



Australian Government

Australian Sports Commission

ACTIVE AFTER-SCHOOL COMMUNITIES

playing for life

Triathlon

COMPANION BOOK



Acknowledgments

The Australian Sports Commission and Triathlon Australia wish to acknowledge the contribution of the following people and organisations to the production of this resource.

Triathlon ACT and, in particular, Executive Officer Mathieu Meriaux, drove and obtained funding to support the development of this resource.

The Australian Government Department of Health and Ageing provided a Community and Sport Grant to Triathlon ACT as part of the Healthy Active Australia School and Community Grants Program to support the development of this resource.

The International Triathlon Union provided permission to reproduce material from its coaching resources in this publication.

Triathlon Australia's National Development Coach, Craig Redman, liaised with state bodies to establish the reference group and the International Triathlon Union to obtain permission to reproduce material from its coaching resources. Craig also provided ideas to the editorial team and feedback on the drafts.

A number of the activities included within the Triathlon Companion Book have been adapted from the Playing for Life Resource Kit, with the assistance of a reference group comprising Nick Conway (Triathlon Victoria), Wayne Gale (Triathlon Tasmania), and Gary Rolfe (Triathlon ACT).

Mark Beovich (Nunawading Triathlon Club) provided feedback on the initial draft of this resource and, together with fellow Nunawading Triathlon Club members Steph Birch, Kirsten Braun, Penny Brown, Pat Brown, Steph Forster, Penny Hosken and Karina Vitiritti, piloted a selection of activities with Victorian AASC sites and provided further feedback on their experiences.

The editorial team of Jenny Banks, Principal of Creating Excellence Consulting, Damian Hecker (AASC), Lainie Houston (AASC), Teena Jackson (AASC), Nicola Jordan (AASC), Kym McMahon (AASC) and Lee Wilson (AASC) developed, proof read and edited written materials and significantly contributed to the overall content and format of the final product.

Gayle Rogers (ACHPER/Schools Network), Sue Cormack (ACHPER/Schools Network), Bruce Knights (Keilor Downs Secondary College) and Les Bee developed the content for the introduction and principles for how and when to change activities.

Disclaimer

The AASC Playing for Life companion books have been designed for use with students aged 4–12. Each book assumes that each student is healthy and has no medical condition, disability, illness, impairment or other reason that may impact, limit, restrict their involvement in sport or other physical activity. A student should not be allowed to participate in an activity if any medical, physical or other factor indicates that they are not suited to that activity. Where there are any queries or concern about such matters, the consent of the student's parent or guardian should be obtained before allowing participation. While care has been taken in the preparation of these books, the publisher and authors do not accept any liability arising from the use of the books, including, without limitation, from any activities described in the books.

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ISBN 978 1 74013 1100

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Cover illustrations by Kathryn Wright Design. Content illustration by G. Robey Design. Design by Swell Design Group.

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About this book



The Playing for Life companion books have been developed to complement the Active After-school Communities (AASC) Playing for Life resource kit. They are primarily designed for members of the local community who will be delivering programs to participating primary school-aged children.

More specifically, they are designed to help people with minimal experience in the sport to deliver activities in line with the Playing for Life philosophy. This places an emphasis on providing safe, fun, engaging activities that ensure maximum participation from all children, regardless of their level of ability.

Playing for Life – what is it?

The Playing for Life philosophy adopts a ‘game sense’ approach to physical activity.

- » **THE GAME IS THE FOCUS** — Players develop skills through fun, game-like activities (by ‘playing the game’) rather than through traditional skills and drills.
- » **COACH IS A FACILITATOR** — Coaches play more of a facilitator role than a director’s role. Rather than instructing players how to perform a particular skill, coaches provide key coaching points for performing the skill then set the players a challenge that they must solve through activity. For example, they might ask:
 - » How many different jumps can you perform in 30 seconds?
 - » Where will you stand to field the ball?
 - » How can you work together to stop the opponents scoring?
 - » How can you include everyone?

This engages players in the activity at a level that suits their own ability, and players learn through self-discovery rather than coach direction.

- » **DISCRETE COACHING** — Coach instructions and demonstrations are kept to a minimum. Allow play to continue and support players to develop their skills on the side in an unobtrusive way during the course of the activity. This maximises player participation and allows players to receive one-on-one coach support where required.
- » **ROLE MODELS** — Use player role models during the activities to demonstrate and emphasise good technique or strategies. Be aware of cultural considerations when adopting this strategy.

Remember!

The activity sets
the challenge

The game asks the
questions, and

The players' response
is the answer

» ASK THE PLAYERS —

The use of player questioning is a valuable strategy to engage the players themselves in changing the activity to increase participation and to make the activity more or less challenging.

- » **CHANGE IT** — Simple variations to activities are introduced to make the activities easier or harder in order to accommodate all player ability levels and backgrounds. Use the CHANGE IT acronym to assist you in modifying the activities, and remember to 'Ask the players':

C

Coaching style e.g., deciding when to direct activities and when to ask the players. Knowing when to provide discrete coaching and when to 'just let the kids play'

H

How you score or win e.g., introduce zones for batting or target games

A

Area (playing area) e.g., make the playing area smaller or larger; alter distances to targets or between players

N

Number of players e.g., consider different team sizes to keep all players active. Have several games of 2 v 2 or, if focusing on defence skills, change to 3 v 2 or 2 v 1 etc

G

Game rules e.g., allow 2 bounces before catching or stopping a ball, or introduce a no-go zone

E

Equipment e.g., use a larger or softer ball; racquets instead of bats; bins or markers for targets

I

Inclusion e.g., modify the game to maximise the involvement of all players. Ask the players how to change the game

T

Time e.g., reduce or extend the time to perform actions; change the number of passes within a time limit; vary the length of time a player can hold the ball

It is more important to follow the concept of **CHANGE IT** than to remember what each letter represents.

If it is not working ... CHANGE IT!!

How do I know when to **CHANGE IT**?

The first step is to play the game and observe player involvement and responses.

When observing the game being played, and player involvement and responses, ask yourself the following questions:

- » Is the game safe?
- » Are all players having fun?
- » Are all players engaged in the game?
- » Is the game working?
- » Do all players understand the game?
- » Is the objective of the game being achieved?
- » Are all the players being included?
- » Is participation being maximised?
- » Is the game appropriate to the ability level of each player?
- » Are all players being challenged?

If the answer to any of the above questions is No, then **CHANGE IT**.

The diagram on the following page provides a step-by-step guide about when and how to apply the **CHANGE IT** principles.



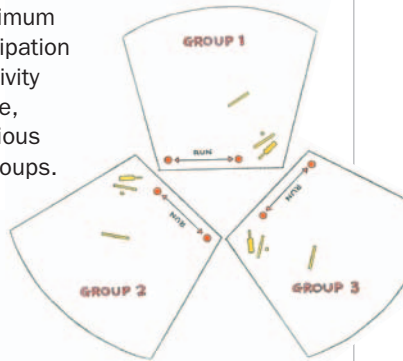
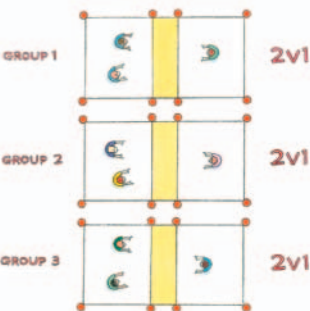
When and how to apply the CHANGE IT principles



PLAY THE GAME AGAIN · OBSERVE RESPONSES · MAKE FURTHER VARIATIONS AS NECESSARY

Tips for delivery

- » Do not limit yourself to the structure of the lesson plans provided. Be creative and add your own flair as you become more confident as a coach.
- » Use the Easier and Harder variations to modify the games to suit the ability levels of the players. Remember to use your own CHANGE IT variations and 'Ask the players'.
- » Use the 'Tips' section to provide discrete coaching where needed to develop players' skill levels.
- » As the lessons progress, the games evolve to become more complex and similar to the sport itself. However, remember to match the game with the ability of the players and modify it as necessary.
- » On the other hand, if the players grasp the games quickly, you may find you complete them in a shorter timeframe than estimated. In these circumstances, introduce games that the children enjoyed from previous lessons, to fill in time.
- » Remember, some games may not work with one group, whereas they could work really well with another. Don't be afraid to CHANGE IT to suit the needs of your group or even replace the game completely.
- » Keep group sizes to a minimum to ensure maximum participation of all children. Run the activity with several groups at once, or set up stations with various activities and rotate the groups.





TRIATHLON

Introduction to triathlon



What is triathlon

- » Triathlon is an activity that combines swimming, cycling and running in one event. The three sports are performed consecutively (one after the other) without breaks. The portion of a triathlon where participants change from one sport to the next is called a transition.
- » As well as the traditional three disciplines of swim, bike and run, the sport of triathlon also includes duathlon and aquathlon events.
 - Triathlon: Swim/Bike/Run
 - Duathlon: Run/Bike/Run
 - Aquathlon: Run/Swim/Run
- » Duathlons are an excellent option for participants who cannot swim or who do not enjoy the water and environments where there is no access to an appropriate swimming venue. Aquathlons are an excellent introduction to the sport of triathlon, particularly for younger participants. They are generally very safe and can be easily organised with participants requiring very little equipment.
- » When people hear the word ‘triathlon’ they often think of long and impossible events! In fact, events for children are the opposite. They are short, and anyone can participate. Below are some recommended distances for children. The ranges reflect distances appropriate for beginners (the lower numbers) and for more experienced participants (higher numbers).

