

TRIATHLON - FULL

SCHOOL GAMES

Equipment required

- Cones.
- T-shirts/bibs.
- Stopwatch.
- Clipboard to record times.
- Bikes (if doing a triathlon or duathlon).

Quick rules

- Each athlete needs to have completed all elements (as decided by the teacher/leader) of the competition and the full distances in order for their time to count.
- If the event is a triathlon or duathlon, athletes should have their helmet on throughout the time they are in contact with their bike. They must not remove their helmets until their bikes are placed in the transition area.
- Bikes should be mounted and dismounted at a designated line, slightly away from the entrance to the transition area.

Health and safety

- If including swimming, ensure athletes don't run on poolside.
- Leave adequate time between athletes to avoid congestion.
- Ensure athletes understand they need to do up the helmets before the cycle and trainers before the run.
- Ensure athletes have their t-shirt/bib over their head and pulled down with arms free before moving.



FOR YOUNG PEOPLE

Think tactics

Which section is your strength?
Can you use this to your advantage?

Spirit of the Games: *Excellence through Competition*



Keep going and try hard to complete the whole event without stopping.

TRIATHLON – FULL

SCHOOL GAMES

Quick introduction

Triathlon is an individual competition that involves a continuous swim, cycle and run. The aim of the challenge is to complete the triathlon in the quickest overall time. If time or equipment don't allow for a full triathlon, any one discipline can be removed. A swim/run is an aquathlon with a transition in between the swim and run. A bike/run is a duathlon with a transition in between the bike and run.

Getting started

- Choose a swim course which finishes as near to the pool exit as possible. The distance should be based on the age and ability levels of the young people taking part but the minimum distance should be 25m.
- Set up a transition area near to the exit of the pool, this can be inside or out. All children should have a bike, a helmet, a pair of trainers and a t-shirt/bib for them to put on.
- Using cones, mark out a cycling course to be used as the second leg of the event. The distance should be based on the age and ability levels of the young people taking part but the minimum distance should be 600m.
- Once the bike course is complete, children dismount and leave their bike in transition, before taking off their helmet and starting the run.
- Using cones, mark out a track or running course, separate to the bike course, to be used as the final leg of the event. The distance should be based on the age and ability levels of the young people taking part but the minimum distance should be 300m.
- Depending on the space available, teachers should consider leaving a set amount of time between each athlete to avoid overcrowding on certain parts of the course.
- The time for each athlete starts when they begin the swim and finishes at the end of the run.



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Hints and tips

- Athletes should make themselves fully aware of the distances/number of laps they will need to complete in each section and have practised those distances individually.
- During transition, athletes should think about staying calm when putting on their shoes/bib/helmet.

Leadership and volunteering opportunities

- Roles available could be:
 - Timekeeper.
 - Bike course marshalls.
 - Run course marshalls.

Officiating

- Young officials can:
 - referee in transition to monitor helmets
 - monitor the mount/dismount line to ensure athletes get on and off their bikes at the right time.

Think inclusively (STEP)

Space

- Reduce the distance of the disciplines to make completion easier.
- Move the run and cycle activities to a hard surface area to allow SEN/disabled athletes to participate.
- Allow assistance in and out of the water if required.

Task

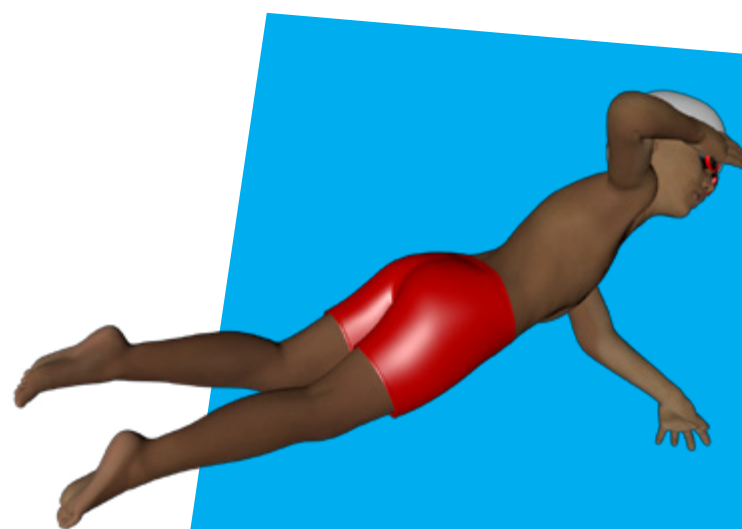
- Distance and skill levels can be adjusted and adapted according to participant ability e.g. shorter swim, bike or run.
- Allow visually-impaired athletes to work with a sighted athlete.

