



The Learning Progression Frameworks describe significant signposts in reading and writing as students develop and apply their literacy knowledge and skills with increasing expertise from school entry to the end of year 10.

Overview

This TSM contains information and suggestions for teachers to pick and choose from, depending on the needs of their students and their purpose for using the text. The material provides many opportunities for revisiting the text.

Arthur Lydiard was a New Zealand runner and athletics coach whose approach to training has left a lasting impact on the sporting world. Using speed and endurance-building techniques that he developed through trial and error, Lydiard coached several high-performance runners to Olympic success. A firm believer that anyone could be a champion, Lydiard played an important role in popularising jogging in Aotearoa New Zealand and internationally. “Born to Run” includes a profile of Lilly Taulelei, a year 10 student who has played for the New Zealand basketball team. She was also selected for an Asia-Pacific basketball team that played at the Global Championships in 2019. She shares her thoughts about what makes a good coach.

This article:

- provides biographical information about a world-renowned athletics coach
- describes the process Arthur Lydiard used to develop his innovative training methods
- uses technical language related to fitness
- explains the wider legacy of Lydiard’s passion for running
- includes a profile of a year 10 student who has been selected for an international basketball team
- provides opportunities for students to locate and interpret information in a text with a range of non-fiction features
- supports the health and physical education curriculum.

A PDF of the text is available at www.schooljournal.tki.org.nz

Texts related by theme

“Hine-o-te-Rangi: The Adventures of Jean Batten” SJ L3 Nov 2018 | “Violet Walrond: Olympic Swimmer” SJ L4 March 2012 | “Six Days a Week” SJ L4 Aug 2012 | “Our First Olympians” SJ L2 May 2020

Text characteristics

LYDIARD'S LEGACY

Lydiard continued to run, to inspire everyday joggers, and to mentor athletes. He influenced generations of great sportspeople: John Walker, Dick Quax, Rod Dixon, Allison Roe, and Lorraine

Moller. He was also one of the first coaches in the world to take women runners seriously, giving them training schedules that were as demanding as the men's.

Even now, more than sixty years after he first ran those great distances, Lydiard's ideas about coaching are still used around the world.

Runner Dick Quax used Lydiard's methods to become one of New Zealand's top athletes. He said the coach improved the lives of millions. “We recognise all the great surgeons who are talented people and do a marvellous job. But they're the ambulance at the bottom of the cliff. What Arthur did was get people out doing

abstract ideas, in greater numbers than in texts at earlier levels, accompanied by concrete examples in the text that help support the students' understanding

Once a runner had completed their “base training”, Lydiard focused on strength and speed. This meant hill work and running short distances at a fast

pace. The schedule was tough going, but Lydiard's group was determined. The young Peter Snell remembers how shattered he felt at the end of each run. “My legs were too sore to even walk, and I draped myself over a fence and told myself I was going to make it at all costs. In that company, I wasn't going to let anyone down, least of all myself.”

By the late 1950s, “that company” included some of our most promising athletes. Lydiard predicted that his middle-distance runners Murray Halberg and Peter Snell would become two of the greatest athletes New Zealand had ever seen.

a significant amount of vocabulary that is unfamiliar to the students (including academic and content-specific words and phrases), which is generally explained in the text by words or illustrations

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some ideas and information that are conveyed indirectly and require students to infer by drawing on several related pieces of information in the text

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Runner Dick Quax used Lydiard's methods to become one of New Zealand's top athletes. He said the coach improved the lives of millions. “We recognise all the great surgeons who are talented people and do a marvellous job. But they're the ambulance at the bottom of the cliff. What Arthur did was get people out doing light jogging for their health, and you can't put a figure on how many lives that has saved.”

The Lydiard running club in South Africa attracts some of the country's top runners. They all use Lydiard's training method.

figurative and/or ambiguous language that the context helps students to understand

Text and language challenges

Some of the suggestions for possible supporting strategies may be more useful before reading, but they can be used at any time in response to students' needs.



