

Grown-Up Guide v.1

Follow Along with the Program Curriculum



WELCOME TO GIRLS ON THE RUN®!

Thank you so much for entrusting our staff and volunteers with a very important girl who is close to your heart. The mission of Girls on the Run is to educate and prepare girls for a lifetime of self respect and healthy living. Over the next few months we will inspire program participants to be strong, confident and connected, and by the conclusion of the program, the girls will be physically and emotionally prepared to complete a 5k run with their teammates. The finish line is just the beginning, however, as our ultimate goal is to provide the girls with tools and resources that develop their ability to think critically – a skill that will serve them well for a lifetime.

ABOUT GIRLS ON THE RUN

It is our true privilege to mentor, support and inspire the girls in the program. All Girls on the Run volunteer coaches are trained and certified to teach the formal curriculum which incorporates experiential lessons that build confidence and emotional health. In addition, fun physical activities prepare the girls to complete a 5k run. Over the course of the season girls will develop life skills known as the 5Cs +1. Girls will develop and improve competence, feel confidence in who they are, develop strength of character, respond to themselves and others with care and compassion, create positive connections with peers and adults, and make meaningful contributions to community and society. The program has been evaluated since 2001; this research documents improved self-esteem, increased motivation to be physically active, and heightened awareness of the value of physical activity (evaluation results are available at www.girlsontherun.org). To date, more than 1 million girls across the United States have experienced the life-changing impact of this program.

ABOUT THIS GUIDE

We want to engage the families and caregivers of our participants as well! This guide is designed to deepen your awareness and knowledge of what the girls are experiencing in the program. A general overview of each of the 21 lessons is included as well as questions and conversation starters you can use to reinforce the learning goals of the curriculum. These questions are great for the car ride home, the dinner table or to deepen responses when you ask, “How was Girls on the Run today?” and you get the one word, “Fine.” Finally, the questions further weave the Girls on the Run mission into the daily lives of our girls and the adults who care for and love them.

Why is this important? While children can be affected and inspired by their teachers and friends, it is parents and caregivers who have the ultimate influence in their lives. As you discuss the lessons, you will reinforce the goals of the Girls on the Run program while also deepening your connection with one another. If you are returning to Girls on the Run for the second, third or even sixth time, we strongly encourage you to continue asking your girl these questions. She is growing up and continually changing and while the questions remain the same, the answers will evolve.

JOIN THE FUN!

To make the Girls on the Run experience even more meaningful, consider training to run with your girl in the end-of-season Girls on the Run 5K event. Every girl runs the 3.1 miles with a “running buddy” who provides encouragement and support along the course. We strongly encourage parents and caregivers to serve in this capacity. If you have never run or walked a 5K before, there is plenty of time to prepare! We have included a 5K training plan at the end of this guide that provides easy instructions on how to train over the next ten weeks to successfully run or walk in the 5K. The plans are customized for a variety of fitness levels – even if you have never run a step in your life! Take a look and find the one that is best for you. If you are new to running, please talk to a medical professional before getting started.

The best reason to participate in the Girls on the Run 5K with your girl is for the opportunity it provides to spend time training together. Walking or jogging together is the perfect time to ask the lesson questions included in this guide. As you both get moving, your moods will become elevated which makes it easier to share thoughts, feelings and beliefs. You may reach a level of communication you have never experienced before. The important conversations around growing up will reveal themselves when they are free to occur in the space of this time together.

Remember that the key to staying active is to have fun with it! You can run, walk, hop, skip or jump - just keep moving! Ready, set, GO!

LESSON 1: BECOMING A GIRLS ON THE RUN TEAM

Today's theme: Connection.

One goal for the first lesson is to begin to share the culture of Girls on the Run – a safe, supportive environment where all girls can be themselves. The team establishes their group expectations so that they can ensure everyone has an enjoyable, safe, and supportive season.

A second goal is for the girls to get to know one another and their coaches. They do this through games and activities, such as “Just Like Me,” that help them celebrate their differences and find strength in their connectedness. In today's workout, the girls move around the workout space giving each other words of encouragement such as, “Way to go!” and “Keep it up!”

After their workout, the girls receive their Identity Card and learn about Energy Awards. The Identity Card acts as a toolbox for the girls and will be a place for them to keep track of the skills they learn throughout the season. At the end of each practice, the girls write or draw a word or phrase that relates back to the day's theme. Practice ends with an Energy Award, where one or more girls are celebrated for exhibiting a positive Girls on the Run attitude—persevering, encouraging their teammates, showing gratitude, etc.

At the end of each lesson, the girls are given a “GOTR GOAL” that will help them use the concepts and skills learned in Girls on the Run at home, school, and in their communities.

Today's GOTR GOAL: Try to connect with someone outside of Girls on the Run.

Questions & Conversation Starters:

1. Tell me about your coaches.
2. Tell me about “Just Like Me.” What were some commonalities among your teammates?
3. What did you write on your Identity Card today? How can you accomplish your GOTR GOAL before the next practice? (Share how you make connections with people.)

LESSON 2: CHOOSING TO BE A GIRL ON THE RUN

Today's theme: Choices

In today's lesson, the girls are continuing to strengthen their ties to one another as they work to unite as a team. Specifically, they are learning to recognize the power they each have to choose attitudes that help their Girls on the Run team work well together. During the warm-up, the girls discuss different choices they have including: being truthful, expressing their feelings, and encouraging others. They then identify which of these choices are easy for them and which ones are a little harder for them. During the workout, the concepts of intentional decision-making and compromise are explored as the girls work as teams to complete a variety of tasks.

