

TRIATHLON – ABC

Quick introduction

The three activities within this card introduce and develop Agility, Balance and Co-ordination skills. These skills are important throughout the three traditional disciplines in triathlon of swimming, cycling and running as well as during the two transitions which are part of a triathlon event.

Getting started

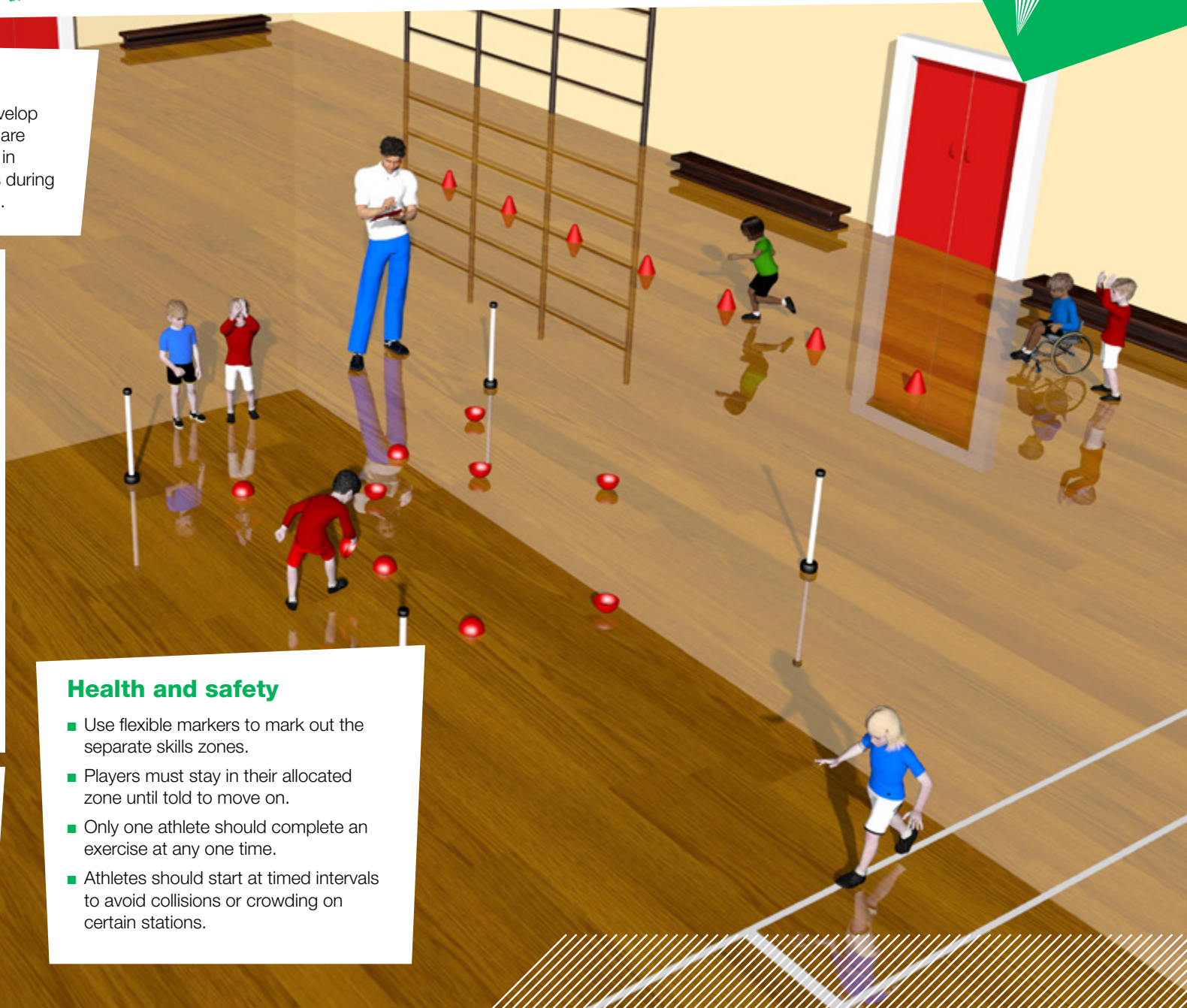
- Agility – in a square approximately 5m x 5m, place 10 cones upside down (dishes) throughout the space. Athletes must start in the middle of the square and turn over all cones from dishes into domes, touch a corner marker and then turn all domes into dishes.
- Balance – athletes must walk along the entire length of a line approximately 5cm wide and 10m long (any pitch marked line will do). If they leave the line they must run back to the start and repeat.
- Co-ordination – place eight cones in a line with a 50cm gap between each one. Athletes first jump between the cones, turn and hop left-legged in between them then turn and hop right-legged in between them. Once these individual skills are mastered, athletes can try two together then all three as a single exercise.