Go to The Learning Progression Frameworks – Reading: “Making sense of text: vocabulary knowledge” and “Making sense of text: using knowledge of text structure and features” to find detailed illustrations showing you how students develop expertise and make progress in these aspects.

VOCABULARY

- A number of unfamiliar words and phrases, including: “do things differently”, “approach”, “unique”, “assumed”, “pulse rate”, “rapidly”, “scorched”, “trial and error”, “clock up”, “trailblazing”, “infamous”, “determined”, “shattered”, “draped”, “least of all”, “promising”, “predicted”, “obvious”, “suburb”, “in demand”, “attracted”, “concept”, “satisfying”, “firsthand”, “legacy”, “generations”, “demanding”, “surgeons”, “marvellous”, “dribble (a ball)”, “restricted”, “rep teams”, “core values”, “motivating”, “authority”, “supportive”, “direct”
- Terms related to running and training, including: “approach (to training)”, “marathon”, “building endurance”, “routes”, “clock up a marathon”, “reach their peak”, “mentor”, “stamina”, “35-kilometre circuit”, “short- and mid-distance runners”, “cover (kilometres)”, “base training”, “fast pace”, “break the four-minute mile”, “sprinted”, “mass fitness”, “Auckland Joggers Club”, “the Lydiard method”, “training schedules”, “intense training sessions”
- Words related to international competitions, including: “won Olympic gold”, “qualified”, “the Empire Games”, “broke record after record”, “double triumph”, “the 800 metres”, “set a new record”, “5,000 metres” “Asia-Pacific team”, “Global Championships”
- Names of people: “Arthur Lydiard”, “Bill Baillie”, “Peter Snell”, “Murray Halberg”, “Barry Magee”, “Bill Bowerman”, “John Walker”, “Dick Quax”, “Rod Dixon”, “Allison Roe”, “Lorraine Moller”, “Lilly Taulelei”
- Place names: “Waitakere Ranges”, “Rome”, “Tokyo”, “Venezuela”, “Finland”, “Denmark”, “Mexico”, “Turkey”, “Australia”, “United States”
- Figurative and colloquial language, including: “work to support his family”, “his first real passion”, “it nearly killed him”, “a poor show”, “you wouldn’t give in”, “didn’t see the point”, “make it at all costs”, “in that company”, “let anyone down”, “least of all myself”, “run for their lives”, “they’re the ambulance at the bottom of the cliff”, “can’t put a figure on how many lives that has saved”, “has your best interests at heart”

Possible supporting strategies

- Remind the students of strategies that are particularly useful for working out unfamiliar vocabulary, such as rereading to look for clues, making connections with their prior knowledge of how words work, root words, prefixes and suffixes, and/or reading on to see if the meaning becomes clearer.
- Create a Word Wall of topic specific vocabulary that relates to running and training, for example, “stamina”, “endurance”, and the concept of athletes “reaching their peak”.
- Working in small groups, have the students sort the new vocabulary into categories based on shared features and then label each category.
- Watch these YouTube videos of Peter Snell winning gold in the Rome 1960 Olympics men’s 800-metre event and Murray Halberg winning the 5,000-metre event. You may like to make connections with the same events in modern day Olympics, for example, the achievements of Mo Farah.
- Discuss how it feels to do a challenging run and how it affects your lungs, heart rate, and muscles. Make connections with the language used in the article, for example, “My pulse rate rose rapidly. I blew hard and gasped for air. My lungs and throat felt like they had been scorched. My legs were like rubber.”
- Use a Before and After vocabulary table to help the students become independent in learning unfamiliar words. Before reading the article, create a grid of key words that you want the students to focus on, for example, technical language related to physical fitness. Ask the students to write their own definition for each word without using a dictionary. As they encounter the word in their reading, they can confirm or revise their original definition.
- Support the students to use their knowledge of colloquial language and other expressions heard in day-to-day conversations to make sense of the figurative language in the text.
- Have pairs of students discuss the idiom “run for your life”, identifying its common meaning (to run as fast as you can because you are in a dangerous situation) and the play of words using this phrase for the jogging club with its focus on improving overall health and heart fitness.
- *The English Language Learning Progressions: Introduction*, pages 39–46, has useful information about learning vocabulary.
- See also [ESOL Online, Vocabulary](#), for examples of other strategies to support students with vocabulary.