Today's GOTR GOAL: Practice one of the Being a Girl on the Run choices that is challenging for you.

Questions & Conversation Starters:

1. What are some of the ways you choose to be a Girl on the Run?
2. Which of the choices on your handout are easier for you? Harder? (Share your own as well.)
3. Tell me about some of the activities you had to complete during the workout today.
4. Tell me about your GOTR GOAL for today's practice. How can I help you with it?

LESSON 3: STAR POWER

Today's theme: Star Power.

In today's lesson, the girls participate in a visualization activity that allows them to find a star shining bright in the sky, make it their own, and place it right next to their heart. The girls learn that sometimes clouds, such as negative self-talk or a bad grade on a test, start to form, and they think about how they can activate their Star Power and make their star shine through the clouds.

In the warm-up, the girls play a game of freeze tag where they become unfrozen by activating their Star Power or asking a teammate to help them activate their Star Power. In the workout, the girls think about specific ways they activate their Star Power, such as talking with friends or listening to music. They also learn that sometimes they need the help of others to activate their Star Power and they articulate how others can help them.

Today's GOTR GOAL: Pay attention to the times you feel a cloud start to cover your star and use one of the strategies from today's practice to activate your Star Power.

Questions & Conversation Starters:

1. Tell me about the visualization you did today.
2. Tell me more about your star.
3. How do we feel when our Star Power is activated? What about when clouds are covering it?
4. What are some ways you activate your Star Power?
5. What are some possible clouds that might cover your star?
6. What can I do to help you activate your Star Power when you have clouds covering it? (Share how your girl can help you when you have clouds covering your star.)

LESSON 4: SELF-TALK MATTERS

Today's theme: Self-talk

Today's lesson educates the girls about self-talk, which is what we say to ourselves or say aloud to others about ourselves. The girls begin the lesson by thinking about times when they have said, or heard someone say, negative self-talk, and the team comes up with a signal to use whenever they hear a teammate engaging in negative self-talk.

In the warm-up, the girls practice turning their negative self-talk statements into positive ones. This positive self-talk carries over into the workout where the girls complete different positive self-talk sentence starters after each lap such as, "I like myself because..." and "I have a natural talent for..." By the end of practice, they have a sheet full of their sentences to remind them how wonderful they are. Hanging this sheet somewhere they can refer to it often will help them battle negative self-talk when it starts to creep in.

Today's GOTR GOAL: When you start using negative self-talk, use the word or sound we came up with and turn your negative self-talk into positive self-talk.

Questions & Conversation Starters:

1. What is negative self-talk? What is the signal your team came up with?
2. Where do you think negative self-talk comes from?
3. Have there been times when you've experienced negative self-talk? When were they? (Share examples from your own life as well.)
4. What were some of the positive self-talk statements that you wrote down? (Share some of your own positive statements as well.)
5. What are some ways we can help each other turn your negative self-talk into positive self-talk?

LESSON 5: FINDING BALANCE

Today's theme: Balance

The goal of today's lesson is to help the girls find balance in their life, specifically when it comes to their physical health. In the Getting on Board, the girls do a balancing activity where an unhealthy habit, such as too much screen time or eating lots of candy, throws them off balance. The girls will then have to give a healthy alternative, such as going outside to play or eating extra vegetables, in order to come back to a balanced position.

This activity leads into a discussion about making sure their star is balanced. The girls learn that there are five parts to their star (brain, physical health, activities, people, and emotions), and they fill in their star with examples from their own life in each of these categories.

Getting enough rest is a final component to living a balanced lifestyle. In today's workout, the girls participate in interval training—mixing faster periods of running with periods of rest—to bring this idea to life.

Today's GOTR GOAL: Practice one way you can keep your star balanced.

Questions & Conversation Starters:

1. Tell me about the balancing game you played.
2. Why is it important to balance our unhealthy habits with healthy ones?
3. How do you feel when your star is balanced? Unbalanced? (Share how you feel as well.)
4. What happens to our bodies if we don't get enough rest? (Share how you feel.)
5. Your GOTR GOAL for today is to practice one way you can keep your star balanced. What are some ideas you have? How can we work together on this?

LESSON 6: EXPLORING EMOTIONS

Today's theme: Emotions

Today is the first of three lessons about emotional health. In today's lesson, the girls explore different kinds of emotions and learn to classify them as comfortable or uncomfortable, rather than good or bad. During the workout, the girls are given a variety of emotion cards and they decide for themselves whether that emotion feels comfortable or uncomfortable. In the discussion that follows, the girls talk about how a comfortable emotion for them might be an uncomfortable emotion for someone else.

Today's GOTR GOAL: Pay attention to your emotions and notice whether they are comfortable or uncomfortable.

Questions & Conversation Starters:

1. What did you learn about emotions today?
2. What emotions did you experience during your day?
3. During your workout, which emotions did you say were uncomfortable? Comfortable? (Share your own.)
4. Have you had a feeling inside, but you didn't know what emotion it was? (Share your own experience.)
5. Do you think everyone finds the same emotions comfortable/uncomfortable? Why or why not?

LESSON 7: STOP AND TAKE A BRTHRR

Today's theme: Stop and take a breather

In the second lesson dealing with emotional health, we focus on what to do when you experience a strong emotion, such as anger, jealousy, or nervousness. The girls begin by doing an activity where they think about what happens to their body and mind when they are angry. The girls are then taught a specific strategy for calming themselves down: Stop Breathe, Think, Respond, Review (Stop and Take a BrThRR). This strategy allows girls to press pause on the strong emotion they are feeling and think through the choices they have for responding to the situation that caused that emotion. In the workout, the girls practice applying this strategy to real-life situations such as an argument with a sibling or getting a bad grade on an assignment.

