

BOYS

toowú klatseen
Strengthen Your Spirit

RUN

Grown-Up Guide

FOLLOW ALONG WITH THE PROGRAM
CURRICULUM



Welcome to Boys Run!

This lesson-by-lesson guide is intended for parents/guardians of Boys Run I toowú klatseen (BRITK) participants.

Strengthen Your Spirit™

All children have the potential to grow into healthy, respectful adults.

By teaching healthy social and emotional life skills, fostering positive relationships, and connecting youth to community and culture, Boys Run I toowú klatseen supports a community that allows boys to successfully navigate the challenges of adolescence and adulthood.

Together, we can lace up to build a connected and safe community.

Learn more at safv.org

#preventionispossible



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*This is a living document and is subject to change.

About Boys Run I toowú Klatseen

Vision

To instill healthy relationships and lifestyle skills in boys through running and cultural lessons, empowering them to create a community of non-violence and respect.

Mission

Boys Run I toowú klatseen (BRITK) envisions boys and men possessing “strength of spirit.” Through our ten-week program- composed of running, discussion, and culturally-based activities that honor Southeast Alaska traditional values- participants will gain the skills they need to build healthy relationships and create a community of respect for self and others.

Boys will learn to use healthy communication to resolve conflict, resist peer pressure, and challenge bullying. Participants will practice setting goals, working together as a team with the others, and making positive decisions to promote healthy lifestyles. Through peer role-modeling and with the mentorship of men and women in the community, boys will be able to incorporate these values into their lives.

We want boys to grow into men who celebrate cultural diversity while promoting healthy relationships, non-violence, and gender equity- and who will, in turn, demonstrate and teach those values to the next generation of boys.

Program Overview

Boys face pressures to conform to negative stereotypes, perpetuating a culture of violence. BRITK recognizes the need for boys in the Sitka School District and across Alaska to have a healthy after-school program that enhances self-esteem.

BRITK is unique in that it integrates a cultural component, honoring Southeast Alaska Native culture and traditional values. We foster appreciation and understanding across cultures for all participants. We have drawn and continue to draw upon the wisdom of Native Elders and cultural educators to ensure a respectful and culturally-inclusive curriculum.

In addition, BRITK program teaches healthy relationship and social and emotional skills. Boys will learn to resolve conflict using non-violent communication, cope with difficult emotions, and make healthy lifestyle choices. By understanding gender stereotypes and building self-confidence, boys will have the tools to support their peers and become active role models in the community.

Through cultural lessons, running exercises, and the final 5K fun run, participants will walk away more equipped to navigate challenging situations, such as peer pressure, violence and unhealthy choices. BRITK envisions boys growing up into confident, compassionate men who will help create a culture of respect and non-violence.

About This Guide

Introduction

Every parent and guardian wants their child to grow up living a healthy life. The BRITK program provides tools for developing these critical life skills at an early age and we hope parents/guardians will help reiterate the BRITK messages in the home setting. Research shows that the more an individual hears a message, the more likely it will stick; we hope this guide will be a useful tool for continuing Boys Run conversations at home. In addition, increased conversation, especially positive conversation, will strengthen the connection between you and your child.

How to Use

We hope this guide will help you better understand the BRITK program and make it easier to start conversations regarding the information in the curriculum. For each BRITK lesson, there are four key elements:

- ✓ **Lesson Description:** includes the kinds of activities the boys do, the information they are learning, and the skills they are practicing
 - Each practice is split into four sections
 - 1) **Circle Up:** encompasses a healthy snack and an introduction to the ideas of the day
 - 2) **Warm Up:** uses games or physical activity to reinforce key concepts, followed by some stretching
 - 3) **Up and Running:** takes the bulk of the lesson and increases over the season, as boys work on building up running stamina for the final 5K
 - 4) **Wind Up:** includes closing processing questions, an affirmation circle, and the team cheer
 - Every lesson description in the guide will follow the following format:

Lesson #: Title of Lesson

Traditional Value:

- 1) *Name of Traditional Value Covered in Lesson*

Learning Goals:

- 1) Boys will...
- 2) Boys will...

This is a description of the lesson ideas and some of the activities that the boys do at practice.

Table Talk Suggestions

- Question #1
- Question #2
- Question #3

- ✓ **“Table Talk” Questions:** these are suggestions and ideas to help you start a conversation with your child about practice, whether it is by asking about a specific activity or a new concept learned
 - Table Talk questions are great to use informally while eating dinner, getting ready for bed, or while engaged in other activities.
- ✓ **Traditional Southeast Alaskan Values:** these appear in red below the lesson number and title
 - If you do not have time to read through the lesson description, you can review the values and the learning goals and still easily be updated on what the themes of the lessons were
- ✓ **Learning Goals:** these are listed below the traditional values and will also help you to see if your boy grasped the concept learned at practice

Curriculum Overview

The BRITK curriculum is split into three sections over ten weeks, focusing on:

- 1) sense of self and knowing one's worth;
- 2) healthy communication and relationships; and
- 3) positive decision-making, teamwork, and community.

Each lesson is themed and incorporates Southeast Alaska traditional values.

Section One: Sense of Self and Knowing One's Worth

Lesson 1: Getting to Know Each Other

Lesson 2: Origin Stories

Lesson 3: Southeast Alaska Traditional Values

Lesson 4: Personal Strengths and Positive Thinking

Lesson 5: Physical Health and Wellness

Lesson 6: Teamwork I – Working Together

Lesson 7: Naming and Processing Emotions

Section Two: Healthy Relationships and Communication

Lesson 8: Processing and Expressing Emotions

Lesson 9: Media Messages and the Boy Box

Lesson 10: Positive Leadership

Lesson 11: Dealing with Peer Pressure

Lesson 12: Styles of Communication

Lesson 13: Resolving Conflict

Lesson 14: Teamwork II – Communication

Section Three: Teamwork, Community, and Positive Decision Making

Lesson 15: Healthy Choices

Lesson 16: Choosing to be an Ally

Lesson 17: Teamwork III – Cooperation

Lesson 18: Supporting Our Communities

Lesson 19: Community Service Project

Lesson 20: Celebration

Traditional Values

BRITK is unique in that it integrates a cultural component, honoring Southeast Alaska Native culture and traditional values. We intend to foster an appreciation and understanding across cultures for all participants and hope that parents/guardians reiterate these values as well as lessons learned at the practices in the home setting. The following values were developed, adapted, and approved at the 2004 Elders Forum on Traditional Values:

“Our Way of Life”

- 1. Discipline and Obedience to the Traditions of our Ancestors*
- 2. Respect for Self, Elders, and Others*
- 3. Respect for Nature and Property*
- 4. Patience*
- 5. Pride in Family, Clan, and Traditions is found in Love, Loyalty, and Generosity*
- 6. Be Strong in Mind, Body, and Spirit*
- 7. Humor*
- 8. Hold Each Other Up*
- 9. Listen Well and with Respect*
- 10. Speak with Care*
- 11. We are Stewards of the Air, Land, and Sea*
- 12. Reverence for Our Creator*
- 13. Live in Peace and Harmony*
- 14. Be Strong and Have Courage*

BRITK lessons are structured around learning objectives and Southeast Alaska Traditional Values. These traditional values are incorporated throughout the curriculum and serve as the main theme in most of the lessons. We encourage you to use these values as a basis for conversation with your boy to help reiterate lessons learned at BRITK practices.

