

ARM FOCUS



SESSION

1

FOCUS

- Working on arm strength and using game play to learn how to use our arms to move through the water more effectively.

DURATION:

30 MINUTES

AGE RANGE:

11-14 YEARS

EQUIPMENT

- Balls of different sizes- beach ball, plastic ball, water polo ball.
- Kick board floats.

SET UP

- Use widths or lengths depending upon ability level.
- Non swimmers could use noodles to swim with.
- Have different types of balls ready for ball relay.
- Have floats ready for lily pad races.

STEP FRAMEWORK

SPACE

Change the distance i.e., widths or lengths.

TASK

Add in additional elements, e.g., balls. Repeat game using feet only i.e., kick the ball down the lane and back.

In lily pad race, do this with eyes closed!

EQUIPMENT

Carry a different type of ball or a water bottle.

PEOPLE

Change the number of children swimming at same time.

CHAT BOX

- Why is how we use our arms in the water important to our swimming?
- What will make us have stronger arms?
- What part of our hand should enter the water first? (The middle finger, as if you are spearing a fish.)

ARM FOCUS



SESSION

1

ACTIVITY GUIDE

KICKSTART QUESTION:

How can we make sure your arms are moving efficiently in the water? (Strength and knowing how best to use our arms to make us move.)

ACTIVITY:

Warm up: Float Along

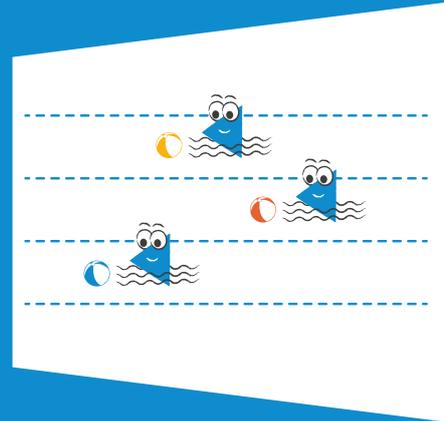
- The children lie on their backs and float for 1 minute.
- Children sink down to the floor of the pool and bob back up. See who can do the most bobs in 1 minute.
- Children complete 2 widths or 2 lengths of the pool floating on their back. At each end do two bob ups.
- Children complete 2 widths or 2 lengths of the pool swimming front crawl.

Game 1: Ball Push Relay (widths or lengths)

- Divide children into teams and give each team the same type of ball. The task is for each child to move the ball to the other side and back only using their hands while swimming front crawl. High five the next in the team to go until all have complete the task (to encourage a higher elbow in their stroke and will work on leg stability and kick strength).
- Winner is first team to finish.
- Repeat game using a different type of ball. Allow the teams to choose which they think would be easier to push.

Game 2: Lily Pad Race

- To develop arm strength and to learn what the water feels like against their hands as the children are moving the water. Either all together, in lanes or in relay teams.
- Each child sits on a float with their legs either side of the float (the lily pad). Tuck legs under to hold the board.
- Children are only allowed to use their arms to get to the other side and back. Move hands in and out. Keep top part of arm still and only move elbow to wrist.
- If a child falls off they go back to the start and start again.
- First one back to start is the winner!
- Repeat going backwards.



TAKEAWAY CHALLENGE

- How else can we get our arms and legs stronger for swimming?
- What about some land training? Try 10 press ups and 10 squat jumps each day.



BALANCE BUFFER

SESSION

1

FOCUS

- Balance with increased confidence on the bike.

DURATION:

30 MINUTES

AGE RANGE:

11-14 YEARS

EQUIPMENT

- Cones of different sizes and colours.

SET UP

- Mark out 2 circle courses with a wide channel between them (see diagram).
- Mark out a course with easy turns progressing to slightly tighter turns (see diagram).

STEP FRAMEWORK

SPACE

Change the size the circles and channel. Add a gradient or change the terrain.

TASK

Change the task. Time the task whilst children earn points for not putting feet down, number of high fives or number of bean bags that hit the target.

EQUIPMENT

Add in objects they could carry around and/or pass to each other.

PEOPLE

Change the number of children cycling at one time around the course. More confident riders could ride inside the circle.

CHAT BOX

- How are you deciding what speed you will approach the high five or the course?
- What happens if you are going too quickly?
- Where should you look, ahead, at partner or at ground?
- Why is balance important on a bike?





BALANCE BUFFER

SESSION

1

ACTIVITY GUIDE

KICKSTART QUESTION:

What do you do to stay upright on a bike and why is it important?

1. SAFETY CHECKS:

Leader leads a complete bike M check and helmet check.