Today's GOTR GOAL: Practice the Stop and Take a BrThRR strategy when you feel yourself start to experience a strong emotion.

Questions & Conversation Starters:

1. Tell me about how it feels to experience a strong emotion, such as anger. Why is it important to recognize how we feel when we experience a strong emotion?
2. Tell me about the Stop and Take a BrThRR strategy. How does each part work?
3. How could this strategy help you calm down and respond in a thoughtful way?
4. What scenarios did you use Stop and Take a BrThRR with during the workout?
5. When are some times when you might use this strategy in your own life? (Share your own example.)

LESSON 8: EMPATHY

Today's theme: Empathy

Now that the girls have a deeper understanding of their own emotions, the focus shifts outward as the girls start to become more aware of other people's emotions. At the beginning of the lesson, empathy is defined as "putting ourselves in other people's shoes and understanding their feelings." During the warm-up, the coaches act out scenarios where one of them does not show empathy for the other. The girls think about how the coach could have shown empathy and share their thoughts with the group. During the workout, the girls receive scenario cards and think through the three steps for showing empathy (see the other person's star, put yourself in their shoes, and respond in a way that shows care) and share their responses with a coach.

Today's GOTR GOAL: Show empathy to someone by using the steps you learned today.

Questions & Conversation Starters:

1. What is empathy? Did you learn some steps for showing empathy today?
2. What does it mean to "see someone's star"? (i.e., recognize their emotions) Why is that important?
3. Is it always easy to put yourself in someone else's shoes? Why or why not? (Share your opinion.)
4. Has there been a time in the past when you've been able to show empathy towards someone? Tell me about that. (Share your own experience.)
5. How can we work together to show empathy to others? To each other?

LESSON 9: MAKING FRIENDS

Today's theme: Making friends

Today is the first of four lessons dealing with friendship. In this first lesson, the girls participate in a guessing game activity that helps them realize that you become friends with someone by spending time with them, asking questions of them, and getting to know them better. During the workout, the girls take turns running with each other, asking each other questions, and learning about their teammates. This workout also builds on the idea of empathy from the last lesson as girls may need to adjust their pace in order to talk to each other. By the end of today's practice the girls will know their teammates better and have an understanding of how they can become friends with others.

Today's GOTR GOAL: Get to know a friend better by spending time with him or her and asking questions.

Questions & Conversation Starters:

1. Tell me about the activity you did at the start of practice. How did it relate to friendship?
2. Did you get to know any of your teammates better today? What did you learn about them?
3. What did you write on your Identity Card today?
4. How can today's lesson help you make new friends? (Share how you go about making new friends.)

LESSON 10: BEING FRIENDS

Today's theme: Being friends

With the foundation laid for making friends, the girls are ready to learn about being friends. In the opening activities, the girls partake in a visualization and warm-up where they think about a really good friend and the qualities that make that friend so special. After thinking about what qualities they look for in a friend, they turn the focus inward and think about their role as a friend. During the workout, the girls consider how they help a friend in need, how they make their friends feel, and how they help their friends activate their Star Power. At the end of the lesson, the girls compare the qualities they look for in a friend with the qualities they bring to a friendship.

Today's GOTR GOAL: Tell one of your really good friends what you appreciate about him/her.

Questions & Conversation Starters:

1. How do your really good friends make you feel? What kinds of things do they say to you? (Share your own experiences as well.)
2. How would you describe your really good friend?
3. How do you make your friends feel? What kinds of things do you say to them? (Share your own experiences as well.)
4. What words would you use to describe yourself as a friend?
5. How do you think good friends help us? How can we help our good friends?
6. Your GOTR GOAL is to tell a good friend what you appreciate about him/her. Let's both do that.

LESSON 11: CHOOSING FRIENDS

Today's theme: We can choose our friends.

The goals for today's lesson include helping the girls learn why it is important to be intentional when choosing our friends and identifying situations we may face in friendships. In both the warm-up and the workout, the girls explore words and actions that can break a friendship, boost a friendship, or test a friendship. These include: listening to your ideas (Booster), bullying you (Breaker), and saying they will invite you to their party, but then they don't (Tester). At the end of the lesson, the girls discuss what they have learned today and identify strategies they have learned in Girls on the Run that can help them deal with difficult situations regarding friends (e.g., activating their Star Power, Stop and Take a BrThRR, etc.).

Today's GOTR GOAL: Pay attention to what others say and do, and think about if they boost, test, or maybe even break a friendship.

Questions & Conversation Starters:

1. You've been talking a lot about friendship in Girls on the Run. What did you learn today about friendship?
2. What are some actions/words that boost a friendship? Break a friendship? Test a friendship? (Share your own actions/words as well.)
3. Are there any strategies you have learned in GOTR that can help you deal with a friend whose words or actions are testing your friendship?
4. Do you have to be friends with everyone? Why or why not? (Share your own experiences.)

LESSON 12: COMMUNICATING WITH OTHERS

Today's theme: Communication

This last lesson on friendship builds on the previous one. Today's lesson is all about communicating our feelings to others. The girls are introduced to the importance of good communication at the start of the lesson when they participate in a blind drawing activity where they give and listen to directions in order to replicate a picture. The girls then learn the four key phrases for expressing their feelings in a respectful manner: I feel...when you...because...I would like for you to... Using the actions/words that break, test, and boost a friendship from last practice, in today's workout they learn to apply these phrases to situations they may encounter with their peers such as "He/she never wants to be 'it' when playing tag."

