









Triathlon Unit

Subject/Grade: 11/12	Topic: Triathlon	Date:	Teacher: Mrs. Brain																										
# of Students: 30	Unit:	Period:	Lesson: 1 of 5																										
School:	Other:	Class Length: 80 min	Location:																										
Equipment:																													
General Outcomes	 Activities	 Benefits Health	 Cooperation	 Do It Daily...For Life																									
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Lesson Focus:																													
Lesson Objective (SWBAT):																													

	Time	Movement Tasks / Content Development & Analysis	Teaching Cues	Organization
Introduction	0-5 min	After the students are changed, have them come in and sit on the bleachers to watch a short video on what a triathlon is. https://www.youtube.com/watch?v=xGFc2O3mTms		
		Explain to them what the structure of the unit will look like over the next 5 days. Day One – Fun Running Games Day Two – Spin Class Day Three – Run/Bike/Fitness Workouts Day Four – Swim Training Day Five – Imitation Triathlon Competition		

Lesson Development	5-15 minutes	<p>Running/Warm-up Game: <i>Danger Zone</i></p> <ul style="list-style-type: none"> - There will be groups of 3 on one side line facing another group of 3 on the other side line (Behind the black line). When the music starts they are running from one line to the other... when you tag the next person in line, they are trying to make it to the other side without the music stopping before they get there. If it does, the people in the middle will have some sort of “punishment” – Jacks, burpees, push-ups, dance move, etc... 		
	15-25 minutes	<p>Running/Warm-up Game: <i>Pip, Squeak, Wilber</i></p> <ul style="list-style-type: none"> - This game you have groups of 3 in a big circle facing the middle of the circle standing in single file line. - You name each person in the group of 3 either pip, squeak or Wilber and then you call out one of the 3 names. Whoever is called out, runs around the circle in a counter-clockwise direction. - The other two people not called, form a bridge with their feet and the person running has to go through the bridge and try to get a bean bag before the other groups do. 		
	25-55 minutes (MAIN PART)	<p>Teaching proper running form workout/dynamic warm-up:</p> <ul style="list-style-type: none"> - Straight leg walks (Right leg forward, tip over, left leg back... walk forward and switch at half) - Marching A’s, Running A’s, Skipping A’s, Staccato A’s. - Lunges (teaching proper form) - Backwards Lunges - Marching B’s, Running B’s, Skipping B’s, Staccato B’s. - Walking squats - C’s - Bounds - Reaction Time starts (from standing, from seated, from lying down) 		
	60-75 minutes	<p>Core/Stretch</p> <ul style="list-style-type: none"> - Perform a few balance exercises from a standing position. - Hamstring strength exercises (falls) - Stretching the hips, hamstrings, quads... 		
Conclusion	75-80 minutes	<p>Prepare them for spin class next day Allow them time to change</p>		





LESSON PLAN

Subject/Grade: 12	Topic: Triathlon	Date:	Teacher: Mrs. Brain																										
# of Students: 30	Unit:	Period:	Lesson: 2 of 5																										
School:	Other:	Class Length: 80 min	Location:																										
Equipment:																													
Spin Bikes, sound system, Ipod with songs downloaded.																													
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Lesson Focus:																													
Lesson Objective (SWBAT):																													

	Time	Movement Tasks / Content Development & Analysis	Teaching Cues	Organization
Introduction	0-5 minutes	Tell them that they are going to the YMCA, and to grab the clothes they need to change into when we get there.		
	5-10 minutes	Walk to the YMCA and change when we get there.		