Equipment required

- Cones.
- Marked line (which could be a line on an indoor court or outdoor pitch or a bench depending on ability levels).

Health and safety

- Use flexible markers to mark out the separate skills zones.
- Players must stay in their allocated zone until told to move on.
- Only one athlete should complete an exercise at any one time.
- Athletes should start at timed intervals to avoid collisions or crowding on certain stations.



TRIATHLON – ABC

PHYSICAL ME

- Think about being smooth and light on your feet.
- Think about how you will complete the exercise before you start.

SOCIAL ME

Leading and volunteering

- Timekeepers – they could keep and record the times for each participant. They could work as a team to display and record all the results on the day.
- Skills station managers – they could monitor their individual station to make sure everything is in place ready for the next athlete.
- Equipment managers - could check all the equipment and space is safe. They could ensure all the equipment is available and set up correctly. At the end of the event they should put away all equipment correctly.

Think inclusively (STEP)

Space

- To make it easier, reduce the size of the agility square. To make it harder, make the space between each of the domes/dishes greater.

Task

- Allow some athletes to step over the cones in the co-ordination task if they are finding jumping and hopping difficult.
- Allow SEN/disabled athletes to work in pairs to help each other complete the tasks.

Equipment

- Use small hurdles instead of cones to make the co-ordination task harder.
- Use spots instead of cones to make the co-ordination task easier.

People

- The three stations could be done in teams or as a relay.
- Offer visually-impaired athletes a guide to work with them on each of the stations.

THINKING ME

- What is the quickest way to complete the exercises?
- What order do I complete the exercises?

SPORTING ME

Spirit of the Games: *Excellence through Competition*



Help and encourage everyone taking part and congratulate their accomplishments.

TACTICAL ME

If I concentrate on completing it right the first time, I won't have to repeat a section and that will save time.

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TRIATHLON – TRI TRANSITION

Quick introduction

This is a fun team activity involving the elements of a triathlon/aquathlon transition to help athletes get used to putting shoes and clothes on as they would in a triathlon/aquathlon event.