2. ACTIVITY:

Game 1: Simon Says

- Children ride around a large circular course on fields, tennis court or playground thinking about what they do to stay balanced.
- Play a game of Leader Says. If a child completes the task when you haven't said Leader Says then they go into the inner circle and ride around in the smaller area and continue to join in the game. When they have completed 3 Leader Says they re-join the outer circle.
- Examples of actions:
 - Take right hand off handle bar
 - Take left hand off handle bar
 - Take left or right foot off pedal
 - Put right or left hand on your helmet
 - Put right or left hand on your shoulder
 - Put right or left hand on your knee
 - Put right or left hand on your shin
 - Put right or left hand on your foot

To challenge further:

- Bring right or left foot towards your handle bars
- Bring right or left foot towards your seat post

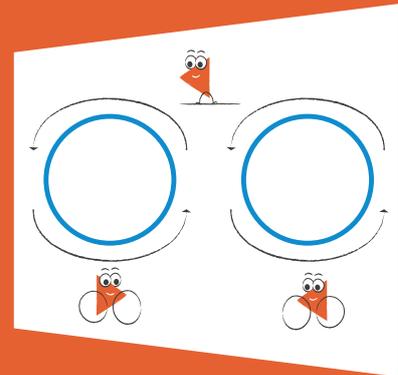
Game 2: One Handed Bandit

- Children high five the Leader standing in the channel. What do they have to think about? Progress to using least favoured hand.
- Challenge 1: keep one hand off the handlebars the whole time.
- Challenge 2: high five a rider from the other circle.

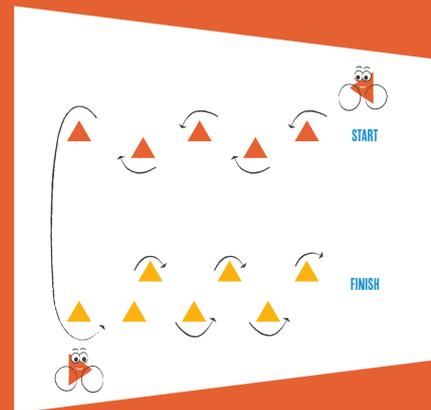
Game 3: One Handed Bandit - Progression Challenge

- Children complete the easy turns course with one hand on the handle bars. Change hands and repeat.

A



B



TAKEAWAY CHALLENGE

- Why do we need balance on the bike and what can you do to get more confident and possibly challenge your speed when cycling one handed?



KICK THE BOTTLE



SESSION

1

FOCUS

- Acceleration and changes in speed when running.

DURATION:

30 MINUTES

AGE RANGE:

7-11 YEARS

EQUIPMENT

- Large open space.
- Plastic bottle filled with gravel.

SET UP

- See diagram.
- Mark a base in middle of open area, where seeker counts from and a jail.
- Place a large plastic bottle in middle of the area.
- Around this open area ensure there are plenty of places for children to hide and a well marked boundary.

STEP FRAMEWORK

SPACE

Increase or decrease distances of the run areas. Vary the terrain and the size of objects to hide behind. Change the zones the hiders and seekers need to stay within.

TASK

Change the rules i.e, choose to defend the bottle or not. Seeker must tag the hider before the bottle is kicked. Hiders can let people out of the jail by high fiving them.

EQUIPMENT

Place obstacles for children to move around to reach the bottle.

PEOPLE

Change number of seekers. Use time limits to ensure people swap roles regularly.

CHAT BOX

- What does acceleration mean?
- When might you need to suddenly accelerate in triathlon?
- What helped you to accelerate quickly from the seeker?
- What helps your leg drive? Does it feel like you are pushing harder off the floor?

KICK THE BOTTLE



SESSION

1

ACTIVITY GUIDE

KICKSTART QUESTION:

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

ACTIVITY:

Game 1: Bottle Seek

- Choose 1 seeker and decide how long they should count for. The seeker counts in the inner zone near the bottle.
- While the seeker is counting the other children choose places to hide. When the seeker has finished counting, they begin searching and must leave the inner zone.
- If the seeker sees someone hiding they must call out the hiders name and hiding spot. The seeker and hider then race to the bottle to try and 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 children in the jail are also free to hide again.
- The seeker then resets the bottle and the game restarts.
- Play until the last hider is found.

Game 2: Stuck In The Mud

- Play stuck in the mud with the group.
- Choose one or two taggers.
- When a child is tagged stand still with their legs slightly apart as if they are 'Stuck in the Mud'.
- To free a child from being 'Stuck in the Mud' the child who is stuck needs to have another child crawl through their legs. They then re-join the game.
- The taggers win if they can tag all other children by the end of the playing time.
- Finish with a discussion. What do you have to think about when accelerating? How does your leg drive effect your acceleration?



TAKEAWAY CHALLENGE

- Can you create a game to help you move around more when running?