Cultural values will be noted in red italics beneath the lesson number and title in this document.

Tlingit Phrase Guide

Since the BRITK curriculum is rooted in Southeast Alaskan culture and the boys learn different Tlingit phrases and words throughout the season, it is helpful as a parent/guardian to have some of this knowledge as well. At the bottom of this page, there are links to resource videos for pronunciation, so don't worry if you don't know how to pronounce certain words. This is also a great opportunity to bond with your boy or even the whole family, all while learning something new.

Cheer: Boys Run *I toowú klatseen*

- *I toowú klatseen* [ee too-wuh clot-seen] = "Strengthen your spirit!" or "Be strong!"

Affirmation Phrases

- *Gunalchéesh* [goo-nalth-cheesh] = "Thank you!"
- *Yak'éí áwé* [yakh-ay a-way] = "That's good!"

Emotions

- *Wáa sá i yatee* [Wah sa ee yah-tee] = "How are you?"
- *ax toowú sigóo* [akh too-wuh seh-goo] = "I am happy." (literally: "my spirit is happy")
- *ax toowú ya néekw* [akh too-wuh yah neek-hoo] = "I am sad." (literally: "my spirit is sick")
- *xat yak'éí* [Khat yah-kay] = "I am good."

General Phrases

- *Yéi áwé* [yay a-way] = "That's right!"/"That's the way it is!"
- *Likoodzí* [thleh-koo-dzee] = "Amazing!"
- *Déi áwé* [day a-way] = "That's all!"
- *Wooch.een* [wooch een] = "together"
- *Wooch.een yéi jigaxtoonéi* [wooch een yay ji-gakh-toon-ay] = "We will work together."
- *Wooch.een yéi jinaxtoonei* [wooch een yay ji-nakh-toon-ay] = "Let's work together."
- *Atxá* [at-kha] = "snack"
- *Héen* [heen] = "water"
- *Wé litseeni aa* [Way thlit-seen-eh aah] = "The strong one."
- *Haa gaxlatseeni* [Haw gakh-thlat-seen-eh] = "Let us be strong."
- *Iwlitseen* [Ew-thlit-seen] = "You became strong."
- *Latseen nooch* [Thlat-seen newch] = "He/she is always strong."
- *Kei haa naltseen* [Kay haw nawth-t-seen] = "We are becoming strong."
- *Yee litseen* [Yee thlit-seen] = "You all are strong."

Directions

- *Gaydanaak* [gauy da-knock-hoo] = "Stand up!" [plural – "you all stand up"]
- *Wooshduwagígin yan yinák* [woosh-doo-wa-ghi-ghin yohn yin-awkhoo] = "Stand in a circle!" [plural]
- *Ash kulyát gaawú áyá!* [osh koothl-yaut gah-woo ah-yah] = "Time to play!"
- *Gaykí* [ghauy khee] = "Sit down!" [plural]

Resource Videos for Pronunciation

- tinyurl.com/Intro-Tlingit1
- tinyurl.com/Intro-Tlingit2

- tinyurl.com/BR-Tlingit-Guide

Support the Boys Run I toowú klatseen Program

✓ Be a Running Buddy

At the end of the BRITK season, there is a culminating 5K fun run, which is not a race, but a fun event for the whole family to attend. Each participant must have a running buddy that will complete the race alongside him; someone that will keep morale high and motivation strong. If you choose to be your boy's running buddy and are worried about being able to complete the 3.1 miles, check out the 5K training plans that are towards the end of this guide. There are four different 10-week plans for people of various levels of current physical activity.

✓ Volunteer

If you would like to be more involved with the program, volunteering is a great way to do it. Parent volunteers at practices or who help with the 5K benefit us greatly! If you would like to help out, but cannot make every single practice, that is okay, just let us know your availability and how you'd like to get involved.

✓ Donate

The BRITK program aims to support any boy that wants to participate. There is a cost associated with maintaining the program, however, families in need are eligible for a scholarship. To ensure that BRITK is accessible to all boys, regardless of socio-economic background, donations are solicited from individual and organizational donors each year. Any financial contributions you can give are greatly appreciated and help us make this program more available to all boys.

Sense of Self and Knowing One's Worth



Lesson 1: Getting to Know Each Other

Learning Goals:

- 1) Boys will learn guidelines for BRITK program.
- 2) Boys will start getting to know each other and coaches.

This session includes a sorting game where the boys will sort themselves into two different groups, based on what they can relate to (i.e., those who have a dog versus those who don't). Then, to make it more challenging, the coaches call out a general topic, such as your favorite dessert and the boys have to find the other boys who have the same answer. These games allow the boys to get to know each other in a fun way. For the running section, the boys learn about pacing themselves and knowing that different boys will have different paces, and that is okay. The team then ends with the team cheer, which they will do following every practice: *"I toowú klatseen."*

BRITK Guidelines:

- 1) I am respectful to others, myself, and nature.
 - Support others
 - Good sportsmanship
 - Listen well to coaches
- 2) I try my best.
 - Set goals and try your best to meet them
 - Keep moving forward
 - Challenge yourself
- 3) I take care of myself.
 - Take care of your body
 - Identify and process emotions in healthy ways
- 4) I am a positive thinker.
 - Focus on your successes and positive self-talk
 - Cheer ourselves and others on
- 5) I choose to have fun!

Table Talk Suggestions

- Can you tell me about the BRITK guidelines?
- What is your team cheer?
- What kinds of things did you have in common with others on your team?
- Tell me about your coaches. What are their names?
- What does it mean to "strengthen your spirit?"

Lesson 2: Origin Stories

Traditional Value:

2) *Discipline and Obedience for the Traditions of our Ancestors*

Learning Goals:

- 3) Boys will learn about Tlingit origin stories.
- 4) Boys will explore where they come from and learn about their teammates' backgrounds.

In Southeast Alaska traditional culture, and in many other cultures, the story of where someone or something comes from is an important story, aptly named an origin story. During this session, boys listen to the story, *How the Raven Stole the Sun*, which is a version of an origin story in the Tlingit culture about the origin of the sun, stars, and moon. Following the story, boys split into smaller groups to share their own history by sharing where they were born, how they got to this town, something special about their family, and one thing about themselves now. The boys are also reminded of the ways in which they should be respectful while listening to their teammates talk.