Lesson Development	10-70 minutes (SPIN CLASS = 60 minutes)	<p>1 – What do you Mean (3:25)</p> <ul style="list-style-type: none"> - Introduce base and keep RPM between 70-80. Practice going up gears and down keeping RPM the same. <p>2 – Downtown (4:52)</p> <ul style="list-style-type: none"> - Start in base (70-80RPM) - Verses -> 2-3 above base (small hill) - RAP downtown -> sprint at 100RPM - Chorus -> 4-5 above -> standing and move to a standing sprint throughout the chorus. <p>3 – WTF (3:12)</p> <ul style="list-style-type: none"> - Intervals (15-15; 30-15; 45-15; 60-15) then back down. Repeat x2. <p>Hula Hoop (3:26) Cheerleader (3:01)</p> <p>4 – The Fix (feat Jeremiah)</p> <ul style="list-style-type: none"> - Recovery song <p>5 – Don’t Stop Believing (4:10)</p> <ul style="list-style-type: none"> - Gradual Climb - 1st verse – 2-3 above (trying to keep RPM above 70) - 2nd verse – 3-4 above (trying to keep RPM above 60) - Chorus – Jumps during “Strangers” - Guitar solo – seated climb - “Don’t Stop Believing” – sprints <p>6 – House Tabata (feat. Coach) (4:02)</p> <ul style="list-style-type: none"> - Tabata sprints, 2-3 gears above base. - Focus on Power Output rather than RPM. <p>7 – Right this Second (7:49)</p> <ul style="list-style-type: none"> - We are doing a tempo bike for the song (mimic our triathlon) - Looking for distance... How do we go further? Faster? <p>8 – Good to Be Alive (3:09)</p> <ul style="list-style-type: none"> - Recovery/Cool-down - Base during verses - Increase gears during lead-up - Sprint during chorus - Standing sprint (Bridge) <p>9 – I lived (3:54)</p> <ul style="list-style-type: none"> - Easy bike/stretch 		
Conclusion	70-80 minutes	<ul style="list-style-type: none"> - Get class changed and walk back to school. 		

LESSON PLAN

Subject/Grade: 12	Topic: Triathlon	Date:	Teacher: Mrs. Brain									
# of Students: 30	Unit:	Period:	Lesson: 3 of 5									
School:	Other:	Class Length: 80 min	Location:									
Equipment:												
Fitness Center (spin bikes and mats)												
General Outcomes	 Activities	 Benefits Health	 Cooperation	 Do It Daily...For Life								
	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge
Lesson Focus:												
Focus on the transition between the bike/run with some additional core training.												
Lesson Objective (SWBAT):												

	Time	Movement Tasks / Content Development & Analysis	Teaching Cues	Organization
Introduction	0-5 minutes	Tell them we are going to be in the fitness center and running around the school (outside if weather is good). They can go and get changed and meet in the fitness center.		
	5-10 minutes	Split them into 3 different groups. These are the same groups that they will be in for the triathlon on day 5. Each group will be 15 minutes long. Group One: Starting on the bike Group Two: Starting on Run Group Three: Starting with core/arm workout station (attempting to mimic the swim)		





Lesson Development	10-70 minutes	<p>3 Groups</p> <p>1st Group (bike):</p> <ul style="list-style-type: none"> - They are going to be controlling their own workout on the bikes today and determining how many km they can go in 15 minutes. They should be keeping an eye on the Watts (power Output) and try to keep a fairly high power output resulting in further distances. Their bike workout should mimic the “Tempo” bike drill that we did on the spin bikes the day before. <p>2nd Group (run):</p> <ul style="list-style-type: none"> - They will be doing a loop around the school (or going outside – depending on weather) and doing as many loops as they can in 15 minutes. <p>3rd Group (core/arms):</p> <ul style="list-style-type: none"> - This group will be working on 2 different circuits (trying to get them done in the 15 minutes that they have). - Circuit One (1 min on – 30 sec off): Push-ups Mountain Climbers Front Plank – Side Plank – top hand touch bottom foot – go back to front plank Burpees Froggie Sprawls (in a seated v-sit position cross your legs and bring your chest in reaching for your feet, then uncross your feet and stretch out... then make your way back in) - Circuit Two (1 min on – 30 sec off): Kettlebell swings Push Press Squat Thrusts (from a plank position) Sit down -> stand up (with light weights overhead) In plank -> up/up/down/down (on forearms) 		
Conclusion	70-80 minutes	<ul style="list-style-type: none"> - As one big group – stretch for 5 minutes. - Have class get changed. - Next class we will be in the pool. 		

