

# PRACTICE PLAN BUILDER



Alberta Medical Association



This resource is a compilation of all the AMA Youth Run Club's warm ups, main activities, stretches and talking tips. Use these components and the blank template to build your own plan for your Run Club practice. 8 pre-built practice plans have been created for you to use or be inspired by.



When you see the AB Active After School Symbol beside a warm up or main activity that indicates it is a great choice if you are playing in a small space or have limited equipment.

## TABLE OF CONTENTS

<b>PAGE</b>	<b>SECTION</b>
<b>1</b>	WARM UPS
<b>7</b>	MAIN ACTIVITIES
<b>11</b>	STRETCHES
<b>15</b>	TALKING TIPS
<b>19</b>	K-3 PLANS
<b>21</b>	4-6 PLANS
<b>23</b>	7-9 PLANS
<b>25</b>	10-12 PLANS
<b>26</b>	BLANK TEMPLATE

# WARM UPS

Running games are a great way to engage all of your participants. We encourage the use of running games as warm ups because they are an easy and fun way to get everyone moving. Below are a few of our favourites. If your club only plays running games, try playing two or three at practice to keep kids engaged in the club.

## TURTLE TAG

GRADE: K-3  
EQUIPMENT: 4 PYLONS

AB

- Choose one person to be IT.
- Play begins when IT yells, "GO!"
- IT chases other players and when IT comes near, players can avoid being tagged by quickly lying on their backs with arms and legs raised in the air, like a turtle on its back.
- As soon as IT has gone by, they can keep running again; however, if you are tagged you become the new IT.

## WIZARDS & MUGGLES

GRADE: K-6  
EQUIPMENT: PYLONS

AB

- Instruct participants to stand facing a partner about two meters apart between a centre line on the ground.
- Identify one line of the participants to be Wizards and the other to be Muggles.
- Designate a "safe zone" behind each line of participants and five meters away from a wall.
- Call out "Wizards!" or "Muggles!" The participants whose name is called try to tag their partners, who turn around and try to reach the safe zone before being tagged.
- Instruct the group to quickly return to the starting lines and listen for the next name to be called.

## ZOO KEEPER

GRADE: K-6  
EQUIPMENT: PYLONS

- Identify two end lines on both of the activity areas using pylons. Instruct students to stand on one end line and assign each student one of three animal names; e.g., lion, tiger, or bear
- Choose two students to be the zookeepers. They begin in the middle of the activity area and call out the name of one animal at a time.
- When the name of their animal is called, those students travel to the opposite end line without being captured (tagged).
- Should an animal be captured, they become zookeeper assistants and try to capture all other animals. Should an animal make it to the opposite end line, they wait for their name to be called again.
- Continue until most animals have been captured. Have students pace along the end line behaving as their animal would.

## HEADS & TAILS TAG

GRADE: K-6  
EQUIPMENT: NONE

AB

- This game is played in teams, one team with hands on their heads, the other with hands on bottoms.
- They chase each other and have to convert if tagged.

## ALPHABET SPELLING

GRADE: K-6  
EQUIPMENT: EAS ANIMAL ALPHABET CARDS

- Provide students with a word to spell or call out a letter
- Students will move around the classroom to each letter and perform the activity on the cards. Vocabulary could be high-frequency words, cross-curricular words or wall words.
- Repeat the activity with a new word.
- This activity is completed using a free printable resource from Ever Active Schools.
- To purchase the Animal Cards go to: <http://bit.ly/2K4K2Tt>

## OCTOPUS

GRADE: K-6  
EQUIPMENT: PYLONS

AB

- Played like British Bulldog except the player in the middle is an octopus that runs and tries to tag players as they cross the field or gym.
- As the octopus tags people, they remain in their spot and act as tentacles, trying to tag players without moving their feet.
- To make this game go a little faster, try limiting the playing space or starting off with more than one octopus in the middle

## PORT & STARBOARD

GRADE: K-6  
EQUIPMENT: PYLONS

AB

- Tell participants to imagine they are on a ship.
- You yell out commands and the participants must obey. The last person to complete the command has to do 10 jumping jacks.
- Some of the commands you can try are starboard (run to the right), port (run to the left), bow (run to the front), stern (run to the back), scrub the deck, hit the deck (lying face down), submarine (lying on back with one leg up in the air), and Captain's coming (stand at attention and salute).
- Be creative and make up some of your own commands.

## RUN & SCREAM

GRADE: K-12  
EQUIPMENT: BLACKFOOT MARKING STICK

AB

- Participants take in a big breath of air, start running, and at the same time scream out loud until they can no longer scream without taking a new breath.
- When they need to stop and take a breath that is the spot where the scream stops and it should be marked with the marking stick.

## 4 LEAF CLOVER

GRADE: K-12  
EQUIPMENT: PYLONS

AB

- Place four pylons in a large square and give them a number between one and four.
- Each pylon is given a different warm up activity (high knees, squat, lunge, bum kicks)
- Split the group so there are equal numbers of runners at each pylon
- Transitioning from the pylons will be clockwise and will require a different locomotor skill (sprint, gallop, jog, walk, etc.)
- The coach is placed in the middle and once back to pylon one, players sprint to the coach, give them a high-five and backwards run back to the end of the line.