During the Up and Running portion of this lesson, boys complete their laps based on the cards they receive, which include characters from the story read earlier in the lesson. The boys are given an Origin Story worksheet to learn more about their own family's heritage. It would be fun to use the worksheet below to work together to discuss your family's ancestry.

Before the end of practice, the boys learn about the affirmation circle, which encourages boys to practice giving positive feedback to their teammates at the end of each lesson. Boys can choose to praise their peers for being supportive toward their teammates, embodying the traditional value of the day, listening well, or embracing the lessons learned at practices. The affirmation circle is a time to celebrate how Boys Run participants show their "strength of spirit."

Table Talk Suggestions

- Why is it important to know where we come from?
- What are some benefits to everyone having different heritages?
- What is something new that you learned about your teammates?
- Did your origin story have similarities to others'?
- Tell me about the story, *How the Raven Stole the Sun*.

Origin Stories

Today in Boys Run we celebrated the unique and special heritages—or origin stories—of our team! Talk with your family to learn more about your origin story. This type of information is used traditionally in Tlingit culture as a way to introduce yourself. You can use this family story to get to know yourself better, or share it with teammates as you get to know them!

In my family's native language, I am called: _____

My mother's last name is: _____

My Mother's parents are from: _____

My Mother is from: _____

My father's last name is: _____

My father's parents are from: _____

My father is from: _____

I am from: _____

This is something that makes my family unique: _____

- What else do you want to know about your family's heritage?
- Why is it important to respect the different family stories of our Boys Run teammates?
- What are some benefits of us having different heritages?

Here is an example of a traditional Tlingit introduction:

In Tlingit I am called _____.

My family's village is _____.

In English I am called _____.

My family's house(s) is/are _____.

My family is (*mother's clan name*).

My family's crests are _____.

My father's family is (*father's clan name*).



Lesson 3: Southeast Alaska Traditional Values

Traditional Values:

- 1) *Discipline and Obedience for the Traditions of our Ancestors*
- 2) *Respect for Self, Elders, and Others*
- 3) *Respect for Nature and Property*
- 4) *Listen Well and With Respect*

Learning Goals:

- 1) Boys will learn the basic concept of values.
- 2) Team will receive introduction to the 14 Southeast Alaska traditional values, focusing on the values associated with respect.

During the beginning of this practice, the boys listen to a story named, “The Young Man and the Egg Shell.” The moral of the story is that you should have respect for everything, including inanimate objects. The boys then discuss what values are-- important beliefs or ideals that influence what you think and how you act. Values are guides that help us respect others and ourselves. People can have their own values that are special to them, and they can also share values with a group of people like their family, their friends, and important groups they belong to such as a church or organization, or a cultural group. Since respect was the moral of the story, the boys talk about what respect means, what it looks like when you are respectful, and even what it looks like when you are disrespectful. The boys then play a game called Respect Freeze Tag, which allows the boys to say things about people they respect in their lives. The Up and Running activity helps boys find a good pace for running while cheering on their teammates and practicing respect for each other.

Table Talk Suggestions

- Can you explain what values are?
- Discuss important values that your family upholds.
- What is respect? How can we show others respect?
- What does it look like to be disrespectful? How does it feel when someone disrespects you?
- During Respect Freeze Tag, who were some of the people that your teammates said they respected? What did you say you respected?
- Why do you think being respectful is an important value? What is another value that is important to you? How does this value influence your behavior?

Story: The Young Man and the Egg Shell ->

The Young Man and the Egg Shell

As told by Gax Tlein (Paul Jackson, Sr.)

Long ago there was a young man that went out behind his village to hunt for wild game, so that he can provide food for his family. He took his bow and arrow and headed behind his village on a game trail. When he got to the place to where he wanted to hunt, he ended up sitting off to the side of the trail and inside the tall grass where he wouldn't be seen.

He sat there very patiently waiting for any type of wild game to come by. Maybe hours went by before he started to get bored. So he started to look around his surroundings and noticed a small birds nest with an egg inside of it. He couldn't believe that he hadn't seen that before. It was camouflaged to its natural surroundings. He then noticed that the egg was starting to move and hatch. So, he sat there and he watched as the little bird hatched out of the egg.

After the little bird came out of the egg, he noticed that he was trying to stand up. The little bird tried many times to stand up but kept falling down. Maybe it was after the 4th or 5th try he was able to stand up. Then he noticed that the bird was able to walk around. The little bird then jumped out of its nest and went looking around this large tree stump. The young man thought that the bird might be crazy or something was wrong with it. The bird found a hole in the tree stump in which the bird started to clear out all the hard, pokey items, such as: twigs and rocks. Then the bird went and got some soft items, like moss to place in that hole.

After the bird lined the hole with all the soft items it started to take the broken shells to the hole one by one until all the shells were placed there. The bird then placed more moss on top of the shells and then returned to its nest and sat down and didn't do anything else.

The moral of the story is:

Respect for everything, even inanimate objects (things that don't have life in it). The shell provided a shelter, warmth and brought life to the little bird. In return, the little bird protected the shell, provided shelter, and showed the same respect the shell did for it.

Lesson 4: Personal Strengths and Positive Thinking

Traditional Values:

- 1) *Patience*
- 2) *Be Strong in Mind, Body, and Spirit*

Learning Goals:

- 1) Boys will learn the importance of positive thinking and affirmations.
- 2) Boys will explore their own personal strengths and learn running wellness skills.

During this lesson, the boys focus on one of the BRITK Guidelines that they went over the previous week: *I am a positive thinker*. The boys discuss both positive and negative thoughts, as well as how it is important to be patient with ourselves and others. They also learn that everyone has their own strengths and that these are a part of what makes people unique. The boys practice shouting out positive affirmations during the Warm-Up and then participate in a round robin activity during Up and Running to show the different kinds of skills that pertain to running, such as sprinting, leg strengthening exercises, long distance running, and stretching. It is also noted that everyone has different skill levels when it comes to running and stretching and that is okay. At the end of practice, the boys do an individual strengths visualization exercise where they think about their personal strengths, pick one to focus on, and then think about the times that they have worked to be better at this strength, who appreciates them for this strength, and how this strength makes them unique.

Table Talk Suggestions

- What is an example of a positive thought? What about a negative thought? (Share your own.)
- How does being positive help you and the others around you?
- What running skill did you enjoy the most during the round robin exercise?
- Share an example of how identifying your personal strengths can help you in other areas of your life. (Share your own.)
- What personal strength did you focus on during the individual strength visualization?

