



Australian Government
Australian Sports Commission



TRIATHLON
AUSTRALIA



Triathlon lesson plans

Seven curriculum-aligned lesson plans to help primary school teachers deliver an engaging physical education program.

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OVERVIEW

The Australian Sports Commission (ASC) has partnered with Triathlon Australia to develop 7 curriculum-aligned lesson plans for primary school teachers. These lessons are appropriate for students in Years 3 to 6. Some games may require teacher modification to ensure they are accessible for all students.

The lesson plans aim to build students' confidence and competence to participate in triathlon over the 7-week game-based program. As the activities become more challenging, students will learn the rules and skills needed to understand, play and enjoy the sport of triathlon.

This resource is based on the Playing for Life and Game Sense concepts. These contemporary approaches to teaching and coaching use a game-centred approach to develop fundamental movement skills for games and sports. The use of skilled questioning will enable students to reflect on and refine their movement skills as they progress.

For each lesson, the following is included:

- Learning intentions – outcomes of each lesson
- Skill focus – skills to develop
- Duration, area, equipment – information to assist with the preparation and successful delivery for each lesson
- Activities – a range of developmentally appropriate, engaging activities that will make up each lesson
- CHANGE IT – simple ideas to ensure activities are engaging and adaptable for students of all abilities
- Links to curriculum – alignment to the Australian Curriculum 9.0, achievement standards and content descriptors
- Assessment ideas – a range of easy to use and adaptable assessment ideas

Assessment

A range of tools are available for teachers to assess student achievement against AC:HPE achievement standards.

- Student self-reflection assessment
- Student peer assessment
- Teacher assessment rubric
- Teacher formative assessment – ‘What did you learn?’ questions at the end of each lesson link to the learning intentions.

Teachers can select the tool/s that best suit their environment, adapt existing tools, or create alternative assessment tools to meet the needs of their students.

Tips for delivery

The lessons aim to make triathlon accessible and engaging for all students. Adjust activities where possible to ensure they meet the individual needs of everyone. For example:

- Keep instructions brief to hold students' attention.
- Keep group sizes to a minimum to ensure maximum participation of all students.
- Run activities with several groups at once or set up stations with different activities and rotate the groups.
- Be creative and add your own flair to the lesson plans provided.
- Minimise waiting times for students to take turns by having short lines.
- Be alert to children having trouble performing activities and provide some one-on-one support.
- Ensure that equipment is appropriate to match developmental level of students and is arranged beforehand to encourage game play and movement.
- State or territory-based education department regulations apply for water-based activities.
- Current cardiopulmonary resuscitation (CPR) qualifications are required to teach this sport.
- Always assess students' swimming ability before taking them into unknown waters.
- Ensure all students are relaxed in the water, can change positions comfortably and can tread water or swim in one place (deep water) with their head above the surface for at least 2 to 3 minutes without distress.
- For activities involving dolphin dives, all students must dolphin dive in the same direction to avoid collisions.
- If you have students who cannot swim or who are not confident swimmers, modify the activities, playing area and equipment to suit their needs. For example, have students perform activities in waist-deep water using alternative forms of travel, such as walking with swimming arms.
- Students must be careful to rack their bikes safely via the bike stand, by the handlebars or by the seat.
- Ensure the activity area is safe and appropriate for the abilities of all students, and suitable for the weather conditions.
- Maintain a reasonable teacher to student ratio, with one teacher for every 5 students.

Safety considerations

- Your duty of care to your students extends to lesson delivery. Always prioritise student safety and supervise play directly.
- At the start of every lesson, confirm that the surface of the playing area is appropriate for the activities outlined. Ensure a safe distance from hazards, walls and other fixed objects.
- Set a safe distance between groups of students during games and activities.
- Use good quality, well-maintained equipment. Always check equipment for faults before use.
- Using the correct equipment will increase students' comfort and greatly reduce the risk of injury.
- Always give clear instructions for activities and the use of equipment.

- Students must wear a helmet that meets the standards of a national accredited testing authority. Helmets must fit correctly for cycling activities. A helmet fits properly if:
 - it is snug on the student’s head and does not slide around or tip back and forth
 - students can only fit two fingers vertically between the chin strap and their chin
 - the sliding clips are one to two fingers’ width below the ears.

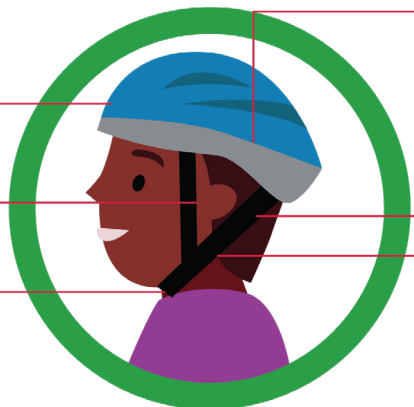
- To determine whether a bike is the correct fit, note the following tips:
 - When seated on the saddle, students’ arms should be comfortable, with a slight bend in the elbow
 - When pedals are vertical, the lower leg should have a slight bend. If it is straight or the student is on their toes, then the seat is too high
 - One foot should reach the ground when students sit on the bike
 - The head should be in a neutral position
 - The student should feel comfortable.



Helmet should sit on head covering forehead, not tipped back

Front strap

Fixing clip under chin - strap should not be able to be slipped off without undoing the strap



Straps should form a V shape either side of ear

Rear strap

Sliding clip should sit just below the ear. This assists a more secure fit



Playing for Life

Playing for Life is based on the Game Sense approach, with the objective to develop a love of movement and physical activity in students that will empower them to play for life. All Playing for Life activities are game-based and generate a safe, inclusive and challenging environment.

The Game Sense approach

The Game Sense approach is a way of teaching where:

- Students develop tactical and movement skills together to promote problem solving and decision-making
- The learning environment typically involves games and match simulations [but can also include other skill-building activities]
- Students are guided using instructions and questioning from the teacher, as well as reflection and group discussion prompts

The Game Sense approach – how to use it

The typical Game Sense approach uses the following structure:

- **Gameplay:** use of games or match simulations that represent a tactical and movement skill of match-play with a specific outcome guiding the gameplay
- **Question:** teacher asks the students questions about a tactical concept, movement skill or aspect of personal and social development from the gameplay to guide learners to solve problems they have experienced
- **Play practise:** use of activities [i.e. games, scenarios, or drills] that guide students to achieve the tactical or movement skill objective
- **Question:** teacher again asks students about a tactical concept, movement skill or aspect of personal and social development from the play practise they have just completed to guide students to solve problems they have experienced and identify how they have solved these problems

- **Gameplay:** students are placed into a game or match simulation to try and achieve the original objective [or a potentially slightly more challenging one] to use the tactical and movement skills they have learned from previous gameplay and play practises
- **Conclusion:** the teacher and the students discuss or think about what has taken place, whether the lesson outcomes have been achieved and what can be done in the future

The Game Sense approach – key points

- Plan each session around developing a particular tactical concept and movement skill
- Teachers provide an environment for students to successfully solve the challenges that gameplay provides, rather than instructing students how to perform a particular skill
- Minimise teacher instructions and demonstrations to allow play to continue and support students in developing their skills

CHANGE IT

CHANGE IT – Vary one or more of the following game elements to maximise participation and meet student needs and game objectives.

How you score/win

Increase opportunities to score, e.g. allow passing to a student to score or pass into an end zone, instead of shooting at a goal; vary the size of/distance to a target.

Numbers

Consider using different team sizes or varying the number of turns, e.g. decreasing team sizes can increase student involvement by maximising participation. When introducing defence into a game, 3 v 1 or 4 v 2 gives attackers more options to deal with an added defender. Increasing the number of turns helps students learn new skills.

Equipment

Vary the size and type of the equipment used, e.g. change to a larger and/or softer ball if the student is having difficulty catching, or to a smaller ball if they are having problems throwing; introduce a batting tee (a stationary ball) if a student is having difficulty hitting a moving ball.

Time

Reduce or extend the time to perform actions, e.g. see how many passes students can complete in 5 or 30 seconds. Increase possession time to allow students more time to decide what to do next.

C

Coaching style

Use questions to set challenges for specific aspects of a game, e.g. 'When should you move to receive a pass?'. Provide discrete coaching, without interrupting the game, where required. Use student role models to highlight skilful play. Vary how you communicate (simple or more complex language; visual, auditory, or kinaesthetic cues) according to student needs (such as age, cultural background, intellectual and sensory ability).