Leg	Ages 8 and under	Ages 9–12
Swim	50m to 100m	100m to 300m
Bike	500m to 3km	3km to 10km
Run	100m to 500m	500m to 2km

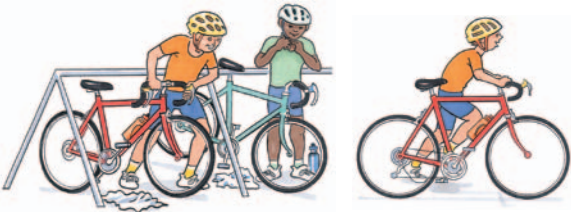
TA Policy Document (23 July 2007)

Overview of a triathlon

- » **SWIM** — Triathlons generally start with a swim leg either in open water (lakes, rivers, ocean, etc.) or in a pool. Swim courses can be many different shapes (e.g., rectangle or square, triangle, downstream or straight — i.e., ‘point to point’). In open water races, all participants begin at the same time in a mass start. In pool swims participants can start one at a time, in small groups, or all together if there is enough space.



- » **TRANSITION** — Following the swim, participants exit the water and make a transition to the bike leg (T1). All the participants’ bikes and equipment are stored in the transition zone or area, which becomes a central focus during the event, with participants returning to the area to change equipment. Transition areas are usually square and a fair transition means all participants travel an equal distance during the race to get through it.



- » **BIKE** — Next is the bike leg, which is generally held on public roads that are often closed to the traffic. Large parks with an adequate road or a military base may be suitable to give participants a traffic

free environment. Courses may be looped, out-and-back, rectangular, or other variations. Point to point bike legs are not advisable.



- » **TRANSITION** — The transition from the bike leg to the run leg is referred to as 'T2'. Participants must get off their bikes at a dismount line that is outside the transition area. Helmets must remain fastened until a participant racks their bike. In most triathlons, participants rack their bike in the original position. Participants must be careful to rack their bikes safely. Some participants change from cycling shoes to running shoes in T2.



- » **RUN** — The race finishes with the run leg. Run courses are diverse (may be on a course similar to the bike leg, on trails, etc.) and often involve a variety of different terrains.



Tips for delivering triathlon

Golden rules of safety

Safety should be the TOP priority in any Triathlon program. When conducting Playing for Life Triathlon lessons, always observe the following safety rules:

- » If you are including water-based activities in the program, you must adhere to state/territory-based education department regulations regarding water-based activities. The AASC program also requires that community coaches who deliver water-based activities have a current cardiopulmonary resuscitation (CPR) qualification.
- » If you are including water-based activities in the program, **never take participants into unknown waters without assessing their swimming ability first.** Ensure all participants: are relaxed in the water and able to change positions comfortably (e.g., horizontal to vertical; roll front to back); can swim twice the distance in the pool that they will be required to swim in open water and tread water or swim in one place (deep water) with their head above the surface for at least 2–3 minutes without distress. If you have participants who cannot swim or who are not confident swimmers, modify the playing area and activities/equipment to suit the needs of the participants. For example, perform the activities in water that is no more than waist deep and use alternative forms of travel, such as walking with ‘swimming arms’.



- » **Ensure the activity area is safe and appropriate for the skill and experience level of participants and weather conditions.** Use:
 - a large open space (oval, tennis/netball courts, a running or cycling track, empty car park, park or closed or wide, quiet roads) and/or a large indoor hall for running, bike skills, transitions and games.

- a pool or shallow lakeshore for swimming, race starts, and swim exits. (Always: investigate the water conditions first and ensure they are safe; have someone observing from the side of the pool or walking, kayaking or paddling alongside, as appropriate; have participants wear a brightly coloured cap; and don't expect other watercraft to see participants).
- » **Maintain a reasonable coach to player ratio** — Adhere to state/territory-based education department regulations where applicable, otherwise 1 coach to 5 participants is recommended for children under 10 years of age. 1 coach for 8 or 10 participants (depending on the activity) is recommended for older children.
- » **Safety equipment** — Ensure participants use safety equipment and are educated in safety procedures — e.g., certified helmets and helmet fit; bike function (e.g., brakes); water bottles; lights and reflectors if running or riding in dim or dark light (ideally, this should be avoided); safe cycling skills.
- » When cycling participants need to: be predictable; not swerve or ride in and out of parked cars; always signal before stopping, slowing or turning.

Tips for delivery Playing for Life Triathlon:

- » **Vary activities according to equipment and venue/facility availability** — For example, if there is no access to a suitable pool/open water, conduct the activities on land instead. If there are not enough bikes, use scooters instead or share bikes or scooters where an activity allows it or can be modified to do so.

The activities in this book provide options for children with and without bikes, sites with and without pool or open water access, indoor or outdoor facilities, and large or small spaces.

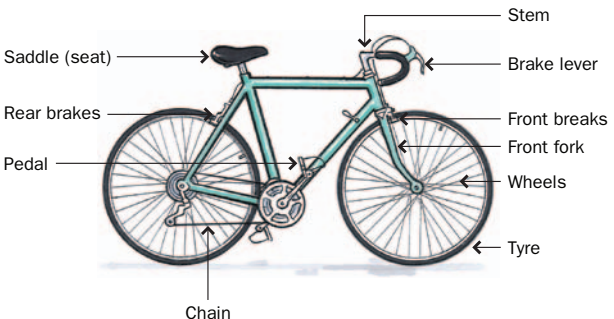
Some specific tips on safe equipment use when delivering Playing for Life Triathlon are:

Equipment

Correct equipment will greatly reduce risk of injury and increase comfort. For entry-level participants, the following equipment is recommended:

- » **BIKE** — Participants can use any type of equipment, as long as it is safe (e.g., many children use BMX or mountain bikes for the bike leg). Whichever type of bike is used, there are some basic requirements:
 - Brakes (do they work?)
 - Stem and handlebars (are they tight? do the ends of the handlebars have plugs in them?)
 - Seat (make sure it doesn't turn or tilt)
 - Chain, pedals, gears (do they change safely?)
 - Wheels (do they spin freely?)
 - Tyres (do they have enough air?). Older participants should know how to change a tyre and carry a spare tube and pump, securely attached to their bike
 - Does the bike fit correctly (e.g., seat height; reach for handlebars, brakes, etc.)?

If participants or their parents don't know how to carry out basic bike maintenance or ensure correct fit, encourage them to have their bike checked at their local bike shop or by a local coach who is experienced in bike set-up and maintenance. Participants should perform the above basic bike check before EVERY ride.



» **BIKE FIT** — Having a bike that is the right size (correct bike fit) is the first step to riding efficiently. Some basic tips for ensuring correct bike fit are:

- When the front pedal is parallel to the ground (horizontal), a weight hung from the knee should fall in line with the pedal and ball of the foot.
- Arms should be comfortable, with a slight bend (not stretched too far, or the bike might be too long).
- When the pedals are vertical, the lower leg should have a slight bend. If it is straight or the participant is on ‘tippy toe’ then the seat is too high.
- Head should be as neutral as possible (avoid bending the neck backwards).



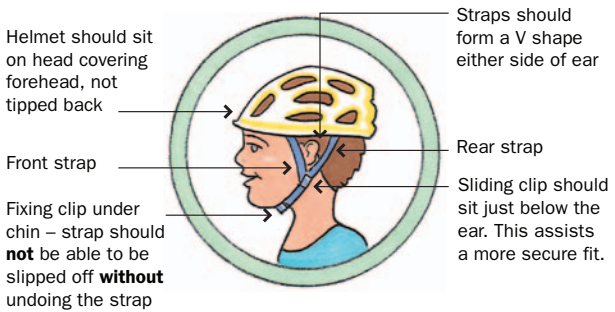
(Note: These are only basic tips. It is recommended that you have an expert visit, or have participants visit a bike shop, to properly adjust participants’ bikes).

» **CLOTHING** — A swimming costume that fits comfortably and a comfortable top, shorts (optional) and sports shoes suitable for cycling and running. A swim cap. A hat for the run. Bright clothing and swim caps ensure participants can be seen.

» **GOGGLES** — A good pair of goggles that fit well, don’t leak and don’t fog up help protect eyes from chlorine and salt water. (To test fit, get participants to press their goggles onto their eyes. They should stick there momentarily). The strap then only needs to be tight enough that they won’t get dislodged.

» **HELMET** — Helmets protect the brain in case of an accident or fall. Participants **MUST** wear an approved helmet i.e., a helmet that meets the standards of a national accredited testing authority. Check inside the helmet for the compliance sticker. The helmet must fit correctly for cycling activities.

No helmet, no ride. A helmet fits properly if: it is snug on the participant's head and does not slide around or tip back and forth; they can only get two fingers (vertically) between their chin strap and their chin. If their helmet is cracked or damaged it must be replaced. All polystyrene helmets must have a lycra cover. No cover, no ride.



Introduction to basic triathlon terms and skills

General terms

- » **AID STATION** — Table supplying drinks and refreshments for participants on course.

- » **BUOY** — Floating marker delineating swim course (also known as the 'can').

