Perceived Exertion Scale Sheet

Beginner Running Program

Students who are beginner runners or just someone new to the activity (e.g., poor cardiovascular fitness or feel unsuccessful at running as an activity choice) need to have success early in the program in order to continue this lifetime activity. A good way to encourage success is to have the students run at a pace that they are comfortable with and one they can easily maintain and improve upon.

Start the novice runners with a 30:30 plan. This means that the students run for 30 seconds and then walk for 30 seconds. Have a predetermined route or time they must run (e.g., students will run 1 kilometre or for a total of 20 minutes). They can use a timer on their watches or a teacher can pace them. This is easy to accomplish and allows them to see a ratio of running for half of the time.

When the students have had some success with the 30:30 plan, move them up to the 1:1 plan. This is one minute of running alternated with one minute of walking. As they gain better cardiovascular endurance, increase the time to two minutes of running with one minute of walking. Continue to increase the running ratio by one minute each week of your unit until they are running 10 minutes and walking for one minute.

As students become more comfortable with running and demonstrate better cardiovascular fitness (e.g., resting heart rate drops during unit, able to maintain pace for a longer period of time), the distance can also be increased. Ensure success! Keep the distance attainable so that they can complete the beginner program in the time allotted for the whole class.

Perceived Exertion Scale Sheet

Intermediate Running Program

Students who have identified themselves as intermediate runners should be able to run for 10 minutes without stopping. These are students who have good cardiovascular endurance but need extra motivation to keep going the "extra mile" or would like to run 5 k or 10 k road races.

Encourage intermediate runners to do 10:1 ratios at the beginning of their program. Have a set route or set a time limit of 30 minutes for the first part of the program. Vary the terrain, however don't include hills at the beginning of the unit.

As students are able to increase their running distance and time, encourage them to complete a 5 k race. This is a common race distance that community groups will feature as fundraiser or awareness runs (e.g., Terry Fox Run, Run for the Cure). The following is a training example for students that includes 3 rest days and an alternate activity (cross training which could include walking, swimming, cycling, organized team sport, skiing.)

Weekday/ Week#	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1	Rest	2 km	Rest	2 km	Rest	2 km	Alternate Activity
2	Rest	2.2 km	Rest	2.2 km	Rest	2.2 km	Alternate Activity
3	Rest	3 km	Rest	3 km	Rest	3 km	Alternate Activity
4	Rest	3.2 km	Rest	3.2 km	Rest	3.2 km	Alternate Activity
5	Rest	4 km	Rest	4 km	Rest	4 km	Alternate Activity
6	Rest	4.2 km	Rest	4.2 km	Rest	4.2 km	Alternate Activity
7	Rest	4.3 km	Rest	4.5 km	Rest	5 km	Alternate Activity

5 k races are the equivalent of 3.1 miles. However, most races are advertised as 5 k and 10 k races. Encourage your students to participate in a 5 k race either as a charitable group or as part of the running class. The 5 k is a favourite distance for competitive and recreational runners.

Perceived Exertion Scale Sheet

Advanced Running Program

Junior High students should not be encouraged to do marathon training as injuries can develop which will affect soft tissue, ligaments and tendons. As teens are still growing, it is best to encourage these students to pursue a personal best in a 5 k (to train for 10 k).

Weekday/ Week#	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1	Rest	Hill Session	Rest	Speed Session	Strides and Easy Run	Rest or Alternate Activity	Fun Run
2	Rest	Hill Session	Rest	Speed Session	Strides and Easy Run	Rest or Alternate Activity	Fun Run
3	Rest	Hill Session	Rest	Speed Session	Strides and Easy Run	Rest or Alternate Activity	Fun Run
4	Rest	Hill Session	Rest	Speed Session	Strides and Easy Run	Rest or Alternate Activity	Fun Run
5	Rest	Hill Session	Rest	Speed Session	Strides and Easy Run	Rest or Alternate Activity	Fun Run
6	Rest	Hill Session	Rest	Speed Session	Strides and Easy Run	Rest or Alternate Activity	Fun Run
7	Rest	Hill Session	Rest	Speed Session	Strides and Easy Run	Rest or Alternate Activity	Fun Run

- Strides are controlled accelerations done at 80 to 90 percent of maximum speed. Students should aim for 6 or 8 x 100 metres and then walk or slowly jog after each. Strides are good for running form for students who do not run fast.