H

A

Area

Increase or decrease game difficulty by changing the shape and/or size of the playing area, e.g. long and narrow, short and wide, smaller/larger.

N

G

Game rules

Change the rules slightly, e.g. introduce a no-tackling rule to give students more time to play the ball; allow 2 bounces before catching or stopping the ball; specify that 3 team members must touch the ball before scoring a point; allow a student to roll rather than throw the ball, or walk rather than run.

E

I

Inclusion

Engage students to modify the activities using any of the outlined game elements (or others) to maximise their involvement. Ask students individually how the game could be improved for them and/or how their involvement could be increased; or provide options they could choose from to encourage agency.

T



IF IT'S NOT WORKING... CHANGE IT!

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

CURRICULUM LINKS

This resource is aligned to the Australian Curriculum: Health and Physical Education [AC: HPE] Version 9.0 strand of Movement and Physical Activity [MPA] and aspects of related achievement standards.

Content descriptions

Each lesson identifies one or more content descriptions, which indicate how the lesson is aligned to the AC:HPE in each band.

Each lesson provides a series of games the teacher can deliver to help students learn the fundamental movement skills for triathlon. Please use the colour coding to determine the suitability of the lessons for each year level. Years 3 and 4 have been identified with the colour green and Years 5 and 6 have been identified with the colour red.

Years 3 and 4	Years 5 and 6
---------------	---------------

At any year level, students are likely to demonstrate considerable differences in the skill and strategic proficiency.

Links to the [Australian curriculum](#), content descriptions and detail on relevant sections of the achievement standards.
Links to the [NSW curriculum](#) and [Victorian curriculum](#).

Specific curriculum linkages for these lessons:

Lessons 1-7:

Australian curriculum-relevant content descriptions

Years 3 and 4	AC9HP4M01
	AC9HP4M02
	AC9HP4M08
Years 5 and 6	AC9HP6M01
	AC9HP6M02
	AC9HP6M07

YEARS 3 AND 4

Curriculum links:

Relevant sections of the achievement standard

Students apply fundamental movement skills and demonstrate movement concepts across a range of situations.

They adapt movement strategies to enhance movement outcomes.

Relevant content descriptions

AC9HP4M01

Refine and apply fundamental movement skills in new movement situations

AC9HP4M02

Apply and adapt movement strategies to achieve movement outcomes

AC9HP4M08

Apply rules and scoring systems to promote fair play when participating or designing physical activities

YEARS 5 AND 6

Curriculum links:

Relevant sections of the achievement standard

Students refine and modify movement skills and apply movement concepts across a range of situations.

They transfer movement strategies between situations and evaluate the impact on movement outcomes.

Relevant content descriptions

AC9HP6M01

Adapt and modify movement skills across a variety of situations

AC9HP6M02

Transfer familiar movement strategies to different movement situations

AC9HP6M07

Predict and test the effectiveness of applying different skills and strategies in a range of movement situations

INTRODUCTION TO TRIATHLON

RULES

Summary

- Triathlon is a sport that combines disciplines of swimming, cycling and running.
- There are 5 stages of a triathlon: swimming, transition one, cycling, transition 2, running.
- Duathlon is a variation of the triathlon that involves running, cycling and more running. It is often used as an alternative to a triathlon event when swimming is not possible. The 3 disciplines are performed one after the other – without breaks!
- There are recommended distances for each discipline based on age and ability. The lower number in each range is suggested for beginners, while the higher numbers may suit more experienced students.

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

Swimming

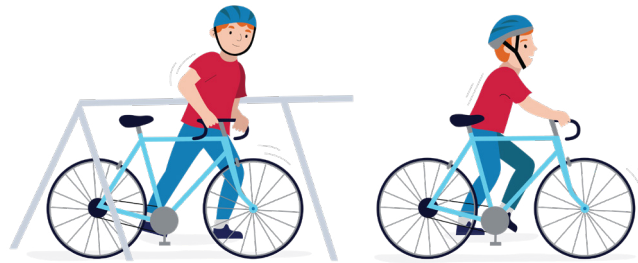
- Triathlons usually start with a swim leg either in open water or in a pool.
- In open water races, all students begin at the same time in a mass start.
- In pool swims students can start one at a time, in small groups, or all together if there is enough space.



Transition one (T1)

- The transition from the swim leg to the bike leg is referred to as 'T1'.
- All students' bikes and equipment are stored in the transition zone or area, which becomes a central focus during the event, with students returning to the same area to change equipment.
- Transition areas are usually square/rectangular.
- For a successful transition, students:
 - place gear such as towels, bikes, helmets, water bottles, clothes and shoes to the right-hand side of their bikes, before the triathlon begins
 - place helmets upside down, straps open with the front facing them
 - have the laces on their shoes loosely tied
 - exit the swim, remove cap and goggles and carry them back to their bikes
 - run to the transition area
 - place cap and goggles near bike
 - put on clothes and shoes– most students race in their swimming costume, singlets or triathlon specific suit
 - fasten helmet before unracking the bike
 - walk the bike to the exit of the transition – keep the bike directly upright, holding the saddle or handlebars

- mount the bike after crossing the mount line located past the transition exit
- start the bike leg.



Bike

- Next is the bike leg, which is generally held on public roads that are often closed to traffic.
- Large parks with an adequate road or a military base may be suitable to give students a traffic free environment.
- Courses may be looped, out-and- back, rectangular, or other variations.
- Students can use cycle or running shoes for the cycle leg.



Transition 2 (T2)

- The transition from the bike leg to the run leg is referred to as 'T2'.
- Students must get off their bikes at a dismount line that is outside the transition area.
- Helmets must remain fastened until a student racks their bike.
- Students will rack their bike in the original position.
- Some students change from cycling shoes to running shoes in T2.
- For a successful transition 2 (T2), students:
 - ride to the dismount line, gradually slowing down
 - dismount bikes just before the dismount line
 - walk bikes through the transition zone and rack bikes to the same position as before removing helmet
 - take off helmet and place next to bike
 - change shoes if necessary and put on hat
 - run out of the transition zone and begin the last leg of the triathlon: running.



Run

- The race finishes with the run leg.
- The course often involves a variety of different terrains.

Playing field

- A pool is recommended for activities related to race starts, swimming and swim exits.
- Suitable playing areas for running and cycling activities include:
 - ovals
 - tennis, netball or basketball courts
 - running or cycling tracks.
- school halls or gymnasiums.

EQUIPMENT

Equipment used in this program includes:

- a stopwatch
- marker cones
- tape or rope
- buoys
- lane ropes (optional)
- weighted diving objects
- floating objects
- water-friendly balls
 - foam balls
 - tennis balls
- paddle boards
- pool noodles
- bike racks
- bikes
- scooters (optional)
- helmets
- hair covers (optional)
- bean bags
- hoops
- agility ladders
- mini hurdles
- benches
- bins
- tables
- relay baton.

BASIC SKILLS

SWIMMING

Swimming in triathlon involves swim starts, running in water, dolphin dives, open water swimming, sighting a buoy, and swim exits. Freestyle is the most common stroke used in triathlon swims.

Coach your students through the following movements:

- When running in water, students should lift their lower legs out sideways.



- Open water swimming involves navigating around the swim course and lifting the head every so often to ensure the body is travelling in a straight line.
- When swimming, look towards the bottom of the pool. Focus on making long strokes, reaching with the arms and kicking with the legs. Hands enter water in front of shoulders.
- When breathing, the head rolls with the body – try to keep one eye under or near the surface, as low as possible.
- When performing a dolphin dive, students use their hands and feet to push up and forwards until the water is deep enough to swim.

- To sight a buoy, students should lift just the eyes above the water (like crocodile eyes) and keep the heads still.



- To perform a swim exit, students swim until their hands can touch bottom, then stand up and start running.

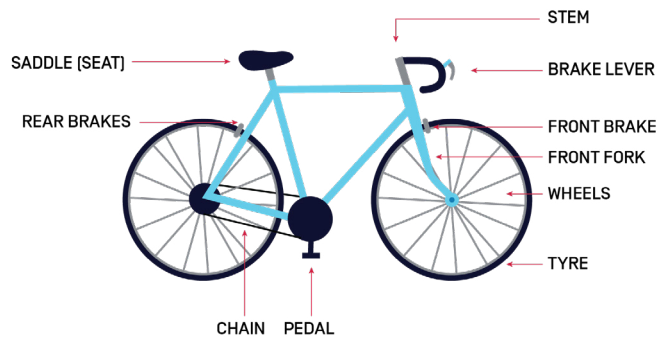


CYCLING

Cycling in triathlon involves: safety checks, scooting, safe start, signalling, riding in a straight line, cornering, riding slalom, and safe stop.