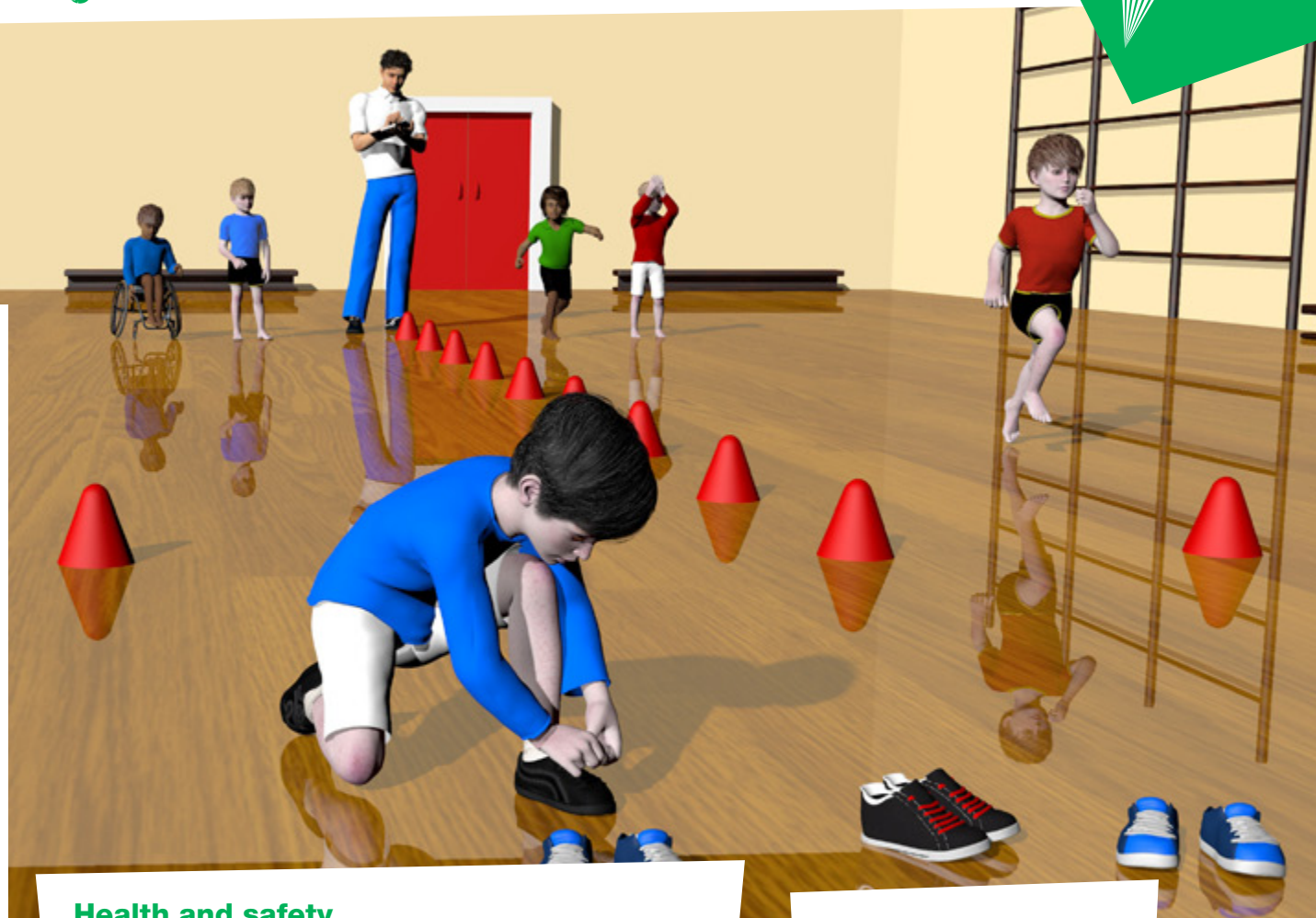
Getting started

Trainer relay

- Using cones/markers set out a marked area for the transition with a clear start line. The size of the area will depend on the number of young people taking part.
- Place athletes into mixed teams with a maximum number of five young people per team.
- Create as many transition stations as you have teams, at the far end of the marked area.
- Before the start, each team member needs to go and place their trainers at their team's allocated transition station with the laces undone.
- On "Go", one person from each team runs to their trainers and puts them on as quickly as possible (no loose laces) then returns to the start position and tags their team-mate.
- The team with the fastest overall time wins.

T-shirt/bib relay

- Use the same set-up as above but instead of trainers, ask each young person to put on an additional t-shirt/bib to the one they are wearing.
- Once all team members have put their t-shirts/bibs on, continue the activity in reverse and get them to take their additional t-shirt/bib off and leave it at their transition station.
- The team with the fastest overall time wins.
- This relay can be done with helmets too if teachers want to introduce the cycling element of a triathlon.



Health and safety

- Space out the transition stations to reduce the risk of collisions.
- Ensure athletes understand they need to do up the laces of their trainers before running back to their team-mates.
- Ensure athletes have their t-shirt/bib over their head and pulled down with arms free before moving.

Equipment required

- Cones/markers.
- Stopwatch.
- Clipboard to record times.
- Extra t-shirt/bib.

TRIATHLON - TRI TRANSITION

PHYSICAL ME

- Encourage athletes to try and control their breathing when putting on their shoes/bibs/helmets.

