

jogscotland



scottishathletics



INSPIRE 2014

Introduction to...

Recreational Running in secondary schools

ActiveStirling

This resource has been created to support the delivery of recreational running to participants predominantly in a secondary school environment. Linked to the curriculum for excellence outcomes and supported by jogscotland the resource is easy to use, fun, progressive and enables participants to develop skills at their own pace.

Thank you to Active Stirling Athletics Development and Active Stirling Health and Fitness Instructors for contributing to resource materials and session plans included in this training resource.



The Scottish
Government

PREFACE Billy Mitchell, Head of jogscotland, scottishathletics

jogscotland's aim is to connect with people and introduce them to recreational running; running for fun.

To many people, this sounds just plain crazy. I'm sure that many of our 30,000 members would agree that the hardest step of a run can sometimes be the one into your trainers. That part of your mind that loves being lazy tries to convince you that going out the door is really not a good idea. But because you have agreed to join your friends at your jogscotland group, out you go. Then you experience a lovely feeling of well-being when you consider the difficulties you have overcome to finish that jog - the bigger the barriers, the greater the contentment. It's hard to explain that to someone who has never experienced it though; it's what makes you part of the running community, and validates your place in that community as much as a marathoner. When folks ask about the difference between jogging and running, it's worth reflecting that there are more similarities than differences.

Every jogger you see is an advert for the benefits of physical activity, someone who demonstrably makes positive choices about their life. I contend that this is something really worth sharing.

This programme has been designed to act as a guide to getting started – enjoy your journey!



Billy Mitchell

WELCOME **Andrew Bain**, Chief Executive, Active Stirling



Andrew Bain

We're particularly excited to have worked with **jogscotland** to develop and launch this new and valuable training resource, **Introduction to Recreational Running in secondary schools**, which provides a range of session plans specifically linked to the Curriculum for Excellence and is primarily designed for teachers and school staff as a guide to running their own recreational running group.

NHS guidelines advise that to maintain a basic level of health, children and young people aged 5 - 18 need to do at least 60 minutes (1 hour) of physical activity every day, which should be a mix of moderate-intensity aerobic activity, such as fast walking, and vigorous-intensity aerobic activity, such as running.

We're delighted to have been able to invest our time and expertise in producing this training resource to support running groups who create opportunities for young people to take part in this popular activity.

For us all at Active Stirling, this resource demonstrates another step on our journey to encourage the communities of Stirling to become more active more often, and encourage everyone to participate in sport and physical activity, regardless of age, circumstance or ability.

Active Stirling Ltd was formed in 2006 and has been delivering sport and physical activity across the Stirling Council area since then, growing our user visits from 236,000 to 1.3 million each year.

Our vision is to be a national leader in sport and physical activity and to deliver high quality opportunities to the Stirling communities.

INTRODUCTION Mark Munro, Head of Development, scottishathletics

Welcome to the Inspire 2014 Introduction to Recreational Running in secondary schools in Scotland.

This project forms a core part of the Inspire 2014 athletics programmes that aim to provide athletics opportunities to every school pupil in Scotland.

With the Glasgow Commonwealth Games on our doorstep, we have a tremendous opportunity to inspire every pupil in Scotland to fulfil their ambitions, whether in sport or in other aspects of life!

Last year, more than 32,000 children in Scotland participated in athletics events (recreational and competitive) in schools and the vast majority of children who participate in the sport competitively do so because they first enjoyed it at school. It is also worth noting that more than 90% of Scotland's international athletes identify a school teacher as their role model and person responsible for motivating them to participate in the sport and the starting point for future glory.

As the national governing body for athletics in Scotland, scottishathletics are fully aware of our responsibility to support the development of all forms of athletics across all primary and secondary schools in Scotland. Our aim is that every child in Scotland will have the opportunity to participate in the sport of athletics through schools at the appropriate level in an environment that encourages effort and learning, continual improvement and supported by teachers and well qualified and enthusiastic volunteer coaches and leaders.

scottishathletics are working closely with the Scottish Government, the Active Schools Network, the Scottish Schools Athletic Association and UK Athletics to create an exciting developmental programme for athletics that can be easily accessed by schools – Inspire 2014.