- » **LEG** — Section of the race (e.g., swim, bike or run).

- » **MASS START** — All participants begin at the same time. Allow participants to self seed at start (fast swimmers at front; slower but confident in middle; slow or nervous swimmers at back of group).



- » **TRANSITION** — The change from one discipline (e.g., swim) to the next (e.g., bike). Transition skills need to be practised.

- » **TRANSITION ZONE/AREA** — Place where participants have race gear and bikes placed. T1 is the transition between the swim and the bike. T2 is the transition between the bike and the run. These are often in the same physical location, but not always.
 - Setting up in transition involves leaving their gear (towel, bike, helmet, water bottle — if not on bike, t-shirt and runners on right hand side of bike). Bikes are generally racked by their handlebars, however with mountain bikes/children's bikes it is easier to use a fence, the bike stand, or lay the bike on its side (chain side up). Bikes with gears should be set in the right gear in transition.

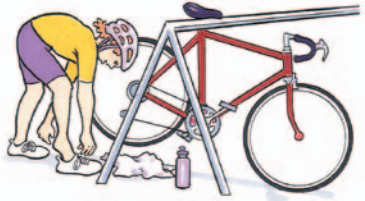
» T1 involves:

- Exit the swim (pool, lake, or ocean).
- Remove cap and goggles.
- Run to the transition area. Terrain can be sand, grass, stairs, artificial turf, road, sidewalk, flats, hills, or a mix of all these!
- Find transition spot and place cap and goggles near bike.
- Put on any clothes, if required (most participants race in their swimming costume, or singlets. There are NO BARE TORSOS permitted, which means everyone has to wear something covering their chest and stomach).
- Put on shoes and ensure shoe laces are done up.
- Put on helmet (must be fastened BEFORE touching the bike). Have helmet upside down, straps open, front facing you.
- Unrack bike (unhook it from the bike racks or take it from the ground or fence).
- Run or walk bike to the exit of transition (NO riding in transition). Run with bike directly upright, holding saddle (or handlebars for less experienced participants).
- Mount the bike after the mount line located past the transition exit to start the bike leg. (Scoot, then mount).



» T2 involves:

- Ride to dismount line.
- Dismount bike just before the dismount line (slow down before dismount!).
- Run or walk bike through transition to transition spot. (This is usually located as close to exit/entrance as practical depending on the location of transition area in relation to road/bike course).
- Rack bike to the same position as before (or lay it on the ground chain side up or against a fence) BEFORE removing helmet.
- Take off helmet, place next to bike.
- Change shoes if necessary.
- Put on hat.
- Run out of transition to begin the last leg of the triathlon (run).



Swimming

Freestyle is the most common stroke used in triathlon swims. Below are some basic tips for improving the freestyle stroke of young participants:

- » Look at the bottom (except when breathing or when sighting a buoy). When breathing, the head rolls with the body; try keeping one eye under or near the surface (as low as possible).
- » Focus on long strokes — long reach with arms, long tall body, kick with long legs.
- » Hands enter water in front of shoulder.



- » **SWIM START** — Practise a variety of swim starts (e.g., beach start with a dash into the water, deep water start between two markers or behind a line).



- » **RUNNING IN WATER** — Participants run in the water until it is too deep to run, then start dolphin dives. When running in water, participants should lift their lower legs (knee to ankle) out sideways.



- » **DOLPHIN DIVES** — The technique for progressing out through the shallows after a beach start is called dolphin dives. Participants start dolphin dives when it is too deep to run (water is thigh deep). Dolphin dives involve shallow diving then using the hands and feet to push up and forwards until it is deep enough to swim. There should be a single entry point into water.



- » **OPEN WATER SWIMMING** — Most triathlons are held in open water (e.g., river, lake, ocean), therefore it is important to practise swimming in open water. This helps develop the ability to navigate around a swim course, which involves lifting the head every so often to ensure you are swimming in a straight line.

- » **SIGHTING A BUOY** — Lifting the head up regularly (every few strokes), while swimming, to sight buoys and stay on course. Participants should keep their heads still when it is lifted out of the water.



- » **SWIM EXIT** — Swim until hands touch bottom, then stand up and start running (open water).



Cycling

Participants should be comfortable performing the following basic cycling safety skills before riding on roads and in races:

- » **Safe start (mounting bike/riding in a straight line):**

- Look for dangers first.
- Mount the bike safely. Stand astride bike; bring starting pedal to 2 o'clock position; stand on pedal; glide forwards; rise up onto seat and pedal looking forwards in direction of travel, remaining balanced.
- Start riding in a straight line without swerving. Look ahead to where you want to go, not down on the front wheel; stay in the seat; and keep the upper body relaxed and hands evenly spaced from the centre of the handlebars.



- » **Safe stop (braking and dismounting)** — Signal before stopping by raising one hand to shoulder height with palm forward. Apply front and rear brakes at the same time (slowly, not suddenly); weight on pedal at bottom of turning circle; body low; relax arms. Slide forward off seat, lean to opposite side, place other foot on ground.



- » **Stay stable** — Balance on bike in different ways; ride with one hand or no hands; start and stop without taking feet off the pedals.



- » **Riding a straight line** — Look ahead (to where you want to go), not down; stay in saddle, keep upper body relaxed and hands evenly spaced from centre of handlebars.



- » **Spin straight** — Ride in a straight line without swerving; spin pedals evenly in continuous circles; keep eyes still and focused far ahead.

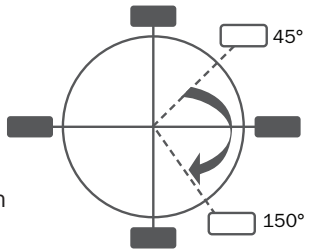


- » **Circle, cornering** — Keep the inside pedal up, turn knee out, lean into the corner (not steer). Ride around corners by tilting (not steering) the bike. Keep weight on the outside foot (see the right leg of the rider). Look around, not at, the corner. Brake before turning the front wheel. Accelerate out of the corner.



» **PEDAL STROKE** — The pedal stroke is circular, continuous and smooth. Although participants generate most power between 1 o'clock (45 degrees) and 4 o'clock (150 degrees) they should try and maintain a consistent 'spin'. Some example cues for coaching are:

- Pedal in circles.
- Pretend to wipe something off the ball of your foot at the bottom of the pedal stroke.
- Imagine someone is spinning your pedals for you.
- Ball of the foot should be positioned on the pedal (not the heel). Feet and knees should point forward (not sideways). Have participants experiment with different 'power positions' to align the feet. Pedal while standing; try to 'jump' the bike.



» **RACK/UNRACK THE BIKE** — hook it onto/unhook it from the bike racks.



» **ADVANCED CYCLING SKILLS:**

Running with a bike —

- Run with bike directly upright, holding saddle.
- Signalling — Always signal before turning or stopping or if there are obstacles (e.g., pot holes) on the road. Signal early. Complete signals before a corner — use 2 hands on the handlebars around a corner.



» **GEAR SELECTION** — Keep head up and focused ahead; feel for the gear lever; keep pedalling forward but back off pressure slightly; change the gear into the gear required. Change gears before corners so you have full control through corner. Stay in easier rather than harder gears to avoid fatigue. Use gears to maintain good cadence. Shift into a low, easy gear before stopping, as this will make starting again easier. If a participant is bouncing while pedalling they should change into a higher gear. (High is heavy, hard — big gear. Low is light, easy — small gear). If pedalling is too difficult they should change into a lower gear.

» **LOOKING BACK** — Keep a straight line; don't pull the handlebars around as you look back.

» **RIDING ONE-HANDED** — Move hand closer to centre of handlebars; bend at elbow, keep upper body relaxed to absorb bumps; stay in saddle; keep eyes focused ahead; concentrate on smooth pedalling.



» **RIDING SLALOM** — Stay in saddle; hold handlebars where you have most control; keep pedal high on turning side; keep close to the markers (find the straightest line through the markers); steer bike through turns more by leaning than steering with handlebars.

» **RIDING SLOWLY** — Stay seated; hold handlebars where you have most control (wide position); keep upper body relaxed and eyes focused ahead (don't look down). More advanced — stay out of saddle; keep pedal cranks close to horizontal; vary handlebar position to maintain balance; stay off the brakes.

» **CHASING (PARTICIPANTS IN FRONT)** — Pedal smoothly; focus eyes on lower back of participant in front; communicate with participant as you approach them.

- » **SINGLE FILE RIDING** — Keep an even speed (no sudden changes in line or speed). Try to ride close to participant in front (distance dependent on ability level — ultimately try for <math><1\text{m}</math>; >1m for less skilled participants). Don't overlap wheels. Keep lines straight (in bunch) so any signals and road ahead can be seen. Focus eyes on back of participant ahead. Keep hands near brakes but don't brake or swerve suddenly.



- » **SWAPPING TURNS** — Single file. Maintain an even speed; front participant pulls out to right and slows down slightly while other participants ride through; former front participant then smoothly joins end of the file and holds their line.
- » **RIDING IN PAIRS (SIDE BY SIDE)** — Ensure front wheels are level. Keep a gap between handlebars. Keep upper body relaxed, hold a straight line and focus eyes ahead.
- » **RIDING IN BUNCHES** — As for single file riding, plus: Eye position — scan in front, back of rider in front and down tunnel between participants. Keep lines straight so signals can be seen. Stay tight — side to side and front and back (ability to do this will vary with ability level).
- » **RUNNING WITH THE BIKE** — Run with the bike directly upright, holding the saddle (or the handlebars for less experienced participants). Turning, lean the bike in the direction of the turn.



