

# CAPTAIN'S ABOARD!



## SET UP/EQUIPMENT

- Mark out a rectangular area to replicate the sides of a boat.
- 1 child is the captain, the others are crew members.

## ACTIVITY GUIDE

The aim is for the children to pretend they are on a ship, replicating the actions that the captain instructs them to carry out. They move from 1 side of the area to the other.

- Try to choose activities that develop their agility (changing direction and position quickly and nimbly).
- Combine activities which expect a change in direction or body position, e.g.:
  1. Scrub the decks (on hands and knees scrubbing)
  2. Climb the rigging (high knee and climbing arm action)
  3. Row to shore (rowing action moving backwards)
  4. Pirate's parrot (fly across)
  5. Man over board (front crawl action)
  6. Escape the pirates (commando crawl)
  7. Captain's Coming! (salute - 'Aye, aye captain!')
  8. Boat is sinking (children lie down as fast as they can)

# WARM UPS



**DURATION:**

**15 MINUTES**

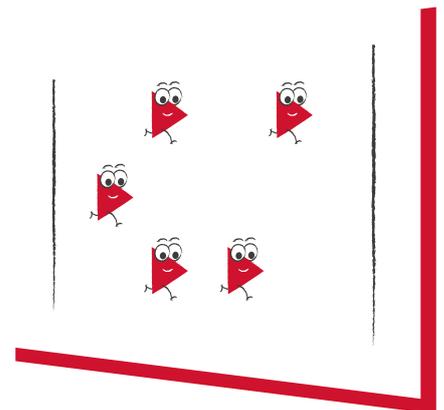
**AGE RANGE:**

**7-11 YEARS**

**4Es:**

**ENGAGE**

**EXPLORE**



# ROCKET BLAST OFFS



## LESSON

# 1

## PURPOSE

- To demonstrate a streamlined (long & flat) body position from the wall and into the stroke.
- To understand why this position is important when swimming.

## SET UP/EQUIPMENT

- Lengths or widths – provide multiple opportunities for practicing streamlining off the wall into front crawl and after a turn (if applicable).
- Vary distance to group's competency, i.e. 1 width, 2 widths, 25m.

## STEP FRAMEWORK

### SPACE

Try position off wall/ from a turn/ during the stroke/ during a dive.

### TASK

Concentrate on varying and comparing different parts: head, arms, hands, legs, feet, core tension, effect of pace of breathing on maintaining this.

### EQUIPMENT

Marker cones to mark distance travelled in blast off.

### PEOPLE

Compare to their own distance travelled. Compare to each other's distances. Try blasting off in pairs. Watch and learn from each other's attempts.

**DURATION:**  
**30 MINUTES**

**AGE RANGE:**  
**7-11 YEARS**

**4Es:**  
**EXPLORE**

## KEY QUESTIONS & VOCABULARY

- What can we do to be streamlined?
- Why is this position important when swimming front crawl?
- When do we want to be streamlined/flat and narrow?
- How did that feel?
- What affect did the position of your (head, arms, hands) have on you holding a streamlined position?
- When you changed your position did you go further or not as far in the water?
- What is the most important change you made today to be more streamlined/flat?

# ROCKET BLAST OFFS



LESSON

1

## ACTIVITY GUIDE

### LEARNING QUESTION:

What does streamlined mean? Why do you think we should try and be flat and narrow when swimming?

### 1. ACTIVITY:

#### Warm Up

- 3 sink downs (blow bubbles out – sink down – trying to sit on the bottom of the pool).
- 1 x 2 widths or 2 x 25m: Front crawl – focus on swimming through a narrow, flat tunnel (to stay in that tunnel what did you try to do?). Repeat.
- 2 x 2 widths or 4 x 25m: Front crawl with a rocket blast off wall! (When were you in a flat/streamlined position over that distance?).
- 1 x 2 widths or 2 x 25m: Front crawl up – back stroke return (repeat above question)

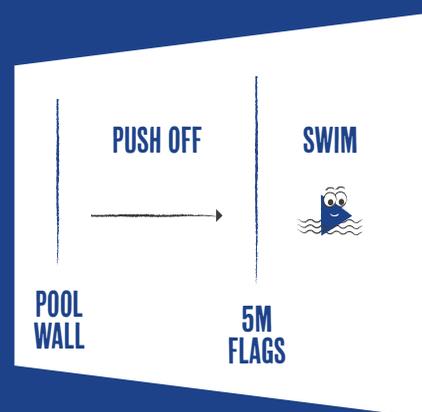
#### Technical Focus

(Vary distance according to children in your group).