The following resource has been developed to support teachers and volunteers who will work alongside the Active Schools Network to deliver opportunities to participate in recreational running within secondary schools in Scotland.

The resources are cross-referenced to the Curriculum for Excellence outcomes and are easy to use, fun, progressive and enable participants to develop skills at their own pace.

Good luck and enjoy!



Mark Munro

WELCOME Chrissie Wellington, parkrun

parkrun welcomes the publication of “Introduction to Recreational Running in Schools” as a resource that will help introduce newcomers to regular running for fun.

parkrun and **jogscotland** have agreed to work together to identify and promote additional parkrun venues and programmes that suit and meet local needs, integrated with the wider running and athletics community. This publication contributes to that purpose.

The 2014 Commonwealth Games in Glasgow represents a great opportunity to inspire physical activity in Britain, especially amongst children and young people. The benefits of regular physical activity by children, for the individual, their families and the community, are well known and unequivocal.

Reaping the benefits of physical activity requires regular and habitual participation. Contexts that create positive experiences are fundamental to facilitating sustained involvement in physical activity. These are characterised by enjoyment, participation, inclusivity, friendship; they are easy and safe to access and free to the user, and managed by committed and passionate personnel.

parkrun offers 5km events, open to all regardless of background and ability. These great events are held in areas of open space around Scotland, and the World: organised by local communities for the community. The focus is very much on fun and participation, although that’s not to say there are not those who don’t relish the friendly competition against themselves and others!

parkrun has also established a junior series, aimed at 4 - 14 year olds. With the help of **jogscotland**, the series will be rolled out in Scotland - as well as across the UK. The junior events will help to encourage regular physical activity amongst children and their families; helping to inspire the next generation and build a foundation for health and well-being that will last a lifetime.



Chrissie Wellington

WARM-UP PLANS

The following warm-up session plans provide participants with alternatives to traditional jogging warm-ups. Participants will apply a range of dynamic exercises and basic coordination skills to prepare their body for higher intensity jogging activity.

WARM-UP 1 - **KEEP THE PACE** (duration 10 - 15 minutes)

YOU WILL NEED

Cones, stopwatch and a whistle.

SET UP

Set out a course (any shape and distance) with cones.

EXPLANATION

Split participants into pairs of similar abilities, where possible, and explain that one of the pair will walk, jog or run around the course with their partner following keeping the same pace.

SESSION

Set the pairs off around the course, ensuring participants complete a mixture of running, jogging and walking and time the activity for 1-2 minutes. Then participants may rest for half the activity time (e.g. 2 minutes activity = 1 minute rest) before repeating with the other partner leading the task. Repeat until participants feel fully warmed up.

PROGRESSION / ADAPTATION

Increase the time each pupil leads the paired warm up.
Increase the intensity of the activity by only allowing jog and run options.
For participants with limited mobility, (e.g. in wheelchairs), the course can be shortened and set out on appropriate surface.
Children with visual impairment should take part with a guide runner.

EXPERIENCES AND OUTCOMES

HWB 3 - 14a making friends
HWB 3 - 21a new challenges and applying movement skills



WARM-UP PLANS CONT'D

WARM-UP 2 - **SHUTTLE RELAY** (duration 15 minutes)

YOU WILL NEED

Cones, stopwatch, whistle, hurdles (optional) and batons (optional).

SET UP

Set out 4 different coloured cones 2m apart. 20m opposite set out the same sequence of 4 different coloured cones, i.e. a red cone with another red cone 20m apart.

EXPLANATION

Split participants into teams of 4-6 runners and line each team up behind a different coloured cone. One runner from each team will run to their opposite cone and high five the teammate at the front of the line who will in turn run to the opposite cone to high five and set off the next runner. Discuss the pace of run with pupils (jog, skip, stride) and select appropriately.