Equipment

- Hand cycles and wheelchairs might be used instead of cycling and running.
- Use coloured signs in the transition area to clearly show the entrance and exit.

People

- Wheelchair users can participate with some assistance if needed, e.g. if they are unable to put on the relevant piece of kit in transition, an assistant can help them.
- If appropriate, split each of the three parts of the competition between different disabled athletes based on their abilities.



TRIATHLON – MODIFIED

SCHOOL GAMES

Equipment required

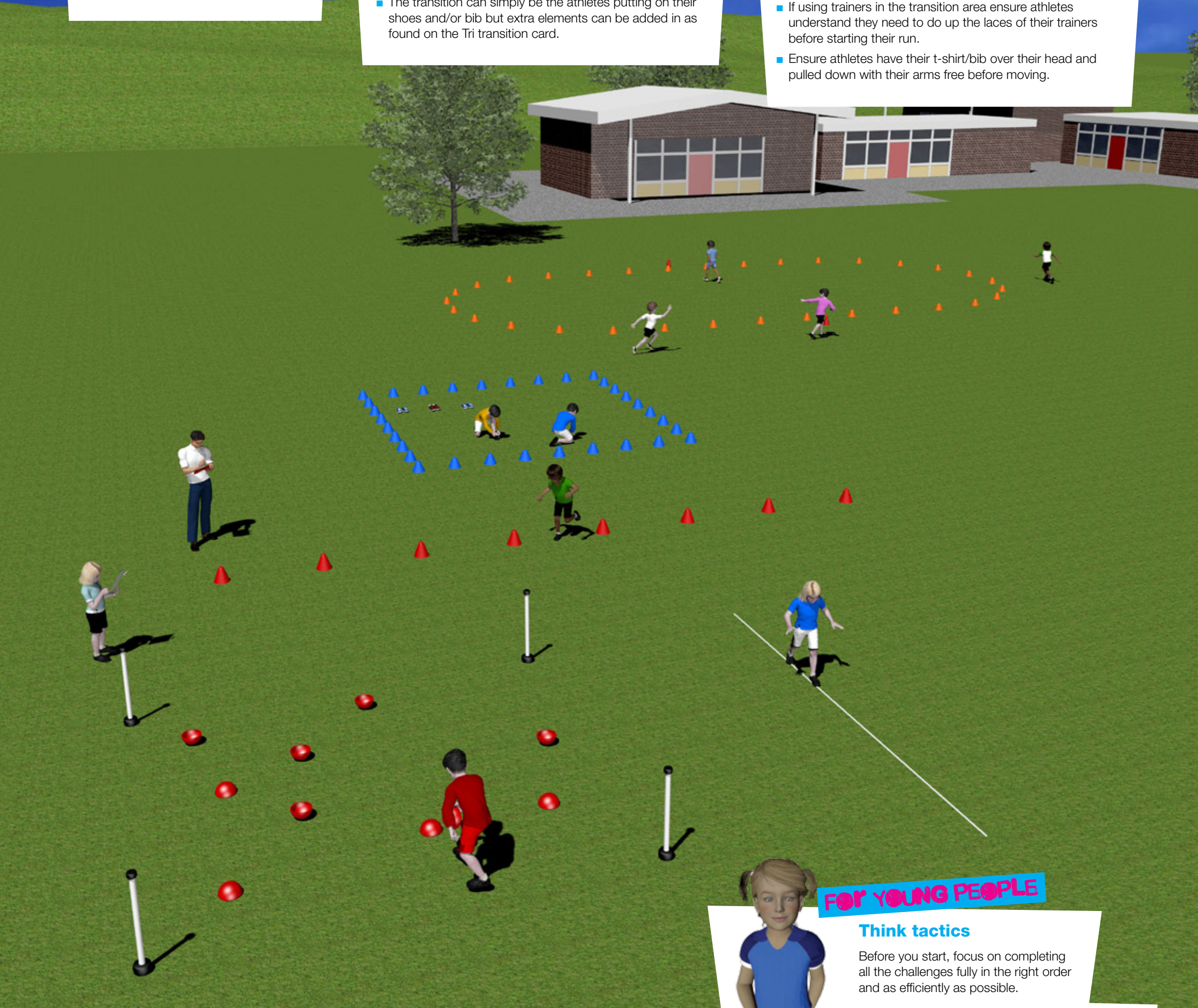
- Cones.
- T-shirts/bibs.
- Stopwatch.
- Clipboard to record times.
- Skipping rope / bench / line on hall floor.