- A realistic goal for Jr. High runners is 3 –5 km. However some schools have provided opportunities to train for longer distances. If your goal is running a long distance such as 10 – 22 km distance, then the long runs done once a week should be 8 to 16 km. Increase the distance of your long run by 1 to 2 km each time. On weekends when there is no long run scheduled, students are encouraged to either enter a race or complete a run that is half of the long run.

Perceived Exertion Scale Sheet

Advanced Running Program cont'd

- Speed sessions are a motivator for students who want to complete a race in a particular time. For those doing speed sessions for the first time, students should aim for a maximum of 4 x 400 metres for a 5 or 10 k race, or 2 x 1 mile for a half marathon.

- Hill sessions are wonderful for building quadricep and hamstring strength. Gradual hills are the best so that students can maintain a good pace going up and down. Beginners should do hills which are 50-100 metres long and intermediate and advanced runners can do hills which are 100-200 metres in length.

Perceived Exertion Scale

6
  Very, very light
7

8

9   Very light

10
    Fairly light
11

12
    Somewhat hard   ┌─────────────────┐
13 ◄─────────────────── │ Able to talk   │
                         │ comfortably   │
14   └─────────────────┘

15
    Hard   ┌─────────────────┐
16 ◄─────────────────── │ Able to say a   │
                         │ few syllables   │
17 Very hard   └─────────────────┘

18
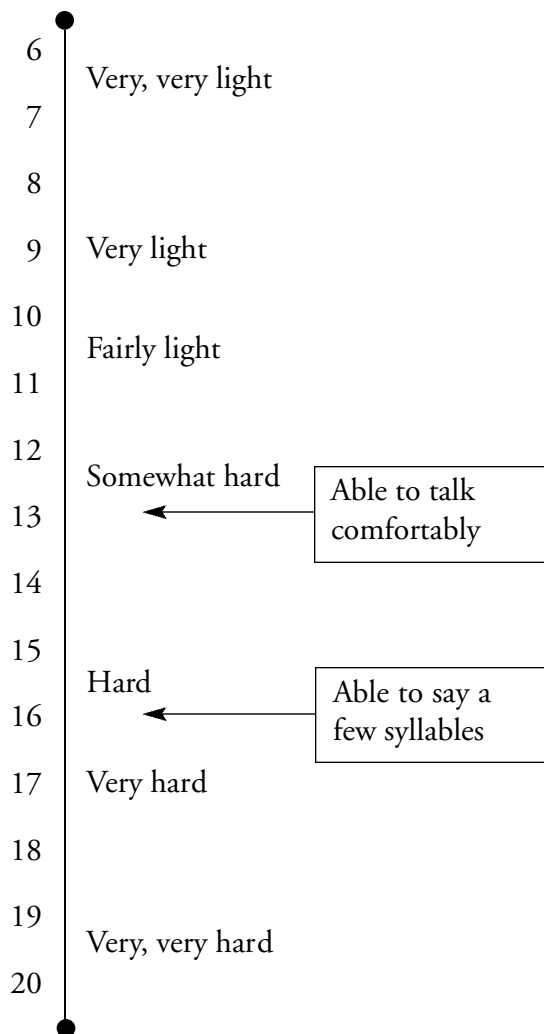
19
    Very, very hard
20
                                      Taken from notes from lecture during Women's
                                      Only Running Course by Running Room, 1995

Perceived Exertion Scale Sheet

Cross-Country Running Log Sheet
Personal Training Record

Name:_____ Grade:_____ Date commenced:_____

Date	Workout Type	Perceived Exertion	Comments	Teacher Comments

Workout Type: Distance (record kilometres), Time (record time),
Comments: Comment on the effect of the weather, training partners, how you felt, what factors influenced your success or made the run difficult (e.g., no breakfast, fatigue, etc.)

Activity		**Benefits Health**		**Cooperation**		**Do it Daily…for life**	
Basic Skills		Functional Fitness		Communication		Effort	
Application of Basic Skills		Body Image		Fair Play		Safety	
		Well-being		Leadership		Goal Setting	
				Teamwork		In the Community	