SESSION

Start pupil activity initially at a steady pace (jog or skip) for several laps or for 2-3 minutes. As the pupils begin to warm up increase the pace using a stride pace. This session will allow participants to practise technical points and for the teacher/coach to observe and feedback to participants.

PROGRESSION / ADAPTATION

Introduce different paces or equipment e.g. hurdles, ladders, tunnels, relay batons or basketball dribbling to vary the warm up.
This session can be developed by increasing pace or introducing competitive races. Distances can be decreased between participants to make the relay easier or pupils with limited mobility may move round obstacles rather than over.

EXPERIENCES AND OUTCOMES

HWB 3 - 21a new challenges and applying movement skills
HWB 3 - 22a developing fitness
HWB 3 - 25a enjoyment of energetic activities

WARM-UP PLANS CONT'D

WARM-UP 3 - **BUST A MOVE** (duration 10 minutes)

YOU WILL NEED

Cones, stopwatch and a whistle.

SET UP

Set out a course (any shape and distance) with cones, ensuring you can see the entire course.

EXPLANATION/SESSION

Participants can work in groups and are asked to walk or jog slowly around the course. The first pupil in the group will perform an allocated dynamic exercise, e.g. 6 lunges, 10 heel kicks, high knees. After the pupil leading has completed their exercise they will then join the back of the group. A new pupil will take the lead of the next warm up dynamic exercise.

PROGRESSION / ADAPTATION

Increase the activity time or alter the pace of the warm up e.g. walk, skip or jog. Ask pupils to highlight the key points of each dynamic exercise.

EXPERIENCES AND OUTCOMES

HWB 3 - 21a new challenges and applying movement skills
 HWB 3 - 23a skills to lead and group work
 HWB 3 - 25a enjoyment of energetic activities

MAIN SESSION PLANS

The following section provides main session plans. The main sessions should last at least 20 minutes and provide participants with the opportunity to improve their fitness through sessions.

PAARLAUF (duration 30 minutes)

YOU WILL NEED

Cones, stopwatch and a whistle.

SET UP

Set out a circular shaped course with cones, around 20m in diameter.

EXPLANATION

Organise participants into pairs and ask the pairs to split so they stand at opposite sides of the course. Explain to participants that one of the pair will run half way around the course to meet their partner and tag them on the shoulder. The first runner will then walk across the middle of the course back to their start position whilst their partner (the second runner) jogs the other half of the course. The pupils will continue to complete this task for a selected number of laps or time, which can be discussed with the pupils or set by the teacher/coach.

SESSION

Start activity for 1-2 minutes. The rest between repetitions should be half the amount of activity time (e.g. activity for 1 minute = 30 seconds rest) then repeat the activity several times (e.g. session could be 2 minutes activity x 5 with 1 minute rest between). Ensure participants maintain a steady pace during activity.

PROGRESSION / ADAPTATION

Add different running to vary the task.
Increase or decrease the number of laps specific to the group.
For participants with limited mobility/in wheelchairs you may shorten the course or alter activity times.
Children with visual impairment should take part with a guide runner.

EXPERIENCES AND OUTCOMES

HWB 3 - 21a new challenges and applying movement skills
HWB 3 - 22a developing fitness
HWB 3 - 25a enjoyment of energetic activities



MAIN SESSION PLANS CONT'D

TACTICS (duration 30 minutes)

YOU WILL NEED

Cones, stopwatch and a whistle.

SET UP

Set out around a 200m circular track marked out with cones.

EXPLANATION

Split participants into teams of 4 and explain that each team will run a distance of 1 mile (8 laps) Before setting off, ask each team to discuss and decide who will run the laps. Highlight to pupils that all must complete at least 1 lap, but they should think tactically about how they do this evaluating the strengths within the team.

SESSION

Start the activity and time how long it takes each team to complete a mile (8 laps), rest for 5-6 minutes then repeat. Challenge teams to improve their times and encourage discussion to allow pupils to select their appropriate tactics.