- » **SCOOTING** — Used to mount the bike. Space hands evenly on handlebars; left foot on left pedal or right foot on right pedal, then scoot (push along the ground) with opposite foot. To mount bike, foot then goes around back of saddle, not in front.



Running

- » Participants don't have to be able to run to finish a triathlon, walking is permitted.
- » If participants haven't run before or recently, start slowly — intersperse walking and jogging.
- » To reduce injury risk, run on softer surfaces like grass, trails or rubber tracks where possible, do only some running on bitumen, and avoid concrete and vary the terrain. Alternate between even and uneven terrain, hilly and flat routes.
- » Good running technique will improve running performance and help prevent injury. Some tips for good running technique:
 - Keep eyes focused straight ahead (high), not down.
 - Keep your face (and shoulders) relaxed by smiling.
 - Keep shoulders and hands relaxed; elbows bent at 90 degrees; arms swing gently forward and backward, with a VERY slight diagonal motion; hands almost brush hips with each swing.
 - Keep steps light, quiet and quick.
 - First part of foot to touch the ground should be the mid foot, not the heel.
 - Focus on lifting the heels rather than 'high knees'. This will bring the knees up.



What you need from the kit...



START OUT

WILDCARD

- START OUT WC 01A** Form a group
- START OUT WC 03B** Look out for others
- START OUT WC 06** How many bean bags?
- START OUT WC 09B** Flip it
- START OUT WC 10B** Frost and thaw

COOPERATIVE PLAY

- START OUT CP 01B** Underarm return relay
- START OUT CP 02A** Here, there, nowhere
- START OUT CP 02B** Untie the knot

TARGET GAMES

- START OUT TG 05** Target relay

MOVEMENT GAMES

- START OUT MV 01A** Coach says!
- START OUT MV 12** Go slow and stop and go

GET INTO IT

INVASION GAMES

- GET INTO IT INV 07B** Team passing
- GET INTO IT INV 08** End ball
- GET INTO IT INV 14** Numbers

MOVEMENT GAMES

- GET INTO IT MV 01A** Racing relay
- GET INTO IT MV 04B** Treasure
- GET INTO IT MV 18** Ride a course
- GET INTO IT MV 19** Aquathlon (swim-run)
- GET INTO IT MV 20** Mini triathlon (swim/bike/run)

FINISH UP

FINISH UP

- FINISH UP 01** Put it away!
Great work!
What did you learn?
- FINISH UP 04** What's ahead?
Four corner



Remove or print each of the above cards from the Playing for Life resource kit and add to the ring-bound holder provided.



This companion book cross-references these cards throughout the 8-week lesson plan.

Overview of lessons

LESSON	1	2	3	4	5	6	7
OBJECTIVE	Swim	Swim	Bike	Bike	Transition	Swim/run	Mini Triathlon
START OUT	Here, there, nowhere Start Out CP 02A	Look out for others Start Out WC 03B Form a group Start Out WC 01A	Coach says! Start Out MV 01A How many bean bags? Start Out WC 06	Flip it Start Out WC 09B Racing relay Get into it MV 01A	Hoop races Get into it MV 09B Look out for others Start Out WC 03B	Form a group Start Out WC 01A Target relay Start Out TG 05	Frost and thaw Start Out WC 10B
GET INTO IT	Numbers Get into it INV 14 Treasure Get into it MV 04B	Team passing Get into it INV 07B End ball Get into it INV 08	Target relay Start Out TG 05 Go slow and stop and go Start Out MV 12	Ride a course Get into it MV 18 Racing relay Get into it MV 01A	Ride a course Get into it MV 18	Aquathlon Get into it MV 19	Mini Triathlon Get into it MV 20
FINISH UP	Untie the knot Start Out CP 02B	What's ahead? Finish Up 04 Put it away! Finish Up 01	Mini duathlon Get into it MV 20	Put it away! Finish Up 01 Great work! Finish Up 01	Mini duathlon Get into it MV 20	Four corners Finish Up 04 What's ahead? Finish Up 04	Great work! Finish Up 01

TIP: Water-based activities can be modified to be done on land if pool/open water access is not available. Scooters can also be substituted for bikes if necessary.

How to use this book

- 1 Read the introductory pages to make sure you have an understanding of the Playing for Life philosophy and a basic understanding of the sport, including terms and skills, safety considerations and equipment requirements.
- 2 Read through each lesson plan to make sure you understand the objectives and requirements for each lesson.
- 3 Collect and review the required Playing for Life activity cards referred to in each of the lessons.
- 4 Add the loose-leaf activity cards to the ring-bound holder (shown). A companion book can sit alongside the activity cards — just slide the cover into the holder.
- 5 Before conducting each lesson, organise an appropriate and safe playing area and the necessary equipment (based on the number, ability levels and backgrounds of the participants and the available area and equipment).
- 6 Deliver the lesson using the indicated Playing for Life activity cards and the instructions provided in the book. Remember to vary the activities, where required, to cater for the needs of different participants. If the activity is not working, remember to **CHANGE IT**.
- 7 Review the lesson immediately afterwards so you can identify what worked well/what didn't, what level the participants are at, and what you need to remember for next time. The outcome of this review will influence what you include in the next lesson and how you deliver it.



While this book is primarily designed to help people with minimal experience in the sport to deliver activities in line with the Playing for Life philosophy, we do encourage you to consider attending a coaching course to improve your knowledge and skills. Information about the relevant coaching courses can be found in the 'Where to from here' section of the book.

Lesson 1

OBJECTIVE	Introduction to triathlon swim leg. Includes: » moving through the water » sighting
TIME	60 minutes
AREA	Pool or safe open water up to waist deep. (Most activities are also land friendly if there is no access to water.)
EQUIPMENT	» 4 marker cones » 2 buoys » 10 x sunken objects » 10 x floating objects Optional: Lane ropes to define playing area Participants bring own drink bottles and goggles Swim caps optional (check pool rules)

Card summary

- » **Start Out CP 02A**
- » **Get Into It INV 14**
- » **Get Into It MV 04B**
- » **Start Out CP 02B**



1

Remember, if the game isn't working **CHANGE IT**

Here, there, nowhere

START OUT CP 02A
10 MINUTES

On a call from the coach, participants run or swim towards the coach (here), away from the coach (there), or perform a movement on the spot (nowhere).

SKILL FOCUS *Building space and participant awareness. Moving through the water using running and dolphin dives.*

ADDITIONAL EQUIPMENT *4 marker cones. Optional: Lane ropes to define playing area*

Use the activity card, PLUS ...

- » Start activity on land before progressing to the water.
- » Inform participants what action they are to perform when 'Nowhere!' is called. Movements include: standing or walking on the spot with swimming arms or running on the spot.
- » In the water participants run or swim towards the coach on 'Here!', away from the coach in a designated direction on 'There!' and run or swim on the spot on 'Nowhere!'

Harder:

- » Increase the duration of each activity.



TIPS » When running in water, run with lower legs (knee to ankle) lifting out sideways.

ASK THE PARTICIPANTS » What is the benefit of lifting legs sideways?

- SAFETY**
- » Water depth should be suitable for the ability level of all participants.
 - » Ensure the playing area is obstacle free and away from walls (land based).
 - » Ensure there is sufficient space between participants.
 - » Encourage participants to remain aware of where others are during activities.

Numbers

GET INTO IT INV 14
20 MINUTES

Two even teams play. Each team starts at different ends of the playing area. One or two numbers are called. Participants try to be the first to complete the course.

SKILL FOCUS *Swimming to and around an object while using 'sighting' skills*

ADDITIONAL EQUIPMENT *2 buoys, 1 pair of goggles per participant*

Use the activity card, PLUS ...

- » When numbers are called participants swim to the middle, around their buoy and back to their wall.
- » The winning team scores 2 points and the runners up receive 1 point.
- » Highest score at the end of the round wins.



Easier:

- » Walk or run out and swim back.
- » Stagger calls so one number gets a head start.

Harder:

- » Participants swim clockwise around both buoys before returning to their side of the pool.
- » Do dolphin dives out and swim back.
- » Set a time limit for participants to complete the task.
- » Increase the number of participants 'competing' at one time.

- TIPS**
- » Remind participants about looking up after 5 swim strokes.
 - » See 'Introduction to basic triathlon terms and skills' for Sighting.

ASK THE PARTICIPANTS

- » What do you need to remember when swimming with lots of people at one time?
- » What do you do if you get into trouble?

- SAFETY**
- » Water depth should be suitable for the ability level of all participants.
 - » Ensure there is sufficient space between participants.