Today's GOTR GOAL: Use "I feel" statements to communicate your feelings to someone.

Questions & Conversation Starters:

1. Tell me about the drawing activity at the start of practice.
2. Why is communicating our feelings important?
3. What are the four key phrases to use when you want to communicate your feelings to someone? (I feel...when you...because...I would like for you to...)
4. Let's each think of a time when we could have used these statements. (For example, "I feel upset when you tease me because it hurts my feelings. I would like for you to say nice comments to me.")

LESSON 13: WORKING AS A TEAM

Today's theme: Cooperation

Today is the first of four lessons on teamwork. In today's lesson, the girls focus on cooperation and how it impacts the group by engaging in activities that reinforce the importance of this concept. In the Getting On Board, the girls play "Centipede Circle," an activity where they must work together to move in a circle. In the warm-up, the girls do a ladder run, where the group must cooperate to complete a lap as a team.. In today's workout, the girls complete their second interval session by running in groups of three and setting a team lap goal. Setting a team lap goal, rather than an individual lap goal, allows the girls to apply their cooperative skills to a specific task and use the communication skills they learned in the previous lessons.

Today's GOTR GOAL: Cooperate with classmates, teammates, friends, and/or family when you can.

Questions & Conversation Starters:

1. What is cooperation?
2. How did you have to cooperate during your activities today?
3. Did your group reach your team lap goal this afternoon? How did you all reach that goal? What do you think kept you from reaching the goal?
4. Do you think cooperation makes a task easier or harder? Why?
5. How do you and I cooperate every day? Can we improve?

LESSON 14: HOW WE HELP

Today's theme: Helping others

In today's lesson, the girls participate in several activities where their help is essential to the team's success, such as Perpetual Tag. Before the workout, the girls define community, and while they run their laps they think about and write down all of the communities to which they belong, such as school, Girls on the Run, dance class, basketball team, etc. This lesson is the first of four that prepares the girls for the Community Impact Project, which they will complete in Lesson 19.

Today's GOTR GOAL: Make a contribution to one of the communities you belong to.

Questions & Conversation Starters:

1. Tell me about Perpetual Tag. How did you help your team?
2. What communities did you say you're a part of? (Share some of your own examples.)
3. How do you help in each of these communities? (Share some of your own examples.)
4. How are you going to complete today's GOTR GOAL? How can I help?

LESSON 15: PRACTICE 5K

Today's theme: You are stronger than you think.

Today the girls will be building their confidence for the end-of-the-season 5k by completing a practice 5k (3.1 miles) with their teammates.

Today's GOTR GOAL: Set a goal for the end-of-the-season 5k.

Questions & Conversation Starters:

1. Wow! Today you had your first chance to try and run a whole 5k! How did it go?
2. How are you feeling about your effort today?
3. Are you planning to do anything differently at the final 5k event?
4. Why do you think "you are stronger than you think" was chosen as today's theme?
5. When have you shown strength that you didn't think you had? (Share your own example.)

LESSON 16: COMPROMISE (BRAINSTORMING & DECIDING THE COMMUNITY IMPACT PROJECT)

Today's theme: Compromise

Today's lesson has two goals: to teach the girls about compromise and to allow the girls time to brainstorm and decide upon their Community Impact Project. The opening activity, a game of group Rock, Paper, Scissors, has the girls work towards a common goal of all showing the same symbol. Getting all of the teams to do this requires patience, communication, and compromise—all skills they have been building throughout the season. Today's workout builds upon Lesson 14 as the girls reflect on how they can help the communities they listed during that lesson's workout.

At the end of the lesson, the girls decide as a group which one community they will focus their attention on for their Community Impact Project and decide how to help them. This process, just like the activity at the beginning of the lesson, requires good communication and compromise.

Today's GOTR GOAL: Practice your compromising skills when working with others.

Questions & Conversation Starters:

1. Tell me about the first activity you did. How did the team finally show the same Rock, Paper, Scissors symbol?
2. Was it easy or hard to compromise during that activity?
3. Tell me about some of the ideas you had for helping different communities.
4. How might you and I help one of the communities we belong to?
5. What Community Impact Project did you decide on?

LESSON 17: OUR STRENGTHS (PLANNING THE COMMUNITY IMPACT PROJECT)

Today's theme: Strengths

In today's lesson, the girls learn that they all have strengths and that these strengths help make our group even better. The girls get right into their workout today and complete an activity sheet that gives them an opportunity to reflect on and highlight their strengths. At the end of each lap, they circle the strengths they feel they possess, such as: math, following directions, and using my hands. In the second half of the lesson, the girls identify how they can use their strengths to contribute to the implementation of the Community Impact Project and finalize how the project will be structured.

Today's GOTR GOAL: Pay attention to how and when you use your strengths.

Questions & Conversation Starters:

1. Tell me about some of the strengths you circled during the workout. (Share some of your strengths as well.)
2. Was it easy or hard to think of your strengths?
3. Why is it important to recognize our strengths?
4. What is your role in the Community Impact Project? Is there anything I can do to help you prepare for the project?

LESSON 18: CHOOSING GRATITUDE

Today's theme: Gratitude

The concept of gratitude is one from which people of all ages can benefit. In today's lesson, the girls are introduced to the idea that being grateful for our circumstances, whatever they may be, is a choice. In the opening activity, they take turns being both grateful and ungrateful for different circumstances and learn that being grateful provides a positive perspective or outlook on a situation and activates their Star Power. In the warm-up, the girls create an "Alphabet of Thanks" by listing one thing they are grateful for next to each letter of the alphabet. The workout has the girls run silently to take time to reflect on all they have to be grateful for. Each lap is assigned a specific topic for the girls to think about, including: people/animals, places, actions of others, and events.