## GOT YOUR BACK

GRADE: K-12  
EQUIPMENT: NONE

AB

- Break into groups of three or four.
- Dedicate one person in each group as a target and one person as IT
- The target and the rest of the group hold hands and form a circle
- The person who is IT starts outside the circle and across from the target
- On 'GO,' the person who is IT tries to run around and tag the target while the group tries to protect the target
- The round ends when either the target is tagged or two targets from different groups attach back to back

## ISLANDS

GRADE: K-12  
EQUIPMENT: PYLONS, HOOPS

AB

- Participants run around the playing space. When the whistle is blown, participants must run to one of the islands (hula hoops or small mats placed on the floor).
- The islands can be shared but participants are not allowed to touch each other. The last one to land on an island has to do 10 jumping jacks.

## VOLCANOES & ICE CREAM CONES

GRADE: K-12  
EQUIPMENT: 15+ PYLONS

AB

- Spread out lots of cones around the playing area and put some upright (volcanoes) and some upside down (ice-cream cones)
- Divide players into two groups (one volcanoes and one ice-cream cones)
- On 'GO', players run around and turn over as many cones as possible as assigned to their team cone type
- Keep going, turning over as many as you can and after two or three minutes when the coach blows the whistle, all players must stop and put their hands on their head
- The team with the most cones in the correct position wins.
- Play multiple rounds, switching sides: volcanoes or ice cream cones
- Players are NOT allowed to block others from getting to a cone

## YIN & YANG

GRADE: K-12  
EQUIPMENT: NONE

- Everyone grabs a partner and decides which partner will be IT
- Make sure clear boundaries are set
- One partner is always running, one is always balancing. If one partner starts to run, the other must stop and balance.
- If you are balancing you cannot be tagged so you must watch your partner and if your partner starts to balance you must run
- One group of two are the taggers, if they tag another team the tagged team is now it. The taggers should hold a soft object they can pass on to the next team so it is clear who is it.

## RABBITS & HOUNDS

GRADE: K-12  
EQUIPMENT: PYLONS

- Choose three or four of the faster participants to start out as hounds while the rest are rabbits.
- Start the rabbits running around a lap of the field or gym.
- Once they get a head start, let the hounds loose by yelling “the hounds are loose” or “who let the dogs out?”
- The hounds run after the rabbits, who are considered caught once the hounds pass them.
- Depending on the size of your lap, let the kids do one or two laps. Choose your next hounds from the group of rabbits who were not caught.

## SNATCH IT

GRADE: K-12  
EQUIPMENT: PYLONS, BEANBAGS



- Divide the group into two teams. Have the opposing teams form lines facing each other approximately 20 feet apart.
- Number the members of each line from opposite directions so that the number one participant of one team is opposite, the number 20 participant of the other team.
- Place an object, such as a bean bag, in the middle of the floor between the two teams.
- Yell out a number and have corresponding players race each other to pick up the object.
- The player who is able to snatch the object and return to their spot without being tagged gets a point for their team

## BRITISH BULLDOG

GRADE: K-12  
EQUIPMENT: NONE



- One person is IT and stands in the middle of the field or gym. The other participants stand on a line at one end of the field or gym.
- When the person who is IT yells 'British Bulldog' everyone tries to run to the other side without being tagged.
- Those who are caught join in the middle to try tagging remaining participants.
- The last person to be caught becomes 'IT' in the next game.

## HOSPITAL TAG

GRADE: 3-6  
EQUIPMENT: NONE

AB

- This game is similar to traditional tag except that once tagged, the person must hold the place they were touched, like it is an injury, and continue running around.
- If they are tagged again, they must use their other hand to hold the second injured area.
- A third touch means they are out of the game.
- This can be a lot of fun if the people who are it are able to touch people in different spots, like a leg or top of the head.

## FROZEN TAG

GRADE: 3-6  
EQUIPMENT: NONE

AB

- The person who is tagged and therefore frozen must stand still with their legs spread or arm stretched out.
- They become free when another player crawls between their legs or runs under one of their out-stretched arms.
- If you have a large group, designate a few people to be IT.
- To change this game a little, try having participants do 10 jumping jacks or five push-ups to free themselves instead of running under each other's legs.

## ROCK, PAPER, SCISSORS

GRADE: 3-12  
EQUIPMENT: PYLONS

AB

- Two lines of students stand facing each other at the centre of the activity space, one or two meters apart.
- Each side huddles together to decide if they would like to be rock (crouched down with body shaped like a ball), paper (standing with arms and legs wide) or scissors (standing with arms and legs crossed) as a team.
- Upon the leader calling out "Rock, Paper, Scissors" each group shows their choice. The side that wins the RPS challenge chases the other side back to an end line. Be sure to have the end line at least a couple of metres from any walls.
- Anyone tagged becomes a new participant on the other team.