Treasure

GET INTO IT MV 04B
25 MINUTES

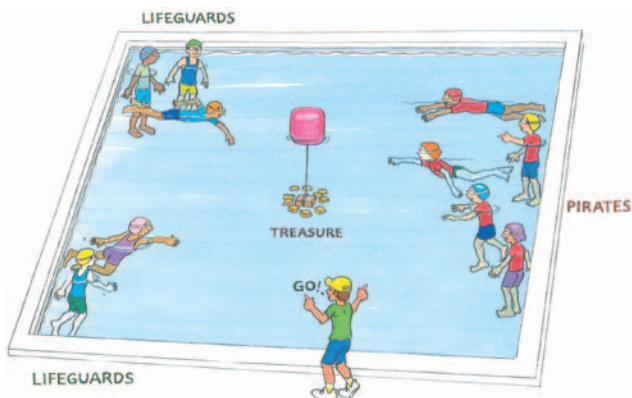
One team called Pirates tries to steal the sacred treasure from the sunken ship which is guarded by another group, the Life guards (Play in teams of 4–6).

SKILL FOCUS *Developing strategy and teamwork; swimming with head out of the water; sighting and swimming with others.*

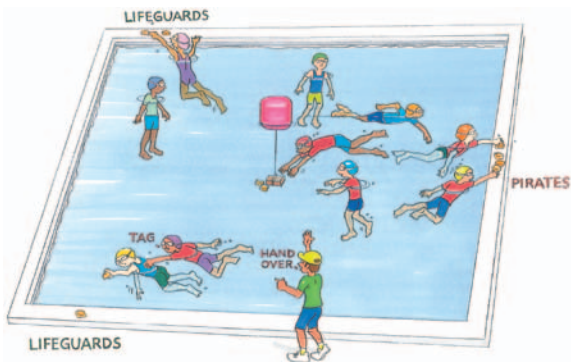
ADDITIONAL EQUIPMENT *4 marker cones; lane ropes to define playing area · 10 pieces of sunken treasure (weighted diving objects e.g., emptied plastic containers with some sand or rocks in the bottom, diving rings, money) or floating treasure (floating objects e.g., goggles, foam or plastic balls, paddle board, tennis balls): 1 pair of goggles per participant.*

Use the activity card, PLUS ...

- » Place the sunken treasure in the middle of the playing area (marked on the surface by a buoy).
- » Pirates start from their base at one end of the playing area. The Lifeguards line either side of the playing area between the Pirates' base and the treasure.
- » Pirates swim up the middle of the playing area, dive for the sunken treasure, then attempt to return the treasure to their base.
- » Lifeguards try to tag Pirates on their shoulder or back.
- » Tagged Pirates must hand their treasure over to the Lifeguard, swim back to the start and then rejoin the game.
- » Play until all treasure has been taken.
- » Each team receives 1 point for each piece of treasure.



Treasure



Easier:

- » Decrease the number of Lifeguards and increase the number of Pirates.
- » Complete the activity doing Dolphin dives.
- » Run or wade with swimming arms.
- » Use floating treasure.

Harder:

- » Increase the dive depth.
- » Increase the swim distance.
- » Increase the width of the playing area.

TIPS

- » Ensure water level is a suitable depth for participant to stand.
- » If using tennis balls throw about 20 into the water. Participants then have to swim holding 2 tennis balls.
- » Encourage Pirates to lift their heads every few strokes while swimming to sight the buoy.
- » Ensure teams are evenly matched.

ASK THE PARTICIPANTS

- » How can you work together to get the most treasure back to base?
- » What is the safest way to return the treasure?

SAFETY

- » Water depth should be suitable for the ability level of all participants.
- » Lifeguards must only tag lightly.
- » Pirates cannot be tagged when underwater or surfacing.
- » Lifeguards must not run along the pool deck. They remain in their location throughout the game.

Untie the knot

START OUT CP 02B
5 MINUTES

Each participant holds the hands of 2 different participants.
The aim is to untangle the knot without letting go!

SKILL FOCUS *Encourages communication and cooperation.*

Refer to the activity card ...



Lesson 2

OBJECTIVE

Introduction to triathlon swim leg. Includes:

- » swimming in a large group
- » sighting
- » moving quickly in the water

TIME

60 minutes

AREA

Pool or safe open water up to waist deep (no lane ropes preferred). Most activities are also land friendly if there is no access to water.

EQUIPMENT

- » 4 marker cones or lane ropes to define playing area
- » 1 water friendly ball per team
- » 8 pool noodles
- » 8 paddle boards

Participants bring own drink bottles, goggles (school provides spares)

Swim caps optional (check pool rules)

Card summary

- » **Start Out WC 03B**
- » **Start Out WC 01A**
- » **Get Into It INV 07B**
- » **Get Into It INV 08**
- » **Finish Up 01**
- » **Finish Up 04**



2

Remember, if the game isn't working **CHANGE IT**

Look out for others

START OUT WC 03B
5 MINUTES

Participants swim in random directions in a defined area. Participants are made aware of the fact that the activity is focused on learning to play safely in the presence of others.

SKILL FOCUS *Developing swimming with head out of the water, sighting and swimming safely in the presence of others.*

Use the activity card, PLUS ...

- » Children walk, run or swim around on their stomachs with their heads up so they can see others.
- » Call 'Freeze!' — participants walking or running freeze on the spot. Swimmers jump to their feet and freeze on the spot.

Easier:

- » Participants complete the same activity, but all swim in the same direction.

Harder:

- » Add another call. When you call 'Shore!' everyone dolphin dives towards you.



TIPS » See 'Introductin to basic triathlon terms and skills' for Dolphin dives.

SAFETY » Assess participants' swimming ability first and modify the activity where appropriate (refer to Golden Rules of Safety).

- » When sighting, participants should lift the head up regularly (every few strokes) to sight other swimmers/ pool edge and to stay on course.
- » Keeping the head still when it is out of the water.
- » Dolphin dives should be monitored carefully.
- » Participants must dolphin dive in the same direction to avoid collisions.

Form a group

START OUT WC 01A
10 MINUTES

Participants swim around in random directions avoiding body contact with other participants. The coach calls a number and participants form groups of that size.

SKILL FOCUS *Swimming in a large group using sighting skills.*

ADDITIONAL EQUIPMENT *8 pool noodles, 8 paddle boards*

Use the activity card, PLUS ...

- » Include number and animals, e.g., 5 crocodiles, — children have to get into groups and pretend to be crocodiles.
- » Group is divided into 2 in the last call.



Easier:

- » Throw noodles or paddle boards into the water. When a number is called participants swim to and hold onto the noodle or paddle board together.

Harder:

- » Change to actions, e.g., ‘3 riders’ — 3 participants to have the noodle between their legs or ride side saddle; ‘2 toes’ — participants have to float on their back touching the noodle with their toes or stand on the noodle if they can’t float.

ASK THE PARTICIPANTS

- » What are some different animals that swim in the water?
- » What do you need to remember when swimming with lots of people at one time?
- » What do you do if you get into trouble in the water?

SAFETY » Assess participants’ swimming ability first and modify the activity where appropriate (refer to Golden Rules of Safety).

Team passing

GET INTO IT INV 07B
15 MINUTES

2 teams each with 2 or more participants. The team with the ball makes as many passes as possible before the opposing team intercepts. (Play with 4 or more — break into discrete games as required)

SKILL FOCUS *Participant awareness and moving quickly in the water*

ADDITIONAL EQUIPMENT *4 marker cones or lane ropes to define playing area; 1 water friendly ball per team*

Use the activity card, PLUS ...

- » Play in water.
- » Ball must be passed to every participant.

Easier:

- » Reduce playing area.

Harder:

- » Extend playing area.



TIPS » Differentiate groups by one wearing either cap, goggles, zinc cream or other descriptor.

SAFETY » Ensure ability levels are matched.
» Water depth should be suitable for the ability level of all participants.

End ball

GET INTO IT INV 08
20 MINUTES

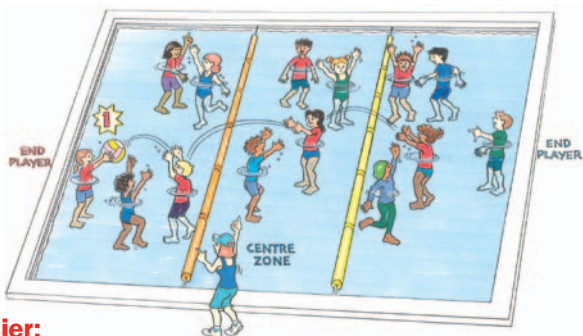
One participant starts in the centre zone of the playing area with the ball, and passes it to team mates in each zone. The object is to get the ball to the end participant.

SKILL FOCUS *Participant awareness, moving quickly in the water and team work.*

ADDITIONAL EQUIPMENT *1 water-friendly ball per team*

Use the activity card, PLUS ...

- » Play in water.
- » Combine running and swimming in the water.
- » Participants can either have a designated zone or be free to move anywhere in the playing area.



Easier:

- » Add more balls.
- » Nominate either running or swimming.

Harder:

- » Add a target or goal area.
- » Add additional zones.

- TIPS**
- » If designated areas are used then rotate placements after a period of time.
 - » Rotate one team so partners change.

ASK THE PARTICIPANTS

- » What are some strategies to help you get the ball?

- SAFETY**
- » Balls must not be thrown hard to people.
 - » No body contact.
 - » Water depth should be suitable for the ability level of all participants.

What's ahead?

FINISH UP 04
5 MINUTES

Provide a brief explanation about the lessons to come.

Refer to the activity card ...



Put it away!

FINISH UP 01
5 MINUTES

Gather up the equipment and store it properly.

Refer to the activity card ...