Coach your students through the following movements:

- Before each ride, students check:
 - the brakes work
 - the stem and handlebars are tight
 - the handlebars have plugs in them
 - the seat is secure
 - the chains, pedals and gears move safely
 - the wheels spin freely
 - the tyres are inflated
 - the bike is the correct fit.



- To perform a safe start, students:
 - stand astride the bike
 - bring the starting pedal to the 2 o'clock position
 - stand on the pedal
 - glide forwards
 - rise up onto the seat and pedal looking forwards in the direction of travel, remaining balanced.

- As skills develop, students can mount the bike by scooting, which involves:
 - placing hands evenly on the handlebars
 - placing the left foot on the left pedal or right foot on the right pedal
 - pushing along the ground with the opposite foot
 - lifting the opposite foot off the ground, swinging it around the back of the saddle to find the free pedal.



- Start riding in a straight line without swerving.
- Look ahead in the direction the bike is travelling, not down at the front wheel.
- Stay in the seat and keep the upper body relaxed with hands evenly spaced from the centre of the handlebars.
- For the most control, hold handlebars in a wide position.



- To ride in a straight line without swerving, spin the pedals evenly in continuous circles.
- For a smooth pedal stroke, students:
 - position the balls of the feet on the pedals
 - feet and knees should point forwards
 - 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
 - try and maintain a consistent spin.



- When riding through a corner, students:
 - keep the inside pedal up, placing weight on the outside foot
 - turn the knee out and lean into the corner, tilting the bike
 - look around, not at, the corner
 - brake before turning the front wheel
 - accelerate out of the corner.



- If riding a bike with gears, students:
 - get to know the gears and their numbers before riding
 - keep head up and focused, feeling for the gear lever
 - continue pedalling, with less pressure
 - change into the gear required
 - change gears before corners for better control
 - stay in an easier gear to avoid fatigue
 - shift into a low, easy gear before stopping (this will make starting again easier).
- When looking back, students keep the handlebars steady.
- If riding in pairs, ensure front wheels are level and keep a gap between handlebars.
- If riding in bunches, students:
 - ride in single file at an even speed, staying close to the student in front
 - stay in a straight line so signals can be seen
 - maintain 3 bike lengths between them and the bike in front
 - communicate with other students as you approach them, overtaking to the right
 - keep hands near brakes without braking or swerving suddenly.



- When riding slalom, students:
 - stay in saddle
 - maintain control over the handlebars with a comfortable grip
 - keep the pedal high on turning side
 - find the straightest line through the markers
 - steer the bike through turns more by leaning than steering with handlebars.
- To perform a safe stop, students:
 - signal or communicate before stopping by raising one hand to shoulder height with palm forward
 - slowly apply front and rear brakes at the same time
 - put weight on the pedal at the bottom of turning circle
 - keep body low and arms relaxed
 - slide forward off seat, lean to the opposite side
 - place other foot on the ground.



RUNNING

Running in triathlon involves moving with speed across varying terrain. To reduce risk, have students run on softer surfaces like grass, trails or rubber tracks where possible – avoid concrete! Students can choose to walk or run.

Coach students through the following movements:

- Keep eyes focused straight ahead.
- Relax face, shoulders and hands.
- Bend elbows at 90 degrees.
- Gently swing arms back and forth with a slight diagonal motion.
- Keep steps light, quiet and quick.
- The first part of the foot that touches the ground should be the midfoot, not the heel.
- Focus on lifting the heels to bring the knees up.



LESSON 1

LESSON 1

LEARNING INTENTIONS

To introduce the sport of triathlon including the rules and the various components of the sport.

To introduce swimming in a triathlon. This includes learning sighting and moving through the water using dolphin dives.

To display effort to improve during the lesson.

Skill focus

- Swimming

Duration

60 minutes

Area

Pool with waist-deep water. Most activities can also be performed without access to water.

Equipment

- Marker cones
- 2 buoys
- 10 weighted diving objects
- 10 floating objects
- Lane ropes (optional)

Activities

HERE, THERE, NOWHERE

NUMBERS

TREASURE

UNTIE THE KNOT

WHAT DID YOU LEARN?

Links to curriculum

Years 3 and 4	AC9HP4M01
	AC9HP4M02
	AC9HP4M08
Years 5 and 6	AC9HP6M01
	AC9HP6M02
	AC9HP6M07

NSW curriculum

VIC curriculum

HERE, THERE, NOWHERE

SUMMARY

On your call, students perform an action.
Play with teams of 6 or more.

Details

Warm-up
5 minutes

Equipment

- Marker cones
- Lane ropes (optional)

CHANGE IT

- Change the duration of each activity.

What to do

- Define the playing area with marker cones and lane ropes.
- Start activity on land before progressing to the water.
- When you call 'HERE!', students run or swim towards you.
- When you call 'THERE!', students run or swim away from you.
- When you call 'NOWHERE', students do an activity on the spot, such as:
 - standing or walking on the spot with swimming arms
 - running on the spot
 - running in water.
- When running in water, students run with lower legs [knee to ankle] lifting out sideways.



NUMBERS

SUMMARY

In teams, students race to complete a course.
Play with 2 even teams.

Skill focus

- Swimming

Details

Skill development
20 minutes

Equipment

- Lane ropes [optional]
- 2 buoys

CHANGE IT

- Have students walk or run around the buoy and swim back.
- Stagger calls so one number gets a head start.
- Have students swim clockwise around both buoys before returning to their side of the pool.
- Students do dolphin dives towards their buoy and swim back.
- Play for a set period.
- Change the number of students racing at one time.

What to do

- Divide students into 2 teams of 6 to 8.
- Teams start at opposite ends of the playing area.
- Number the students on each team.
- At random, call one or 2 numbers at a time.
- One or 2 students from each team with those numbers swim to the middle of the pool, around their buoy and back to the sideline.
- Remind students to look up after every 5 swim strokes.
- Students whose numbers are not called stay on the sideline.
- The winning student scores 2 points for their team and the student that comes second scores 1 point for their team.
- The highest score at the end of the game wins.



TREASURE

SUMMARY

The attacking team tries to steal the treasure without being caught by the defending team. Play with teams of 4 to 6.

Skill focus

- Swimming

Details

Skill development
25 minutes

Equipment

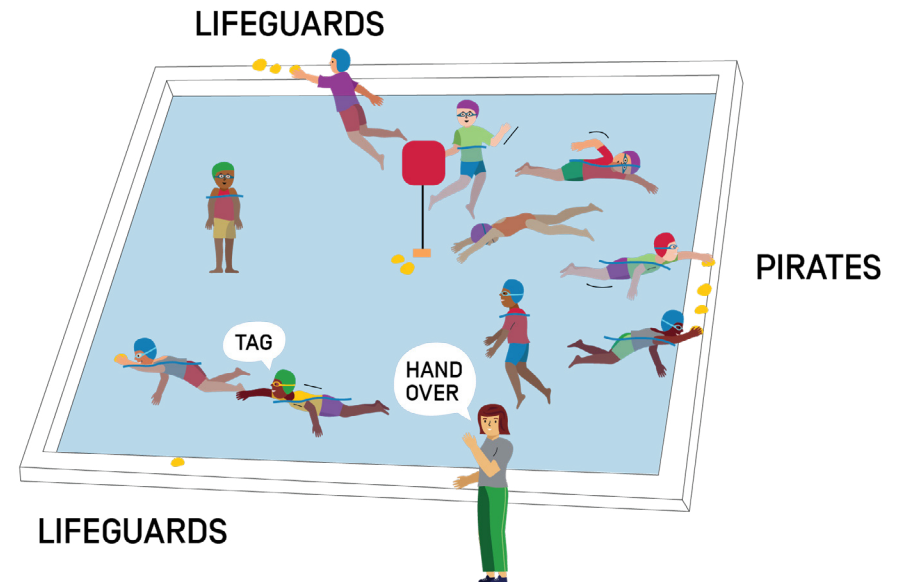
- One buoy
- 10 weighted diving objects OR 10 floating objects (e.g. tennis balls)
- Lane ropes (optional)

CHANGE IT

- Decrease the number of defenders and increase the number of attackers.
- Students use dolphin dives to move around the playing area.
- Students run or wade with swimming arms.
- Play with floating treasure.
- Change the depth of the treasure.
- Change the swim distance.
- Change the width of the playing area.

