

PACER Facilitation

for Physical Educators

WHAT

The Progressive Aerobic Cardiovascular Endurance Run (PACER) estimates aerobic capacity. Aerobic capacity is the body's ability to efficiently use oxygen.

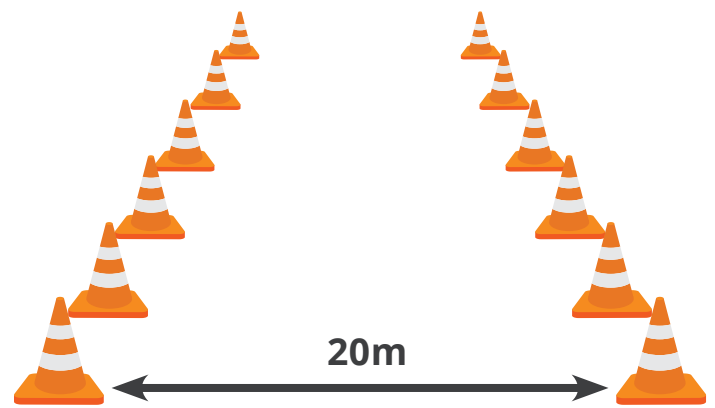
WHY

Aerobic capacity is a health indicator, and is a more powerful predictor of mortality than any other established risk factor for cardiovascular disease.

**It is not the role of physical educators to improve PACER scores, nor are PACER scores an indicator of success in a physical education program.*

PROCEDURE

- 1 Mark a 20 or 15 meter course with cones.
- 2 Choose the appropriate audio track for the distance you have chosen.
- 3 Review the PACER instructions with the students.
- 4 Set up the first group at the "start" line, and instruct waiting group(s) where to wait safely and/or act in a supporting coaching role.
- 5 Students will run from the start to the opposite line. They must touch the line with at least one foot before the beep.
- 6 At the sound of each beep, students turn around and run back to the other side whether they are at the line or not.
- 7 When the triple beep sounds, students should turn around and run to the other end. The only difference between the beep and the triple beep is that the triple beep sounds at the end of each minute and indicates the pace will increase.
- 8 Students continue until they have missed the line twice, then direct them to the designated cool down area. The two misses do not need to be consecutive.



TEACHER TIPS

- It's a good idea to practice the PACER 1 or 2 times before the administration of the test. The students will feel more comfortable with the process, and there will be less confusion on test day.
- The number of completed laps is the score. The total score is the number of laps completed before the second miss.

REMINDERS FOR STUDENTS

- The PACER is not a race.
- Turn around immediately after they hear a beep (single and triple).
- If they reach the line before a beep, wait behind it.