Lesson 3

OBJECTIVE	Introduction to triathlon bike leg. Includes: » basic transition skills » braking, balance and good foot positioning
TIME	60 minutes
AREA	Any flat surfaced area — preferably a flat grassed surface.
EQUIPMENT	<ul style="list-style-type: none"> » 1 bike helmet and 1 pair of running shoes per participant » 10 marker cones » 1 hair cover per child if helmets are borrowed » 1 bike per child » 3 balls or bean bags per participant » 1 marker cone per team of 4 » 1 hoop per team of 4 » ground markers/tape or other to define boxes on the ground <p>Participants bring own drink bottle, bike helmet and running shoes. (Scooters can be used as a substitute for a bike.)</p>

Card summary

- » **Start Out TG 05**
- » **Start Out MV 01A**
- » **Start Out WC 06**
- » **Start Out MV 12**
- » **Get Into It MV 20**

Remember, if the game isn't working **CHANGE IT**

3

Coach says!

START OUT MV 01A
5 MINUTES

Using the rules of 'Simon says', call out commands for participants to perform various basic transition skills.

SKILL FOCUS *Helps develop basic transition skills.*

ADDITIONAL EQUIPMENT *1 bike helmet and 1 pair of running shoes per participant, 1 hair cover per participant (if helmets are borrowed)*

Use the activity card, PLUS ...

- » Call out the following transition tasks during the activity: helmets on; helmets off; shoes on; shoes off.



SAFETY » Ensure the playing area is obstacle free and away from walls.

How many bean bags?

START OUT WC 06
10 MINUTES

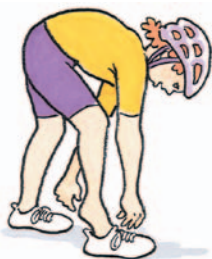
Participants work in pairs. One participant from each pair runs to a central point to collect one bean bag at a time, throws it back to their team-mate at their base, then taps their hand for their turn.

SKILL FOCUS *Introduction to Transition 1 — Dressing quickly (shoes and helmet).*

ADDITIONAL EQUIPMENT *1 bike helmet and 1 pair of running shoes per participant, 1 hair cover per participant (if helmets are borrowed)*

Use the activity card, PLUS ...

- » Participants remove their shoes and place them at their base along with their bike helmet.
- » On 'Go!' the first participant from each group puts their shoes and helmet on before running to the centre to collect a bean bag.
- » When a bean bag has been caught and placed at the base, the catcher must quickly put their shoes and helmet on then run to the centre to collect the next bean bag.
- » The process is repeated until each runner has successfully placed shoes and helmet on and collected 6 bean bags.
- » Repeat process removing shoes and helmet one at a time and returning the bean bags to the centre.



- TIPS**
- » Finish activity with shoes on.
 - » Remind participants about equipment staying behind their base.

- ASK THE PARTICIPANTS**
- » What could happen if shoes are not fitted properly?
 - » Why is it important that the helmet is secured properly?

- SAFETY**
- » Running cannot begin until each shoelace is done up and helmet clipped (younger participants can be assisted by their partner if they cannot tie shoelaces).
 - » Remind participants to slow down as they approach the centre so they avoid colliding with other participants.

Target relay

START OUT TG 05
10 MINUTES

Gates are set up over a course. Participants complete the obstacle course as slowly as possible, passing between each gate.

SKILL FOCUS *Bike handling skills, balance, coordination and concentration on a bike.*

ADDITIONAL EQUIPMENT *1 bike, 1 bike helmet and 1 pair of running shoes per participant, 1 hair cover per participant (if helmets are borrowed)*

Use the activity card, **PLUS ...**

- » With a mass start participants complete a ride around the obstacle course trying to be the slowest to finish.
- » Participants must pass between each gate.
- » Individuals are timed.

Easier

- » Add 'stop/feet' down rest stations if skill level requires this.
- » Remove timed element.



TIPS » Make the ride fun with lots of obstacles.

SAFETY » Ensure sufficient space between participants.
» Participants must be wearing helmets.

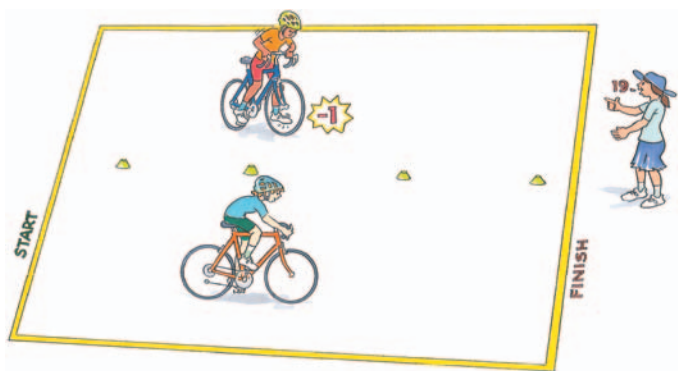
Go slow and stop and go

START OUT MV 12
25 MINUTES

Participants aim to complete a course as slowly as they can without putting their feet on the ground.

SKILL FOCUS *Bike handling skills, balance, coordination and concentration on a bike.*

Refer to the activity card ...



Mini duathlon

GET INTO IT MV 20
10 MINUTES

Participants complete a run-bike-run mini duathlon.

Refer to the activity card ...



Lesson 4

OBJECTIVE	Introduction to triathlon bike leg. Includes: <ul style="list-style-type: none"> » pushing a bike by the seat » mounting and dismounting a bike
TIME	60 minutes
AREA	Any flat surfaced area — preferably a flat grassed surface.
EQUIPMENT	<ul style="list-style-type: none"> » 1 bike helmet and 1 pair of running shoes per participant » 30 marker cones » 1 hair cover per child if helmets are borrowed » Ground markers, cones or tape to identify two lines about 3 metres apart <p>Participants bring own drink bottle, bike helmet and running shoes. (Scooters can be used as a substitute for a bike.)</p>

Card summary

- » **Start Out WC 09B**
- » **Get Into It MV 01A**
- » **Finish Up 01**
- » **Get Into It MV 18**



4

Remember, if the game isn't working **CHANGE IT**

Flip it

START OUT WC 09B
5 MINUTES

Two groups. Each participant has a bike helmet. Half the participants place their bike helmets with the round side up and the other half with the round side down (dish up). On a signal participants run around trying to flip over the other group's bike helmets to match their own.

SKILL FOCUS *A high energy-warm up activity that requires agility and the ability to look one step ahead.*

ADDITIONAL EQUIPMENT *1 bike helmet per participant*

Use the activity card, PLUS ...

- » Use bike helmets instead of cones.



TIPS » Remind participants to be careful when using others' helmets.

Racing relay

GET INTO IT MV 01A
10 MINUTES

Participants race each other in a relay, running with their bikes and scooting.

SKILL FOCUS *Pushing a bike by the seat and scooting.*

ADDITIONAL EQUIPMENT *1 bike and 1 bike helmet per participant, 1 hair cover per participant (if helmets are borrowed)*

Use the activity card, PLUS ...

- » Play in teams of four.
- » Participants run to the other side with their bike, then tag the next team member.
- » Participants race to the other side scooting and tag the next team member.

Easier:

- » Shorten the length of the playing area.
- » Walk, don't run.

Harder:

- » Add obstacles to run around.
- » Zigzag instead of running straight.
- » Set a number of times participants scoot when crossing the playing area.



- TIPS**
- » Run with bike directly upright, holding saddle.
 - » To turn the bike, lean the bike in direction of turn.
 - » When scooting, space hands evenly on handlebars; left foot on left pedal or vice versa and scoot with opposite foot.

ASK THE PARTICIPANTS

- » What is the best way to run in a straight line with your bike?
- » What is the best way to turn your bike when running with it?

- SAFETY**
- » Ensure sufficient space between bikes.
 - » Participants must wear helmets and shoes.

Ride a course

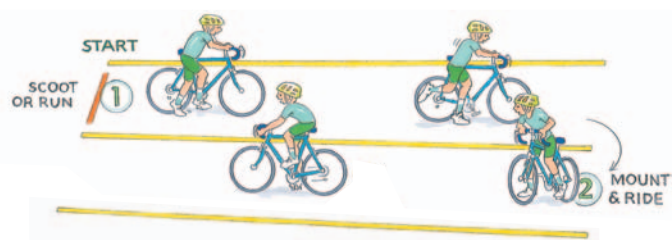
GET INTO IT MV 18
10 MINUTES

Participants move through a course, completing each activity on their bikes. (Play with 8–30).

SKILL FOCUS *Scooting, mounting, dismounting, running with a bike, balance, coordination, riding in a straight line and cornering/turning.*

Refer to the activity card, PLUS ...

- » Only do zones 1 and 2, scooting/pushing and mounting bike.



Racing relay

GET INTO IT MV 01A
15 MINUTES

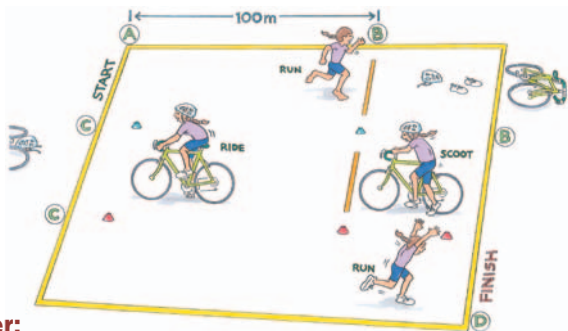
Participants race each other in a relay performing various skills of a triathlon.