## BEAR, FISH, MOSQUITO

GRADE: 3-12  
EQUIPMENT: PYLONS

- Similar to rock, paper, scissors, there are two teams and each team gets 5 seconds to huddle and decide which they would like to be (bear, fish, mosquito)
- After each team has decided, they meet face to face in the middle of the playing area and just like 'Rock, Paper, Scissors' when facing your opponents everyone calls out "Bear, Fish, Mosquito" and then act out the animal they chose.
- The losing side has to run to the clearly marked safe zone, while the winning side tries to tag them before they reach it. If tagged, players join the other team.
- Bear beats fish; fish beats mosquito; mosquito beats bear

## STORMY SEAS

GRADE: 3-12  
EQUIPMENT: NONE

- This is a variation of British Bulldog. Divide participants into two groups, one being fish, the other being whales.
- Line each team up at different ends of the field.
- Choose one or more sharks to stand in the middle of the field. The sharks yell out either “fish” or “whales.” Those participants must then try to run to the other side of the field without being tagged.
- If tagged, they become seaweed and must stand on the spot and try to touch others as they cross the field.
- If the sharks yell “stormy seas” members from both teams run across the field. The last person to be caught starts off the next game as the shark.

## SCORPION TAG

GRADE: 4-9  
EQUIPMENT: NONE



- Choose four to six participants to be taggers. Divide the remaining participants into small groups of two or three.
- Participants in each group link together by holding the shoulders of the participant in front of them to form “scorpions.”
- The taggers chase the scorpions within the activity area trying to tag them. If the scorpion is tagged, the tagger joins the end of the scorpion, and the participant at the front of the scorpion now becomes the tagger.

## STINGER TAG

GRADE: 4-12  
EQUIPMENT: 2-3 POOL NOODLES



- Choose two to three participants to be taggers (bees) and provide each with a pool noodle (stinger).
- Designate a playing area with boundaries 1-2 meters away from each wall.
- On the signal to begin, students walk or skip throughout the playing area. Should a student be stung by a bee (touched with a pool noodle), they move outside the playing area, hop on each foot five times, stretch the part of the body that was stung, and return to the game.
- Once a bee has stung a participant, they drop the pool noodle on the floor.
- Any other student can pick up the stinger and take on the role of tagger.

# MAIN ACTIVITY

The main training program created for the AMA youth run club (pg. 9) consists of 14 runs including a final fun run - this program is offered as an option for clubs. Most clubs will choose their own program based on the needs of their club. Below are additional main running activities you can do with your participants to work on pacing, intervals, sprints and distance runs.

## ANIMAL PACING GAME

GRADE: K-3  
EQUIPMENT: NONE

This game is a fun way to teach participants about pacing.

- Pick an animal to symbolize different walking and running paces such as a turtle for walking, donkey for slow jogging, horse for running and cheetah for sprinting.
- Call out the different animal names and have participants move across the space at the appropriate pace.
- There is no winner in this game.

## WHEEL RUN

GRADE: K-6  
EQUIPMENT: NONE

- Each spoke is a different route with the coach standing in the centre.
- One route may be out around a tree and back to the start. Others can be up a short hill and back or to the playground to do the monkey bars and back.
- Send a different child off on each spoke and rotate so each child does them all.
- If there are more kids than spokes, send them off in waves 30 seconds apart.

## BUTTERFLY

GRADE: K-12  
EQUIPMENT: PYLONS



- Set up cones in the shape of a butterfly. This butterfly should be big enough to let kids run and jog around it for a decent amount of time.
- This particular butterfly shape should be symmetrical, with a straight line down its centre.
- This centre line is called the “sprinting lane” while one side of the butterfly is the “jogging lane” and the other side of the butterfly will be the “walking lane.”
- Have your kids start to jog around one side of the butterfly shape, then have them sprint down the centre of the butterfly before walking around the other side of the butterfly.
- Have them run on the course until tired.

## PACING TRIANGLE

GRADE: K-12  
EQUIPMENT: PYLONS



- Set up a triangle in a gym or field using three pylons, 25-50 metres apart.
- Participants will walk between pylons 1-2, jog between 2-3 and sprint between 3-1.
- Repeat several times and change directions after a few minutes.

## RELAY RACES

GRADE: K-12  
EQUIPMENT: PYLONS

AB

- There are an endless number of relay races to choose from.
- Use forward, backward or sideways running, hopping, skipping, crawling, cart-wheeling, running in pairs, wheelbarrows in pairs, leap frog, etc.
- Incorporate actions like sit-ups, push-ups, or jumping jacks at the turnaround spot.
- If you want to keep participants really active, have them do jumping jacks or run on the spot while waiting their turn to go.

## CIRCUIT TRAINING

GRADE: K-12  
EQUIPMENT: NONE

AB

- Circuit training involves moving from one exercise to the next with minimal rest between sets.
- Break participants into groups of four to eight.
- Organize the stations so similar activities are not beside each other (e.g. wall jumps should not be beside wall sit).
- Each station lasts one minute, with 30 seconds to move to the next station.
- Sample Exercises: bicycle, modified plank, running laps, skipping on the spot, wall jumps, lunges, butt kicks, push-ups, step-ups, etc.