- As 25m practice, discussion, 25m practice, discussion... Teacher leads this, setting children each challenge:
- **6 x 25m Changing Depth of push off the wall:**
  1. Shallow push off along surface of the water
  2. Deep water push off nearer to the pool bottom
  3. In between both.
- **8 x 25m Changing Head position focus:**
  1. Push off the wall with chin up
  2. Push off with chin on the chest off the wall
  3. Looking forward and down off wall
  4. Head tucked between arms (arms behind ears)

### 2. DISCUSSION:

- Which depth allowed you to go furthest?  
Which push off felt fastest?
- Where did each push off take you to?  
Which head position felt more streamlined?



### 3. CHALLENGE:

Thinking about the depth of push off and head position that suited you best – can you push off on each length and reach the first set of flags? What else helped you to get to the flags (strong push, leg kick, arm position)

#### BONUS CHALLENGE:

Who can jump in and be the most streamlined entering the water? Score out of 10. Least splash/tightest position/longest arms/legs/pointed toes etc. Very last jump = make the biggest splash/be least streamlined!



# ALPHABET EXPLORERS!

## PURPOSE

- To begin to corner confidently and manoeuvre the bike on various shaped courses including corners of varying angles.
- To begin to identify ways in which the children can independently challenge themselves.

## SET UP/EQUIPMENT

- Marker cones of different size and colour.
- Set out various small courses marked by cones, use different letters of the alphabet as a guide.
- Include turns with different shaped corners and angles of turn.

## STEP FRAMEWORK

### SPACE

Try changing the size of the area around the corners. You can also change the angle of the turns, the gradients, or terrain.

### TASK

Vary the angles of the corners. Set a timer and see how long each set of letters takes them to complete. Create a points system, for example points for not touching the cones. Try changing the direction they need to travel in too.

### EQUIPMENT

Vary size of cones, at each differently sized cone they perform a task, e.g. climb off and climb on again; include obstacles (natural and manmade).

### PEOPLE

Increase number of children cycling at one time round a course.

## LESSON

# 1

DURATION:  
30 MINUTES

AGE RANGE:  
7-11 YEARS

4Es:  
ENGAGE  
EXPLORE

## KEY QUESTIONS & VOCABULARY

- How are you deciding the speed at which you should approach the corner?
- What is the most important thing to consider in trying to ride round corners?
- What will happen if you approach a corner too fast/wide/slow/on hoods?
- How did you alter your head, body, arm and elbow positions on approach?
- Why do you think we are focusing on cornering?





# ALPHABET EXPLORERS!

LESSON

# 1

## ACTIVITY GUIDE

### LEARNING QUESTION:

What do you do when you go round a corner on your bike?

### 1. SAFETY CHECKS:

Children complete bike 'M' checks and helmet checks, led by the teacher.

### 2. ACTIVITY:

- Children explore various shaped courses on their bikes, marked out with cones, with wide sweeping turns: \*O \*C \*S \*D \*G \*B \*Q \*U \*P (see diagram A).
- Three children start at each mini course, complete two times and then move round, avoid queuing.

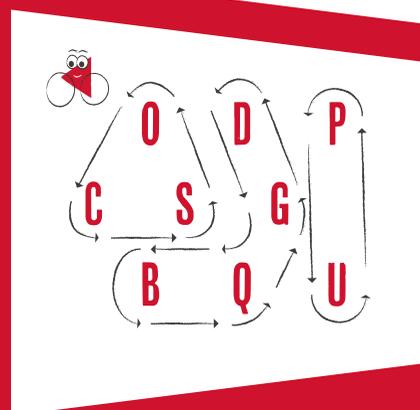
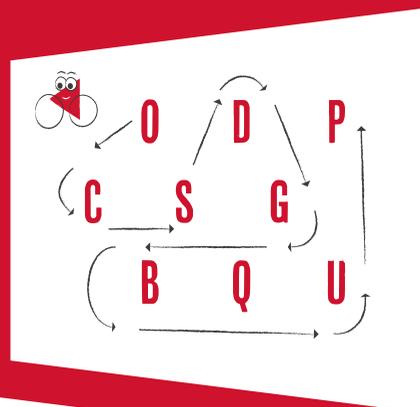
### 3. DISCUSSION:

- What did you notice you were doing to go round a corner?
- Draw out – changing speed, gearing, braking, leaning, looking beyond the corner.
- Support children to engage in challenging themselves independently – introduce STEP process. What did you notice about the letters I have chosen? Can you think of letters that would be more challenging to cycle round?