SKILL FOCUS *Preparation for riding and running leg of triathlon.*

ADDITIONAL EQUIPMENT *1 bike and 1 bike helmet per participant or 1 hair cover per participant (if helmets are borrowed), marker cones.*

Use the activity card, PLUS ...

- » A – B: Participants run 100 metres barefoot, and change into shoes/helmet at B.
- » B – C: Participants run with, scoot then mount bike and ride 100 metres to C.
- » C – D: Participants brake and dismount, then rack bike (if available), remove helmet and run to D to finish.
- » Continue until all members have completed the relay.



Easier:

- » Use a handicapping system if ability ranges vary.
- » Shorten the running distance depending on the ability level of the participants.

Harder:

- » Add obstacles to ride or run around.

- TIPS**
- » Use a rack for bikes if available.
 - » Participants should set up their own gear in transition B.
 - » Participants can complete the race either singly or in pairs.

- SAFETY**
- » Ensure sufficient space between participants.
 - » If racks are not available, participants should either use a fence, their bike stand or lay their bike on its side (chain side up).

Put it away!

FINISH UP 01
5 MINUTES

Gather up the equipment and store it properly.

Refer to the activity card ...



Great work!

FINISH UP 01
5 MINUTES

Pat on the back feedback and encouragement.

Refer to the activity card ...



Lesson 5

OBJECTIVE

Introduction to triathlon transition. Includes:

- » scooting; mounting and dismounting; running with a bike; balance and coordination; riding in a straight line; and cornering/turning.

TIME

60 minutes

AREA

Any flat surfaced area — preferably a flat grassed surface.

EQUIPMENT

- » 1 bike helmet and 1 pair of running shoes per participant
- » 15 - 20 marker cones
- » 1 hair cover per child if helmets are borrowed
- » 1 hoop per group of 4
- » Ground markers, cones or tape to identify transition lines

Participants bring own drink bottle, bike helmet and running shoes. (Scooters can be used as a substitute for a bike.)

Card summary

- » **Start Out WC 03B**
- » **Get Into It MV 09B**
- » **Get Into It MV 18**
- » **Get Into It MV 20**

Remember, if the game isn't working **CHANGE IT**

5

Hoop races

GET INTO IT MV 09B
5 MINUTES

Participants in teams of 4–6 race each other by picking up their helmet, and putting it on one at a time, then removing it one at a time.

SKILL FOCUS *Putting a bike helmet on and taking it off quickly.*

ADDITIONAL EQUIPMENT *1 bike helmet per participant or 1 hair cover per participant if helmets are borrowed, and one pair of running shoes per participant*

Use the activity card, PLUS ...

- » Each participant's helmet is at their feet.
- » On 'Go!', there is a race to put helmets on.
- » The first participant in each group puts their helmet on, buckles the strap, then tags the next participant who repeats the action with their own helmet and so on.
- » When the last participant buckles their helmet, they race to the front of the line and take off their helmet, placing it on the ground and tagging the next participant.
- » Other participants repeat in turn.



Harder:

- » Add removing and putting shoes on with the helmet.
- » Have participants moving (walking, running) as they are taking off their helmet.

- TIPS**
- » Have helmet upside down, straps open, front facing you.
 - » Shoes are placed with laces tied loosely if participants don't have elastic laces.

- ASK THE PARTICIPANTS**
- » What is the quickest way to put your helmet on?
 - » What is the quickest way to take your helmet off?

- SAFETY**
- » Putting helmet on: buckle must be done up before tagging next participant.
 - » Helmets must sit on head covering forehead, not tipped back; straps should form a V shape either side of ear; and clip must be done up.
 - » Taking helmet off: helmet must be placed (not thrown) on the ground before tagging next participant.



Look out for others

START OUT WC 03B
5 MINUTES

Participants ride in random directions in a defined area. Participants are made aware of the fact that the activity is focused on learning to ride safely in the presence of others.

SKILL FOCUS *Space awareness*

ADDITIONAL EQUIPMENT *1 bike and 1 bike helmet per participant or 1 hair cover per participant (if helmets are borrowed), and one pair of running shoes per participant*

Use the activity card, PLUS ...

» Participants ride their bikes.

Easier:

» Increase the playing area size.

Harder:

» Increase (or greatly slow down) the speed of travel.



SAFETY » Participants must wear helmets and shoes during this activity.

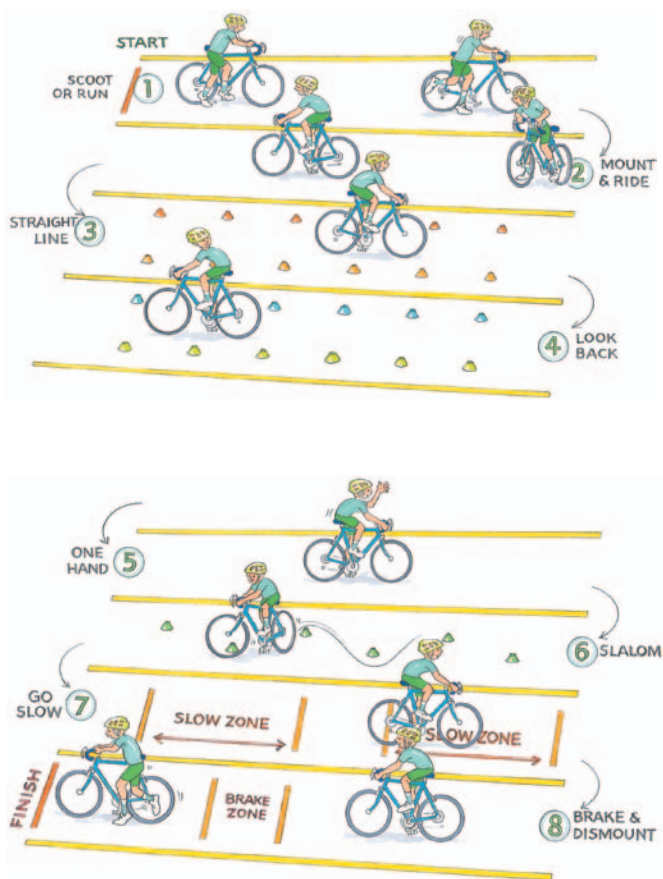
Ride a course

GET INTO IT MV 18
35 MINUTES

Participants move through a course, completing each activity on their bikes. (Play with 8–30).

SKILL FOCUS Scooting, mounting, dismounting, running with a bike, balance, coordination, riding in a straight line and cornering/turning.

Refer to the activity card ...



Mini duathlon

GET INTO IT MV 20
15 MINUTES

Participants complete a run-bike-run mini duathlon.

Refer to the activity card ...



Lesson 6

OBJECTIVE	Introduction to triathlon swim and run leg.
TIME	60 minutes
AREA	Pool or safe open water up to waist deep (no lane ropes preferred). Any flat-surfaced area (e.g., large hall, oval — preferably not bitumen).
EQUIPMENT	<ul style="list-style-type: none"> » 1 ball per team » 20–30 tennis/foam balls » 4–8 kick boards » 4–8 pool noodles » 10 marker cones <p>Participants bring own drink bottle, goggles and running shoes. Swim caps optional (check pool rules).</p>

Card summary

- » **Start Out WC 01A**
- » **Get Into It MV 19**
- » **Start Out TG 05**
- » **Finish Up 04**



6

Remember, if the game isn't working **CHANGE IT**

Form a group

START OUT WC 01A
5 MINUTES

Participants run around in random directions avoiding body contact with other participants. The coach calls a number and participants form groups of that size.

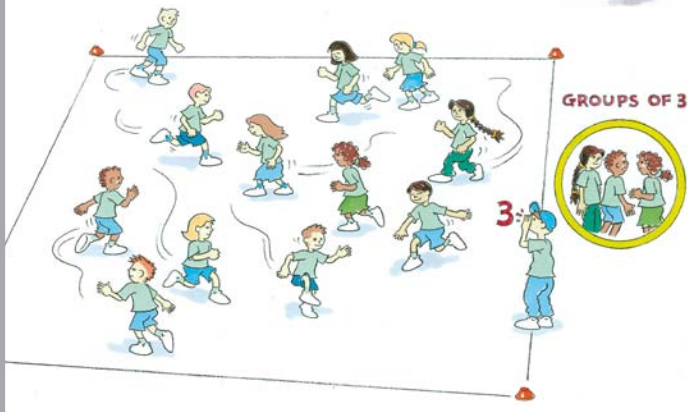
SKILL FOCUS *Energiser focusing on running skills and spatial awareness.*

Use the activity card, PLUS ...

- » Participants move around the playing area using an action you call out.
- » Actions can include: short fast steps, long slow steps, arm swings, run with no arms.

Easier:

- » Shorten the time spent on each action.



- TIPS**
- » When running, ensure head is kept still (chin horizontal), upper body and arms relaxed, hands high and move the opposite arm to leg.

ASK THE PARTICIPANTS

- » Why are high knees/butt kicks important in running?
- » What happens when you run with high knees/butt kicks, then go back to normal running?

- SAFETY**
- » Ensure the playing area is obstacle free and away from walls.
 - » Ensure there is sufficient space between participants.
 - » Participants must wear shoes during the activity.