## CATCH-UP/CENTIPEDE

GRADE: K-12  
EQUIPMENT: PYLONS

- This is more of a running drill and an easy way to add some distance to a workout.
- Have participants line up behind one another in groups no larger than eight to 10. These groups will jog laps around a specific area or to a destination and back.
- The goal is for the last person in line to sprint to the front of the line. The pace needs to be fairly slow for this drill to work.
- Have the groups keep running until everyone has been to the front a few times.
- The Centipede version involves using a baton which is passed from the front to the back.
- When it reaches the last person, they run to the front of the line and pass it back.

## LADDERS

GRADE: K-12  
EQUIPMENT: NONE

AB

- Break the group into two teams.
- Two lines are formed, facing each other. Have participants sit down, legs out, feet just touching, forming a ladder shape.
- Give each pair a number. When a number is called, the two opponents jump up, run over the legs of the other pairs in one direction, then run outside the ladder to the other end and then continue over the legs of the other pairs until they get back to their spot.
- The first person back to their spot wins a point for their team. Be sure to space the seated pairs with enough room for players to run between their legs without stepping on anyone.

## OBSTACLE COURSE

GRADE: K-12  
EQUIPMENT: VARIES

- This can be done inside or out, depending on the size of your group and space available.
- Include as many actions as possible such as going over, under, or around items; crawling, hanging, hopping, skipping, etc.
- Participants can do this individually, one after another, or in a relay format.
- Include some calisthenics like push-ups, sit-ups or lunges somewhere in the obstacle course to add some variety.

## DISTANCE RUN

GRADE: K-12  
EQUIPMENT: NONE

- Run around your gym or school field using these distances as a guide based on your final run distance.
- If your participants finish the 4.2 km program they'll have run a virtual marathon (42.2 km) when they are done!

### 5 KM PROGRAM

Run	Kilometers
1	2
2	2
3	2
4	2.5
5	2.5
6	2.5
7	3
8	3
9	3
10	3.5
11	3.5
12	3.5
13	4
14	4
15	4
15	4.5
17	4.5
18	4.5
19	5
20	3.5
21	5 Fun Run!

### 1 KM PROGRAM

Run	Kilometers
1	0.5
2	0.5
3	0.5
4	0.5
5	0.75
6	0.75
7	0.75
8	0.75
9	1
10	1
11	1
12	1
13	0.5
14	1 Fun Run!

### 2.1 KM PROGRAM

Run	Kilometers
1	1
2	1
3	1
4	1
5	1.5
6	1.5
7	1.5
8	1.5
9	2
10	2
11	2
12	2
13	1
14	2.1 Fun Run!

### 4.2 KM PROGRAM

Run	Kilometers
1	2
2	2
3	2.5
4	2.5
5	2.5
6	3
7	3
8	3
9	3.5
10	3.5
11	3.5
12	4
13	3
14	4.2 Fun Run!

## PICK-UPS/FARTLEKS

GRADE: 7-12  
EQUIPMENT: NONE

- Fartleks are short spurts of faster running added to normal runs after warming up and can last from 20-90 seconds.
- They are not meant to be all-out sprints and should not be so numerous the participant is exhausted after the workout.
- Their purpose is to add a little challenge and perk up the run.

## TEMPO RUN

GRADE: 7-12  
EQUIPMENT: NONE

- A tempo run helps the runner prepare their body to maintain their 'race-pace.'
- Start with a 10-minute easy jog warm-up followed by the tempo run.
- The pace will be only slightly faster than the runner normally does in their group runs.
- The length of the tempo run will depend on the distance the runner is preparing to race.
- For a 4.2K race, a tempo run of 10 minutes is sufficient.
- For a 5K distance, a 10-15 minute tempo run will do.
- It's best to have an adult supervise this kind of training to ensure the youth do not overdo it.

## HILL WORKOUT

GRADE: 7-12  
EQUIPMENT: NONE

- Find a hill that is 50-100 meters long and not too steep, but steep enough that participants notice the incline when running up it.
- The hill should be in a safe location, ideally away from traffic, with footing that is fairly smooth. Participants should avoid running on the road.
- Have participants do five to eight repeats of running up the hill and walking or jogging back down. Tell them not to sprint, but instead to run at about a 75 per cent effort.
- It may not necessarily be faster than the speed they do when jogging.
- They should finish this workout feeling like they could do a couple more repeats.
- If not, they've probably run too fast or done too many repeats.

## INTERVAL WORKOUT

GRADE: 7-12  
EQUIPMENT: TIMER

200 m x 3 (1 minute walking break between each 200m)  
2 minute break

100 m x 4 (1 minute walking break between each 100m)

200 m x 2 (1 minute walking break between each 200m)  
2 minute break

100 m x 6 (1 minute walking break between each 100m)

200 m x 5 (1 minute walking break between each 200m)  
2 minute break

100 m x 6 (1 minute walking break between each 100m)

400 m x 2 (1-2 minute walking break between each 400m)  
2 minute break

200 m x 2 (1 minute walking break between each 200m)  
2 minute walking break

100 m x 4 (1 minute walking break between each 100m)

# STRETCHES

- Stretching is an important part of running and can help improve performance, prevent injuries and stiffness, and leave muscles relaxed and long
- Hold all stretches for 15-30 seconds. Repeat each stretch 2 or 3 times. Stretch both sides of the body evenly.
- Breathe and stay relaxed. If there is pain when stretching tell the runner to ease off the stretch.
- Do not bounce when stretching. A feeling of tension of pulling should be felt in the muscle being stretched.