PROGRESSION / ADAPTATION

Reduce or increase the number of laps each pupil completes.
Allow pupils to alter the pace of laps.
Children with sensory impairment should take part with a guide runner.

EXPERIENCES AND OUTCOMES

HWB 3 - 22a developing fitness
HWB 3 - 23a skills to lead and group work
HWB 3 - 24a analysing strengths and weaknesses

MAIN SESSION PLANS CONT'D

PACE THE RACE (duration 30 minutes)

YOU WILL NEED

Cones, stopwatch and a whistle.

SET UP

Set out a course any shape and distance with cones.

EXPLANATION

Explain to participants they have to run one lap of the course quickly but not at what they feel is their fastest. Pupils may work in pairs here with one pupil timing while the other completes the course. Pupils will try to find a comfortable pace by running slower or faster. This will allow pupils to select a pace that feels comfortable.

SESSION

Start the activity and time (teacher/coach or pupils may lead timing) the participants for one lap. Pupils should then complete, and time, a second lap slower and evaluate how it feels. Pupils should then select their pace and try to maintain the same pace for a selected number of laps. Pacing should be comfortable but challenging.

PROGRESSION / ADAPTATION

Pupils can increase or decrease their selected lap pace.
The lap or course size can be increased or decreased.

EXPERIENCES AND OUTCOMES

HWB 3 - 21a new challenges and applying movement skills
HWB 3 - 23a skills to lead and group work
HWB 3 - 25a enjoyment of energetic activities

MAIN SESSION PLANS CONT'D

HILL THRILLS (duration 15 minutes)

YOU WILL NEED

Cones, stopwatch, whistle and a hilled walkway or path.

SET UP

Set out a course of between 30-100 metres. Before beginning, pupils should warm-up for at least 10 min.

EXPLANATION

Explain to participants they will work as one group where possible. Participants should start gently and try to improve their position within the group on the hill with each run. When the first runner reaches the top of the hill everyone turns and walks back down. This allows pupils to work at their own pace within the group. Wait till breathing returns to normal before repeating the hill run.

SESSION

Set the group off on a short hill, initially no more than 30 seconds top to bottom. Repeat between 3-8 times.

PROGRESSION / ADAPTATION

Increase the length of the hill run up to around 90 seconds.
Ask pupils to jog back down the hill rather than walk.
Select hills which have a higher gradient to increase difficulty.
Children with sensory impairment should take part with a guide runner.

EXPERIENCES AND OUTCOMES

HWB 3 - 16a managing risk
HWB 3 - 17a staying safe
HWB 3 - 21a new challenges and applying movement skills
HWB 3 - 22a developing fitness
HWB 3 - 25a enjoyment of energetic activities

MAIN SESSION PLANS CONT'D

SPEED BUDDIES (duration 15 minutes)

YOU WILL NEED

Cones, stopwatch and a whistle.

SET UP

Set out a large rectangular shaped course around the games hall or use an outdoor rugby/football pitch if available.

EXPLANATION

Ask pupils to work in pairs of similar ability. Participants will jog at an easy pace until they reach the short end of the rectangular track/pitch. Pupils should increase their speed over the short side then return to easy pace for the remaining 3 sides of the course.

SESSION

Set the groups off from different corners of the course, ensuring that pace increase will only take place on a short side of the course. The teacher/coach may wish to alter the pace over the 3 controlled sides by using walk, jog or skip options. This session allows pupils the opportunity to work with a partner but also challenge their speed appropriately.

PROGRESSION / ADAPTATION

The lap or course size can be increased or decreased.
Allow pupils to alter the pace of laps.
Children with sensory impairment should take part with a guide runner.

EXPERIENCES AND OUTCOMES

HWB 3 - 21a new challenges and applying movement skills
HWB 3 - 22a developing fitness
HWB 3 - 25a enjoyment of energetic activities

MAIN SESSION PLANS CONT'D

FARTLEKS (duration 30 minutes)

YOU WILL NEED

Cones, stopwatch and a whistle.

