

Grown-Up Guide v.2

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: CONNECTING AS 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 the group's expectations so they can ensure everyone has an enjoyable, safe and supportive season.

A second goal is for the girls to find connections between their teammates and their coaches. They do this through games and activities, such as “Blobs and Lines,” that help them celebrate their differences and find strength in their connectedness. In today's workout, the girls move around the workout space and connect with each other by either talking to each other or completing a physical activity together.

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, at school and in their communities.

Today's GOTR GOAL: Say hi to your teammates when you see them outside of practice.

Questions & Conversation Starters:

1. Tell me about your coaches.
2. What group expectations did the team create? Why do you think these are important?
3. “Blobs and Lines” sounds like an interesting game. What were some connections you had with your teammates?
4. What did you write on your Identity Card today?
5. How can you accomplish your GOTR GOAL before the next practice? (Share how you connect with people outside of work/home.)

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. 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 play a game of "Would You Rather" where they are asked to make a choice about different scenarios, such as "Would you rather only whisper or only shout?" This is a fun way to get the girls thinking about choice as a concept. During the workout, the girls identify which of the "Being a Girls on the Run Choices" are easy for them and which ones are more challenging.

Today's GOTR GOAL: Practice one of the Being a Girls 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 are easier for you? More challenging? (Share your own as well.)
3. Tell me about some of the "Would You Rather" choices. Was it easy or hard to make those decisions?
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 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 cover their stars. They think about how they can activate their Star Power and make their stars 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 write down times when they might have clouds covering their stars and then practice using their Star Power to help their teammates blow away those clouds.

Today's GOTR GOAL: Pay attention to the times you see someone who might have a cloud covering their star. Use your Star Power to help them blow away the clouds and activate their Star Power.

Questions & Conversation Starters:

1. Tell me about the visualization you did today. Tell me more about *your* star.
2. How do we feel when our Star Power is activated? What about when clouds are covering it?
3. What are some ways you activate your Star Power? (Share how you activate your own Star Power.)
4. What are some possible clouds that might cover your star?
5. 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: YOUR STAR

Today's theme: Your Star

The goal of today's lesson is to help the girls understand the different parts that make up the star inside each of them. In the Getting on Board, the girls learn that there are five parts to each person's star: physical health, brain, activities, people and emotions. They discuss what each part looks like and how knowing the parts of their star can help them.

In the warm-up, the girls decide which part of the star different people, activities and emotions connect to. During the workout, each girl fills in the five categories of her star with examples from her own life.

Today's GOTR GOAL: Pay attention to how the different parts of your star shine, and give a little more attention to those parts that aren't shining as brightly.

Questions & Conversation Starters:

1. Tell me about the parts of your star. What kinds of items go into each part?
2. Is there one part of your star that you connect to the most? Which one? (Share the part you feel most connected with.)
3. What do you think you can do if one part of your star isn't shining as brightly?

LESSON 5 – SELF-TALK MATTERS

Today's theme: Self-talk

Today's lesson is 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. They then repeat this process for positive self-talk.

In the warm-up, the girls think about times when they engage in both negative and positive self-talk the most. This helps them better understand when their Star Power is the strongest and when they need to work a little harder to activate their Star Power. Before the workout starts, the girls learn how to challenge their negative self-talk. For the workout, the girls practice saying positive self-talk statements with confidence and challenging negative self-talk statements.

Today's GOTR GOAL: When you start using negative self-talk, use the word or sound we came up with to stop and challenge it.

Questions & Conversation Starters:

1. What is negative/positive self-talk? What is the signal your team came up with?
2. When do you engage in negative/positive self-talk the most?
3. Tell me how you challenge a negative self-talk statement. (Stop and identify what makes you special.)
4. What are some ways we can help each other notice when we are using negative self-talk? (Use the sound from the team or come up with your own signal.)

LESSON 6: BE-YOU-TIFUL

Today's theme: Beauty

Today's lesson deals with inner and outer beauty. Inner beauty is made up of the characteristics on the inside, such as kindness, your personality and honesty, that make someone beautiful. Outer beauty reflects the physical characteristics, such as height, hair length or eye color, that make someone beautiful. Once the girls have this understanding, they use a list of inner beauty characteristics to describe themselves.

After they have looked inward at what makes each of them beautiful, they identify the inner beauty characteristics in each of their teammates. During the workout, they will use the same list of characteristics to write about their teammates. At the end of practice, they have a better understanding of how they see themselves and also how others see them.

Today's GOTR GOAL: Pay closer attention to the characteristics that make someone beautiful on the inside.