## QUADRICEPS

- Stand tall beside a wall or a partner for balance
- Bend right leg and grasp above the ankle with right hand
- Keep left leg slightly bent and knees together
- Gently press right hip forward
- You should feel the stretch in the right thigh and hip
- Switch legs and repeat



## UPPER CALVES

- Stand tall and take a big step forward with right leg and hands against a wall for balance
- Keep both toes pointed forward
- Bend the right knee and press the heel of the left foot down
- You should feel the stretch in the calf of your back leg
- Switch legs and repeat



## LOWER CALVES & ACHILLES TENDON

- Start in the same position as the calf stretch above
- Bend both knees, keeping heels on the ground
- You should feel the stretch in the Achilles tendon and lower calf area of the left leg
- Switch legs and repeat



## HAMSTRINGS

- Stand about a foot behind a low object
- Place right heel on the object and keep foot flexed
- Lean forward, bending at the hips and keeping back straight
- You should feel the stretch in the right hamstring
- Switch legs and repeat



## SEATED ADDUCTOR

- Sit with left leg extended in front and right leg pulled towards body.
- Sole of the right foot should touch inner thigh of opposite leg
- Lean upper body towards left foot, with a straight back and head up
- Switch sides and repeat



## STANDING ADDUCTOR

- Stand with feet spread wider than shoulder-width, hands on hips for balance
- Keep feet pointed forward
- Bend left knee, bringing weight over to that side
- Keep the right leg straight with knee facing forward
- Switch sides and repeat



## INNER THIGH

- Sit with feet pulled towards the body, soles of feet touching
- Place hands on ankles and elbows on knees
- Bend forward with a straight back and head up, gently pressing elbows on knees



## LOWER BACK

- Lie on back with knees bent and feet flat on the floor
- Bring right knee to chest
- Clasp hands over the right knee
- Switch sides and repeat



## HIP FLEXORS

- Kneel on the ground
- Bring right leg forward to a 90 degree angle with foot flat on the ground
- Keep back straight and tilt pelvis forward
- Lean forward until you feel the stretch in the front of left hip
- Switch sides and repeat



## HIPS & GLUTEALS

- Lie on back with knees bent and feet flat on the floor
- Cross the right leg over left knee at the ankle, keeping the right knee at a 90 degree angle
- Hold left thigh just below the knee (slip right hand between legs), and pull towards the body
- Participants should feel this stretch in the right glute and hip
- By leaning legs slightly left or right, the location of the stretch within the glute can be changed
- Switch sides and repeat



## ABOVE HEAD THORACIC

- Stand very tall and straight with hands clasped together
- Reach hands overhead, keeping arms straight
- Reach back with arms and push chest out slightly
- Don't bend the back



## BEHIND BACK THORACIC

- Stand very tall and straight with hands clasped together behind the back at waist height
- Keep arms straight
- Participants should lift arms upward until they feel a stretch
- Don't bend the back



## SHOULDER

- Stand very straight against a wall
- Keep arms straight and the backs of the hands flat against the wall
- Raise arms to shoulder height
- Keeping elbows and shoulders aligned, bring hands closer to the head until they form a 90 degree angle
- Tell participants to slide arms up the wall until they feel a stretch



# TALKING TIPS

An important role for coaches is to share information. The hope is to not only educate participants, but to motivate them to continue to lead active and healthy lives. Below are some talking points if you have the opportunity to share information at the beginning of your practice.

## BENEFITS OF PHYSICAL ACTIVITY

Being active everyday can improve your health by:

- Making you stronger
- Strengthening your heart
- Fighting off illness and disease
- Increasing balance and flexibility
- Providing you with a chance to meet new friends
- Improving your self-esteem
- Relieving stress and helping you relax

## WAYS TO MAKE HEALTHY LIVING PART OF YOUR EVERYDAY LIVES

- Get the whole family outside as we tend to be more active outdoors
- Suggest walking or biking to school, the store or the park
- Challenge your family or friends to 5K and do it together
- For birthdays and special occasions ask for gifts that make you active
- Create games where everyone must be moving
- Replace TV and video games with an hour of active family time
- Go grocery shopping with your parents and pick out some healthy foods together

## HOW ACTIVE DO YOU NEED TO BE?

Doctors want you to be active for at least 60 minutes a day. This includes 30 minutes of vigorous activity that gets your heart pumping. You don't have to do all 60 minutes at once. Add up all the activity you do from the time you wake up until you go to bed.

## REDUCE SCREEN TIME

The time we spend watching TV, using the computer and playing video games keeps us from being active. Experts recommend you limit your screen time to two hours a day. Try to spend an hour less each day in front of a screen. This extra free time is a good chance for you to squeeze in some physical activity

## SAFETY TIPS

Staying safe while running is really important so here are some tips to help keep you safe:

- Be aware of what's going on around you
- Run with a friend if possible
- Tell someone where you're running and how long you will be gone
- Run on sidewalks when possible
- When on the road, run facing traffic and stay in single file
- Never run through wooded areas alone
- Wear a bright reflective clothing, especially at dusk or in the dark
- When crossing streets at intersections, make sure cars have stopped and walk, rather than run, across the street

## WHAT CLOTHING TO WEAR RUNNING

You don't need special running clothes to participate in the AMA Youth Run Club.

