have enough room to see and are not distracted.  
- Encourage students to watch the proper form so that they can mimic the same form. |
| 10 minutes     | - Have students practice their running form while instructor videos each student. | 1) Student are going to line up on the end-line and, one at a time, they will run the length of the gym while the instructor/student aid videos each runner.  
- 1) Perform your running form in front of the camera.  
2) Focus on correct running mechanics. | Students line_____  
Students Run across here  
- XXXXXXXX  
- Video Camera Here | Instruct students to wait their turn and be patient.  
- Encourage students to watch their classmates form. |
| 10 minutes     | - Play back videotape for students to see their running form. | 1) Instruct students to watch their running form and critique their mechanics.  
2) Have students think of ways they can correct their form with the mechanics used in the lecture.  
- 1) Watch for mistakes and correct form.  
2) Think of ways you can correct your form based on the lecture. | Students are in a semi-circle around the TV.  
- XXXXXXXX  
- X X  
- X X | Have students in a spot so that each student can see the TV.  
- Reinforce how important it is for the students to watch and critique their own running form. |
| 15 minutes     | Students do the running drill again while trying to correct their running mechanics and the instructor helps correct students who still need help.  
- 1) Students line up in the same order that they were in for the first running drill. One at a time, students run the length of the gym while trying to correct their running form.  
2) Instructor is near students running and correcting any mechanical errors that students still use.  
3) Then students run back to the line performing the correct running mechanics. | 1) Focus on correct running form.  
2) Listen to instructor for further corrections.  
3) Finish by performing the perfect running mechanics the final length. | Student line_____  
Students run across here  
- Instructor is here to help students | Make sure students take there time and wait for their turn.  
- Encourage students to run their best so that they get their proper running mechanics down. |
| 5 minutes      | Closure | Review key steps for proper running form, 5 components of running, and running concerns. | See above teaching cues.  
- Students are in semi-circle, see above formation. | All students listening and participating.  
- Review is based on questions and answers. | |