Lesson 5: Physical Health and Wellness

Traditional Values:

- 1) *Respect for Self, Elders, and Others*
- 2) *Respect for Nature and Property*

Learning Goals:

- 1) Boys will learn about physical wellness and taking care of their bodies.
- 2) Boys will learn about healthy nutrition skills and local foods.

The BRITK guideline that we focus on today is *I take care of myself* and we start the day with a visualization exercise where the boys imagine their dream bike, the different ways in which they would use it, and how they would proceed to take care of the bike. There is a Tlingit belief that you can't truly take care of other people until you take care of yourself, and in this sense, taking care of yourself means that you need to respect yourself and make sure that both your body and mind are strong and nurtured. There is also another belief that everything is connected; everything in your body relies on other parts to function. It's about the whole being and everything works together to support the whole. The name of this interconnectedness in Tlingit culture is "Haa Shagoon," which means understanding who we are now, and who we will become, all at the same time.

In this lesson, boys learn about the different food groups (fruit, vegetables, protein, dairy, grain) and how the Tlingit people are a subsistence people. This means they rely on the land for their food, but not only that, they also believe that you must respect nature and the land that you use for your benefit. The boys also discuss how eating a variety of foods leads to physical wellness since you need to balance the nutrients your body needs. During Up and Running, the boys pair up and practice pacing, as well as regulating their walking breaks, all while discussing whether certain behaviors should be done often or just sometimes (i.e., eating ice cream, bathing).

Table Talk Suggestions

- What are some ways in which you take care of yourself? (Share your own.)
- What are the five food groups you learned about during practice? Can you name an example of each? (Name your own examples as well.)
- What is one way that we can get food from the land?
- How can we treat nature with respect, yet still benefit from its gifts?
- How does our family rely on one another to live healthy lives?

Lesson 6: Teamwork I – Working Together

Traditional Values:

- 1) *Hold Each Other Up*
- 2) *Respect for Self, Elders, and Others*

Learning Goals:

- 1) Boys will be introduced to teamwork concepts and learn how to support each other.

This lesson's focus is teamwork or in Tlingit *wooch.een*. Supporting each other is an important part of the BRITK program and this lesson teaches boys how to work together as a team. They practice teamwork by paddling a pretend canoe together, an important form of transportation in Tlingit culture. Through this activity, they learn about communication, listening, and supporting one another to achieve a shared goal.

We discuss that one of the best parts about being on a team is that you have everyone's special strengths to work with and that teams are stronger than just one person working alone. Another activity used to help boys practice working together is the hula hoop activity where boys have to hold hands and pass a hula hoop around in one direction until it gets back to the starting point, without dropping hands.

Table Talk Suggestions

- Why is teamwork important?
- Why do people work in teams?
- What is an example of how our family works together? (Share your own.)
- How can you use unique strengths to be stronger as a whole?
- What did you think of the canoeing exercise at practice?

Lesson 7: Naming and Processing Emotions

Traditional Value:

- 1) *Respect for Self, Elders, and Others*

Learning Goals:

- 1) Boys will learn to identify their emotions.
- 2) Boys will understand we may feel uncomfortable or comfortable emotions and how to process both in a healthy way.

This lesson talks about emotions- what they are, naming them, and how to positively deal with them. The boys learn that it can be hard to talk about or deal with uncomfortable emotions, but that they are a part of life and it is okay to feel sad or angry. The important part is how we express these emotions and to know that hiding our emotions is unhealthy. Today is also the first day that the boys set a lap goal for the Up and Running. Coaches remind them that it is important to set goals that are challenging and that you feel excited about when you accomplish them. In addition, the boys are told that not reaching a goal is okay too because it's a learning experience and they can use it as an opportunity to adjust or change their original plan. At the end of practice, the boys do a visualization where they sit quietly with their eyes closed and focus on their breath and senses. This allows them to assess what they are feeling at that time and that it is okay to feel whatever emotions come up.

Table Talk Suggestions

- What emotions did you learn about today in practice?
- Why is it important that we allow ourselves to feel emotions?
- Did you reach the running goal that you set for yourself? How did that make you feel?
- Why is it important to set goals for ourselves?
- What kinds of emotions did you feel today?

Healthy Relationships & Communication



Lesson 8: Processing and Expressing Emotions

Traditional Value:

- 1) *Live in Peace and Harmony*

Learning Goals:

- 1) Boys will further explore how to process and deal with their emotions.
- 2) Boys will learn the BRITK BOFT (Breathe, Observe, Feel, Talk) tool to express emotions in a healthy way.

This lesson talks more about emotions that we feel and how to express them in healthy way, allowing us to live in peace and harmony. The boys then make an emotion volcano that bubbles over, which represents what happens when you try to hide all of your emotions instead of identifying them, expressing them in a positive way, and talking about how you feel with someone who can help. The boys learn about a BRITK system of four steps to expressing emotions in a healthy way. It is called BOFT:

- **BREATHE**- When you feel uncomfortable emotions, take a moment to breathe in and out and let yourself calm down.
- **OBSERVE**- Do a body scan to check in with yourself; start at your feet, travel up your legs to your stomach and chest, down both your arms, up your neck and to your head. How does your body feel? Where in your body do you feel your emotions (i.e., heart pounding)? Observe your emotions- What are you feeling right now? How do you know? Can you name the emotion? If not, can you think of some words to help describe how you are feeling?
- **FEEL**- Take a moment to let those emotions out- how might you do that (i.e., cry, run really fast, write it down)? Create some space for yourself to express the emotion if you aren't able to do that in front of other people. Remind yourself, "it is okay to feel this way."
- **TALK**- Talk to someone who can help you, like an uncle, older sibling, or friend about how you feel and what's caused that emotion.

During Up and Running, the boys practice the four steps a few times to get acquainted with using it.

Table Talk Suggestions

- What are some unhealthy ways that people might deal with their emotions?
- What happens if you hold your uncomfortable emotions like anger inside?
- What can you do to calm down your emotions down? (Share your own methods.)
- How do we let ourselves feel our emotions and process and express them in a healthy way?
- Why is it important to talk about our emotions? Who are good people to talk to?
- When we identify our emotions and express them in a healthy way, how are we living in peace and harmony with ourselves? With others?

Lesson 9: Media Messages and the Boy Box

Traditional Value:

- 1) *Be Strong in Mind, Body, and Spirit*

Learning Goals:

- 1) Boys will learn about gender stereotypes and how media messages shape the way we see gender.
- 2) Boys will learn how to break out of the “boy box” and how to challenge unrealistic or unhealthy gender stereotypes with an emphasis on inner strength rather than physical strength.