Here's all you need to know about running clothing:

- Wear something comfortable that isn't too tight or too loose
- Dress to stay cool in the heat and warm in the cold
- Dress in layers
- Don't overdress - under-dress a little and you'll be just right
- Have a change of clothes and footwear at school for wet weather days
- On sunny days, wear a hat and sunglasses

## WHAT SHOES TO WEAR RUNNING

Although proper running shoes are best for running, any kind of runner will do for this program.

Here's all you need to know about running shoes:

- Use runners, not boots, sandals or shoes with raised heels
- Make sure they fit properly (a thumbnail's space between big toe and end of shoe)
- Tie your shoes properly (not too tight, not too loose)
- Wear socks that will not fall down, wrinkle or cause blisters
- To dry wet shoes, stuff them with newspaper and leave them in a warm place

## HYDRATION

Drinking water regularly is important for staying healthy. Whether you are out running or sitting in class, your body needs water. Over 60% of our body is made up of water, so be sure to drink lots of it.

## DRINKING DURING A RUN

Unless your run is expected to be 45 minutes or more, or in very hot, humid conditions, having water while running is not needed. If you are properly hydrated you'll be able to complete your run comfortably. Make sure to have a drink of water when you finish your run.

## ENERGY/CAFFEINATED DRINKS

Energy/caffeinated drinks are not safe for children and youth because of high levels of caffeine, sugars and other stimulants. A young person with a healthy diet has enough energy to last all day, even if they're very active.

## SPORTS DRINKS

Sports drinks were developed for athletes participating in a vigorous activity for more than one hour. They contain a lot of sugar and other ingredients most athletes don't require. If you're expecting to be very active for more than an hour and will need something to keep you going, make your own "sports drink" by mixing 1/3 cup 100% fruit juice with 2/3 cup water

## EATING DURING EXERCISE

Eating during exercise isn't recommended as you will likely get a stomach ache, especially if you're doing an activity like running that involves bouncing. However, if you know in advance that you'll be active for several hours, like at a track meet or tournament, you'll need to bring healthy snacks that can be eaten in small quantities. Some examples are fruit, yogurt, cereal or granola bars, small amounts of nuts or seeds, or cheese and crackers.

## REFUELING AFTER A RUN

Refuelling after running is also important, especially if you've had a long or hard workout. Drinking water and having a healthy snack will do the trick in most cases.

## INJURY PREVENTION

- Always warm up before running by walking or jogging slowly
- Try to improve your running technique
- Wear running shoes that fit and are tied properly
- Avoid the terrible too's- doing too much, too soon, too fast
- Increase your running distance and speed gradually
- Stretch after every run

## PACING

The right pace:

- Warm up by walking or jogging
- Once warmed up, don't go too fast. Stay at a jog even if it feels slow
- If you feel like walking, try slowing down your running pace instead
- Don't try to run with someone who is faster than you

Walking Breaks:

- Before taking a break, push yourself a little by running for an extra 30 seconds or steps
- Walk a fast pace
- Keep walking breaks short (30 seconds)
- Find a pattern to alternate running and walking

## GETTING RID OF A SIDE STITCH

Slow down a bit, but keep running. Breathe in through your nose and blow hard out through your mouth for 30 seconds or until the stitch goes away.

## BREATHING

- Breathe in and out through your mouth
- Expect to breathe heavily when you run
- If you're breathing so hard you can't talk, you are running too fast
- Expect to breathe more heavily when going up hills or against the wind

## RUNNING TECHNIQUE

### Head & Shoulders

- Stay upright
- Look about 20 feet ahead of you
- Keep head, shoulders and hips lined up over your feet
- Keep your shoulders relaxed not bunched up towards your ears

### Trunk & Arms

- Stay relaxed without being sloppy
- Don't arch your back
- Bend your arms at a 90-degree angle and swing them from front to back, not side to side
- Keep your hands cupped loosely not in a fist
- Don't bend forward at your waist

### Legs & Feet

- Don't bounce. Think of going forward not up
- Try to land lightly, don't point or slap the ground as you run
- Take quick steps, about 180 per minute (or 30 steps per 10 seconds)

## RUNNING UPHILL

- Maintain good posture, lean forward slightly, avoid hunching over
- Take shorter strides
- Land on the balls of feet
- Pump arms more vigorously
- Look part way up the hill, not at the top or down at feet
- Maintain the same cadence on a hill as on the flats, but not the same speed. (Cadence means how often the feet hit the ground versus speed, which is how quickly the runner travels)
- Every hill is a chance to get stronger!

## RUNNING DOWNHILL

- Lean forward slightly
- Run quickly, no pounding
- Let your arms relax and lower a bit
- Land on your heels keeping your knees bent
- Lengthen your stride
- Maintain normal cadence, allowing stride to lengthen slightly without bounding down the hill

# AMA YRC

# PRACTICE PLAN K-3

## TALKING TIP

Being active everyday is a great way to meet new friends, improve your self-esteem and relieve stress. It helps you relax!