SPECIFIC KNOWLEDGE REQUIRED

- Some understanding of the key role a coach plays in developing the skills and performance of athletes
- Some understanding of the purpose of building up stamina when working towards a peak performance
- Some understanding that developments in training techniques, as well as technological advances, have contributed to significant and ongoing improvements in athletic performance
- Some understanding of different types of running, for example, jogging, sprinting, short-, middle-, and long-distance events, and marathons
- Some knowledge of the relationship between physical exercise and good health
- Some knowledge of Olympic running events, including running laps, breaking records, and the concept of a four-minute mile
- Some understanding of the physical challenge of running long distances
- Some understanding that jogging and running for personal health are relatively new practices
- Some knowledge that female athletes have had to overcome prejudice and other barriers to compete in sporting competitions

Possible supporting strategies

- Ask the students to share their experiences of having a coach or mentor and the qualities that make a great coach.
- Invite a sports coach from the community to talk to the students about their role and the importance of building up a base level of fitness.
- Explore different types of running, for example, jogging, running, and sprinting. The students may enjoy testing out some of the running techniques demonstrated in this video: [Lydiard Hill Demonstration](#).
- Use the School Journal article “Our First Olympians” (*School Journal*, Level 2, May 2020) to highlight some of the additional challenges New Zealand athletes had to overcome to compete on the international stage.
- Provide some information about the history of walking and running for personal health.
- Explain that breaking the four-minute mile is still a goal of many runners. This record was first broken in 1954, and since then over 1400 runners have achieved this goal. (Some explanation of the relationship between miles and kilometres might be needed.)
- Explain attitudes that women athletes have had to overcome, perhaps by using the example of United States runner Kathrine Switzer, the first woman to run the Boston Marathon. (A race organiser tried to rip her race number off her while she was running because he was so incensed that a woman was running in the race.) Note that Kathrine now spends half of each year living in Aotearoa New Zealand.
- Make connections with modern Olympic running events, comparing these with similar events in the 1960s.

TEXT FEATURES AND STRUCTURE

- A non-fiction article with clear subheadings and short paragraphs
- Introductory text that provides an overview of the focus of the article
- Two separate parts, thematically related
- Embedded quotes
- Mainly short, simple sentences
- A large number of figurative or colloquial phrases
- Photos, illustrations, and captions

Possible supporting strategies

- Before reading, prompt the students to recall what they are likely to find in an article. Provide opportunities for the students to talk with a partner to remind one another of the features of informational texts.
- Skim and scan the text with the students, prompting them to identify specific features and name them if possible. Discuss the function of each feature, leaving the content until the students read the whole text.
- Have the students identify examples of embedded quotes and discuss ways to keep track of the narration when encountering a quote of this kind. Discuss the author’s purpose for using these quotes in the article.
- Ask the students to identify how the photos support the written text and provide additional information.



Sounds and Words

Possible curriculum contexts



The Literacy Learning Progressions: Meeting the Reading and Writing Demands of the Curriculum describes the literacy knowledge, skills, and attitudes that students need to draw on to meet the demands of the curriculum.

ENGLISH (Reading)

- Level 3 – Ideas: Show a developing understanding of ideas within, across, and beyond texts.
- Level 3 – Structure: Show a developing understanding of text structures.

ENGLISH (Writing)

- Level 3 – Purposes and audiences: Show a developing understanding of how to shape texts for different purposes and audiences.
- Level 3 – Structure: Organise texts, using a range of appropriate structures.

HEALTH AND PHYSICAL EDUCATION

- Level 3 – Healthy Communities and Environments: Identify how health care and physical activity practices are influenced by community and environmental factors.