LESSON PLAN

Subject/Grade: 12	Topic: Triathlon	Date:	Teacher: Mrs. Brain
# of Students: 30	Unit:	Period:	Lesson: 4 of 5
School:	Other:	Class Length: 80 min	Location:

Equipment:

They will need a swim suit, goggles (if own any), and a towel.

General Outcomes	 Activities		 Benefits Health			 Cooperation				 Do It Daily... For Life			
	Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge

Lesson Focus:

We will be in the pool focusing on a couple of different swimming strokes.

	Time	Movement Tasks / Content Development & Analysis	Teaching Cues	Organization
Introduction	0-10 minutes	Tell them that we are heading to the pool, and that they can walk over to the YMCA and get changed and meet on the pool deck.		
	10-25 minutes	<p>We will start in the teach pool and play a couple of warm-up games, and then move to the lanes to work on different strokes.</p> <p><u>Shark and Fish Game:</u></p> <ul style="list-style-type: none"> - You will have one person in the middle of the pool who is designated as the shark and everyone else is considered a fish. When the shark says 'Go', the fish will swim from one end of the pool to the other trying to avoid being tagged. The catch is... if you are under water, you are safe and can only be tagged if you are above water. Once you get tagged (above water), you help the shark try to catch everyone else. The game is played pretty much like British Bulldog. <p><u>Pip, squeak, Wilber:</u></p> <ul style="list-style-type: none"> - We played this game on Day one, so they should have a good understanding of how to 		

		<p>play. The only difference is that the two people who were not called are forming a bridge with their hands and they are diving in the center for one of the implements. If they come up without one, they are out for a round and have to swim to the wall and back and can come back in the next time... but they receive a strike... 3 strikes and you are officially out. You are going to be for 8 minutes.</p>		
<p>Lesson Development</p>	<p>25-65 minutes</p>	<ul style="list-style-type: none"> - Have EVERYONE start with a swim belt on and they have to prove that they can swim to the far side and back efficiently before they are allowed to take it off. - Just allow the students to demonstrate what they can do on their own before providing any direct instruction... Have them swim to the far side and back 2x. - The students who demonstrate that they can swim without the belt, can take it off. - Introduce the Front Crawl: <ul style="list-style-type: none"> Drill One: Using Flutter Boards, kick to the far side and back 2x focusing on using glute and hamstring strength as opposed to just calf strength. Drill Two: Using the pull buoys in between your legs, you are just using upper body strength to swim to the far side and back 2x. Focus on the pull of the arms and the efficiency of the stroke. As well, talk about breathing patterns. Drill Three: Practice the front crawl to the far side and back 2x. Relay Race: Get into a group of 6 (depending on numbers) and get into one lane. Split the group into half... half stays on one side, the other half goes to the other side. <p>First swim – Flutter board Second swim – Pull buoys Third swim – Front crawl</p> <ul style="list-style-type: none"> - Introduce 2 other types of stroke in case needed during the triathlon... The breaststroke and the back crawl. Demonstrate what they look like, and have the students do the breast stroke to the far wall, and the back stroke back. Complete this 3x. - End with a challenge for 15 minutes: <ul style="list-style-type: none"> 100 meter front crawl 50 meter flutter board kick 100 meter breaststroke 50 meter back stroke 2 sets of 50 meter sprint front crawl 50 meter cool down 		





Conclusion	65-80 minutes	<ul style="list-style-type: none"> - Allow them time to get changed. - Tomorrow, we will completing the actual triathlon, where they will do 20 minutes of swim/bike/run and we will record their progress ☺ - Remind the students what group they are in (1, 2 or 3). Ones are starting in the pool, Twos are starting on the bike and threes are starting on the track. 		
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LESSON PLAN

Subject/Grade: 12	Topic: Triathlon	Date:	Teacher: Mrs. Brain
# of Students: 30	Unit:	Period:	Lesson: 5 of 5
School:	Other:	Class Length: 80 min	Location:

Equipment:

They will need a swim suit, goggles (if own any), and a towel for pool.
 They will also need a change of gym clothes for when on the bike and run.
 A water bottle is a good idea to have as well.