SET UP

Set out a course with cones in any available space and ensure participants are able to hear and see teacher/coach as they move.

EXPLANATION

Explain that participants jog around the course at a steady pace but on hearing the whistle they increase their pace to a fast jog and on the next whistle revert back to the steady pace. Continue to increase/decrease pace on the whistle during the activity.

SESSION

Start activity for a period of 45 seconds to 1min, 30 secs per run. Rest between runs for the same period of time the activity has taken (e.g. activity for 45 seconds = recovery 45 seconds). Repeat several times in a session, e.g. 6 runs of 45 seconds with a 45 second recovery between each run.

PROGRESSION / ADAPTATION

Develop session by increasing the time participants run (up to a maximum of 2mins, 30 secs). Increase the number of times the pace is increased during activity. Alter the activity by introducing sprinting, striding, jumping or hill runs. Children with a visual impairment should take part with a guide runner.

EXPERIENCES AND OUTCOMES

HWB 3 - 21a new challenges and applying movement skills
HWB 3 - 22a developing fitness
HWB 3 - 25a enjoyment of energetic activities

COOL DOWN PLANS

This section provides basic cool down ideas for group sessions.

TUNNEL BALL (duration 5 minutes)

YOU WILL NEED

Bag of basketballs and a whistle (optional).

SET UP

Line up the participants in lines of 5, one behind the other at arm's length apart.

EXPLANATION

Explain the purpose of the activity is to get the ball from the front of line to the back quickly by moving the ball over the head of the first participant, through the legs of the second participant (holding the ball with two hands) and continuing until the ball reaches the participant at the back of the line. Thereafter the participant at the back runs to the front of the line and continues the activity until the participant who started the activity returns to the beginning of the line.

SESSION

Explain that the activity is a race. Start off on the whistle or with a start command, .

PROGRESSION / ADAPTATION

Differentiate the activity, for example hop to the front of the line rather than run, or run in and out the other participants in the team to make your way back to the front. You could also change the way the participants move the ball from the front of the line to the back.

EXPERIENCES AND OUTCOMES

3 - 21a new challenges and applying movement skills
3 - 23a skills to lead and group work



COOL DOWN PLANS CONT'D

JOG, SKIP, WALK (duration 5 minutes)

YOU WILL NEED

Cones.

SET UP

Set up an area with cones, any shape but make sure you can see the entire course. Approximately every 30-40m change the cone colour of the course for identification, do this three times (this will make your course 90m-120m in length). If you do not have sufficient space, set out the cones in 30- 40m in a straight length and ask participants to complete the activity up and down the straight.

EXPLANATION

Ask the participants to set off in groups of 6 - 8 pupils and explain that they should start with a jog to the first differently coloured cone, continue to the next coloured cones by skipping then on passing the third differently coloured cone walk back to the starting cone.

SESSION

Set off group and monitor the pace to ensure participants do not race. Ensure the participants continue the sequence for 5 minutes to complete the cool down.

PROGRESSION / ADAPTATION

You can change the order from jog, skip, walk or type of movement. Ensure the activity is always at a relaxed pace. No sprints!

EXPERIENCES AND OUTCOMES

HWB 3 - 21a new challenges and applying movement skills.

COOL DOWN PLANS CONT'D

BEANBAG DROP (duration 5-7 minutes)

YOU WILL NEED

Two hula hoops or small boxes, approximately 100 bean bags and whistle (optional).

SET UP

Set the hula hoops 25m apart and put half the beanbags in each of the hula hoops/boxes.

EXPLANATION

Split participants into two teams and ask one team to stand in a single line behind one hula hoop/box, ask the other team to do the same at the other hula hoop/box.

Ask both teams to face the other team.

Confirm that the pace should be a steady jog with no overtaking members of their own team.