What to do

- Divide students into 2 equal teams: attackers and defenders.
- Define the playing area with lane ropes.
- Place the weighted diving objects in the middle of the playing area and mark the surface of the water above with a buoy.
- The attacking team starts at one end of the playing area.
- The defending team lines up between the attacking team and the treasure.
- Members of the attacking team swim up the middle of the playing area, dive for the sunken treasure, then attempt to return with the treasure to their home base.
- Defenders try to lightly tag attackers on their shoulder or back.
- Attackers cannot be tagged if underwater or when surfacing.
- Tagged attackers must hand their treasure over to the defenders, swim back to the start and rejoin the game.
- Play until all treasure has been collected.
- Teams score 1 point for each piece of treasure collected.
- Swap roles and repeat play.



UNTIE THE KNOT

SUMMARY

Students join hands with 2 other students and must work as a team to untangle the knot without letting go. Play in teams of 6 or more.

Details

Finishing up
5 minutes

Equipment

- One buoy
- 10 weighted diving objects OR 10 floating objects (e.g. tennis balls)
- Lane ropes (optional)

What to do

- Divide students into groups of 6 to 10 and have them stand in a circle.
- Each student joins hands with 2 other students – but not the students standing next to them!
- Once the knot is formed students must work together to untangle the knot without letting go.
- Students move slowly to untie their knot by stepping over and moving under their joined hands.
- To ensure safety, the game should not be played as a race.



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

5 minutes

What to do

In pairs, students discuss:

- How did you use your hands and feet until the water is deep enough to swim.
- How did you sight a buoy or marker?
- What do you say to yourself to keep trying to improve during lessons?

Ask the class:

- Did you enjoy today's lesson (thumbs up, thumbs down, or thumbs in middle)?



LESSON 2

LESSON 2

LEARNING INTENTIONS

To learn how to swim in a large group.

To move quickly through the water and practise sighting the buoy.

For students to self assess their swimming skills and their respect for others [see the student self assessment tool on page 32-33].

Skill focus

- Swimming

Duration

60 minutes

Area

Pool with waist-deep water. Most activities can also be performed without access to water.

Equipment

- Marker cones or lane ropes
- One water-friendly ball per team
- 8 pool noodles
- 8 paddle boards

Activities

LOOK OUT FOR OTHERS

FORM A GROUP

TEAM PASSING

END BALL

WHAT'S AHEAD?

Links to curriculum

Years 3 and 4	AC9HP4M01
	AC9HP4M02
	AC9HP4M08
Years 5 and 6	AC9HP6M01
	AC9HP6M02
	AC9HP6M07

NSW curriculum

VIC curriculum

LOOK OUT FOR OTHERS

SUMMARY

In shallow water, students swim in random directions, avoiding body contact with other students.

Details

Warm-up
5 minutes

Equipment

- Marker cones or lane ropes

CHANGE IT

- All students swimming in the same direction.
- When you call 'SHORE!' everyone dolphin dives towards you.

What to do

- Define the playing area with marker cones.
- Students walk, run or swim within the playing area, avoiding other students.
- When you call 'FREEZE!', students stop on the spot.



FORM A GROUP

SUMMARY

Students swim around in random directions avoiding body contact with other students. When you call out a number, students form groups of that size.

Details

Warm-up
10 minutes

Equipment

- Marker cones or lane ropes
- 8 pool noodles
- 8 paddle boards

CHANGE IT

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

What to do

- Define the playing area with marker cones.
- Students spread out across the area.
- When you call out a number, students form groups of that size.
- End with the number you would like for the next activity.



TEAM PASSING

SUMMARY

The team with the ball makes as many passes as possible before the opposing team intercepts. Play with teams of 4 or more.

Skill focus

- Swimming

Details

Skill development
15 minutes

Equipment

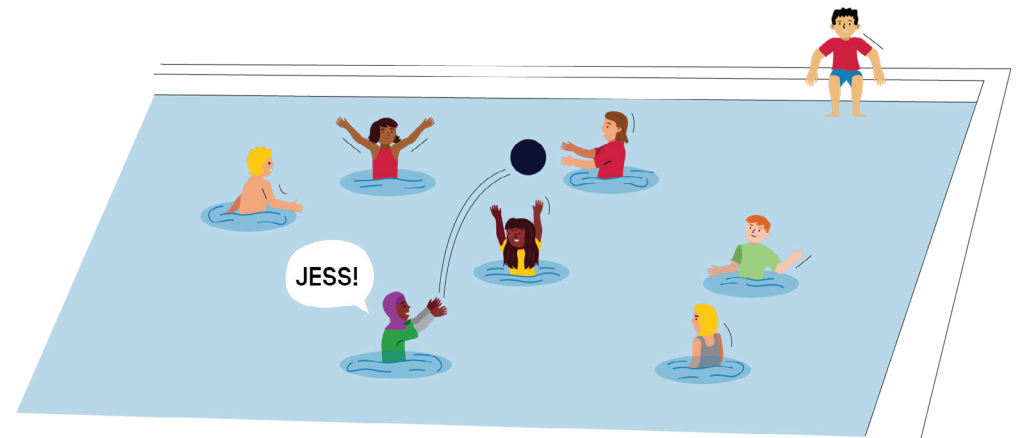
- Marker cones or lane ropes
- One water-friendly ball per team

CHANGE IT

- Change the size of the playing area.

What to do

- Define the playing area with marker cones.
- Divide students into 2 teams: attackers and defenders.
- Attackers try to make as many successful passes as possible.
- Dropped passes do not score.
- The ball must be passed to every student on the team.



END BALL

SUMMARY

In teams, students score points for passing a ball between team mates to the student at their goal end.

Skill focus

- Swimming

Details

Skill development
20 minutes

Equipment

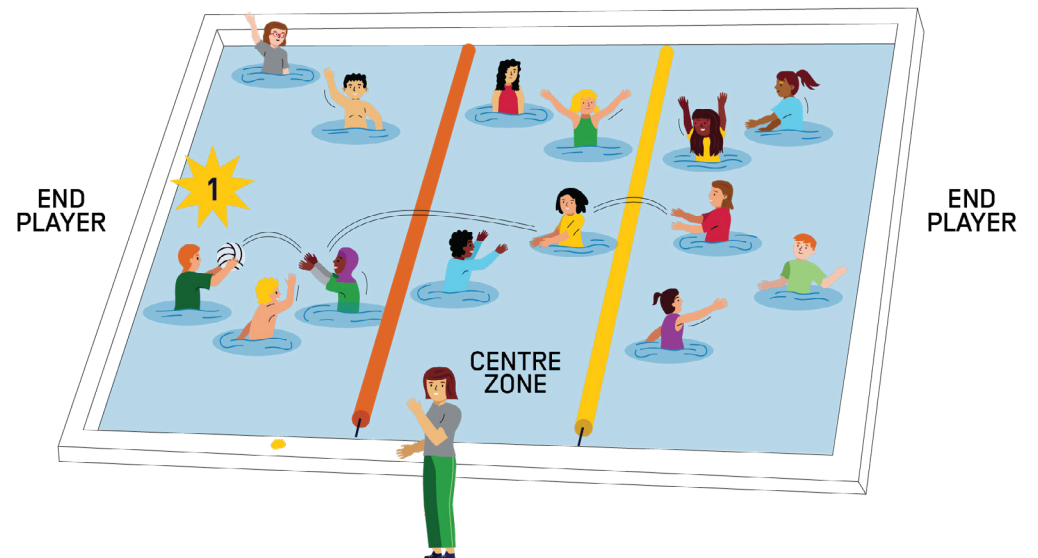
- Marker cones or lane ropes
- One water-friendly ball per team

CHANGE IT

- Change the number of balls.
- Students can only swim or only run.
- Play with a target or goal area.
- Change the number of zones.

What to do

- Define a playing area with 3 zones.
- Divide students into 2 teams.
- Students are spread across the 3 zones. They can either move between zones or must stay in their zone, based on your call.
- Each team sends a student to patrol from behind the opposite end line. Rotate this position.
- The game starts with one student in the centre zone in possession.
- Students can pass in any direction but the ball must pass through each zone.
- Students can combine running and swimming.