Today's GOTR GOAL: Share with someone what you are grateful for in your life.

Questions & Conversation Starters:

1. Why do we say that being grateful is a choice?
2. Tell me about the game where you had to be grateful and ungrateful.
3. Let's take turns and each name three things (or people) for which we are grateful.
4. Let's tell each other why we are grateful to have each other in our lives.
5. Why is it important to take time to reflect and offer gratitude?
6. What did you write on your Identity Card today?

LESSON 19: USING OUR STAR POWER (IMPLEMENTING THE COMMUNITY IMPACT PROJECT)

Today's theme: Using our Star Power

Today the girls are using their strengths and Girls on the Run skills to complete their Community Impact Project.

Today's GOTR GOAL: Try to find other ways you can give back to the communities to which you belong.

Questions & Conversation Starters:

1. How did your project go today?
2. How did it feel to do something to help others?
3. I am so proud of you for giving back in this way! What have you learned about yourself/your team while doing this project?
4. Would you like to do something like this again? What sort of project could we do together?
5. What group could we help?
6. Why is it important to give back to our community?

LESSON 20: OUR GOTR TOOLBOX

Today's theme: Our GOTR Toolbox

Today is the last official day of Girls on the Run before the closing celebration. This lesson allows girls the time to reflect on their favorite memories from the season by creating a "highlight reel" and reviewing the skills they have learned over the past 10 weeks. They do this by looking over their Identity Card and applying the skills on their card to a variety of situations, such as a new student coming to their school. During the workout, they share what they like about themselves and Girls on the Run. Any final questions regarding the end-of-the season 5k will also be answered during today's practice.

Today's GOTR GOAL: Tell someone what you learned in Girls on the Run this season and practice using the tools in your GOTR toolbox.

Questions & Conversation Starters:

1. What are your favorite memories from this season?
2. What are some of the tools in your GOTR Toolbox? (These can be things that she learned in general or specific strategies such as Stop and take a BrThRR.)
3. What is one thing you like about yourself? (Share what you like about yourself as well.)
4. Do you feel like you are ready for the 5k? (If you are running the 5k together, share how you are feeling as well.)

LESSON 21: FINAL CELEBRATION

Girls on the Run coaches determine how their team will celebrate the final day. It is an opportunity for the coaches to share positive thoughts about each girl and to honor each participant's unique gifts and talents. It is a joyous occasion filled with love and laughter.

Questions & Conversation Starters:

1. Today was your last day of Girls on the Run. What are you feeling right now?
2. What was your favorite part of the celebration today? Why?
3. It has been such an honor for me to watch you growing and learning over the last several weeks. What can the two of us do together to remember your Girls on the Run experience?
4. Let's think of a small physical gesture (thumbs-up, a snap, a wink, etc.) we can do if we feel clouds starting to cover our star that will remind us how unique and special we are and to activate our Star Power.

GIRLS ON THE RUN 5K TRAINING PROGRAMS

DEVELOPED BY JENNY HADFIELD

The following training programs are designed to guide you to the finish line! There is a program for everyone and the real key to success starts with determining which program best fits your current activity level. That way, you will progress safely and enjoy a memorable experience with the 'Girl on the Run' in your life!

There are five **5K Training Programs**:

Walk [all walking]

Walk-Run [a little running sprinkled in with walking]

Run-Walk [a little walking sprinkled in with running]

Run [all running]

Advanced Run [for those who have run half marathons]

Why so many?

Because everyone is at a different fitness level and we all have varying goals for the day of the 5k. Some of you may be starting an exercise program for the first time and preparing to participate in your inaugural 5k event and others may be daily runners! Regardless, we are all training to reach the start line safely and more importantly, to be smiling as we cross the finish line with our friends and family members!

About Coach Jenny Hadfield

Jenny is a published author of three books (Marathoning for Mortals, Running for Mortals, Training for Mortals), writer, coach, speaker and endurance athlete. She has a Bachelor's degree in Exercise Physiology, a Masters Degree in Exercise Science and is a certified coach and personal trainer. For more information on Jenny, visit www.JennyHadfield.com.

5K WALK

DAY MODE INTENSITY i-RATE SCALE	Monday Walk Conversational Pace 6-7	Tuesday Cross-Train or Rest Moderate 7	Wednesday Walk Conversational Pace 6-7
WEEK 1	25 minutes	30 minutes	25 minutes
WEEK 2	25 minutes	30 minutes	25 minutes
WEEK 3	25 minutes	30 minutes	30 minutes
WEEK 4	30 minutes	30 minutes	30 minutes
WEEK 5	30 minutes	30 minutes	35 minutes
WEEK 6	30 minutes	30-40 minutes	35 minutes
WEEK 7	35 minutes	30-40 minutes	35 minutes
WEEK 8	35 minutes	30-40 minutes	40 minutes
WEEK 9	40 minutes	30-40 minutes	40 minutes
WEEK 10	30 minutes	30 minutes	30 minutes

[BEST SUITED FOR THOSE WHO WANT TO WALK THE 5K OR THOSE WHO HAVE BEEN INACTIVE FOR FOUR OR MORE MONTHS]

Thursday Rest Day	Friday Cross-Train or Rest Moderate 7	Saturday Walk Conversational Pace 6-7	Sunday Rest Day
Rest	30 minutes	30 minutes	Rest
Rest	30 minutes	30 minutes	Rest
Rest	30 minutes	35 minutes	Rest
Rest	30 minutes	35 minutes	Rest
Rest	30 minutes	40 minutes	Rest
Rest	30-40 minutes	40 minutes	Rest
Rest	30-40 minutes	45 minutes	Rest
Rest	30-40 minutes	50 minutes	Rest
Rest	30-40 minutes	45 minutes	Rest
Rest	30 minutes	5K Walk	Rest