Today, the boys explore the experience of being a boy, and examine the messages and images boys receive from the media and other groups around them. The boys then learn about stereotypes- which usually involve thinking that something is true about a group of people and will be true for any individual in that group. For example, it is a gender stereotype to think that because some boys like to play with trucks that all boys must like to play with trucks. These messages are sent to us via the media, video games, and even the people around us; therefore, it can be confusing, especially if a stereotypical message comes from someone we trust and love. The boys then talk about how sometimes it can feel like you are stuck in a box as a boy or girl, and because of your gender, you might not be able to express your whole person because of that. It’s important to remember that everyone makes their own choices and it is okay to make choices outside of the stereotype. There is a common misconception that a strong man comes from only having physical strength, but that is not true because true strong men have inner strength- they are strong in body, mind, and spirit. This means acting in ways that help other people, such as being kind and respectful. In traditional Southeast Alaska Native culture, “dignity” is valued highly, and we ask the boys to think about the men in their lives and how they portray their strength of spirit.

Table Talk Suggestions

- What is a stereotype? What are some stereotypes that exist for boys? Girls?
- What does it mean to be a strong man and to have inner strength?
- What are some qualities that strong men exhibit?
- Who are the strong men in your life? (Share your own.)
- How do you want to be a strong man when you are older? How do you want others to view you?

Lesson 10: Positive Leadership

Traditional Values:

- 1) *Hold Each Other Up*
- 2) *Listen Well and with Respect*
- 3) *Speak with Care*

Learning Goals:

- 1) Boys will learn the qualities of a positive and caring leader and how to lead inclusively.

Last lesson, the boys learned about inner strength, and this time, the boys will learn about how to use that strength to be positive and caring leaders. The boys talk about positive and negative leaders and what kinds of actions they take in their positions of power. The responsibility of a leader is to hear from and listen to everyone in the group, creating space for all voices. Leaders should make sure that people are treated equally, that everyone is included, and that they are not misusing their power. The boys participate in tasks that allow them to practice positive leadership skills, such as helping the group work together and making challenges and problems much easier to overcome. In the end, the team learns that there is no one right way to lead. Different situations call for different types of leaders. Everyone has a different approach and everyone brings different skills to being a positive leader.

Table Talk Suggestions

- What does it look and sound like when we are positive leaders?
- What does it look and sound like when leaders don't use their power in a positive way?
- How does working together and listening to each other's ideas help you succeed?
- What does it mean to hold each other up? What does that look like?
- What is your strongest leadership quality? What is something you can work on to be a positive leader? (Share your own.)
- How does listening well and with respect and speaking with care make you a more inclusive leader?

Lesson 11: Dealing with Peer Pressure

Traditional Values:

- 1) *Be Strong and Have Courage*
- 2) *Speak with Care*
- 3) *Respect for Self, Elders, and Others*

Learning Goals:

- 1) Boys will learn what peer pressure is and how to respond in a positive way using BOFT (Breathe, Observe, Feel, Talk).

This practice, we talk about peer pressure and how to deal with it. Peer pressure is when one's peers try to get them to do something they aren't comfortable with or know is not positive or healthy (i.e., people pressuring you to act a certain way). One of the things that can be challenging about peer pressure is that it can be really difficult to resist friends and peers, no matter how much we may not want to do what they are pressuring us to do and no matter how uncomfortable we feel with the situation. The boys learn that by listening to their inner voice and making choices that are right for them, they are showing respect for themselves. During the activities, the boys learn how to use BOFT to deal with peer pressure in a healthy way, and that listening to your inner voice means that you have a "strong mind" and have the courage to follow your heart. During Up and Running, the boys are reminded that peer pressure is an obstacle that they will have to overcome in many instances throughout their life.

Table Talk Suggestions

- When might boys your age feel peer pressure? Have you ever heard or seen this happen to anyone?
- How can you use BOFT to help resist peer pressure?
- If you experience peer pressure, what kinds of guidance can your inner voice give you?
- Why is it sometimes difficult to know the right thing to do?
- What kinds of questions can you ask yourself to help choose whether or not you should participate? (Share your own.)
- Why is it important to talk to and stand up to your peers when they are pressuring you to do something that makes you uncomfortable?

Lesson 12: Styles of Communication

Traditional Values:

- 1) *Listen Well and with Respect*
- 2) *Speak with Care*

Learning Goals:

- 1) Boys will learn about communication styles and how to be assertive without being aggressive.
- 2) Boys will learn about collaboration and working towards group goals.

Communication is important and we all communicate with people for different reasons and in different ways, depending on the situation. As individuals, we also have different communication needs. Some people communicate by being quiet and calm, others use more body language, and others are loud and direct. Sometimes how people communicate is influenced by their culture, their families, their religions, and personalities. Unlike Western culture, in traditional Tlingit culture, people don't make eye contact very often because it is considered a form of challenge or dare and so it's disrespectful. We also use nonverbal communication through things such as body language. The boys watch the coaches perform skits that involve both healthy and unhealthy forms of communication. It is also important to point out that some people process by talking and others process by thinking, but both are okay as long as space is created for them. The boys also discuss collaboration and how in order to collaborate, you need to be a good communicator that both listens and talks in a respectful way.

Table Talk Suggestions

- Have you ever experienced a form of communication that is different than your own? Were you able to understand? (Share your own.)
- What does it mean to collaborate? What are some ways that you can collaborate with a partner or group?
- What is difficult about being a positive communicator? What can you do to make sure that you are being a respectful listener?
- What should you do if your words or actions while communicating hurt or disrespect someone?
- What tips would you give someone to help them be a positive collaborator?

Lesson 13: Resolving Conflict

Traditional Values:

- 1) *Speak with Care*
- 2) *Live in Peace and Harmony*

Learning Goals:

- 1) Boys will learn tools for effectively resolving conflict- such as using “I statements” - and the importance of speaking with care and living in peace and harmony.

Last practice, the boys learned about communication and how to be a positive communicator and this time, the boys learn to use “I statements” during the talk step for BOFT. Here is how the “I statements” are used:

- “I feel...”
 - Communicate how you are feeling in a way that doesn’t blame or name the other person. This allows you to claim your own feelings.
- “When...”
 - Describe what it is that makes you feel this way. Name the specific action.
- “Because...”
 - Describe why that thing makes you feel this way. Again, practice being specific.
- “I would like it if...”
 - Suggest something else they can do to make it better, something that is actually possible to have done.

“I statements” are respectful and they tell what you feel and need in a positive way. They help make things better because they don’t make people angry and defensive. Here is an example: “I feel left out when we play together, because I am afraid that if we don’t do exactly what you want to do, you’ll be angry with me. I would like it if we could take turns picking the game.”

Table Talk Suggestions

- What are some words that can hurt someone?
- What are some ways words can make someone feel respected?
- What is an example of healthy communication? Unhealthy communication?
- Talk about a time when you were able to resolve a conflict in a respectful way. (Share your own.)
- How can you use “I statements” to resolve conflict amongst family members?