WHAT'S AHEAD?

SUMMARY

Provide a brief explanation about the lessons to come.

Details

Finishing up

5 minutes

What to do

- Have students seated where they can all see and hear you.
- Share information about what to expect next time.
- Allow questions.



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

5 minutes

What to do

In pairs, students discuss:

- How do you pace your swimming so that you can swim without needing to rest?
- What other sports or activities do you swim in?
- What did you enjoy most about today's lesson?

Ask the class:

- Did you enjoy today's lesson (thumbs up, thumbs down, or thumbs in middle)?



SELF ASSESSMENT RUBRIC

NAME _____ YEAR LEVEL _____ DATE _____ TEACHER _____

YEARS 3 AND 4

Lesson 2 – Swimming in a large group, moving through the water and practicing sighting the buoy

Circle the face that reflects how you feel about each of the statements below:



Always



Sometimes



Rarely

Movement skills	I look towards the bottom of the pool making long strokes, reaching with my arms and kicking with my legs.			
	My hands enter the water in front of my shoulders.			
	When performing a dolphin dive, I use my hands and feet to push up and forwards until the water is deep enough to swim.			
Strategy and tactics	I can swim 50-100 metres without stopping.			
	I swim in a group of swimmers.			
Personal and social responsibility	I display effort and play fairly during lessons.			

SELF ASSESSMENT RUBRIC

NAME _____ YEAR LEVEL _____ DATE _____ TEACHER _____

YEARS 5 AND 6

Circle the face that matches how you feel about each of the statements below:



Always



Sometimes



Rarely

Lesson 2 – Swimming in a large group, moving through the water and practicing sighting the buoy

Movement skills	I can breathe rolling my head with my body.			
	I can keep one eye under or near the surface, as low as possible.			
	I can sight a buoy by lifting my eyes above the water (like crocodile eyes) and keeping my head still.			
	I can perform a swim exit once my hands can touch the bottom before standing up and starting to run.			
Strategy and tactics	I can swim 100–300 metres without stopping.			
	I can transition out of the swim using dolphin dives and then running.			
Personal and social responsibility	I appreciate and provide supportive comments to other students and apply rules to promote fair play.			

LESSON 3

LESSON 3

LEARNING INTENTIONS

To introduce cycling as part of triathlon. This includes practising basic transition skills, braking balance and good foot positioning.

To show respect when cycling with others.

Skill focus

- Cycling

Duration

60 minutes

Area

Any flat surfaced area, preferably a flat grassed surface.

Equipment

- Marker cones
- One bike per student
- One bike helmet per student
- One pair of running shoes per student
- One hair cover per student if helmets are borrowed
- 3 balls or bean bags per student
- One hoop per team of 4
- Tape

Activities

EVERYBODY

HOW MANY BEAN BAGS?

TARGET RELAY

GO SLOW AND STOP AND GO

MINI DUATHLON

WHAT DID YOU LEARN?

Links to curriculum

Years 3 and 4	AC9HP4M01
	AC9HP4M02
	AC9HP4M08
Years 5 and 6	AC9HP6M01
	AC9HP6M02
	AC9HP6M07

NSW curriculum

VIC curriculum

EVERYBODY

SUMMARY

Using the rules of 'Simon Says', call out commands for students to perform basic transition skills.

Details

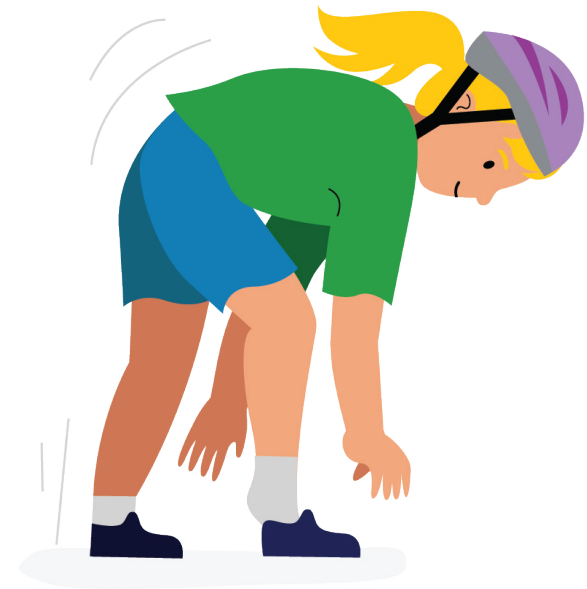
Warm-up
5 minutes

Equipment

- Marker cones
- One bike helmet and pair of running shoes per student
- One hair cover per student if helmets are borrowed

What to do

- Define the playing area with marker cones.
- On your call, students do various actions, for example, hop on one foot, skip or tap their head and rub their tummy.
- Sport-specific calls can include helmets on, helmets off, shoes on and shoes off.
- Mix up the calls and the speed of the calls.



HOW MANY BEAN BAGS?

SUMMARY

Students work in pairs. One student from each pair runs to a central point to collect one bean bag and throw it to their partner. They tag their partner who repeats the process.

Details

Warm-up
5 minutes

Equipment

- Marker cones
- One bike helmet and pair of running shoes per student
- One hair cover per student if helmets are borrowed

What to do

- Define the playing field using marker cones.
- Divide students into pairs.
- Students remove their shoes and place them at their base along with their bike helmet.
- On your call, "GO!", one student from each pair puts their shoes and helmet on. They then run to collect a bean bag to throw to their partner.



CHANGE IT

- Students play without having to put on and remove their shoes and bike helmets.

TARGET RELAY

SUMMARY

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

Skill focus

- Cycling

Details

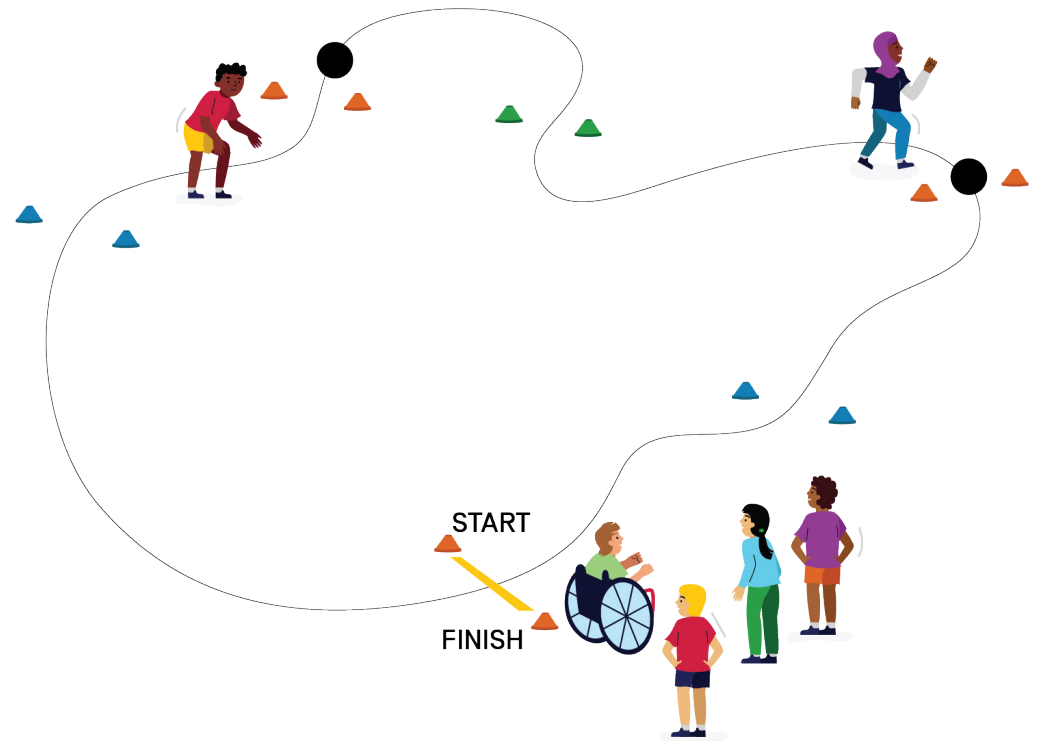
Warm-up
10 minutes

Equipment

- Marker cones
- One bike per student
- One bike helmet per student
- One pair of running shoes per student
- One hair cover per student if helmets are borrowed

What to do

- Define the playing field with multiple gates using marker cones.
- On your call, all students start riding around the obstacle course, trying to be the slowest to finish.
- Students must pass between each gate.
- Individuals are timed.