5K WALK-RUN

DAY MODE INTENSITY i-RATE SCALE	Monday Walk-Run Moderate 7	Tuesday Cross-Train or Rest Easy 6	Wednesday Walk-Run Moderate 7
WEEK 1	24 minutes Run 1 min/Walk 3 min Repeat 6 times	30-40 minutes	24 minutes Run 1 min/Walk 3 min Repeat 6 times
WEEK 2	24 minutes Run 1 min/Walk 3 min Repeat 6 times	30-40 minutes	24 minutes Run 1 min/Walk 3 min Repeat 6 times
WEEK 3	24 minutes Run 1 min/Walk 3 min Repeat 6 times	30-40 minutes	28 minutes Run 1 min/Walk 3 min Repeat 7 times
WEEK 4	28 minutes Run 1 min/Walk 3 min Repeat 6 times	30-40 minutes	28 minutes Run 1 min/Walk 3 min Repeat 7 times
WEEK 5	28 minutes Run 1 min/Walk 3 min Repeat 7 times	30-40 minutes	28 minutes Run 1 min/Walk 3 min Repeat 7 times
WEEK 6	30 minutes Run 2 min/Walk 3 min Repeat 6 times	30-40 minutes	30 minutes Run 2 min/Walk 3 min Repeat 6 times
WEEK 7	30 minutes Run 2 min/Walk 3 min Repeat 6 times	30-40 minutes	35 minutes Run 2 min/Walk 3 min Repeat 7 times
WEEK 8	35 minutes Run 2 min/Walk 3 min Repeat 7 times	30-40 minutes	36 minutes Run 2 min/Walk 2 min Repeat 9 times
WEEK 9	36 minutes Run 2 min/Walk 2 min Repeat 9 times	30-40 minutes	36 minutes Run 2 min/Walk 2 min Repeat 9 times
WEEK 10	36 minutes Run 2 min/Walk 2 min Repeat 9 times	Rest	32 minutes Run 2 min/Walk 2 min Repeat 8 times

[BEST SUITED FOR THOSE WHO HAVE BEEN WALKING OR EXERCISING REGULARLY 2-3 TIMES PER WEEK FOR AT LEAST 3-4 MONTHS]

Thursday Rest Day	Friday Cross-Train or Rest Easy 6-7	Saturday Walk-Run Moderate 7	Sunday Rest Day
Rest	30-40 minutes	24 minutes Run 1 min/Walk 3 min Repeat 6 times	Rest
Rest	30-40 minutes	24 minutes Run 1 min/Walk 3 min Repeat 6 times	Rest
Rest	30-40 minutes	28 minutes Run 1 min/Walk 3 min Repeat 7 times	Rest
Rest	30-40 minutes	28 minutes Run 1 min/Walk 3 min Repeat 7 times	Rest
Rest	30-40 minutes	30 minutes Run 2 min/Walk 3 min Repeat 6 times	Rest
Rest	30-40 minutes	35 minutes Run 2 min/Walk 3 min Repeat 7 times	Rest
Rest	30-40 minutes	40 minutes Run 2 min/Walk 3 min Repeat 8 times	Rest
Rest	30-40 minutes	40 minutes Run 2 min/Walk 2 min Repeat 10 times	Rest
Rest	30-40 minutes	40 minutes Run 2 min/Walk 2 min Repeat 10 times	Rest
30 minutes	Rest	5K Race Run/Walk 2/2	Rest

5K RUN-WALK

DAY MODE INTENSITY i-RATE SCALE	Monday Run-Walk Conversational Pace 6-7	Tuesday Cross-Train or Rest Moderate 7	Wednesday Run-Walk Conversational Pace 6-7
WEEK 1	25 minutes Run 3 min/Walk 2 min Repeat 5 times	30-40 minutes	25 minutes Run 3 min/Walk 2 min Repeat 5 times
WEEK 2	25 minutes Run 3 min/Walk 2 min Repeat 5 times	30-40 minutes	25 minutes Run 3 min/Walk 2 min Repeat 5 times
WEEK 3	25 minutes Run 3 min/Walk 2 min Repeat 5 times	30-40 minutes	30 minutes Run 3 min/Walk 2 min Repeat 6 times
WEEK 4	30 minutes Run 3 min/Walk 2 min Repeat 6 times	30-40 minutes	30 minutes Run 3 min/Walk 2 min Repeat 6 times
WEEK 5	30 minutes Run 4 min/Walk 2 min Repeat 5 times	30-40 minutes	30 minutes Run 4 min/Walk 2 min Repeat 5 times
WEEK 6	30 minutes Run 4 min/Walk 2 min Repeat 5 times	30-40 minutes	36 minutes Run 4 min/Walk 2 min Repeat 6 times
WEEK 7	36 minutes Run 4 min/Walk 2 min Repeat 6 times	30-40 minutes	35 minutes Run 4 min/Walk 1 min Repeat 7 times
WEEK 8	36 minutes Run 4 min/Walk 2 min Repeat 6 times	30-40 minutes	35 minutes Run 4 min/Walk 1 min Repeat 7 times
WEEK 9	40 minutes Run 4 min/Walk 1 min Repeat 8 times	30-40 minutes	42 minutes Run 5 min/Walk 1 min Repeat 8 times
WEEK 10	30 minutes Run 5 min/Walk 1 min Repeat 5 times	Rest	30 minutes easy Run 5/Walk 1 Repeat 5 times