SESSION

Start the activity and ask both teams to jog past the hula hoop/box and pick up one bean bag, continue to the opposite hula hoop/box and drop the bean bag in it. Turn and continue back to their initial starting point where they pick up another beanbag and repeat activity. Continue for 5-7 minutes.

PROGRESSION / ADAPTATION

Alter the activity to skipping or race walking, ensure the pace is relaxed and that there is no overtaking by participants.

EXPERIENCES AND OUTCOMES

HWB 3 - 21a new challenges and applying movement skills.

RUN FOR FUN TASKS

The following programmes are suitable for pupils who wish to participate in a social jogging group. Four progressive programmes are included which can be used to support participants aiming to achieve a target distance or attend a running event.

The sessions included have been adapted from the jogscotland, 'Stride Logbook' (Scottish Athletics, 2010)

PROGRAMME LEVELS

- LEVEL 1** Sessions are suitable for jog beginners or people who have been fairly inactive for a while. The target distance for participants working on a Level 1 programmes is around: 2K.
- LEVEL 2** Sessions are suitable for participants who can jog continuously for 15 minutes or who can complete 2K. The target distance for participants working on a Level 2 programmes is around: 4K.
- LEVEL 3** Sessions are suitable for participants who can jog continuously for 30 minutes or complete 4K. The target distance for participants working on a Level 3 programmes is around: 5K.
- LEVEL 4** Sessions are suitable for participants who can jog continuously for 30 minutes, or more, and complete 5K. The target distance for participants working on Level 4 programmes is around: 10K



RUN FOR FUN TASKS

LEVEL 1 The following sessions are suitable for jog beginners or people who have been fairly inactive for a while. The target distance for participants working on a Level 1 programmes is around 2K.

SESSION 1	TASKS
Notes -	<ul style="list-style-type: none"> - 5 minutes walking - 10 x 30 seconds walk, 30 seconds jog - 5 minutes walking, stretch, chatting including feedback
TOTAL ACTIVITY TIME - 20 minutes	
SESSION 2	TASKS
Notes -	<ul style="list-style-type: none"> - 5 minutes walking - 8 x 1 minute walk, 1 minute jog - 5 minutes walking, stretch, chatting including feedback
TOTAL ACTIVITY TIME - 26 minutes	

RUN FOR FUN TASKS CONT'D

Level 1	SESSION 3	TASKS
	Notes -	<ul style="list-style-type: none"> - 5 minutes walking - 4 x 3 minutes jog (with 2 minutes walk in-between) - 5 minutes walking, chatting, stretch and feedback
	TOTAL ACTIVITY TIME - 30 minutes	
	SESSION 4	TASKS
	Notes -	<ul style="list-style-type: none"> - 5 minutes walking - 1 x 6 minutes jog - 2 x 8 minutes jog - 1 x 6 minutes jog - 5 minutes walking, chatting, stretch and feedback <p style="text-align: right;">(with 3 minutes walk in between)</p>
	TOTAL ACTIVITY TIME - 38 minutes	
	SESSION 5	TASKS
	Notes -	<ul style="list-style-type: none"> - 5 minutes walking - 4 x 8 minutes jog (with 3 minutes walk in-between) - 5 minutes walking, chatting, stretch and feedback
	TOTAL ACTIVITY TIME - 30 minutes	

RUN FOR FUN TASKS CONT'D

Level 1	SESSION 6	TASKS
	Notes -	<ul style="list-style-type: none"> - 5 minutes walking - 2 x 15 minutes jog (with 3 minutes walk in-between) - 5 minutes walking, chatting, stretch and feedback
	TOTAL ACTIVITY TIME - 49 minutes	
	SESSION 7	TASKS
	Notes -	<ul style="list-style-type: none"> - 5 minutes walking - 1 x 10 minutes jog - 1 x 20 minutes jog - 5 minutes walking, chatting, stretch and feedback <p style="text-align: right;">(with 3 minutes walk in between)</p>
	TOTAL ACTIVITY TIME - 49 minutes	

RUN FOR FUN TASKS

LEVEL 2 The following sessions are suitable for participants who can jog continuously for 15 minutes or who can complete 2K. The target distance for participants working on Level 2 programmes is around 4K.