Lesson 14: Teamwork II – Communications

Traditional Value:

1) *Humor*

Learning Goals:

- 1) Boys will learn more about how to work together as a team and to effectively communicate with each other.

This practice, the boys learn about how to use communication in order to work together. By using everyone's strengths, combining them and working together, the group becomes stronger and more connected. Since everyone is different and have unique strengths, we need to be positive and respectful communicators so that we can figure out how to all work together and be a strong team, even if verbal communication is not possible. The boys also discuss the importance of humor, which is a traditional Native Alaska value. The activities completed revolve around teamwork and the different styles of communication.

Table Talk Suggestions

- How can healthy communication help us work together as a team?
- Why is laughing and having fun an important part of teamwork?
- Is humor a value to you and your family? How do you use humor? (Share your own.)
- What are some challenges when you try to communicate as a team?

Teamwork, Community, and Positive
Decision Making



Lesson 15: Healthy Choices

Traditional Values:

- 1) *Be Strong in Mind, Body, and Spirit*
- 2) *Be Strong and Have Courage*

Learning Goals:

- 1) Boys will review making healthy choices.
- 2) Boys will practice for the 5K.

This lesson is focusing on the BRITK guideline: I take care of myself. In a previous practice, the boys learned about ways to keep themselves happy and healthy in order to be at their best. The coaches point out how taking care of ourselves physically, mentally, and emotionally involves building inner strength and having the courage to trust ourselves, which is what the boys have been practicing all season. One way to demonstrate inner strength and courage is by asking questions, telling truths, and speaking up when noticing unhealthy or disrespectful behavior. Today, the boys run a practice 5K so that they have an idea of their progress made throughout the season and what it will be like on the day of the real 5K fun run.

Table Talk Suggestions

- What are some ways that you can take care of yourself?
- What does having inner strength mean to you? (Share your ideas.)
- What was it like to run a 5K? Was it hard? Was it fun?
- The 5K fun run is coming up soon. What emotions are you feeling? Excited? Nervous? (If you are running the 5K, share your own feelings as well.)

Lesson 16: Choosing to be an Ally

Traditional Values:

- 1) *Hold Each Other Up*
- 2) *Be Strong and Have Courage*

Learning Goals:

- 1) Boys will learn about responding to bullying.
- 2) Boys will learn about choosing to be an ally.

This time, the boys learn about the Tlingit belief that it is important to be there for each other and to hold each other up when times get hard. A defining feature of Tlingit culture is the concept of reciprocity. That means exchanging things with another so both people can benefit. People who help you when you are sad, facing challenges or being bullied are called allies. They may be strangers, but allies act like friends and give the help and support needed. The boys are taught that being an ally to others is incredibly important, especially when people are being bullied. The team also discusses the different kinds of bullying that exists: physical, verbal, emotional, and cyber. It is important to remember that the problem lies with the person doing the bullying because it is a choice that they make in how to treat others. The boys then discuss ways in which they can be an ally to someone being bullied (i.e., supporting them whether they are familiar or not, not participating, telling the bullies to stop, telling an adult they trust, etc.).

Table Talk Suggestions

- Can you think of a time when someone was an ally for you? (Share your own.)
- Why do you think some people choose to bully others?
- If someone is being bullied, how can you be an ally for them?
- How does it feel when you choose to be an ally?
- How do you think someone might feel if you choose to be their ally?
- When can it be hard to be an ally? Why?

Lesson 17: Teamwork III – Cooperation

Learning Goals:

- 1) Boys will learn what it means to cooperate with each other as a team and will further develop their communication skills.
- 2) Boys will continue to build teamwork skills to overcome challenges.

This practice is about how to cooperate when working together as a team to achieve something, in Tlingit, this concept is called *wooch.een*. Cooperation is the opposite of competition and it is a key component of teamwork. The boys complete activities that require them to cooperate in order to succeed, similar to the canoeing activity from the beginning of the season.

Table Talk Suggestions

- What does cooperation mean?
- What happens when everyone works together as a team?
- What happens when you don't work together? How does it feel when a few people are not cooperating with the group?
- What are some of the challenges that arise when people don't cooperate?
- In our family, how can we cooperate with each other when we have to work together?

Lesson 18: Supporting Our Communities

Traditional Values:

- 1) *We are Stewards of the Air, Land, and Sea*
- 2) *Respect for Nature and Property*

Learning Goals:

- 1) Boys will learn about community and what it means to be an active part of their community.
- 2) Boys will choose their community service project for the season.

We all live in communities such as our town, but we also belong to many smaller communities or groups of people that share something- maybe you share values or location or interests. The boys learn that they are a part of the BRITK community since they are working towards a common goal. The boys also learn that it is important to take care of the communities that you are a part of and to have respect for the air, land, and sea. The team then brainstorms ways in which they can help their community. They present the ideas at the end of practice and then choose one to complete at the next lesson as their Community Service Project.

Table Talk Suggestions

- What does it mean to be a part of a community?
- What different communities is our family a part of?
- What do you think it means to be a steward (A steward takes care of what's around them and makes sure it keeps going for people after them.)?
- How do you think you can help take care of the air, land, and sea?
- How can you be an active community member in your life to help care for all the things that we love about our community?
- What did your team choose as their Community Service Project? What can I do to help you with it?

Lesson 19: Community Service Project

Learning Goals:

- 1) Boys will learn about community involvement through completion of their service project.

This practice is dedicated to completing the team's Community Service Project. By choosing to work together, the boys learn that they can accomplish so much more than if they tried to do it by themselves. Also, we welcome parents and guardians to help with the Community Service Project if they are interested.

Table Talk Suggestions

- How did your Community Service Project go?
- How do you think this project had a positive impact on our community?
- What did you learn about yourself or about our community from this project?
- Which traditional Tlingit values did you and the team uphold by doing this service project? How can we continue to uphold these values in our daily life after BRITK is over?
- How can you be a part of and make a difference in the community where we live, beyond participating in the BRITK Community Service Project? Is there something we can do together as a family?

Lesson 20: Celebration

Learning Goals:

- 1) Boys will learn how to celebrate successes in a positive way.
- 2) Boys will reflect on the season and what they've learned through BRITK.

This is the last practice of the season where the boys celebrate everything that they have learned and accomplished throughout the season. It could be either before or after the 5K fun run, depending on the season schedule. In addition to reflection, the coaches use this time to have fun with the boys. In the end, they do a final visualization about their strength of spirit and how it has grown throughout the season.

Table Talk Suggestions

- What is one way that you have changed since the beginning of the program?
- What is one way in which you have learned to share your strength of spirit with others?
- How are you feeling about the upcoming 5K? (Only if it has not occurred yet.)
- What was your favorite part about this season?
- Talk about some ways that you and your boy can continue to uphold the guidelines of BRITK following the season.