Questions & Conversation Starters:

1. What is the difference between inner beauty and outer beauty? Which do you think is more important?
2. Which inner beauty characteristics do you possess?
3. Which inner beauty characteristics did your teammates say you possess? Was there a difference between what you wrote and they wrote?
4. Share the inner beauty characteristics you feel your girl possesses.

LESSON 7: OUR 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, as they run with their teammates, they discuss times they have felt that emotion. In the final discussion, the girls talk about how not everyone experiences emotions the same way.

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

Questions & Conversation Starters:

1. What did you learn about emotions today?
2. What are some uncomfortable emotions for you? Comfortable? (Share your own.)
3. What are some of the emotion cards you got during the workout? When have you felt those emotions?
4. Do you think everyone finds the same emotions comfortable/uncomfortable? Why or why not?

LESSON 8: EXPRESSING OUR EMOTIONS

Today's theme: Expressing our emotions

This lesson on emotions builds on the previous one. Today's lesson is all about expressing our emotions to others. The lesson begins by teaching the girls the four key phrases for effectively expressing their feelings: "I feel... when you...because...I would like for you to..." They practice saying these phrases in order during the warm-up and then apply them during the workout to situations that may cause them to experience a strong emotion. The lesson ends with girls sharing the examples they created during the workout.

Today's GOTR GOAL: Use "I feel" statements to express your emotions to someone.

Questions & Conversation Starters:

1. Why is expressing our emotions important?
2. What are the four key phrases to use when you want to express your emotions to someone? (I feel...when you...because...I would like for you to...)
3. Let's each think of a time when we could have used these statements. (For example, "I feel thankful when you keep your room clean because it shows you care. I would like you to keep taking care of your space.")

LESSON 9: EMPATHY

Today's theme: Empathy

Now that the girls have a deeper understanding of their own emotions, the focus shifts outward to 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 girls practice each of the three steps for showing empathy: see their star, put yourself in their shoes and respond in a way that shows care. In the workout, the girls receive scenario cards, think through how they would show empathy to the person in that situation and share their response 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"? (to 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 each other? To others?

LESSON 10: WORDS MATTER

Today's theme: Words Matter

Today's lesson begins with an experiment – the coach squirts some toothpaste onto a piece of paper, and the girls are asked if they can get all of the toothpaste back into the tube. They quickly realize this is impossible. This leads to a discussion about how the toothpaste is like our words – once we put them out into the world to hear or read we can't take them back. In the warm-up, the girls play a game of tag where the coaches represent the words or phrases that bring clouds to your star, and the girls represent the words or phrases that activate your Star Power. When a coach tags the girls, they are frozen; it takes reactivating their Star Power (being tagged by another girl) to get unfrozen and start moving again.

Unlike most lessons, today's theme is revealed little by little during the workout. As the girls complete each lap, they receive one or two letters from the theme – “words matter.”

Today's GOTR GOAL: Use words that lift people up, rather than put them down.

Questions & Conversation Starters:

1. Tell me about the toothpaste experiment.
2. We've all said things we wish we could take back. Why do you think it's important to think before we choose our words? (Share your own example of a time you've said something you wish you could take back.)
3. When someone says something negative to us or about us, how can we reactivate our Star Power?
4. How can we both make sure our words have a positive impact on others?

LESSON 11: FRIENDSHIP

Today's theme: Friendship

Today is the first of three lessons about friendship. In the first part of the lesson, the girls are put in pairs, given a few minutes to talk and then asked questions about each other. It is through this activity that the girls come to realize that becoming friends with someone takes time and effort. The girls are then asked to think about the characteristics they bring to a friendship and the characteristics they look for in friends. They interact with these characteristics during the workout, which is followed by a discussion about the importance of having friends who are both similar to and different from us.

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

Questions & Conversation Starters:

1. What did you learn about friendship today?
2. What characteristics do you bring to a friendship? (Share what characteristics you notice in her as well.)
3. What characteristics do you look for in a friend? (Share the characteristics you look for in friends.)

LESSON 12: CHOOSING FRIENDS

Today's theme: We can choose our friends.

Today's lesson focuses on why it is important to be intentional when choosing our friends. As a way to remember qualities that make a good friend, girls learn HEART. They learn that you want friends who: **H**elp you, **E**ncourage you, **A**cept you, **R**espect you and **T**reat you with kindness. In the workout, the girls run intervals for the first time while they think of actions or words that go with each part of the acronym. Examples include: listening when you have a problem (Helps you) and cheering you on (Encourages you). At the end of the lesson, the girls discuss what they have learned and identify Girls on the Run strategies that can help them deal with a friend who is not showing HEART (e.g., activating their Star Power, using "I feel" statements, showing empathy, etc.).