General Outcomes	 Activities		 Benefits Health			 Cooperation				 Do It Daily...For Life			
	Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge

Lesson Focus:

The students will be given an opportunity to try out a version of a triathlon.
 20 minutes in the pool – Every 25 meters is = to “one lap”
 20 minutes on the bike – Every 0.5km is = to “one lap”
 20 minutes running on the track – Every lap on the 150 meter track is = to “one lap”

	Time	Movement Tasks / Content Development & Analysis	Teaching Cues	Organization
Introduction	0-10 minutes	Tell them that we are heading to the YMCA. Group One – Pool Group Two – Spin Bikes Group Three – Track *I had a student teacher at this time, and she was able to monitor the pool for me. I spoke with the students		

		<p>previously about etiquette and fair play and told them that they were going to be counting their laps on their own and recording them. Obviously, we would watch for obvious cheaters, but I wanted to give them an opportunity to be honest with themselves. If you don't have anyone who could help you out a few alternatives is to ask an injured student to monitor pool, or even ask one of the lifeguards or fitness supervisors on staff. The YMCA was more than happy to help out with our group.</p>		
	<p>10-80 minutes</p>	<p>The class was broken into 3 groups (please see attached group assignments) and this was how the class was structured: Group One – Swim Group Two – Bike Group Three – Run Then they will move from one-two-three, etc...</p> <p>10-30 min – Start at your first station 30-35 min – Transition from first-second station 35-55 min – Station 2 55-60 min – Transition from second-third station 60-80 min – Station 3</p> <p>Teachers will be recording the number of 'laps' they receive at each station.</p> <p>Once they have completed their last station, they can go and get changed. Beyond giving the top three finishers a prize after the race, I also give them a mark based on their participation over the last 5 days of triathlon training. Please see the attached rubric to see how marks were handed out.</p> <p>*Both groups I did this with were OUTSTANDING!! And the amount of effort put in was so amazing to see. I would definitely do something like this again ☺</p>		

TRIATHLON RUBRIC

	4 marks	3 marks	2 marks	1 mark
Participation in the Triathlon (on the last day)	You demonstrated a remarkable level of skill and effort in all 3 of the sports (bike, swim, run)	You demonstrated a great skill and effort in 2 of the 3 sports (maybe you didn't swim)	You demonstrated little skill and/or effort in any of the 3 sports.	You did not demonstrate any effort in any sports, or did not compete that day.
Overall ability of the three different sports throughout the unit	You wowed me in your triathlon abilities and/or in your attempts to challenge yourself in all 3 of the sports.	You attempted each sport, but at times it was evident that you could have challenged yourself a little more.	You were good in at least one of the three sports that were attempted... but did not challenge yourself to your greatest potential.	In each of the three sports, you demonstrated little skill and/or did not challenge yourself to your ability.
Effort throughout the unit	Your effort was outstanding! You attempted every sport and even though were pushed to your limits, you did not give up!	Your effort was good, however during some of the unit your focus was not there and your effort could have been better.	Your effort was ok. You definitely could have worked harder.	Effort was poor. Gave up early on most sports.

TOTAL: /12

TRIATHLON GROUPS (example)

PE 30

<u>GROUP 1</u>	<u>SWIM (NUMBER OF LAPS - 25 METERS)</u>	<u>RUN (NUMBER OF LAPS around track)</u>	<u>DISTANCE (NUMBER OF KM) * 2 = LAPS</u>	<u>TOTAL</u>
Thejy				
Chantelle				
Andres				
Philip				
Yakub				
John				
Adrian				
Allen				

<u>GROUP 2</u>	<u>SWIM (NUMBER OF LAPS - 25 METERS)</u>	<u>RUN (NUMBER OF LAPS)</u>	<u>DISTANCE (NUMBER OF KM)</u>	<u>TOTAL</u>
Jhely				
Ryan				
Mashall				
Isaiah				
Danielle				
Kade				
Gursevak				

<u>GROUP 3</u>	<u>SWIM (NUMBER OF LAPS - 25 METERS)</u>	<u>RUN (NUMBER OF LAPS)</u>	<u>DISTANCE (NUMBER OF KM)</u>	<u>TOTAL</u>
Jap				
Abigail				
Jean				
Jacob				
Kayla				
Ez				
Darian				