



TRACK AND FIELD TRAINING PROGRAM

SESSION 10 // 200M AND 400M // PACING, RESISTANCE, RACE PLAN



SESSION COMPONENTS

ACTIVITY

WARM-UP

Controlled Fartlek

You will need cones and a stopwatch. Talk to your team about pacing and have them come up with descriptions of different paces. For example, a sprint could be called “running for the bus.” Include at least four speeds (walking, jogging, running, and sprinting).

To begin the warm-up, have your students start jogging. Yell out the different pace descriptions they came up with, calling out each one several times. Have runners maintain each pace until you call out the next one. Sprints can last for 10 to 20 seconds, running and jogging for up to three minutes, and walking for up to one minute. Spend most of the time having your students run and jog, and allow for at least a minute of recovery time after sprints.

Building Arm and Leg Strength

(10 minutes)

Have students form a circle around you and lead them in arm- and leg-strength exercises. *Please see the Supplementary Session on Muscular Strength and Endurance.*

Dynamic Stretching

(5–10 minutes)

Have students form a circle around you, and lead them in dynamic stretches. *Please see the Supplementary Session on Stretching.*

DRILLS:

Form Activities (3–5 minutes)

Please see Session 4 for drills High Knees, Butt Kicks, and High Skips.

Please see the Supplementary Session on Stretching for additional drills.

SKILL DEVELOPMENT

TEAMWORK

SKILL:

Pacing

The Centipede

Split your group into teams of 5–12 runners of roughly equal ability. Give each team a baton. Have kids run in single file together in a line, pretending to be a centipede. The first kid should have the baton, which they will pass back while they run. When the baton gets to the end of the line, that runner will sprint to the front of the line and begin passing the baton back. For a more playful

SKILL COMPONENTS:

Teamwork, Speed, Endurance

(15–30 minutes)

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SESSION COMPONENTS

ACTIVITY

SKILL:
Resistance

SKILL COMPONENTS:
Strength, Endurance
(10–15 minutes)

WRAP-UP GAME

(5–10 minutes)

COOL DOWN

Light Jog (2–5 minutes)

Static Stretching (3–5 minutes)

version, decide on a subject category (e.g., colors) and have each runner call out something that falls within that category as they sprint to the front of the line.

SPEED

Intervals

During an interval workout, athletes run fast intervals (70- to 80-percent effort) for short distances, ranging from 50 to 400 meters, with full recovery periods (about five minutes) between them. A speed workout might consist of six 200-meter runs, with each run followed by a five-minute recovery period.

ENDURANCE

Distance Run

Students go for a long easy run or a combination run/walk at a comfortable pace while maintaining relaxed form. For example, athletes can run for 15 minutes and then try to run the same distance in less time.

RESISTANCE

Uphill Challenge

Students hold their arms behind their back and charge full speed up a hill. Repeat this three to five times. Then they run up the hill normally using good arm action, as referred to in Session 1. Repeat this three to five times. The students should note the differences in comfort, power, and speed during armless running versus normal running. For a more playful version of the activity, restrain the arm swing by carrying two small cups, each half-filled with water. Or try balancing tennis balls on big spoons in each hand. The key is to keep running at full speed without walking.

Time Trials

You will need cones, a stopwatch, and a whistle. This pacing exercise establishes a baseline for each runner's fitness level and pacing skills. Time each runner at a set distance. For novice runners, a half-mile or mile is a good starting point. Use a measured course and keep the distance the same from one trial to the next. Remind runners to focus on running their own personal best. For advanced runners, call out split times to guide their pacing. You can ask runners to predict or guess their times over a short distance.

Discuss results with each runner, helping them set a goal for the season. Emphasize pacing as a way to work toward that goal. Repeat time trials regularly to monitor progress throughout the season. Have runners record their times and keep them for reference.

Lead the group on a light jog.

Have students form a circle around you and lead them in static stretches. *Please see the Supplementary Session on Stretching.*