Being active everyday can improve your health by making you stronger, strengthening your heart, improve your flexibility and balance, and fighting off illness and disease

## WARM UP

### Volcanoes & Ice Cream Cones

Spread out lots of cones around the playing area and put some upright (volcanoes) and some upside down (ice-cream cones). Divide players into 2 groups (one volcanoes and one ice-cream cones). On "GO" players run around and turn over as many cones as possible as assigned to their team cone type. Keep going, turning over as many as you can and after 2 - 3 minutes, when the coach blows the whistle, all players must stop and put their hands on their head. The team with the most cones in the correct position wins. Play multiple rounds, switching sides: volcanoes or ice cream cones

Players are NOT allowed to block others from getting to a cone

## MAIN ACTIVITY

### Pacing Triangle

- Set up a triangle in a gym or field using three pylons, 25-50 metres apart.
- Participants will walk between pylons 1-2, jog between 2-3 and sprint between 3-1.
- Repeat several times.

## COOL DOWN

Stretches:

Quadriceps (11), calves (11), hamstring (11), hip & glutes (13), shoulder press(13), behind back thoracic (13)

# AMA YRC PRACTICE PLAN K-3

## TALKING TIP

Doctors want you to be active for at least 60 minutes a day. This includes 30 minutes of vigorous activity that gets your heart pumping.

You don't have to do all 60 minutes at once. Add up all the activity you do from the time you wake up until you go to bed.

## WARM UP

### Port & Starboard

Tell participants to imagine they are on a ship. You yell out commands and the participants must obey. The last person to complete the command is out of the game. Some of the commands you can try are starboard (run to the right), port (run to the left), bow (run to the front), stern (run to the back), scrub the deck, hit the deck (lying face down), submarine (lying on your back with one leg up in the air), and Captain's coming (stand at attention and salute). Be creative and make up some of your own commands.

## MAIN ACTIVITY

### Animal Pacing Game

This game is a fun way to teach participants about pacing.

- Pick an animal to symbolize different walking and running paces
  - such as a turtle for walking,
  - donkey for slow jogging,
  - horse for running, and
  - cheetah for sprinting.
- Call out the different animal names and have participants do the appropriate pace.

There is no "winner" in this game.

## COOL DOWN

Stretches:

Above head thoracic (13), hip flexor (12), lower back (12), standing adductor (12), inner thigh stretch (12), hamstring (11)

# AMA YRC

# PRACTICE PLAN 4-6

## TALKING TIP

Finding the Right Pace: start with a quick warm up walk/jog. Once warmed up, don't go too fast. Stay at a jog even if it feels slow.

If you feel like walking, try slowing down your running pace instead. Finding your pace is not a competition, to find a pace that works for you try not to focus on your peers.

## WARM UP

### Stinger Tag

Choose 2-3 participants to be taggers (bees) and provide each with a pool noodle (stinger). Consider cutting the pool noodles in half to make it easier to manoeuvre. Designate a playing area with boundaries, 1-2 meters away a wall if inside. On the signal to begin, students run or skip throughout the playing area. Should a student be stung by a bee (touched with a pool noodle), they move outside the playing area, hop on each foot five times, stretch the part of the body that was stung, and return to the game. Once a bee has stung a participant, they drop the pool noodle on the floor. Any other student can pick up the stinger and take on the role of tagger. Continue until heart rates are elevated!

## MAIN ACTIVITY

### Keeping Pace

Have participants line up behind one another in groups of no more than 8-10. These groups will jog laps around a specific area or to a destination and back. The goal is for the last person in line to sprint to the front of the line. Have the groups keep running until everyone has been to the front a few times. The pace needs to be fairly slow for this drill to work.

## COOL DOWN

Stretches:

Quadriceps (11), calves (11), hamstring (11), hip & glutes (13), shoulder press(13), behind back thoracic (13)

# AMA YRC

# PRACTICE PLAN 4-6

## TALKING TIP

Refuelling after running is very important, especially if you've had a long or hard run.

Drinking water and eating a healthy snack will do the trick in most cases.

## WARM UP

### Got Your Back

Break out into groups of 3-4. Dedicate 1 person as a target and 1 person as IT. The target and the rest of the group hold hands and forms a circle. The person who is IT starts outside the circle and across from the target. On 'GO,' the person who is IT tries to run around and tag the target while the group tries to protect the target. The round ends when either the target is tagged or two targets from different groups attach back to back.

## MAIN ACTIVITY

### Wheel Run

Each spoke is a different route with the coach standing in the centre. One route may be out around a tree and back to the start. Others can be up a short hill and back or to the playground to do the monkey bars and back. Send a different child off on each spoke and rotate so each child does them all. If there are more kids than spokes, send them off in waves 30 seconds apart.