CHANGE IT

- Add rest stations.
- Remove the timed element.

GO SLOW AND STOP AND GO

SUMMARY

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

Skill focus

- Cycling

Details

Skill development
25 minutes

Equipment

- Marker cones
- One bike per student
- One bike helmet per student
- One pair of running shoes per student
- One hair cover per student if helmets are borrowed

What to do

- Define the playing field with separate start and finish lines using marker cones.
- Students spread out along the start line.
- On your call, students ride as slowly as possible towards the finish line.
- Students count the number of times their feet touch the ground.
- Students continue on after each stop and try to be the last across the finish line, with the highest score.



MINI DUATHLON

SUMMARY

Students do a run-bike-run mini duathlon in groups of 8 to 10.

Skill focus

- Running
- Cycling

Details

Skill development
10 minutes

Equipment

- Marker cones
- One bike per student
- One bike helmet per student
- One pair of running shoes per student
- One hair cover per student if helmets are borrowed

What to do

- Define the playing field using marker cones.
- Divide students into teams of 8 to 10 according to age or ability levels.
- Establish a start and finish line and ensure students are aware of their course and requirements.
- Use the recommended distances as outlined in the 'Introduction'.
- Conduct one or two short races for each team.



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

5 minutes

What to do

In pairs, students discuss:

- What safety checks do you need to undertake before using a bicycle?
- What do you need to remember when making a safe stop?
- What are some of the things you did to be a respectful member of this class?

Ask the class:

- Did you enjoy today's lesson (thumbs up, thumbs down, or thumbs in middle)?



LESSON 4

LESSON 4

LEARNING INTENTIONS

To focus on cycling as part of triathlon. This includes pushing a bike by the seat and mounting and dismounting a bike.

To display effort when learning to improve your cycling.

Skill focus

- Cycling

Duration

60 minutes

Area

Any flat surfaced area, preferably a flat grassed surface.

Equipment

- Marker cones
- One bike per student
- One bike helmet per student
- One pair of running shoes per student
- One hair cover per student if helmets are borrowed
- Tape

Activities

FLIP IT

RACING RELAY

RIDE A COURSE

RACING RELAY

GREAT WORK

WHAT DID YOU LEARN?

Links to curriculum

Years 3 and 4	AC9HP4M01
	AC9HP4M02
	AC9HP4M08
Years 5 and 6	AC9HP6M01
	AC9HP6M02
	AC9HP6M07

NSW curriculum

VIC curriculum

FLIP IT

SUMMARY

Each student has a bike helmet. In 2 teams, students run around and try to flip the other team's helmets to match their own.

Details

Warm-up
10 minutes

Equipment

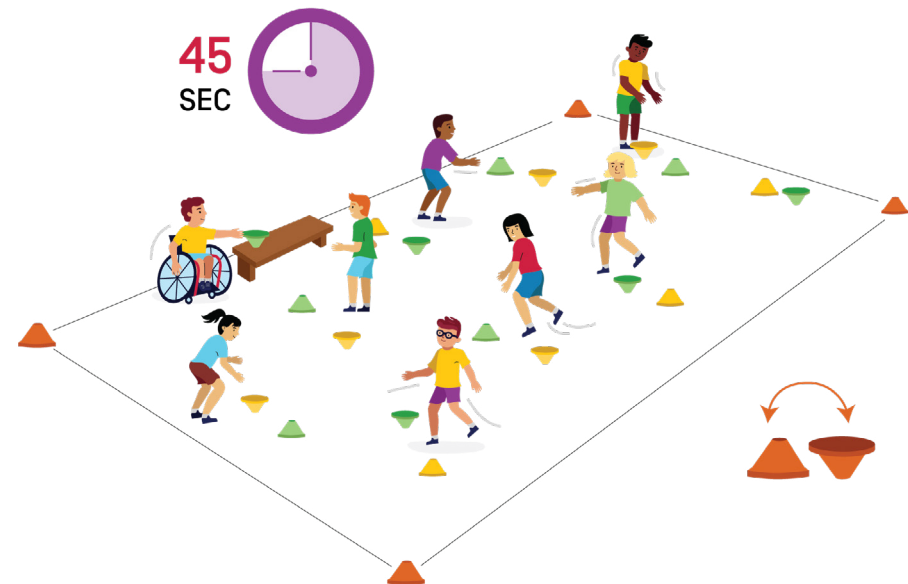
- Marker cones
- One bike helmet per student

CHANGE IT

- Play with skittles or cones instead of helmets.

What to do

- Define the playing field using marker cones.
- Divide students into 2 teams of equal size.
- Half the students place their bike helmets with the round side up and the other half with the round side down.
- On your call, students run around trying to flip over the other team's helmets to match their own.
- Play for a set period of time.



RACING RELAY

SUMMARY

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

Skill focus

- Cycling

Details

Warm-up
10 minutes

Equipment

- Marker cones
- One bike per student
- One bike helmet per student
- One pair of running shoes per student
- One hair cover per student if helmets are borrowed

What to do

- Define the playing area with marker cones.
- Divide students into teams of 4 with students standing opposite each other.
- Students run to the other side with their bike, then tag the next team mate.
- The team mate then races back scooting and tags the next team mate.
- Continue until all team mates have completed the relay.



CHANGE IT

- Change the size of the playing area.
- Students perform a different movement without their bikes, such as hopping and skipping.
- Students walk with their bikes.
- Students have to navigate around obstacles.
- Students have to scoot a certain number of times.

RIDE A COURSE

SUMMARY

Students move through a course, completing each activity on their bikes. Play with teams of 8 to 30.

Skill focus

- Cycling

Details

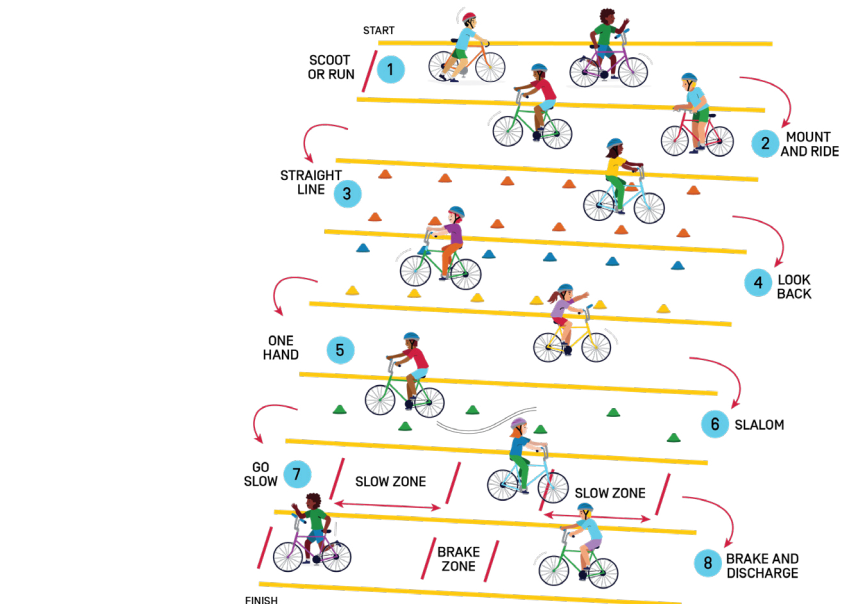
Skill development
15 minutes

Equipment

- Marker cones
- One bike per student
- One bike helmet per student
- One pair of running shoes per student
- One hair cover per student if helmets are borrowed
- Tape

What to do

- Define the playing area with marker cones.
- Set up different activities, clearly marking the zones with cones or tape, including:
 - Scooting/running zone: students scoot or run with their bike. At the end of this zone, students mount their bikes
 - Straight-line riding zone: students pass through a tunnel, made with markers, that is 30 to 60cm wide, without knocking any over
 - Look-back zone: students look back at least twice in between zone markers
 - One-handed riding zone: students travel with just one hand on the bars
 - Slalom: students ride in a zigzag pattern through the slalom cones
 - Slow-riding zone: students ride slowly in a straight line, staying in the marked zone for a specified time before exiting
 - Braking, dismounting and running zone: students brake in the designated zone, dismount and then run with their bike past the finish line.
- Divide students into teams of 8 to 30.