### 4. CHALLENGE:

- Allocate each group of 3 children a letter to change to a more challenging letter, considering the angles of turn, e.g: \*O \*C \*S, or \*D,\*G,\*B,\*Q,\*G,\*D (see diagram B).
- Repeat and notice children who have adapted their cornering skills after the discussion to include an idea discussed.

A



B

### BONUS CHALLENGE:

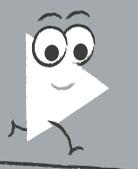
Ask the children to consider how courses such as \*G, \*D, \*Q, \*P would be challenging?

**Draw out:** They would involve crossing the path of other children and would require us to be aware of others around us.

### 5. PLENARY:

Create paired or group discussions focusing on: what did you do to go round a corner on your bike? Is this the same for all corners/turns?

# KICK THE BOTTLE



LESSON

1

## PURPOSE

- Children enjoy activities which involve running – this game combines tag, hide and seek, and capture the flag.
- Children develop an understanding of how 'leg drive' supports acceleration and changes in speed.

## SET UP/EQUIPMENT

- Mark a base in the middle of an open area, where the seeker counts from and the jail is placed.
- Place a large plastic bottle, filled with gravel, in the middle of the area.
- Around this open area ensure there are plenty of places for the children to hide and a clear boundary.

## STEP FRAMEWORK

### SPACE

Increase and decrease the distances of the runs. Try varying the terrain and the size of objects to hide behind. Create different zones that they need to stay within, whether seeker or hider - so more than one games can take place.

### TASK

Change the rules and decide if they are allowed to defend the bottle or not. The seeker must tag the hider before the bottle is kicked while their fellow hiders can let people out of the jail by high fiving them.

### EQUIPMENT

Place obstacles for the children to manoeuvre over/around to reach the bottle.

### PEOPLE

Have more seekers; use time limits per game to ensure people swap between seeker and hider regularly.

DURATION:  
30 MINUTES

AGE RANGE:  
7-11 YEARS

4Es:  
ENGAGE  
EXPLORE

## KEY QUESTIONS & VOCABULARY

- What does accelerate mean?
- When might you need to suddenly accelerate in a triathlon?
- Give us an example of a game you play in the playground when you may need to accelerate.
- What did you find helped you today to accelerate quickly away from the seeker?
- Can you explain how concentrating on leg drive might help you in another sport/exercise you do?
- Can you think of a rhyme to help you remember where the force needs to go during the leg drive?

# KICK THE BOTTLE



LESSON

1

## ACTIVITY GUIDE

### LEARNING QUESTION:

What can we do to help us change speed quickly when running or changing direction?

### 1. INTRODUCE TERM ACCELERATE:

After a warm up, for example the 'whistle blower' game encourage children to reflect – what do you do to accelerate past other people when running? Introduce term 'leg drive' and how driving diagonally back, down through the ground will help them accelerate.

### 2. ACTIVITY:

- Choose 1 seeker and decide how long they should count for. The seeker counts in the inner zone, near the bottle.
- While the seeker counts, the other players choose places to hide. When the seeker stops counting they can begin searching and must leave the inner zone to search.
- If the seeker sees someone hiding they must call out the hider's name and hiding spot. The seeker and the hider then race to the bottle and try to be the first to kick it over. If the hider loses the race to the bottle - they go to jail. If the hider kicks it over first they can return to a hiding position and the people in the jail are also free to hide again.
- The seeker then resets the bottle and then the game restarts.
- Play until the last hider is found.

### 3. DISCUSSION:

Create breaks for discussions and ask the children how they use their legs to accelerate towards the bottle. Encourage them to reflect on leg drive and other movements that assist acceleration, e.g. pumping the arms.