SOCIAL ME

Leading and volunteering

- Each team could be assigned a time keeper to record their individual times or one timekeeper could shout out the times as the teams finish.
- Transition managers could make sure that no athlete leaves their station before their shoes are fully tied up or their t-shirt/bib is on properly.

Think inclusively (STEP)

Space

- To make it easier, reduce the distance from the start line to the transition stations.
- When including SEN/disabled athletes, run the activity on a hard surface.

Task

- Ask athletes to do five star jumps, high knees or sit ups before running to their station.
- Change the activity to be run in a set amount of time and see how many times a team can put their shoes/bib/helmet on and take them off again.

Equipment

- Alternate the use of shoes, t-shirts/bibs and helmets so that the young people get used to all elements of a transition.
- For SEN/disabled athletes, offer appropriate help to enable them to get their shoes/bib/helmet on.
- Allow visually-impaired athletes to work with a sighted athlete.

People

- To make it easier, increase the number of pupils in each team and decrease the number of times they have to take their equipment on and off.

THINKING ME

- How can I pace myself so I am not too tired to put my kit on?
- How can I remember where my kit is placed?

SPORTING ME

Spirit of the Games: *Excellence through Competition*



Even if your shoes don't go on first time, stay calm and be determined to get them on as quickly as you can.

TACTICAL ME

- How can I ensure I can get my feet into my shoes quickly?
- How can I lay my t-shirt/bib out so that it is easy and quick to get on?



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TRIATHLON – TRI RUNNERS

Quick introduction

This is a running activity to be done in pairs to prepare athletes for the running section of a triathlon/aquathlon.

Getting started

- In an outdoor area, mark out an appropriate size running track/oval.
- Pair up runners of similar ability.
- Half laps
 - Runner one runs from the halfway point around half of the track and tags their partner.
 - Runner one then recovers by walking or slowly jogging across the middle of the track to meet runner two who has run around the second half of the track.
- Repeat this four times so that each athlete has run round the full track twice.
- Team relay – bring all the pairs together and select two equal teams to race against each other in a relay format over half laps.
- Pace injection
 - Keeping athletes in the same pairs, ask the athletes to take it in turns to change the pace each lap, e.g. runner one decides when to run easy and hard and runner two has to go with them and try to keep up.
 - After one full lap is complete, runner two takes the lead. Repeat for four laps.

Health and safety

- If it is a large group, limit the number of pairs setting off at the same time.
- Ensure the surrounding area is clear of other equipment, bags etc.

Equipment required

- Cones/markers.
- Stopwatch.
- Clipboard to record times.



TRIATHLON - TRI RUNNERS

PHYSICAL ME

- Encourage athletes to really use their arms when running.
- When the athletes are completing multiple laps, ask them to think about pacing themselves.

SOCIAL ME

Leading and volunteering

- A referee could be appointed to watch the changeovers during half laps to ensure the runners don't leave until their partner has fully crossed the track.
- A timekeeper could time individual pairs to see who is the fastest over a set number of laps or just monitor the time for the whole group.

Think inclusively (STEP)

Space

- Make the track/oval smaller or larger depending on the ability of the group.
- When including SEN/disabled athletes, run the activity on a hard surface.

Task

- Allow all athletes to walk, rather than jog, across the track if necessary.
- Increase or decrease the number of laps to be completed to make it easier or harder.
- Allow SEN/disabled athletes to work in a team and split the distance they have to run.

People

- If the number of young people involved is large, create groups of threes. This will also allow athletes to have more rest in between laps.
- Allow visually-impaired athletes to have a guide.

THINKING ME

- What are the different speeds I can run?
- In pace injection will my partner be able to keep up if I sprint?
- If we have to do lots of laps, will I get tired quickly if I sprint?

SPORTING ME

Spirit of the Games: *Excellence through Competition*



Even when the other side of the track seems far away, have the self-belief that you will get there in a good time.

TACTICAL ME

During half laps, should I go as fast as I can from the start or pace myself so I can finish all the laps?



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