**[BEST SUITED FOR FIRST-TIME 5K AND THOSE WHO RUN
OCCASIONALLY OR RUNNERS WHO WERE INJURED AND GETTING
BACK INTO IT]**

Thursday Rest Day	Friday Cross-Train or Rest Moderate 7	Saturday Run-Walk Conversational Pace 6-7	Sunday Rest Day
Rest	30-40 minutes	25 minutes Run 3 min/Walk 2 min Repeat 5 times	Rest
Rest	30-40 minutes	25 minutes Run 3 min/Walk 2 min Repeat 5 times	Rest
Rest	30-40 minutes	30 minutes Run 3 min/Walk 2 min Repeat 6 times	Rest
Rest	30-40 minutes	30 minutes Run 3 min/Walk 2 min Repeat 6 times	Rest
Rest	30-40 minutes	36 minutes Run 4 min/Walk 2 min Repeat 6 times	Rest
Rest	30-40 minutes	36 minutes Run 4 min/Walk 2 min Repeat 6 times	Rest
Rest	30-40 minutes	40 minutes Run 4 min/Walk 1 min Repeat 8 times	Rest
Rest	30-40 minutes	40 minutes Run 4 min/Walk 1 min Repeat 8 times	Rest
Rest	30-40 minutes	42 minutes Run 5 min/Walk 1 min Repeat 8 times	Rest
Rest	Rest	5K Race Run/Walk 5/1	Rest

5K RUN

DAY MODE INTENSITY i-RATE SCALE	Monday Run Conversational Pace 6-7	Tuesday Cross-Train or Rest Moderate 7	Wednesday Run -PickUps* Conversational Pace : 6-7
WEEK 1	25 minutes	30-40 minutes	25 minutes
WEEK 2	25 minutes	30-40 minutes	25 minutes
WEEK 3	25 minutes	30-40 minutes	30 minutes
WEEK 4	30 minutes	30-40 minutes	30 minutes *Pick Ups
WEEK 5	30 minutes	30-40 minutes	35 minutes *Pick Ups
WEEK 6	35 minutes	30-40 minutes	35 minutes *Pick Ups
WEEK 7	35 minutes	30-40 minutes	40 minutes *Pick Ups
WEEK 8	40 minutes	30-40 minutes	40 minutes *Pick Ups
WEEK 9	40 minutes	30-40 minutes	35 minutes *Pick Ups
WEEK 10	35 minutes	Rest	30 minutes *Pick Ups

[BEST SUITED FOR THOSE WHO HAVE BEEN RUNNING AT LEAST 2-3 TIMES PER WEEK FOR 20-30 MINUTES FOR AT LEAST 4 MONTHS]

Thursday Rest Day	Friday Cross-Train or Rest Moderate 7	Saturday Run Conversational Pace 6-7	Sunday Rest Day
Rest	30-40 minutes	30 minutes	Rest
Rest	30-40 minutes	30 minutes	Rest
Rest	30-40 minutes	35 minutes	Rest
Rest	30-40 minutes	35 minutes	Rest
Rest	30-40 minutes	40 minutes	Rest
Rest	30-40 minutes	40 minutes	Rest
Rest	30-40 minutes	45 minutes	Rest
Rest	30-40 minutes	45 minutes	Rest
Rest	30-40 minutes	40 minutes	Rest
Rest	Rest	5K Race	Rest

ADVANCED 5K RUN

DAY MODE INTENSITY i-RATE SCALE	Monday Run Moderate 7	Tuesday Cross-Train or Rest Moderate 7	Wednesday Run Hard 8+
WEEK 1	40 minutes	30-45 minutes	45 minutes *Pick-ups
WEEK 2	40 minutes	30-45 minutes	45 minutes *Pick-ups
WEEK 3	40 minutes	30-45 minutes	45 minutes *Pick-ups
WEEK 4	45 minutes	30-45 minutes	45 minutes *Speed A Workout
WEEK 5	45 minutes	30-45 minutes	45 minutes *Speed A Workout
WEEK 6	45 minutes	30-45 minutes	45 minutes *Speed B Workout
WEEK 7	45 minutes	30-45 minutes	45 minutes *Speed B Workout
WEEK 8	45 minutes	30-45 minutes	45 minutes *Speed C Workout
WEEK 9	45 minutes	30-45 minutes	45 minutes *Speed C Workout
WEEK 10	40 minutes	Rest	40 minutes *Speed D Workout

**[BEST SUITED FOR THOSE WHO HAVE BEEN RUNNING AT LEAST 4
TIMES PER WEEK FOR 40-50 MINUTES FOR AT LEAST 1 YEAR]**

Thursday Cross-Train or Rest Moderate 7	Friday Run Conversational Pace 6-7	Saturday Run Conversational Pace 6-7	Sunday Rest Day
30-45 minutes	40 minutes	45 minutes	Rest
30-45 minutes	40 minutes	45 minutes	Rest
30-45 minutes	40 minutes	50 minutes	Rest
30-45 minutes	40 minutes	50 minutes	Rest
30-45 minutes	40 minutes	45 minutes	Rest
30-45 minutes	40 minutes	60 minutes	Rest
30-45 minutes	40 minutes	50 minutes	Rest
30-45 minutes	40 minutes	60 minutes	Rest
30-45 minutes	40 minutes	45 minutes	Rest
Rest	30 minutes	5K Race	Rest

TRAINING SCHEDULE KEY TERMS

WARM-UP: 5 minutes at an easy pace prior to every workout.