### 4. PLENARY:

Play 'stuck in the mud' and conclude with a conversation considering if you ever have to change the direction of leg drive?



# WHERE ARE MY SHOES



## LESSON

# 1

## PURPOSE

- To develop understanding of preparation within transition (changing kit to move from the swim to the bike or bike to the run).
- To make decisions confidently in order to improve their own performances.

## DURATION:

30-40 MINUTES

## AGE RANGE:

7-11 YEARS

## SET UP/EQUIPMENT

- Mark out an inner circle (approx. 5m diameter) with red cones in a large area. The children will mark out the outer circle during the lesson.
- Equipment: Blue numbered cones, red plain cones. Children need their own old swim hat, goggles, trainers, cycle helmet, onesies/zipped hoody (worn back to front to mimic a wetsuit).
- Session can be adapted to available equipment.

## 4Es:

ENGAGE

EXPLORE

## STEP FRAMEWORK

### SPACE

This exercise is suitable for the inside or outside. You can increase or decrease the size of the outer and inner circle and change the length of the run in.

### TASK

Change activities when running around circle, i.e. virtual swim front crawl, fundamental movement skills, e.g. hopping, skipping, jumping.

### EQUIPMENT

Change equipment to build up to two transitions so the children practice a swim to bike transition (T1) and a bike to run transition (T2).

### PEOPLE

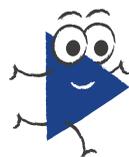
You can increase or decrease the numbers competing at once. Let Young Activators or sports leaders lead a group in a separate area.

## KEY QUESTIONS & VOCABULARY

- What is transition?
- What can we do to improve the speed of our transitions?
- Is transition always the same?
- How can we find out more about transition?
- How can the race information pack help us feel confident about transition?
- How did you make transition quicker that time?
- Did you do the same?
- What do you prefer to do with your laces, towel etc?
- How did you do your best?



# WHERE ARE MY SHOES



## LESSON

# 1

## ACTIVITY GUIDE

### LEARNING QUESTION:

What can we do to move through transition more quickly?  
Use a video of a triathlon to illustrate to the children what transition looks like and what might happen here.

### 1. ACTIVITY:

- Ask children to stand outside red circle and throw their trainers **randomly** into this small circle (om of the pool)
- Children then walk out with a blue NUMBERED marker cone in their hand for approx. 10 strides. They then place the numbered cone down to create a larger circle (see diagram).
- On your command children run around the outside of the blue circle until you shout 'TRANSITION!'. They then run into the middle, find their trainers, put them on and run back to their original numbered cone!

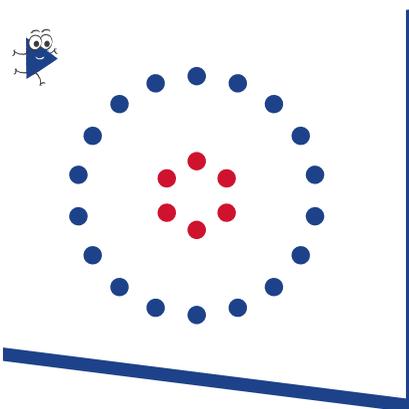
**Safety:** Warn children not to bang heads when running in and bending down to put shoes on.

### 2. DISCUSSION:

- How did that feel? What challenged you? Let's try again, this time set up your shoes so you can return to your numbered cone more quickly.
- Repeat running in other direction and regroup a few times, asking questions to extend their thinking and allow them to adjust the way they set equipment up.

### 3. CHALLENGE:

- What other equipment can we use that you would like to practice with? May answer: a) goggles/swim hats b) set up shoes on a towel c) put race belt on d) use onesie/hoody e) put on helmet.
- Choose a STEP progression suggested by a pupil and complete as a group, whilst still playing the game.
- Repeat for a number of suggestions with a triathlon focus.



### BONUS CHALLENGE:

Complete as a virtual triathlon, i.e. start at numbered cone – with hat and goggles on – swim front crawl round the circle – on transition run to red circle while taking off hat and goggles – put these in the circle and put on trainers – run to numbered cone – put on bike helmet – climb onto bike and cycle round large circle (real or imaginary bike!)

### 4. PLENARY:

Create discussions focusing on: what did you do to race through transition more quickly?