Quick rules

- Each athlete needs to have completed all elements of the competition in the right order for their time to count, e.g. ABC skills stations, transition and then run.
- If a challenge is completed incorrectly, athletes should start again on that particular section and have another go.
- The transition can simply be the athletes putting on their shoes and/or bib but extra elements can be added in as found on the Tri transition card.

Health and safety

- Space out the stations to reduce the risk of collisions.
- Leave adequate time between athletes to avoid congestion.
- If using trainers in the transition area ensure athletes understand they need to do up the laces of their trainers before starting their run.
- Ensure athletes have their t-shirt/bib over their head and pulled down with their arms free before moving.



FOR YOUNG PEOPLE

Think tactics

Before you start, focus on completing all the challenges fully in the right order and as efficiently as possible.

Spirit of the Games: Excellence through Competition



Have you completed all the sections of the triathlon correctly and in the right order?

TRIATHLON – MODIFIED

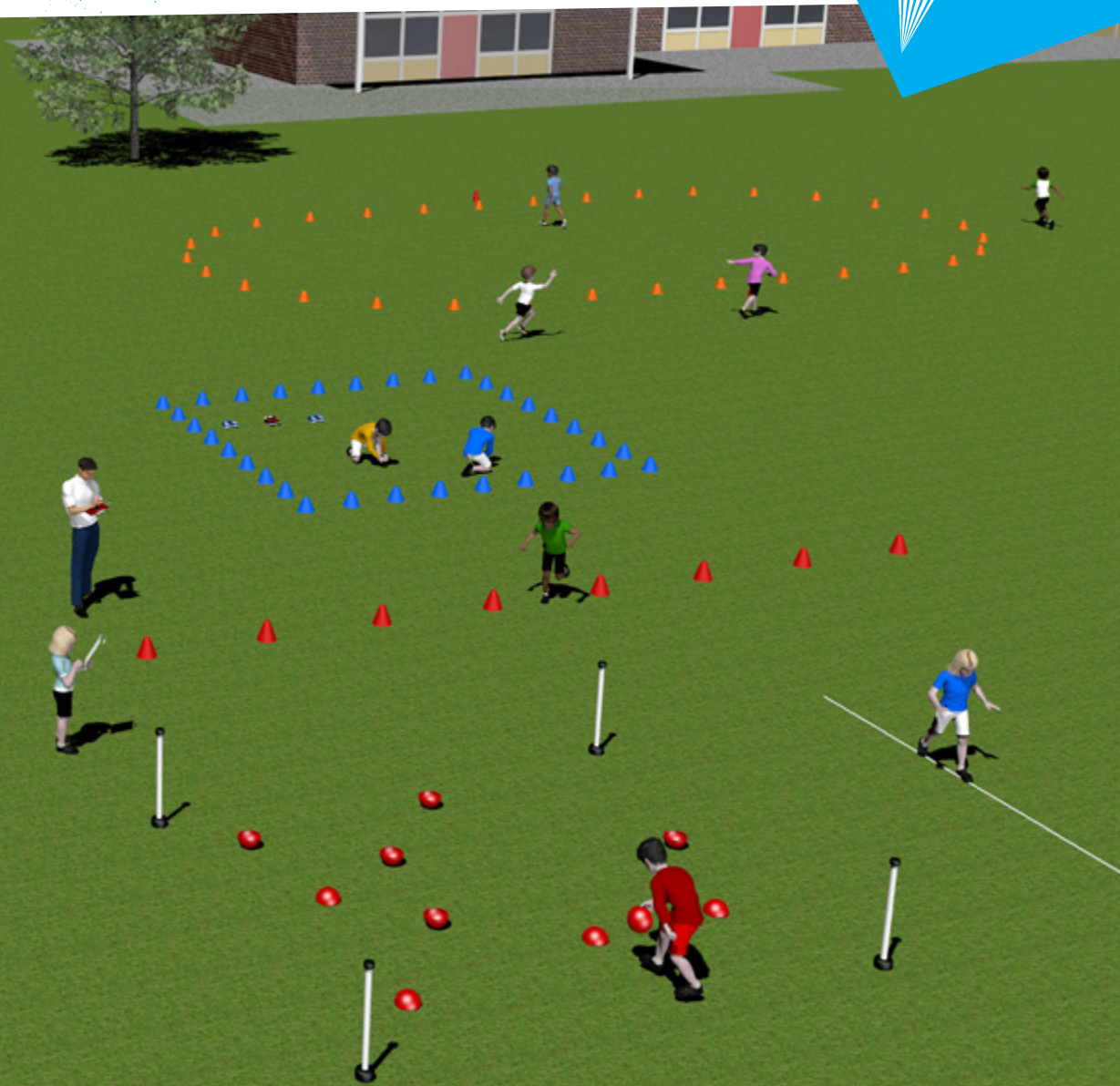
SCHOOL GAMES

Quick introduction

Modified triathlon is an individual competition that can be run inside or outside. The aim of the challenge is to complete the triathlon in the quickest overall time. This competition has been created for schools that want to run a multi-discipline event but don't have access to a pool or bikes. For a full triathlon, please see the 'Triathlon-full' competition card.

Getting started

- Set up the three stations found within the ABC cards.
- Set up a transition area with either a pair of trainers for each child and/or a t-shirt/bib for them to put on as part of their transition.
- Using cones, mark out a track or running course to be used as the final leg of the event. The distance should be based on the age and ability levels of the young people taking part but the minimum distance should be 400m.
- Athletes should start the course one at a time with 30 to 60 seconds left between each athlete to avoid overcrowding on certain parts of the course.