SESSION 1	TASKS
Notes -	- 5 minutes walking - 5 x 3 minutes jog (with 2 minutes walk in between) - 5 minutes walking, stretch and feedback
TOTAL ACTIVITY TIME - 29 minutes	
SESSION 2	TASKS
Notes -	- 5 minutes walking - 5 x 4 minutes jog (with 2 minutes walk in between) - 5 minutes walking, stretch and feedback
TOTAL ACTIVITY TIME - 36 minutes	

RUN FOR FUN TASKS CONT'D

Level 2	SESSION 3	TASKS
	Notes -	<ul style="list-style-type: none"> - 5 minutes walking - 1 x 6 minutes jog - 2 x 8 minutes jog - 1 x 6 minutes jog - 5 minutes walking, stretch and feedback <p style="text-align: right;">(with 3 minutes walk in between)</p>
	TOTAL ACTIVITY TIME - 47 minutes	
	SESSION 4	TASKS
	Notes -	<ul style="list-style-type: none"> - 5 minutes walking - 4 x 8 minutes jog (with 3 minutes walk in-between) - 5 minutes walking, stretch and feedback
	TOTAL ACTIVITY TIME - 51 minutes	
	SESSION 5	TASKS
	Notes -	<ul style="list-style-type: none"> - 5 minutes walking - 3 x 10 minutes jog (with 3 minutes walk in-between) - 5 minutes walking, stretch and feedback
	TOTAL ACTIVITY TIME - 51 minutes	

RUN FOR FUN TASKS CONT'D

Level 2	SESSION 6	TASKS
	Notes -	- 5 minutes walking - 2 x 15 minutes jog (with 3 minutes walk in-between) - 5 minutes walking, stretch and feedback
	TOTAL ACTIVITY TIME - 43 minutes	
	SESSION 7	TASKS
	Notes -	- 5 minutes walking - 30 minutes continuous jog - 5 minutes walking, stretch and feedback
	TOTAL ACTIVITY TIME - 40 minutes	

RUN FOR FUN TASKS

LEVEL 3 The following sessions are suitable for participants who can jog continuously for 30 minutes or 4K. The target distance for participants working on Level 3 programmes is around 5K.

SESSION 1	TASKS
Notes -	- 5 minutes walking - 3 x 10 minutes jog (with 5 minutes walk in between) - 5 minutes walking, stretch and feedback
TOTAL ACTIVITY TIME - 50 minutes	
SESSION 2	TASKS
Notes -	- 5 minutes walking - 2 x 15 minutes jog (with 5 minutes walk in between) - 5 minutes walking, stretch and feedback
TOTAL ACTIVITY TIME - 45 minutes	

RUN FOR FUN TASKS CONT'D

Level 3	SESSION 3	TASKS
	Notes -	<ul style="list-style-type: none"> - 5 minutes walking - 1 x 6 minutes jog - 2 x 8 minutes jog - 1 x 6 minutes jog - 5 minutes walking, stretch and feedback <p style="text-align: right;">(with 3 minutes walk in between)</p>
	TOTAL ACTIVITY TIME - 47 minutes	
	SESSION 4	TASKS
	Notes -	<ul style="list-style-type: none"> - 5 minutes walking - 30 minutes continuous jog - 5 minutes walking, stretch and feedback
	TOTAL ACTIVITY TIME - 40 minutes	
	SESSION 5	TASKS
	Notes -	<ul style="list-style-type: none"> - 5 minutes walking - 2 x 20 minutes jog (with 3 minutes jog in-between) - 5 minutes walking, stretch and feedback
	TOTAL ACTIVITY TIME - 53 minutes	

RUN FOR FUN TASKS CONT'D

Level 3	SESSION 6	TASKS
	Notes -	- 5 minutes walking - 35 minutes continuous jog - 5 minutes walking, stretch and feedback
	TOTAL ACTIVITY TIME - 45 minutes	
	SESSION 7	TASKS
	Notes -	- 5 minutes walking - 40 minutes continuous jog - 5 minutes walking, stretch and feedback
	TOTAL ACTIVITY TIME - 50 minutes	

RUN FOR FUN TASKS

LEVEL 4 The following sessions are suitable for people who are active and can jog continuously for 30 minutes or 5K. The target distance for participants working on Level 4 programmes is around 10K.