Target relay

START OUT TG 05
10 MINUTES

Gates are set up over a course. Participants in relay teams move around the course, passing between each gate while carrying cups of water.

SKILL FOCUS *Helps develop ability to pick up cups and sip drinks on the run.*

ADDITIONAL EQUIPMENT *1 plastic cup per participant; 1 bucket per team; 1 aid station with filled cups of water; water*

Use the activity card, PLUS ...

- » On Go, the first participant runs to the aid station, picks up a drink, takes a sip, then travels with it as fast as possible without spilling it through the course, to empty it in their team bucket at the finish line.
- » They then signal the next participant in their team who repeats the action.
- » The team with the greatest amount of water in their bucket is the winning team.



Easier:

- » Decrease the distance travelled.

Harder:

- » Change the type of travel, e.g., skipping, hopping.

TIPS » When running with a cup of water, squash top sides of the cup together and leave a small opening to drink through.

ASK THE PARTICIPANTS

- » How can you carry the cup without spilling water?

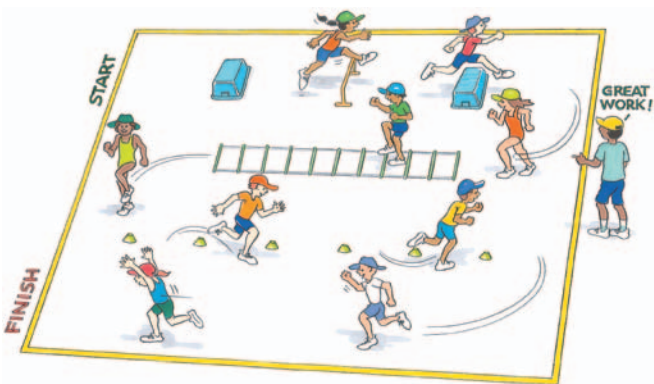
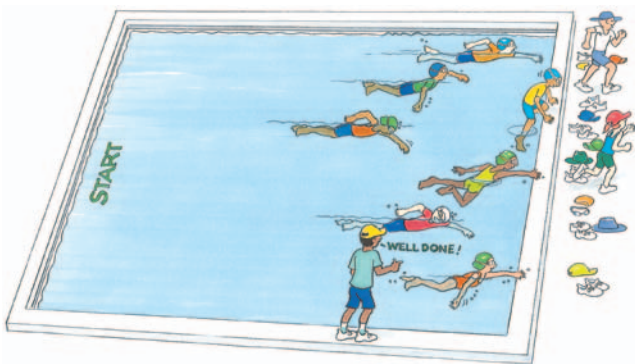
Aquathlon

GET INTO IT MV 19
35 MINUTES

Participants complete a mini aquathlon race.

SKILL FOCUS *Prepare participants for the swimming and running leg of a triathlon.*

Refer to the activity card ...



Four corners

FINISH UP 04
5 MINUTES

Participants choose a corner to stand in and, as the game continues based on the call, must move to the middle.

SKILL FOCUS *Space awareness and running practice.*

Use the activity card, PLUS ...

- » Give names to each corner based on well known triathletes (Australian if possible) or different elements of a triathlon e.g., run, bike, swim, transition, helmet, goggles, etc.

TIPS » Names of well known Australian triathletes include: Emma Snowsill, Emma Moffatt, Emma Jackson, Erin Densham, Annabel Luxford, Courtney Atkinson, Brad Kahlefeldt, Peter Robertson, Craig Walton and Craig Alexander.

- SAFETY** » Ensure the playing area is obstacle free and away from walls.
- » Ensure there is sufficient space between participants.

What's ahead?

FINISH UP 04
5 MINUTES

Discuss the triathlon requirements for the next week.

Refer to the activity card ...



Lesson 7

OBJECTIVE	Participants complete a mini triathlon
TIME	60 minutes
AREA	Pool or safe open water up to waist deep (pool — separate lane for non-swimmers). Most activities are also land friendly if there is no access to water. Any flat surfaced area (e.g., large hall, tennis/netball courts, empty car park, oval — preferably not bitumen)
EQUIPMENT	<ul style="list-style-type: none"> » 20 marker cones, buoys or lane ropes to define playing area/transition area » Bike racks (if possible), fence or open space (transition area) » 1 hair cover per child if helmets are borrowed » Aid station (table, cups, water) » First aid kit <p>Participants bring own drink bottle, goggles, swimmers, bike helmet, bike and running shoes. (Scooters can be used as a substitute for a bike.)</p>

Card summary

- » **Start Out WC 10B**
- » **Get Into It MV 20**
- » **Finish Up 01**

Remember, if the game isn't working **CHANGE IT**



Frost and thaw

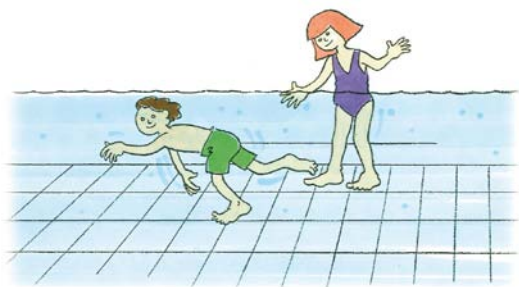
START OUT WC 10B
5 MINUTES

One participant is Frost and is the chaser. Another is Thaw. Frost tries to tag as many of the other participants as possible. Once tagged, they must freeze on the spot. Thaw can melt these participants by touching them. They can then rejoin the game. (Play with 6 or more.)

SKILL FOCUS *Introductory energiser that builds awareness.*

Use the activity card, PLUS ...

- » Play on land or in water.



Mini triathlon

(Swim/bike/run)

GET INTO IT MV 20
45 MINUTES

Participants complete a mini triathlon.

SKILL FOCUS *Combining triathlon skills*

Refer to the activity card, PLUS ...

- » When competing, participants must have their torso covered on the bike and run.
- » Participants helmets must be on and done up before they remove their bike from the rack and must remain on and done up until after they have racked their bike.
- » Participants' must walk/run with their bike in transition, they cannot mount it until they have passed the mount line.
- » At the dismount line participants must get off and walk/run with their bike in transition.
- » Participants must return their bike to the position they left from.
- » To pass another cyclist, participants must pass on the right-hand side and do so within 15 seconds.
- » Participants must maintain 3 bike lengths between them and the bike in front while on the cycle.



What did you like?

FU 03

10 MINUTES

Provides a chance to review and seek feedback on lessons. Make participants aware of local opportunities to continue to participate in triathlon outside of this program.

Use the activity card, PLUS ...

- » Undertake a participation recognition session with ribbons or certificates.
- » Hand out 'Where to from here' information.



Where to from here?

Triathlons are held in every state and territory of Australia and there are triathlon clubs throughout Australia. If you would like get more involved in triathlon, there are a number of ways to do so.

Junior

Triathlon Australia's Trystars Kids Triathlon Program is delivered through state and territory associations and endorsed clubs. TRYstars is a junior membership program focusing on the fun aspects of the sport of triathlon and teaches children about multisports in a safe and friendly environment.

The basis of the membership program is for children to be introduced to triathlon through skills training sessions and participation in local events, whether full triathlons or aquathlons (run/swim/run) and duathlons (run/bike/run).

Most clubs run a 'come and try' event early on in the season, so children can get a taste of what the program and the sport is about. Only certain clubs are endorsed to run the program and all clubs dedicate experienced and accredited club members to supervise the training and events.

TRYstars specific as well as general junior triathlon related events are listed in the calendar on the Triathlon Australia website, so keep an eye out as the calendar is updated throughout the year.

Your local state and territory triathlon associations also hold junior events throughout the year, ranging from aquathlons and duathlons through to full triathlons. These events cater for the basic beginner level through to more competitive juniors who have been participating in triathlons for a while.

For further information on Trystars and how to become a Trystars member see: **www.trystars.org.au** or your state or territory association website, or give your local state or territory association a call. See the 'For further information' section for all contact details.

Coaching and officiating

Triathlon Australia offers four levels of coach accreditation through the National Coaching Accreditation Scheme. Level 0 (Tri-skills Coach) and Level 1 (Club/State Coach) accreditation programs are run by state and territory associations. Level 2 (National Coach), 3 (Elite Coach) and 4 (High Performance Coach) accreditation programs are run by Triathlon Australia. See the Triathlon Australia High Performance and coaching website (www.taahp.org.au/ta-coach-education-courses.html) or state and territory association websites (details in the 'For further information section') for further coach accreditation program information, coaching resources and lists of recognised coaches. (Note: 'Recognised' coaches are coaches who are fully accredited and insured.)

Triathlon Australia also offers officiating accreditation through the National Officiating Accreditation Scheme. Both the Triathlon NOAS Level 1 and 2 officiating accreditation programs are delivered through state and territory associations. For information on officiating in triathlon and resources for officiating in triathlon see the Triathlon Australia website. For information regarding upcoming officiating accreditation courses see your state or territory association website or contact, your state or territory association. Contact details are provided in the 'For further information' section.

For more information

For general or national information about junior, coach and official development programs and events in Australia visit the Triathlon Australia website.

If you are interested in finding out more about your local triathlon club, junior or coach development programs, coaches and races visit the relevant state/territory association website.

Office hours are Monday–Friday, 9.00am–5.00pm unless otherwise indicated.

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