- The time for each athlete starts when they begin the first station of the ABC challenge and finishes at the end of the run.



TRIATHLON – MODIFIED

SCHOOL GAMES

Hints and tips

- Athletes should make themselves fully aware of the skills cards and have practised all of the skills individually and in smaller groups where possible.
- On the day they will be nervous and will have to remember how to do the skills as well as the order in which to do them.
- The course should be clearly marked and flow so that completing everything correctly is made easier.

Leadership and volunteering opportunities

- Roles available could be:
 - Timekeepers.
 - Starters.
 - Course re-setters.
 - Marshalls.

Officiating

- Study the rules above and try to:
 - make sure everybody completes the full course
 - make sure skills are completed correctly and in the right order.

Think inclusively (STEP)

Space

- Courses can be marked in any suitable location, indoors or out.
- Move the cones closer together to make it easier or reduce the size of the square.
- Move the activity to a hard surface area to allow SEN/disabled athletes to participate.

Task

- Distance and skill levels can be adjusted and adapted according to participant ability e.g. shorter run or fewer cones.
- Allow visually-impaired athletes to work with a sighted athlete.
- Wheelchair users must keep one wheel consistently on the line to successfully complete the balance activity.
- Widen the cones in the co-ordination activity for a wheelchair user. They can slalom between the cones then do the slalom backwards.

Equipment

- To make the balance section easier, use a line on the sports hall floor or outdoor pitch. To make it harder, use a bench or a skipping rope.

People

- Wheelchair users can participate with some assistance if needed, e.g. if they are unable to turn cones over, an assistant can turn them over once they have wheeled over the cone.
- If appropriate, split each of the three parts of the competition between different disabled athletes based on their abilities.