Today's GOTR GOAL: Pay attention to how your friends' actions fit into each letter in our HEART acronym.

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 does HEART stand for?
3. How did you like running intervals?
4. How did you show HEART at practice today?

LESSON 13: RESOLVING CONFLICTS WITH FRIENDS

Today's theme: Resolving conflict

In our final lesson on friendship, we talk about what to do when you and your friend have a conflict. The girls are taught a specific strategy to help them resolve conflict: Stop, Breathe, Think, Respond, Review (Stop and Take a BrThRR). This strategy allows girls to press pause on the intense emotion they are feeling and think through the choices they have for responding to the conflict. In the workout, the girls practice applying this strategy to their own, real-life conflicts with friends.

Today's GOTR GOAL: When you when you find yourself having a conflict with a friend, practice the Stop and Take a BrThRR strategy.

Questions & Conversation Starters:

1. Tell me about the Stop and Take a BrThRR strategy. How does each part work?
2. Why might you want to use this strategy when your emotions are intense?
3. What scenarios did you use to practice Stop and Take a BrThRR during the workout?
4. Where else/with whom would it be good to practice Stop and Take a BrThRR? (school, home, sibling, etc.)

LESSON 14 – STANDING UP FOR OTHERS

Today's theme: Standing up for others

Standing up for others can be both easy and difficult to do. In today's lesson, girls understand that standing up for someone else is an intentional decision. In the warm-up, the girls consider several scenarios and discuss why they would stand up for the person and why they wouldn't stand up for the person. Standing up for others can be a complex issue, so we talk through the complexities (time, place, person) as a group and the reasons both for and against standing up for someone. The workout gives the girls time to independently think about when, why and how they stand up for others.

Today's GOTR GOAL: Stand up for someone who needs it.

Questions & Conversation Starters:

1. Who are people you find it easy to stand up for?
2. Who are people you find it harder to stand up for?
3. Why is it important that we stand up for others? (Share your thoughts.)
4. Tell me about a time you've stood up for someone. (Share some of your own examples.)
5. Do you think your GOTR GOAL will be easy or difficult to accomplish?

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 for girls to choose how to use their team Star Power to impact others.

In the opening activity, the girls play a fun game that requires them to compromise with a partner. During the workout, the girls think about a group of people that they can positively impact with their team Star Power (the elderly, soldiers, teachers, etc.). Then, at the end of the lesson, the girls decide as a team which group of people they will focus their attention on for their Community Impact Project, which will be done during Lesson 19's practice. This process, just like the activity at the beginning of the lesson, requires good communication and compromise.

Today's GOTR GOAL: When you are working with others, make a conscious effort to recognize others' ideas and compromise.

Questions & Conversation Starters:

1. Tell me about the first activity you did. Was it easy or hard to compromise during that activity?
2. Tell me about some of people or groups that you can positively impact with your Star Power.
3. How might you and I help one of these people/groups?

LESSON 17: SUPPORTING EACH OTHER (PLANNING THE COMMUNITY IMPACT PROJECT)

Today's theme: Support

In today's lesson, the girls learn that we all need support. The girls get right into their workout today and reflect on how they support others and how others support them. In the second half of the lesson, the girls decide what their Community Impact Project will be and identify how they can support each other with its implementation. Girls will leave today's practice knowing what part of the Community Impact Project they are responsible for and how they will contribute to the whole.

Today's GOTR GOAL: Support those who need it and allow others to support you.

Questions & Conversation Starters:

1. Tell me about some of people you support. (Share your own example.)
2. Who supports you? (Share your own examples.)
3. What project did the team choose? What is your role in the Community Impact Project? Is there anything I can do to help you prepare for the project?

LESSON 18: JOY

Today's theme: Joy

Being joyful and sharing joy are important for everyone. In today's lesson, the girls are introduced to the idea of joy by playing a game called, "Meatball" that makes them laugh and smile. In the warm-up, the girls see how even just one person can spread joy to many others and that we are all connected by the joy we experience. The workout has the girls think about what people, places and activities bring them joy.

Next time, the girls will complete their Community Impact Project. Check in with your girl to see if there is anything she needs.

Today's GOTR GOAL: Do something that brings you joy.

Questions & Conversation Starters:

1. Tell me about Meatball. How did it make you joyful?
2. Let's take turns and each name three people, places or activities that bring us joy.
3. Why is it important to take time to reflect on what brings us joy?
4. You all will complete your Community Impact Project next time. Do you have everything you need?

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 use your team Star Power to impact 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? What group could we support?
5. 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 and the toolbox of skills they've learned in the program that they will take with them when they go. In the workout, they think about when and how they can use each of these skills in their life outside of 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 your girl's running buddy, 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.