Possible first reading purpose

- Find out about the successes and influence of a famous New Zealand athletics coach.

Possible subsequent reading purposes

- Identify the attributes of a skilled coach
- Identify how Lydiard developed his training techniques
- Explore what motivated Lydiard, for example, his beliefs about running and its benefits
- Evaluate Lydiard's legacy.

Possible writing purposes

- Research and write a profile of a famous New Zealand coach or an innovator from a different field
- Describe Lydiard's influence as a coach of high-performing athletes and/or the impact of the Run for Your Life programme on people's health
- Recount, using first person, what it felt like to do one of Arthur Lydiard's training runs.



Instructional focus – Reading

English Level 3 – Ideas: Show a developing understanding of ideas within, across, and beyond texts; Structure: Show a developing understanding of text structures.

Health and Physical Education Level 3 – Healthy Communities and Environments: Identify how health care and physical activity practices are influenced by community and environmental factors.



Go to the Learning Progression Frameworks – Reading: “Acquiring and using information and ideas in informational texts”, “Making sense of text: using knowledge of text structure and features”, and “Making sense of text: reading critically” to find detailed illustrations showing how students develop expertise and make progress in these aspects.

First reading

- Before reading, tell the students they will be reading an informational text and share the purpose for reading.
- Have the students skim the text to gain a general idea of the topic. Point out that the text has two parts – an article about a famous New Zealander and a profile of a young New Zealand athlete.
- Read the introduction together and have the students work in pairs to identify who the article is about, what his role was, and why he might be famous. Check for understanding about what an approach to training might be and what the word “unique” means.
- Have the students think, pair, and share what Lydiard might have meant when he said that: “There are champions everywhere. Every street’s got them. All we need to do is train them properly.” Ask the students to share their own ideas about what makes someone a successful athlete.
- Have the students work in pairs to develop who, what, where, when, and how questions that they predict the text will answer. After reading, have the students reflect on their questions and whether they were answered by the text.

Possible supporting strategies

If the students require more scaffolding

- Remind the students of strategies that are particularly useful on a first reading, such as asking questions, making predictions, reading on, rereading, and making connections with their prior knowledge.
- Prompt the students to recall what they expect in an informational text. Discuss and feed in any features that the students are unsure of, such as factual information organised in paragraphs, headings, names of people and places, dates, and supporting photographs.
- Support the students to make connections with their own experiences and knowledge, for example, what it’s like to have a coach or to do fitness training.
- Build up the students’ knowledge of key terms related to running and fitness training.
- Provide an overview of the text, taking time to talk about the focus of each section.
- Break the text into manageable chunks. The students could work through section by section, using the headings, photos, captions, and text to identify and understand the main ideas.
- Have the students complete a table summarising the focus of each section and/or recording questions they have about ideas or words in the text.

Subsequent readings

How you approach subsequent readings will depend on your reading purpose. Where possible, have the students work in pairs to discuss the questions and prompts in this section.

Attributes of a coach

The teacher

Have the students discuss in pairs the role of a coach. You may like to begin with Lilly Taulelei’s ideas about what makes a good coach, for example, someone with knowledge and authority who is direct and supportive.

The students:

- share their ideas about the purpose of having a coach, making connections with their own experiences of being coached
- describe how similar or different their experiences or beliefs are from Lilly’s ideas about “good coaches”.

Lydiard’s training techniques

The teacher

Have the students work in pairs to identify key stages in Lydiard’s approach to training. Ask them to find evidence in the text that the training methods:

- were a new approach to fitness and stamina training
- were physically and mentally demanding
- had a significant impact on the performance of New Zealand runners.

The students:

- reread the text and locate information about Lydiard’s unique training methods, for example, running long distances, working on strength and speed, and doing hill training
- select and explain quotes from the story that show how demanding the techniques were
- identify examples of the impact of the training methods on athletes.

