

PACING CHALLENGE



LESSON

4

PURPOSE

- Children demonstrate good pacing skills while running for a set period of time.
- Children show resilience in periods of challenge.

SET UP/EQUIPMENT

- Children work in pairs.
- Create a 200m oval loop with cones or natural obstacles (e.g. poles, trees).
- On each narrow side place 2 cones, these are the handover zones (blue triangles in diagram).

STEP FRAMEWORK

SPACE

Vary the size of the area covered. Create 2 circles of different sizes so children can choose their own distance. Create a triangle for confident runners and ask them to run RPE 3 on one side and RPE 5-8 on the other 2 sides.

TASK

Can the children double their 3 mins score? Vary the time of each challenge allowing the children to choose which level they complete, e.g. 3mins - 3mins - 3mins or 2mins - 4mins - 6mins.

EQUIPMENT

Include additional tasks to complete during the loop. Challenge the children to return to a steady pace after completing the additional challenge.

PEOPLE

Run at the same time as a partner with no recovery time.

DURATION:
25 MINUTES

AGE RANGE:
7-11 YEARS

4Es:
ENGAGE
EXPLORE

KEY QUESTIONS & VOCABULARY

- Why is it important for us to be able to pace ourselves?
- How do you feel when you are running at a pace you can keep going at for a long time?
- What tells you that you are working too hard or too easy?
- Can you tell us what strategy you use to pace yourself?
- Do you say anything to yourself as you run? E.g. relaxed shoulders; breathe in, breathe out; keep it going.
- Did you change how you pace today, in this activity? If yes, how?
*RPE 1 -10; distance; terrain; effort levels, cardiovascular exercise, perceived, personal, self-challenge.
- How else can we help make our legs stronger?



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ACTIVITY GUIDE

LEARNING QUESTION:

What is pacing and how can it help us when completing a triathlon and during other sports?

1. ACTIVITY:

- While No.1 runs around half the outside distance with a bean bag (following one black arrow), No.2 recovers by running straight across the middle of the circle in the same direction (following the red arrow). * No.2 aims to stay level with their partner running round the outside.
- At the handover zone (blue triangles), No.1 passes the bean bag to No 2. No.2 then runs around the other half of the outside of the circle (following the other black arrow) while No.1 recovers across the middle (following the other red arrow).
- This continuously repeats. Stop the children at 3 minutes. *Discuss how they felt – changes in heart rate, breathing rate, tiredness .etc. Were they pacing themselves? How did they try to do this?
- Repeat game for 3 minutes. This time they keep score of how many handovers they make with the bean bag. *Pick out an example of good pacing – ask pairs to demonstrate and share their strategies for pacing.

2. DISCUSSION:

Discuss the strategies they used to pace themselves, even when competing to beat their previous score. Discuss techniques used throughout to be resilient and keep going even when they felt tired.

3. CHALLENGE:

Play game for 6 minutes. How many handovers are you aiming for this time? – use previous score as a guide. We will indicate halfway (3 mins) – how many are you aiming for by halfway? 1 minute to go? What can you remind yourself to do as things become more tiring? Think of how you encouraged each other last time (Train Game).

BONUS CHALLENGE

To encourage the pupils to recover evenly across the middle of the oval, award bonus points for pairs who reach the handover zone at exactly the same time!