CHANGE IT

- Change the number of activities.

RACING RELAY

SUMMARY

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

Skill focus

- Cycling
- Running

Details

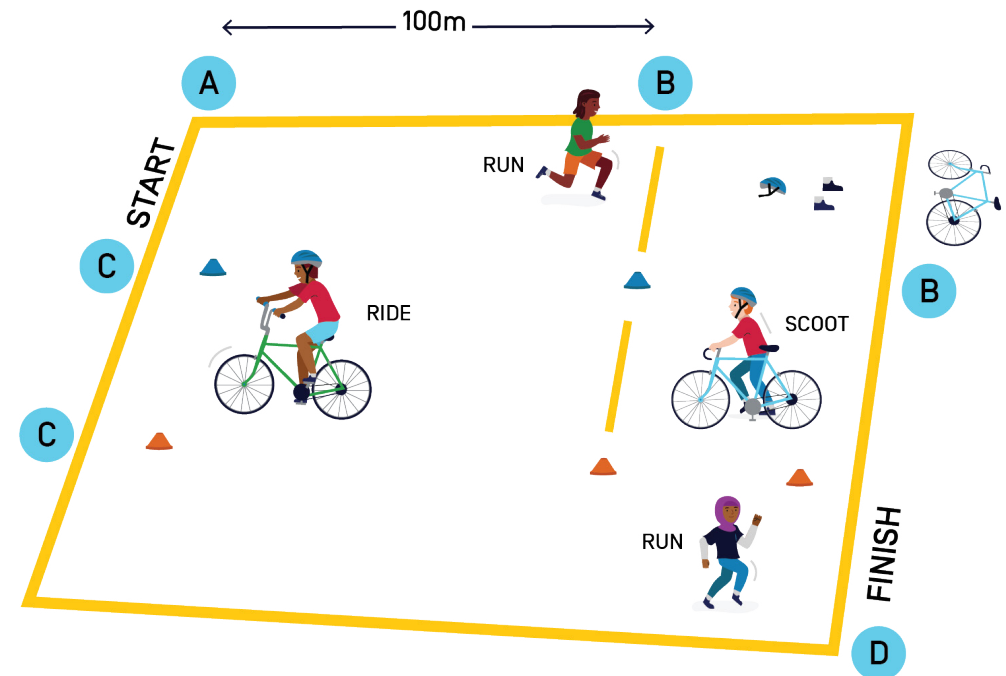
Skill development
15 minutes

Equipment

- Marker cones
- One bike per student
- One bike helmet per student
- One pair of running shoes per student
- One hair cover per student if helmets are borrowed
- Tape

What to do

- Define the playing area with marker cones.
- Play individually, in pairs or in teams.
- On your call, the first student runs 100m barefoot from point A, then changes into their helmet and shoes at point B.
- They then scoot then mount their bike and ride 100m to point C.
- At point C, they brake and dismount, then rack their bike if available, remove their helmet and run to point D to finish.
- Continue until all students have completed the relay.
- Clearly mark the points with cones or tape.



CHANGE IT

- Change the running or cycling distances.
- Add obstacles for students to run and ride around.
- Students complete the relay doing other movements, such as skipping and hopping.

GREAT WORK

SUMMARY

Give students feedback and encouragement.

Details

Finishing up
5 minutes

What to do

- Share examples of when students performed well as a group.
- Give individual feedback when appropriate. Emphasise skill development rather than best all-round performance.
- Ask students to give themselves some positive feedback.



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

5 minutes

What to do

In pairs, students discuss:

- Where are the cycling legs of a triathlon usually held?
- What do you need to do to perform either a 'safe start' or mounting the bike when scooting?
- What did you find challenging in today's lesson which needed greater effort from you?

Ask the class:

- Did you enjoy today's lesson (thumbs up, thumbs down, or thumbs in middle)?



LESSON 5

LESSON 5

LEARNING INTENTIONS

To learn the skills to transition between triathlon stages:

- From the swim leg to the bike leg 'T1'
- From the bike leg to the run leg 'T2'

To have students peer assess transition 1 and transition 2 [see the printable student peer assessment on page 57-58].

Skill focus

- Cycling
- Running

Duration

60 minutes

Area

Any flat surfaced area, preferably a flat grassed surface.

Equipment

- Marker cones
- One bike per student
- One bike helmet per student
- One pair of running shoes per student
- One hair cover per student if helmets are borrowed
- One hoop per group of 4
- Tape

Activities

HOOP RACES

LOOK OUT FOR OTHERS

RIDE A COURSE

MINI DUATHLON

WHAT DID YOU LEARN?

Links to curriculum

Years 3 and 4	AC9HP4M01
	AC9HP4M02
	AC9HP4M08
Years 5 and 6	AC9HP6M01
	AC9HP6M02
	AC9HP6M07

[NSW curriculum](#)

[VIC curriculum](#)

HOOP RACES

SUMMARY

Students race each other by putting on their helmet one at a time, then removing it one at a time. Play with teams of 4 to 6.

Skill focus

- Cycling

Details

Warm-up
5 minutes

Equipment

- Marker cones
- One bike helmet per student
- Hoops (optional)

CHANGE IT

- Students also have to put on and remove shoes.
- Students have to walk or run as they take off their helmets.
- Students play with a hoop instead.
 - Teams line up behind a hoop
 - The first student in the line steps into the hoop, takes it over their head and then passes it to the next person at head height
 - The next student takes it over their head, lowers the hoop, steps through it and passes it to the next student
 - This pattern continues until the hoop reaches the end of the line
 - The end student runs to the beginning of the line and starts again
 - Play until the original student is back at the front of the line.

What to do

- Define the playing area with marker cones.
- Divide students into teams of 4 to 6.
- Teams form a line, one behind the other, approximately 1m apart.
- Students have their helmets at their feet.
- On your call, the first student puts their helmet on, buckles the strap, then tags the next student who repeats the action with their own helmet and so on.
- When the last student 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 student.
- Other students repeat in turn.



LOOK OUT FOR OTHERS

SUMMARY

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

Skill focus

- Cycling
- Running

Details

Warm-up
5 minutes

Equipment

- Marker cones
- One bike per student
- One bike helmet per student
- One pair of running shoes per student
- One hair cover per student if helmets are borrowed

What to do

- Define the playing area with marker cones.
- Students ride their bikes within the playing area, avoiding other students.
- When you call 'FREEZE!', students stop on the spot.

CHANGE IT

- Change the size of the playing area.
- Change the speed of riding.
- Change the movement to:
 - walking
 - hopping
 - jogging
 - skipping
 - other.
- Students do the activity without bikes.
- Use music – while the music plays, students ride around. When the music stops, students stop.



RIDE A COURSE

SUMMARY

Students move through a course, completing each activity on their bikes. Play with teams of 8 to 30.

Skill focus

- Cycling

Details

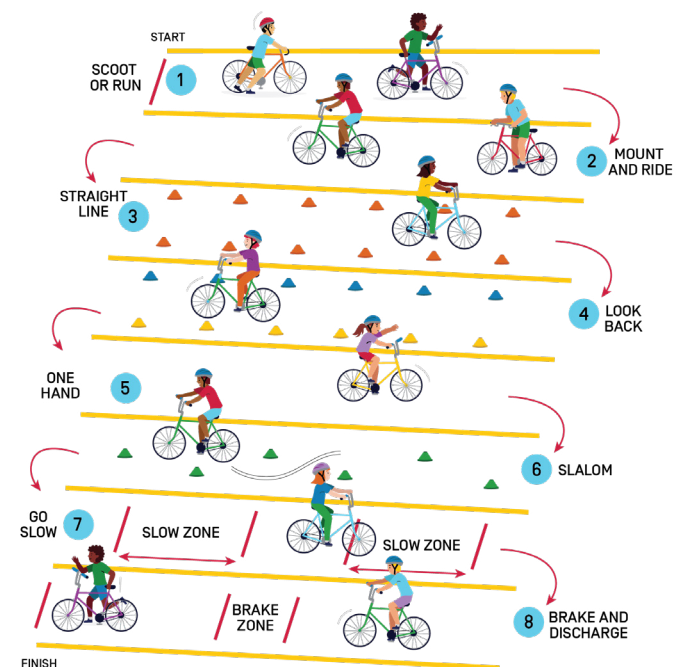
Skill development
15 minutes

Equipment

- Marker cones
- One bike per student
- One bike helmet per student
- One pair of running shoes per student
- One hair cover per student if helmets are borrowed

What to do

- Define the playing area with marker cones.
- Set up different activities, clearly marking the zones with cones or tape, including:
 - Scooting/running zone: students scoot or run with their bike. At the end of this zone, students mount their bikes
 - Straight-line riding zone: students pass through a tunnel, made with markers, that is 30 to 60cm wide, without knocking any over
 - Look-back zone: students look back at least twice in between zone markers
 - One-handed riding zone: students travel with just one hand on the bars
 - Slalom: students ride in a zigzag pattern through the slalom cones
 - Slow-riding zone: students ride slowly in a straight line, staying in the marked zone for a specified time before exiting
 - Braking, dismounting and running zone: students brake in the designated zone, dismount and then run with their bike past the finish line.
- Divide students into teams of 8 to 30.



