

Lesson 1 of 6

TRIATHLON

EQUIPMENT

Gymnasium » four big pylons » a stopwatch

RELATED RESOURCES

- The Ultimate Beginners Guide to Triathlons, <http://expertenough.com/1994/beginners-triathlon-guide>
- The ABCs of Running, http://www.youtube.com/watch?v=2mzdiE_AuAc
- Triathlon Training, www.triathlete.com
- A Teachers Guide to Introducing Triathlons, <http://www.castletriathlonseries.co.uk/take-part/schools/#.U5Hw1FhdWBA>



Safety First!

"Safety Guidelines for Physical Activity in Alberta Schools", Alberta Centre for Injury Control and Research (ACICR, 2013) pages 11-33, 107, 133 and 135.



Activity

Activity

Basic Skills	A(10-30) 1
Application of Basic Skills	

ESSENTIAL QUESTION

In what ways can preparing for and participating in a triathlon enhance your mental, physical, and social well-being?

WARM UP

INTRODUCTION

Prior to the first lesson, introduce the essential question and invite students to consider the elements of a triathlon (swim, bike, run) and what it takes to prepare and participate in a triathlon (ie. preparation – proper gear: swimsuit, goggles, bike, helmet, proper running shoes; participation – training: practice and comfort in the water, proper technique on the bike and while running). Ask if anyone has participated in a triathlon and/or seen a triathlon in action.

Explain the two purposes of the lesson are to introduce some of the details for the class-based mini-triathlon that will occur at the end of the unit and to practice the first of the three triathlon activities; running, which is also called the third leg in a triathlon.

NOTE: This unit outlines the details for preparation of a mini-triathlon where students will be participating in all three events individually. It is under the teacher's discretion to host a triathlon where students choose one leg and participate as a team of three. An addition to this unit could be to have the students plan and prep a mini modified triathlon for younger students.

Clues that students are achieving the outcome...

"Students will apply and refine locomotor skills and concepts — effort, space and relationships — to perform and create a variety of activities to improve personal performance." *K-12 Physical Education Program of Studies, Alberta Learning, 2000*

- Students can explain the mechanics of running
- Students can demonstrate proper running form
- Students can identify the importance of a warm-up and cool-down



MAIN LESSON**RUN-DOWN**

Before beginning this lesson, download the supplemental materials from www.everactive.org. Invite students to divide into groups of three. Ask two students to stand one behind the other on one side of the area either behind pylons or behind a sideline and one student to stand opposite the group of two on the other side behind a sideline. On a signal to go (music starts), the first student in the line of two runs to the opposite student. Once a high five is given, the student runs quickly behind the sideline and the student that was waiting now runs to the opposite side to high five the third student. This continues until the music stops. If a student is caught in the middle area when the music stops, he/she must perform a physical activity of the teacher's choice or student choice from a list planned previous; ie. starjumps, split lunges, sumo squats, plank, etc. until the music starts again. After a few minutes, describe the first mechanic of running; "A" (see below) and when they run to the opposite side, they perform that movement. Students still perform a physical activity if caught in the middle when the music stops. Be sure to describe "B" and "C" and invite students to perform those movements as well, to practice their running technique. If possible, show this video highlighting the ABCs of running, www.youtube.com/watch?v=2mzdiE_AuAc.

Background: Mechanics- ABC's

- A. **High Knees** - chest up, robot arms (elbows at sides, bending at elbows moving thumbs from hip to shoulder). Progress from marching on the spot, then add a bounding motion. CUE - high reps, small steps!
- B. **Bum Kicks** - starting on the spot, hands on hips or "in back pockets" bringing left heel to left glute, and right heel to right glute. CUE - high reps, small steps!
- C. **Leg Extension Snaps** - slower motion consisting of a high knee right into a straight leg kick in front of the body followed by snapping the leg back to the ground before switching to the other leg. CUE - high knee, kick the door, be a bull! (like a pawing motion of a bull about to charge)

COOL DOWN**CATCH YOUR BREATH**

Encourage students to walk for a few minutes catching their breath and cooling down. Group stretch in a circle. While stretching, describe more details of the mini-triathlon. Explain that students will have four more lessons focused on improving their fitness and skills in biking and swimming, then will be participating in a class-based mini-triathlon. Additional lessons can be provided to allow for more practice and preparation.

Mini-Triathlon

The swim portion consists of 250 m (10 lengths of a 25 m pool), a 10 km bike and a 3 km run. If a pool is not available, a Duathlon (bike and run) can be organized instead.

NOTE: These distances can be modified based on your class. Also, it is suggested that the bike be performed on stationary bikes and the run on treadmills. Activities can be performed outdoors, be sure to obtain the proper permission for off-site activities and use safe routes such as bike trails or a track to avoid vehicles.

At the beginning of Lesson 2, students will receive a goal sheet and will be asked to think of a short and a long-term goal related to this unit and the mini-triathlon.