5K Training Programs

If you are interested in running the 5K with your child in ten weeks we have some training plans to help you prepare! Whether you have run a 5K before or it never even crossed your mind, we have a training plan that is right for you. Choosing a plan based on your current physical activity level will allow you to make progress in a safe way in order to have an enjoyable experience with your boy during the fun run. These programs were designed by Jenny Hadfield, a running coach dedicated to helping you find your inner runner, whoever that may be.

5K Training Programs

1) **Walk**

- For those who want to walk the 5K with their boy
- Best suited for beginning and new walkers

2) **Walk-Run**

- For those walkers who want some running sprinkled in
- Works well for first-time runners who want to gradually incorporate running
- Best suited for those who are currently walking regularly at least 3 times per week for 30-45 minutes

3) **Run-Walk**

- Blends running with short power walk breaks
- Works well for first-time runners
- Best suited for those who are exercising regularly 3-4 times a week

4) **Beginning Run**

- For those who want to successfully run a 5K
- Works well for first-time runners
- Best suited for those who are running 2-3 times per week for 20-30 minutes

***Remember, you want to choose a training plan that fits your current physical fitness level.**

5K Plan Key Terms

- **Warm-Up:** walking 5 minutes at an easy pace prior to every workout to gradually increase circulation to working muscles, heart and breathing rates.
- **Cool-Down:** walking 5 minutes at an easy pace after every workout to gradually bring heart rate and breathing back to normal levels.
- **i-Rate Scale:** A way to rate your effort level by your perception or 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).
- **Heart Rate:** If you have a heart rate monitor, maintain a range between the prescribed percentages (i.e., 65-75% of estimated maximum heart rate).
- **Walk Workout:** Warm-up walking 5 minutes at an easy pace. Walk at a pace that you can still talk or at “conversational pace” at an i-Rate level of 6-7 or if you are using a heart rate monitor at 60-70% of maximum heart rate. This pace should be one notch above your easy warm up pace or a level in which you are breathing a little more vigorously. Cool-down walking five minutes at an easy pace.
- **Walk-Run 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 1 minute- walk 3 minutes- repeat sequence 6 times for a total of 24 minutes. Cool-down walking 5 minutes at an easy pace.
- **Run-Walk Workout:** Warm-up walking at a brisk pace of 5 minutes. 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 minutes- walk 2 minutes- repeat sequence 5 times for a total of 25 minutes. Cool-down walking at an easy pace for 5 minutes.
- **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 i-Rate 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.
- **Walk *Pick-Ups:** Walk the workout at an easy pace and include 4-6 short, 30-second “pick-ups” within the workout. Pick up your pace to a challenging pace where you can hear your breathing and it feels just outside your comfort zone. This is NOT an all-out, gut-wrenching pace, simply one more notch up from where you were walking. Keep the pick-up to 30 seconds, maximum. Your effort level should be at an i-Rate level of 8 or heart rate of 80% of maximum.
- **Run *Pick-Ups:** Run the workout at an easy pace and include 3-4 short, 30-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. This is NOT an all-out, gut-wrenching pace, simply one notch up from where you were running. Keep the pick-up to 30 seconds, maximum. Your effort level should be at an i-rate scale of 8 or heart rate of 80% of maximum.
- **Cross-Training:** Include activities that are non-running or walking. If you are new to an active lifestyle and have been inactive, rest on the cross-train days for the first 4 weeks and then add the cross-train workouts into the schedule for week 5. If you are active 3-4 days already, follow the schedule as it appears. Cycling, swimming, pilates/yoga, strength training, elliptical trainer,

stairmaster, and spinning are great cross-training modes for 5K training. Cross-training allows you to rest your running muscles while training opposing muscle groups and reducing risk of overtraining and injury. It helps speed recovery and reduces burnout. Cross-training activities should be done at a moderate pace at an i-Rate Scale of 6-7 or heart rate of 60-70%.

- **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 twice per week. This will increase the lean muscle tissue, boost metabolism at rest and prevent the dreaded muscle loss with age. The more muscle we lose, the lower our metabolism sinks. Start the Strength Train session by warming up with 10 minutes of cardio activity (i.e., cycling, elliptical trainer, or stairmaster) or strength train after walk-running. If you are new to strength-training, begin with 1 set per exercise for 12-15 repetitions. The goal is to fatigue the muscle as you reach the repetition range or until you can no longer perform the exercise with good, controlled form. Stick with this program for at least 4 weeks and then progress to 2-3 sets per exercise for 8-12 repetitions. Another option for your strength workout is to take a class at your gym, work with a personal trainer, or perform a machine circuit. There are many ways to include resistance in your life, so find the one you enjoy the most.
- **Flexibility:** Stretch after every workout when the muscles are warm to maintain or improve flexibility and prevent injuries.
- **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 or 75% of maximum rather than slowing pace to stay within zone.
- **Easy Pace:** Easy to moderate pace at 70-75% of maximum heart rate or an i-Rate level of 7+. A pace you could go at for a long time easily.
- **Moderate Pace:** Moderate pace at 75-80% of maximum heart rate or an i-Rate level of 7-8. A pace where you can hear your breathing but you're not breathing hard.

5K Plan #1: Walk

DAY	MON	TUE	WED	THU	FRI	SAT	SUN
Mode	Walk	Cross-Train + ST	Walk *Pick-Ups	Rest Day	Cross-Train + ST	Walk	Rest Day
Intensity	Easy Effort	Moderate Effort	Easy-to-Moderate Challenging		Moderate	Moderate Effort	
i-Rate Scale	6-7	7+	7-8		7-8	7+	
Heart Rate	65-75%	70-75%	70-80%		75-80%	70-75%	
Week 1	25 Min	30 Min ST	25 Min	Rest	30 Min ST	30 Min	Rest
Week 2	25 Min	30 Min ST	25 Min	Rest	30 Min ST	35 Min	Rest
Week 3	25 Min	30 Min ST	30 Min	Rest	30 Min ST	35 Min	Rest
Week 4	30 Min	30 Min ST	30 Min	Rest	30 Min ST	40 Min	Rest
Week 5	30 Min	30 Min ST	35 Min *Pick-Ups	Rest	30 Min ST	40 Min	Rest
Week 6	30 Min	30-40 Min ST	35 Min *Pick-Ups	Rest	30-40 Min ST	45 Min	Rest
Week 7	30 Min	30-40 Min ST	35 Min *Pick-Ups	Rest	30-40 Min ST	50 Min	Rest
Week 8	30 Min	30-40 Min ST	40 Min *Pick-Ups	Rest	30-40 Min ST	60 Min	Rest
Week 9	30 Min	30-40 Min ST	40 Min *Pick-Ups	Rest	30-40 Min ST	45 Min	Rest
Week 10	30 Min	30 Min	30 Min *Pick-Ups	Rest	Rest	5K WALK	Rest