Lydiard's motivation

The teacher

Return to the Lydiard quote in the introduction that expresses Lydiard's belief that anyone could be a champion. Have them think, pair, share, and compare how this belief influenced Lydiard's coaching methods.

Provide a graphic organiser that the students can complete to identify the relationship between having an idea, taking action in response to that idea, and the impact of that action.

Have the students skim and scan the text to look for other examples of Lydiard's beliefs and then work with a partner to complete the graphic organiser.

Lydiard's legacy

The teacher

Discuss the concept of leaving a legacy and what that might mean in this context. Explain that many ideas and activities that are now commonplace, such as the idea that jogging is good for you and that any able-bodied person can benefit from it, were once new ideas that challenged people's beliefs. (Another example in the article is the belief that women can be high-performing athletes.) Ask the students to brainstorm other ideas that have led to changes in our society.

Discuss the metaphor of "an ambulance at the bottom of the cliff" and contrast this with the impact Lydiard has had on people's health and well-being. Check that your English language learners have correctly understood this term. Provide an explicit explanation if required, accompanied by visual support.

Have the students summarise Arthur Lydiard's legacy in their own words.

The students:

- identify connections between Lydiard's beliefs about people's potential and his training methods
- identify other beliefs that Lydiard held, skimming the text and looking for key words that might focus their search. (Examples of these beliefs include that everyone can benefit from distance running and that women athletes should be taken seriously.)
- identify ways that Lydiard put his ideas into practice
- locate specific examples that show the impact of Lydiard's actions.

The students:

- identify examples of ways that Lydiard's ideas about jogging have become commonplace
- make connections with other ideas that have changed our society
- use their knowledge of figurative language and the context to make sense of the metaphor "ambulance at the bottom of the cliff"
- discuss and draw conclusions about Lydiard's legacy in the worlds of training and personal fitness.

GIVE FEEDBACK

- *Ka pai! You've combined your own opinions about the lasting impact Lydiard's ideas have had with evidence in the text to show that you understand the concept of leaving a legacy.*
- *You referred to what you could see in your mind when we talked about the ambulance at the bottom of the cliff. Visualising is a useful way to make sense of what someone is trying to express when they use figurative language.*

METACOGNITION

- *What challenges did you encounter when reading the article? What strategies did you use to overcome these challenges?*
- *What connections can you make between the article about Lydiard and the profile of Lilly? What was the author's purpose in combining these two texts?*



The Literacy Learning Progressions



Assessment Resource Banks

Instructional focus – Writing

English Level 3 – Purposes and audiences: Show a developing understanding of how to shape texts for different purposes and audiences.

Structure: Organise texts, using a range of appropriate structures.

Health and Physical Education Level 3 – Healthy Communities and Environments: Identify how health care and physical activity practices are influenced by community and environmental factors.



Go to the Learning Progression Frameworks – Writing: “Creating texts to communicate current knowledge and understanding” and “Using writing to think and organise for learning” to find detailed illustrations showing how students develop expertise and make progress in these aspects.

Text excerpts from “Born to Run”

Examples of text characteristics

Teacher (possible deliberate acts of teaching)

Page 8

Arthur Lydiard believed anyone could be a great athlete. “There are champions everywhere,” he said. “Every street’s got them. All we need to do is train them properly.” When it came to coaching, Lydiard wasn’t afraid to do things differently. Even though his approach was unique, his runners consistently set new records and won Olympic gold.

INTRODUCTIONS

Introductions serve many purposes. In factual texts, introductions give readers information about the topic and context. They can also present a key idea that the article will explore.

Good writers are skilled at crafting introductions that make their readers want to keep reading.

Identify the range of information that the writer has packed into this short introduction to the article (who the article is about, his role as a coach, one of his core beliefs, his ability to innovate, and his success as a coach).

Discuss the importance of planning the key ideas before writing an article and explain that these key ideas can then be used to create an introduction.

Have the students craft an introduction to an article about their imagined future self that includes a quote, a belief, an indication of their character and/or personality, and something they have achieved. You could work with English language learners to write a shared introduction that they can use as a model. Provide sentence scaffolds as well if required.