## COOL DOWN

### Stretches:

Above head thoracic (13), hip flexor (12), lower back (12), standing adductor (12), inner thigh stretch (12), hamstring (11)

# AMA YRC



# PRACTICE PLAN 7-9

## TALKING TIP

Running Uphill: keep your back straight and lean forward slightly without hunching over, pump your arms hard, shorten steps slightly, look part way

up the hill and not down at your feet, and run on your toes or the balls of your feet rather than your heels, slow down if you need to

## WARM UP

### Rock, Paper, Scissors

Played like the hand game except participants are in teams and act out the actions. Have two teams face each other on two lines. Each team goes into a huddle to choose rock, paper or scissor. They return to face each other and on three, display their choice with their bodies (rock by squatting, paper by reaching to the sky and scissors with arms scissoring). The “winning” team chases the other team to try to tag players before they reach an out-of-bounds like. Those tagged, join the other team. The team with the most members at the end wins.

## MAIN ACTIVITY

### Hill Workout

Find a hill that is 50-100 meters long, not too steep, but steep enough that participants notice the incline when running up it. The hill should be in a safe location, ideally away from traffic, with footing that is fairly smooth. Participants should avoid running on the road. Participants should do five to eight repeats of running up the hill and walking or jogging back down. Tell them not to sprint but instead run at about a 75 per cent effort. It may not necessarily be faster than the speed they do when jogging. They should finish this workout feeling like they could do a couple more repeats. If not, they’ve probably run too fast or done too many repeats.

## COOL DOWN

### Stretches:

Quadriceps (11), calves (11), hamstring (11), hip & glutes (13), shoulder press(13), behind back thoracic (13)

# AMA YRC

# PRACTICE PLAN 7-9

## TALKING TIP

Eating during exercise isn't recommended as you will likely get a stomach ache, especially when doing an activity like running.

However, if you know in advance that you'll be active for several hours, like at a track meet or tournament, you'll need to bring healthy snacks that can be eaten in small quantities.

## WARM UP

### Protect Your Player

Set up four different colour cones (or polyspots) to make a large square. Break participants in to four groups of three and dedicate 1 player from each group as protected. Protected players will wear a pinnie and the groups will start together in the centre of the space.

There will be 2-4 taggers who each start at one of the cones. On "GO" taggers try to tag the protected player before each team reaches their cone. If you have more than 4 groups just add an additional cone for every group.

## MAIN ACTIVITY

### Fartleks

Fartleks are short spurts of faster running added to normal runs after warming up and can last from 20-90 seconds. They are not meant to be all-out sprints and should not be so numerous the participant is exhausted after the workout. Their purpose is to add a little challenge and perk up the run.

## COOL DOWN

### Stretches:

Above head thoracic (13), hip flexor (12), lower back (12), standing adductor (12), inner thigh stretch (12), hamstring (11)

# AMA YRC

# PRACTICE PLAN 10-12

## TALKING TIP

Preventing Injuries: always warm up before running by walking or jogging slowly, try to improve your running technique, wear running shoes that fit

and are tied properly, avoid the terrible too's - doing too much, too soon, too fast, increase your running distances and speeds gradually, stretch after every run

## WARM UP

### Yin & Yang

Everyone grabs a partner and decides which partner is it. Make sure clear boundaries are set. 1 partner is always running, 1 is always balancing. If one partner starts to run the other must stop and balance (poses). If you are balancing you cannot be tagged so you must watch your partner and if your partner starts to balance you must run. One group of two are the taggers, if they tag another team they are now it. The taggers should hold soft object they can pass on to the next team to be it so it is clear who is it.

## MAIN ACTIVITY

### Interval Workout

200 m x 2 (1 minute walking break between each 200 m)

2 minute break

100 m x 6 (1 minute walking break between each 100 m)

## COOL DOWN

### Stretches:

Quadriceps (11), calves (11), hamstring (11), hip & glutes (13), shoulder press(13), behind back thoracic (13)

# AMA YRC

# PRACTICE PLAN 10-12

## TALKING TIP

Getting Rid of a Side-Stitch:

Slow down a bit but keep running, breathe in through your nose and blow out hard through your mouth for 30 seconds or until it goes away

## WARM UP

### 4 Leaf Clover

Place 4 pylons in a large square and give them a number between 1 & 4. Each pylon is given a different warm up activity (high knees, squat, lunge, bum kicks). Split the group so there are equal numbers of runners at each pylon. Transitioning from the pylons will be clockwise and will require a different locomotor skill (sprint, gallop, jog, walk, backwards run). Coach is placed in the middle and once back to pylon 1, players sprint to the coach, give them a high-five and run backwards back.

## MAIN ACTIVITY

### Tempo Run

A tempo run helps the runner prepare their body to maintain their "race-pace" Start with a 10-minute easy jog warm-up followed by the tempo run. The pace will be only slightly faster than the runner normally does in their group runs. The length of the tempo run will depend on the distance the runner is preparing to race. For a 4.2K race, a tempo run of 10 minutes is sufficient. For a 5K distance, a 10-15 minute tempo run will do. It's best to have an adult supervise this kind of training to ensure the youth do not overdo it.

## COOL DOWN

### Stretches:

Above head thoracic (13), hip flexor (12), lower back (12), standing adductor (12), inner thigh stretch (12), hamstring (11)

# AMA YRC PRACTICE PLAN



TALKING TIP

WARM UP

MAIN ACTIVITY

COOL DOWN