5K Plan #2: Walk-Run

DAY	MON	TUE	WED	THU	FRI	SAT	SUN
Mode	Walk-Run	Cross-Train + ST	Walk-Run	Rest Day	Cross-Train + ST	Walk-Run	Rest Day
Intensity	Easy Effort	Moderate Effort	Easy Effort		Moderate	Conversational Effort	
i-Rate Scale	6-7	7-8	6-7		7-8	6-7+	
Heart Rate	65-75%	75-80%	65-75%		75-80%	65-75%	
Week 1	24 Min (1/3/6x)	30-40 Min ST	24 Min (1/3/6x)	Rest	30-40 Min ST	24 Min (1/3/6x)	Rest
Week 2	24 Min (1/3/6x)	30-40 Min ST	24 Min (1/3/6x)	Rest	30-40 Min ST	24 Min (1/3/6x)	Rest
Week 3	24 Min (1/3/6x)	30-40 Min ST	28 Min (1/3/7x)	Rest	30-40 Min ST	28 Min (1/3/7x)	Rest
Week 4	28 Min (1/3/7x)	30-40 Min ST	28 Min (1/3/7x)	Rest	30-40 Min ST	28 Min (1/3/7x)	Rest
Week 5	28 Min (1/3/7x)	30-40 Min ST	28 Min (1/3/7x)	Rest	40 Min ST	30 Min (2/3/6x)	Rest
Week 6	30 Min (2/3/6x)	40 Min ST	30 Min (2/3/6x)	Rest	40 Min ST	35 Min (2/3/7x)	Rest
Week 7	30 Min (2/3/6x)	40 Min ST	35 Min (2/3/7x)	Rest	40 Min ST	40 Min (2/3/8x)	Rest
Week 8	35 Min (2/3/7x)	40 Min ST	36 Min (2/2/9x)	Rest	40 Min ST	40 Min (2/2/10x)	Rest
Week 9	36 Min (2/2/9x)	40 Min ST	36 Min (2/2/9x)	Rest	40 Min ST	40 Min (2/2/10x)	Rest
Week 10	36 Min (2/2/9x)	Rest	32 Min (2/2/8x)	30 Min	Rest	5K RUN/WALK	Rest

NOTE: 24 Min (1/3/6x) = For 24 minutes, run 1 minute, walk 3 minutes, and repeat 6 times.

5K Plan #3: Run-Walk

DAY	MON	TUE	WED	THU	FRI	SAT	SUN
Mode	Run-Walk	Cross-Train + ST	Walk-Run	Rest Day	Cross-Train + ST	Run-Walk	Rest Day
Intensity	Easy Effort	Moderate Effort	Easy Effort		Moderate	Conversational Effort	
i-Rate Scale	6-7	7-8	6-7		7-8	7+	
Heart Rate	65-75%	75-80%	65-75%		75-80%	70-75%	
Week 1	25 Min (3/2/5x)	30-40 Min ST	25 Min (3/2/5x)	Rest	30-40 Min ST	25 Min (3/2/5x)	Rest
Week 2	25 Min (3/2/5x)	30-40 Min ST	25 Min (3/2/5x)	Rest	30-40 Min ST	25 Min (3/2/5x)	Rest
Week 3	25 Min (3/2/5x)	30-40 Min ST	30 Min (3/2/6x)	Rest	30-40 Min ST	30 Min (3/2/6x)	Rest
Week 4	30 Min (3/2/6x)	30-40 Min ST	30 Min (3/2/6x)	Rest	30-40 Min ST	30 Min (3/2/6x)	Rest
Week 5	30 Min (4/2/5x)	30-40 Min ST	30 Min (4/2/5x)	Rest	40 Min ST	36 Min (4/2/6x)	Rest
Week 6	30 Min (4/2/5x)	30-40 Min ST	36 Min (4/2/6x)	Rest	40 Min ST	36 Min (4/2/6x)	Rest
Week 7	36 Min (4/2/6x)	30-40 Min ST	35 Min (4/1/7x)	Rest	40 Min ST	40 Min (4/1/8x)	Rest
Week 8	36 Min (4/2/6x)	30-40 Min ST	35 Min (4/1/7x)	Rest	40 Min ST	40 Min (4/1/8x)	Rest
Week 9	40 Min (4/1/8x)	30-40 Min ST	42 Min (5/1/8x)	Rest	40 Min ST	42 Min (5/1/8x)	Rest
Week 10	30 Min (5/1/5x)	Rest	30 Min Easy (5/1/5x)	24 Min Easy (5/1/4x)	Rest	5K RUN/ WALK	Rest

NOTE: 25 Min (3/2/5x) = For 25 minutes, run 3 minutes, walk 2 minutes, and repeat 5 times.

5K Plan #4: Beginning Run

DAY	MON	TUE	WED	THU	FRI	SAT	SUN
Mode	Run	Cross-Train + ST	Run *Pick-Ups	Cross-Train + ST	Run	Run	Rest Day
Intensity	Easy Effort	Moderate Effort	Easy-to-Moderate Effort	Moderate Effort	Easy Effort	Conversational Effort	
i-Rate Scale	6-7	7+	7-8	7+	6-7	7+	
Heart Rate	65-75%	70-75%	70-80%	70-75%	65-75%	70-75%	
Week 1	25 Min	30-40 Min ST	25 Min	30-40 Min ST	Rest	30 Min	Rest
Week 2	25 Min	30-40 Min ST	25 Min	30-40 Min ST	Rest	30 Min	Rest
Week 3	25 Min	30-40 Min ST	30 Min	30-40 Min ST	Rest	35 Min	Rest
Week 4	30 Min	30-40 Min ST	30 Min	30-40 Min ST	Rest	35 Min	Rest
Week 5	30 Min	30-40 Min ST	35 Min *Pick-Ups	30-40 Min ST	30 Min	40 Min	Rest
Week 6	35 Min	30-40 Min ST	35 Min *Pick-Ups	30-40 Min ST	30 Min	40 Min	Rest
Week 7	35 Min	30-40 Min ST	40 Min *Pick-Ups	30-40 Min ST	30 Min	45 Min	Rest
Week 8	40 Min	30-40 Min ST	40 Min *Pick-Ups	30-40 Min ST	30 Min	45 Min	Rest
Week 9	40 Min	30-40 Min ST	35 Min *Pick-Ups	30-40 Min ST	30 Min	40 Min	Rest
Week 10	35 Min	Rest	30 Min *Pick-Ups	25 Min	Rest	5K RUN	Rest



Favorite Memories from Boys Run!



Strengthen Your Spirit™

#preventionispossible



"What a wonderful program- just can't tell you enough the positive impact you are making in our sons' lives."

-BRITK Parent