Have the students peer-review each other’s introductory paragraphs and then use their reviewer’s feedback to refine their introduction so that it has maximum impact and flow.

 The students could use Google Docs/Slides for their writing, so the peer review could be added as comments and then the author could easily make changes to the text.

Page 13

Lydiard was also interested in the idea of “mass fitness”. He believed that distance running was good for everyone. In 1962, he helped set up the Auckland Joggers Club, which attracted a lot of people with heart problems. Lydiard encouraged them to “run for their lives” – a concept no one had ever heard of. He claimed it was more satisfying to see club members “running around and enjoying life within a year” than it was helping an athlete get to the Olympics.

CONNECTING IDEAS, ACTIONS, AND IMPACT

Most significant changes in society begin as an idea or belief that leads to a person or people taking action. If this action has significant impact, change occurs.

When writing about an innovator or a change maker, it’s useful to provide readers with information about the ideas or beliefs that inspired the change.

Using an example from the article, trace the progression from an idea or belief being formed to the idea being put into action and then the impact of that action.

Provide the students with a graphic organiser to plot out that progression and have them use it to research another New Zealand innovator. This could include interviewing someone in their community who has helped to make a significant change.

 The progression could be on a Google slide with the organiser template set as an image. The students could then add text to the text boxes.

Model how to craft a piece of writing that helps readers to make connections between ideas, actions, and impact. Use Think-alouds to show how you can make this progression clear to the reader by using pronouns, adverbials of time and place, quotes, and phrases that add detail to a sentence.

Joint text construction may be helpful for some English language learners. Observe any errors the students are making and provide explicit instruction and modelling to help them write more accurately. Provide sentence scaffolds where appropriate.

Brainstorm words or phrases that the students could use to introduce a person’s ideas, for example, words related to beliefs, thoughts, opinions, points of view, or taking a position on something.

Page 8

Because he played sport and he was only twenty-eight, Arthur had assumed he was fit. Then one day, he went on an 8-kilometre run with a friend. Lydiard said the run nearly killed him. “My pulse rate rose rapidly. I blew hard and gasped for air. My lungs and throat felt like they had been scorched. My legs were like rubber.” Clearly this was not good.

USING QUOTES IN BIOGRAPHIES

Using quotes in a biography allows different characters to have a voice, revealing their thoughts, opinions, personal experiences, and personalities.

Quotes can also provide evidence that backs up key ideas.

Revise the punctuation used for quotes and the difference between direct and embedded quotes. Discuss the importance of readers being able to easily identify who is being quoted.

Provide pairs of students with examples of quotes from the article and have them identify the author’s purpose for using the quotes, for example, to provide:

- a person’s opinion
- information that relates to personal experiences
- colloquial terms and phrases that will make the writing more interesting.

Have the students review their own writing and identify places where quotes could provide more information or illustrate a particular point. Introduce the concept of a “quote sandwich”, with a signal phrase or marker indicating who is being quoted, the quote itself, and an explanation of why the quote is important.

Brainstorm signal phrases and markers that the students can use.

Have the students peer-review each other’s use of quotes in terms of how easy it is to identify the speaker, whether the quote maintains or disrupts the flow of the writing, and what the purpose of the quote is.

DIGITAL TOOLS  If the students used Google Docs for their writing, then peers could add their comments to the document.

GIVE FEEDBACK

- *I really enjoyed reading about the innovative ideas your aunt has for her farm. I’m curious about what influenced her ideas – could you provide some more background information?*
- *I think it would be useful for you and your writing buddy to go through your writing and highlight the main idea in each paragraph. You’ve provided lots of information about your coach, but I got a bit lost because the ideas were mixed up.*

METACOGNITION

- *Why is it important to have a clear plan of the main points your article is trying to make before you write it? How can this plan guide your decision-making as you craft and revise your writing?*
- *Why is it useful to explore connections between ideas and actions when writing about someone who created change?*

