**Heart Running**

## **Possible Lesson Sequence**

## **Resources**

Map of New Zealand (or either North or South Island)

**Lesson one**

1. Ākonga rate their level of competence using the following continuum

Unable to run Running for 3 km seems

400m continuously quite effortless

1 2 3 4 5

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2. Ākonga brainstorm the advantages and disadvantages of aerobic exercise, including cross country.

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| Advantages of deliberate exercise (including cross country) | Disadvantages of deliberate exercise (including cross country) |
| Can strengthen hearts.  Can strengthen legs.  As a repetitive activity it can be relaxing  The school/community recognises achievement in cross country.  It may be useful for aerobic fitness that is used in other sports.  Allow people to socialise while exercising. Can positively effect bone density. | It can be boring.  It can be hard to do it with others.  It can be really hard at the beginning.  It can be hard to know if you are getting better.  The school /community provides little or no recognition for achievement in cross country.  Seems pointless in today’s technological society (who needs it).  Can lead to over-use injuries. |

3. Carry out a paired challenges activity eg Hounds and Hares.

## **Debrief questions**

How easy or hard was it to keep ahead of the hounds if you were a hare?

How easy or hard was it to catch up with the hares if you were a hound?

**Lesson Two**

**Describe the interclass distance** competition.

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Choose a course around the local school environment, which can be easily monitored, provides minimum opportunity to take shortcuts, and covers a distance between 700 metres and 1 kilometre.

Set minimum standards of expectation, for example four laps that approximate the speed of power walking.

Have the number of laps each ākonga completes recorded.

Round the distance up to 1km and add up class total.

Use class total as distance on map eg running from Auckland to Wellington.

Over four lessons a class of 30 may cover 700km.

Display map with coloured pins to indicate where each class is on the journey as motivation and record individual class performance on recording table.

Carry out interclass distance competition for 30 mins.

## **Debrief questions**

Daily check on effort continuum.

Daily check on level of satisfaction.

Daily check on level of Responsibility (using Hellison’s levels).

### **Lesson three**

Brainstorm

How might cross-country contribute to aspects of hauora?

How might cross-country contribute negatively to aspects of hauora?

For example:

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| **Aspects of hauora** | **How cross-country may positively contribute to each dimension of hauora** | **How cross-country may negatively contribute to each dimension of hauora** |
| Taha tinana  The physical body, the ability to move, how to care for the body. | Improves cardio-vascular functioning. | Can lead to over-use injuries. |
| Taha wairua  Search for meaning, personal identity, and values and beliefs. | Feeling of catharsis. | feeling of inadequacy that you will never be able run easily. |
| Taha hinengaro  The ability to think and expressing thoughts and feelings. | Expressing what it feels like to be tired. | If I train too hard I might not have time to do school work. |
| Taha whānua  Caring for others, maintaining friendships, and the feeling of belonging. | Can run with other people. | Some people of different abilities don’t run together. |

Carry out interclass distance competition for 30 mins.

## **Debrief**

Daily check on effort continuum.

Daily check on level of satisfaction.

Daily check on level of responsibility (using Hellison’s levels).

### **Lesson four**

A wall display may assist with this brainstorm

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| **Social and cultural factors which influence peoples participation and competence in cross country** |
| For example:   * body types, * parental influences and encouragement, * national games, * friends choices, * societal stereotypes * personal preferences for individual games or team games, * personal preferences for internal goals or external goals, * personal preference for competition against internal goals or against others, * weather dependant or not (inside or outside), * personal desire for rules or more subjective self-expression, * community opportunities, * money and cost of participation, * accessibility and transport, * desire for risk or safety. |

Ākonga compare their level of competence (from lesson one) and identify which social and cultural factors contribute to their level of participation and competence.

Carry out interclass distance competition for 30 mins.

Debrief

Daily check on effort continuum

Daily check on level of satisfaction

Daily check on level of Responsibility (using Hellison’s levels)

**Lesson Five**

Ākonga brainstorm carried out in pairs.

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| List the activities/sports you do both in school and out of school. |
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How do any of the identified social and cultural factors influence my choice of activities?







To what extent does my choice of activities contribute to my hauora.

Hardly at all a bit heaps





Carry out interclass distance competition for 30 mins.

Debrief

Daily check on effort continuum.

Daily check on level of satisfaction.

Daily check on level of Responsibility (using Hellison’s levels).

## **Lesson six**

This example uses the social inquiry model to critically evaluate ākonga’ view of health and the value of deliberate exercise.

### **Orientation to the case**

The Hillary Commission (<http://www.hillarysport.org.nz/>) promotes a range of programmes, which promote deliberate exercise. These programmes include *push play*, *the* *green prescription*, *Sport Fit*, *Kiwi Sport*.

What is their motive for promoting these programmes?

What are the underlying assumptions these programmes make about the value of deliberate exercise?

### **Identifying the issues**

What are the messages that relate deliberate exercise to health? How accurate are they?

* Deliberate exercise benefits health.
* Deliberate exercise keeps people off the streets and occupied.
* Deliberate exercise promotes discipline, which is good for children and citizens.
* Deliberate exercise can be bad for health.

### **Taking a position**

Ākonga take a position on the value of deliberate exercise: that deliberate exercise is inherently good or that deliberate exercise is inherently bad.

**Exploring the stance underlying the position taken**

Ākonga clarify the conflict between their values and consider both the desirable or undesirable consequences of their position.

### **Refining and qualifying the positions**

Ākonga are encouraged to re-state or revisit their positions.

**Testing assumptions about facts, definitions and consequences.**

Ākonga need to identify the factual assumptions that support their position as opposed to those which are based on opinion.