COOL-DOWN: Walking 5 minutes at an easy pace after every workout to gradually bring heart rate and breathing back to normal levels.

FLEXIBILITY: Stretch after every workout when the muscles are warm to maintain or improve flexibility and prevent injuries.

HEART RATE: Using a heart monitor maintain a range between the prescribed percentages...65-75% of estimated maximum heart rate.

I-RATE: Rate of perceived exertion. Rate your level of intensity by how you feel, 1-10. 1 being at rest and 10- being an all out level. Use this system to stay in the smart training range listed on the training program (i.e. 6-7)

CROSS-TRAINING: Include activities that are non walking. Cycling, swimming, pilates/ yoga, strength training, elliptical trainer, stairmaster, spinning are great cross training modes for training. Cross-training allows you to actively rest your walking muscles while training opposing muscle groups and reducing the risk of overtraining and injury. It helps speed recovery and reduces burnout. Heart rate zone of 75-80% of maximum or I-Rate of 7-8.

STRENGTH-TRAINING (ST): Strength train with machines, weights, resistance tubes/ bands or classes like pilates, toning or yoga. Include strength training exercises for your upper body, core (abdominal and trunk) and lower body.

EASY PACE: Walk at an easy pace at 70-75% of maximum heart rate or an iRate level of 7+.

CONVERSATIONAL PACE: Conversational pace should be at a slow, and comfortable-conversational pace. You should be at a pace where you can hold a conversation easily. Heart rate zone of 65-75% of maximum or I-Rate of 6-7.5. Note: Heart rate will gradually climb due to fatigue and dehydration. Allow for a 5% increase and max heart rate of 75% of maximum rather than slowing pace to stay within zone.

MODERATE PACE: Moderate pace at 75-80% of maximum heart rate or an iRate level of 7-8. A pace where you can hear your breathing, but not breathing hard.

PICK-UPS: Run the workout at an easy pace and include 3-4 short, 30-60 second "pick-ups" within the run. Pick up your pace to a challenging pace where you can hear your breathing and it feels just outside your comfort zone.

WALK-RUN WORKOUT: Warm-up by walking 5 minutes at a brisk pace. Run at a pace that you can still talk or a “conversational pace” for prescribed number of minutes and follow with walking at a brisk pace for prescribed minutes. Example: Run 2 minute - Walk 2 minutes - repeat sequence 10 times for a total of 40 minutes. Cool-down by walking 5 minutes at an easy pace.

RUN-WALK WORKOUT: Warm-up walking 5 minutes at a brisk pace. Run at a pace that you can still talk or a “conversational pace” for prescribed number of minutes and follow with walking at a brisk pace for prescribed minutes. Example: Run 3 minute - Walk 2 minutes - repeat sequence 8 times for a total of 40 minutes. Cool-down walking 5 minutes at an easy pace.

RUN WORKOUT: Warm-up walking 5 minutes at a brisk pace. Run at a pace that you can still talk or a “conversational pace” at an iRate level of 6-7 or if you are using a heart rate monitor at 65-75% of maximum heart rate. Cool-down walking 5 minutes at an easy pace.

SPEED “A” WORKOUT: Warm-up walking 5 minutes at a brisk pace. Run 10 minutes at an easy pace. Then Repeat the following 5 times: Run one minute hard at 85-90% heart rate or 8-9 on I-Rate Scale followed by running 3 minutes at an easy pace to recover. It is key to be disciplined and run the easy segments easy. Otherwise the quality of your running and progressing is compromised. After the one-minute repeats, cool down running 5 minutes easy followed by 5 minutes walking easy.

SPEED “B” WORKOUT: Warm-up walking 5 minutes at a brisk pace. Run 5 minutes at an easy pace. Then Repeat the Following 5 times: Run two minutes hard at 85-90% heart rate or 8-9 on I-Rate Scale followed by running 3 minutes at an easy pace to recover. It is key to be disciplined and run the easy segments easy. Otherwise the quality of your running and progressing is compromised. After the two-minute repeats, cool down running 5 minutes easy followed by 5 minutes walking easy.

SPEED “C” WORKOUT: Warm-up walking 5 minutes at a brisk pace. Run 5 minutes at an easy pace. Then Repeat the Following 6 times: Run two minutes hard at 85-90% heart rate or 8-9 on I-Rate Scale followed by running 2 minutes at an easy pace to recover. It is key to be disciplined and run the easy segments easy. Otherwise the quality of your running and progressing is compromised. After the two-minute repeats, cool down running 5 minutes easy followed by 5 minutes walking easy.

SPEED “D” WORKOUT: Warm-up walking 5 minutes at a brisk pace. Run 10 minutes at an easy pace. Then Repeat the Following 4 times: Run one minute hard at 85-90% heart rate or 8-9 on I-Rate Scale followed by running 3 minutes at an easy pace to recover. It is key to be disciplined and run the easy segments easy. Otherwise the quality of your running and progressing is compromised. After the one-minute repeats, cool down running 5 minutes easy followed by 5 minutes walking easy.

SUPPORT GIRLS ON THE RUN

Want to get involved with Girls on the Run? Our team consists of volunteers who support the program in many ways – from coaches to committee members to board members and more! Everyone plays an instrumental role in delivering our life-changing curriculum to the girls of our community. If you'd like to show your support of Girls on the Run, we invite you to participate in any or all of the following:

- *Volunteer to be a coach*
- *Donate items to your local Girls on the Run council*
- *Volunteer your expertise or talents to serve the organization*
- *Make a financial contribution*

To learn more about ways to become involved in Girls on the Run, please visit our website at www.GirlsOnTheRun.org.