SESSION 1	TASKS
Notes -	<ul style="list-style-type: none"> - 5 minutes walking - 30 minutes jog - 5 minutes walking, stretch and feedback
TOTAL ACTIVITY TIME - 40 minutes	
SESSION 2	TASKS
Notes -	<ul style="list-style-type: none"> - 5 minutes walking - 35 minutes jog - 5 minutes walking, stretch and feedback
TOTAL ACTIVITY TIME - 45 minutes	

RUN FOR FUN TASKS CONT'D

Level 4	SESSION 3	TASKS
	Notes -	- 5 minutes walking - 2 x 25 minutes jog (with 5 minutes walk in-between) - 5 minutes walking, stretch and feedback
	TOTAL ACTIVITY TIME - 65 minutes	
	SESSION 4	TASKS
	Notes -	- 5 minutes walking - 40 minutes continuous jog - 5 minutes walking, stretch and feedback
	TOTAL ACTIVITY TIME - 50 minutes	
	SESSION 5	TASKS
	Notes -	- 5 minutes walking - 1 x 20 minutes jog - 1 x 30 minutes jog (with 5 minutes walk in-between) - 5 minutes walking, stretch and feedback
	TOTAL ACTIVITY TIME - 65 minutes	

RUN FOR FUN TASKS CONT'D

Level 4

SESSION 6

TASKS

Notes -

- 5 minutes walking
- 45 minutes continuous jog
- 5 minutes walking, stretch and feedback

TOTAL ACTIVITY TIME - 55 minutes

SESSION 7

TASKS

Notes -

- 5 minutes walking
- 50 minutes continuous jog
- 5 minutes walking, stretch and feedback

TOTAL ACTIVITY TIME - 60 minutes

WHAT'S NEXT?

You may find that you wish to put all your training to some use and sign your group up to a charity challenge or set yourself a personal goal. Here are some ways to find events local to you.

<http://www.jogscotland.org.uk/whats-on/events>

<http://www.parkrun.org.uk/events/events/>

http://scottishrunningguide.com/race_listings.php

<http://www.entrycentral.com/>

<http://www.triathlonscotland.org/events>

NB. Minimum age for 5k race is 11 years • Minimum age for 10k race is 15 years

Athletics 365

Athletics 365 is a multi-event, young persons' development programme, which introduces athletes to the fundamental skills of athletics (vital to every sport). It is aimed predominantly at 8-15 year olds, but the resources can easily be adapted for use with younger athletes.

Athletics 365 focuses not only on how fast someone runs or how far someone jumps or throws but also, more importantly, on developing the technical skills ('how' to run, jump and throw) required to perform at full potential and move like a champion. In addition to technical skills, Athletics 365 also looks at an athlete's physical, mental and emotional development, as well as their lifestyle and social development.

The Athletics 365 programme is broken down into nine progressive stages. Each stage provides athletes with new and progressively more difficult challenges appropriate to their stage of development. Athletics 365 encourages athletes to learn all the skills and events of athletics, and reinforces the importance of a good all round skill base. The stages can be seen as similar to progression in other sports, such as the martial arts 'belt system.'

Through Athletics 365, we believe young people will develop the skills and confidence to excel in life; not only in athletics, but in other sports and other life pursuits.

Find out more and order resources here:

<http://www.englandathletics.org/page.asp?section=1211§ionTitle=Athletics+365+Resources>



INSPIRE 2014



The Scottish
Government