CHANGE IT

- Change the number of activities.

MINI DUATHLON

SUMMARY

Students do a run-bike-run mini duathlon in groups of 8 to 10.

Skill focus

- Running
- Cycling

Details

Skill development
30 minutes

Equipment

- Marker cones
- One bike per student
- One bike helmet per student
- One pair of running shoes per student
- One hair cover per student if helmets are borrowed

What to do

- Define the playing field using marker cones.
- Divide students into teams of 8 to 10 according to age or ability levels.
- Establish a start and finish line and ensure students are aware of their course and requirements.
- Use the recommended distances as outlined in the 'Introduction'.
- Conduct one or two short races for each team.



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

5 minutes

What to do

In pairs, students discuss:

- What do you need to remember when transitioning between the swim and bike leg (T1)?
- What do you need to remember when transitioning between the bike leg and run leg (T2)?

Ask the class:

- Did you enjoy today's lesson (thumbs up, thumbs down, or thumbs in middle)?



PEER ASSESSMENT

NAME _____ YEAR LEVEL _____ DATE _____ TEACHER _____

YEARS 3 AND 4

Unit Focus: Triathlon – Transitions - Lesson 5

Any areas for improvement?

Movement skills

Watch another student for 3-5 minutes while they exit the swim leg and mount the bike for the cycle leg. Record how they go with each skill component below:

Skill	Keep trying	Almost there	Got it!
Swims until their hands can touch the bottom, then stands up and starts running.			
Performs a safe start by: <ul style="list-style-type: none">• standing astride the bike• bringing the starting pedal to the 2 o'clock position• standing on the pedal• gliding forwards• rising up onto the seat and pedal looking forwards in the direction of travel, remaining balanced.			

PEER ASSESSMENT

NAME _____ YEAR LEVEL _____ DATE _____ TEACHER _____

YEARS 5 AND 6

Unit Focus: Triathlon – Transitions - Lesson 5

Any areas for improvement?

Movement skills

Watch another student for 3-5 minutes while they exit the swim leg and mount the bike for the cycle leg. Record how they go with each skill component below:

Skill	Keep trying	Almost there	Got it!
Swims until their hands can touch the bottom, then stand up and start running.			
When running in water, lifts their lower legs out sideways.			
Mounts the bike by scooting: <ul style="list-style-type: none">• placing hands evenly on the handlebars• placing the left foot on the left pedal or right foot on the right pedal• pushing along the ground with their opposite foot• lifting the opposite foot off the ground, swinging it around the back of the saddle to find the free pedal.			

LESSON 6

LESSON 6

LEARNING INTENTIONS

To learn about two legs of a triathlon:

- Swimming
- Running

To show effort and respect when participating in each activity.

Skill focus

- Swimming
- Running

Duration

60 minutes

Area

Pool with waist-deep water. Most activities can also be performed without access to water.

Any flat surfaced area, preferably a flat grassed surface.

Equipment

- Marker cones or lane ropes
- One ball per team
- 20 to 30 tennis or foam balls
- 4 to 8 kick boards
- 4 to 8 pool noodles

Activities

FORM A GROUP

TARGET RELAY

AQUATHON

FOUR CORNERS

WHAT'S AHEAD?

WHAT DID YOU LEARN?

Links to curriculum

Years 3 and 4	AC9HP4M01
	AC9HP4M02
	AC9HP4M08
Years 5 and 6	AC9HP6M01
	AC9HP6M02
	AC9HP6M07

[NSW curriculum](#)

[VIC curriculum](#)

FORM A GROUP

SUMMARY

Students run around in random directions avoiding body contact with other students. When you call out a number, students form groups of that size.

Details

Warm-up
5 minutes

Equipment

- Marker cones

CHANGE IT

- Add a 'new people in the group' rule.
- Use music - while the music plays, students move around. When the music stops, students form a group.

What to do

- Define the playing field using marker cones.
- On your call, students move around in different directions using only the movements set by you, such as:
 - short fast steps
 - long slow steps
 - arm swings
 - run with no arms
 - other
- Each round, direct students to form groups of various sizes.



GROUPS OF 3



TARGET RELAY

SUMMARY

Students in relay teams pass through a series of gates while carrying relay batons.

Details

Warm-up
10 minutes

Equipment

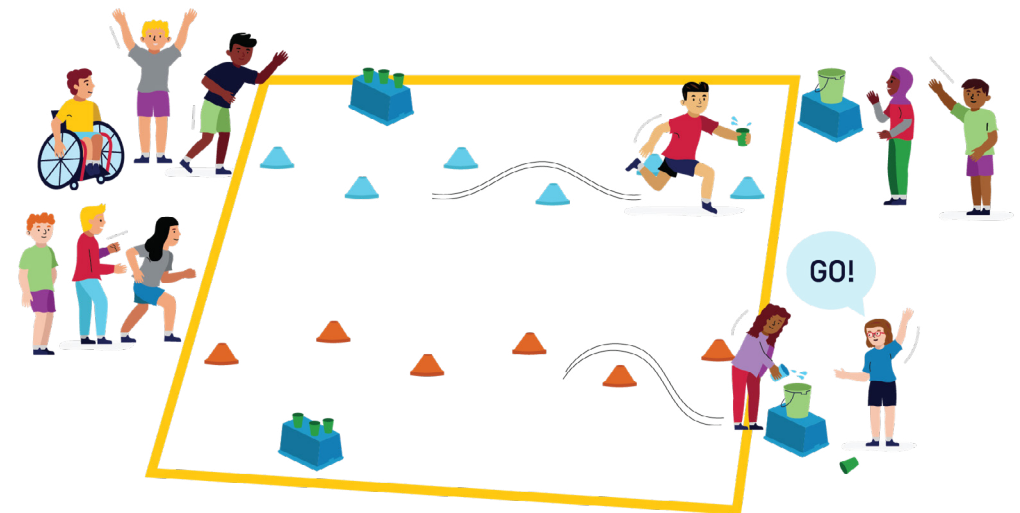
- Marker cones
- One relay baton per team

CHANGE IT

- Change the size of the playing field.
- Change the movement to:
 - walking
 - hopping
 - skipping
 - other.

What to do

- Define the playing field with multiple gates using marker cones.
- Divide students into even teams, with half of each team starting at the opposite end of the playing field.
- On your call, the first student runs the course with the team's relay baton before passing it to the next student in their team, as shown.



AQUATHLON

SUMMARY

Students complete a mini aquathlon race, preparing for the swimming and running leg of a triathlon.

Skill focus

- Swimming
- Running

Details

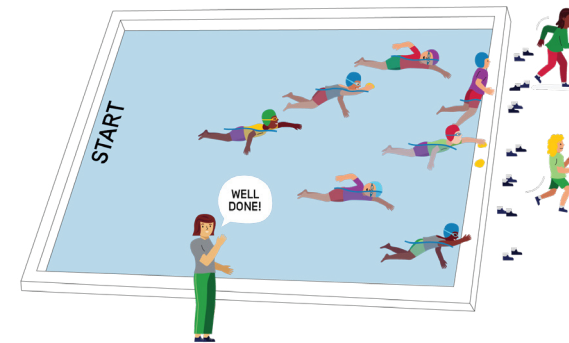
Skill development
30 minutes

Equipment

- Marker cones and lane ropes
- One plastic cup per student
- One bucket per team

What to do

- Define the playing field using marker cones and lane ropes.
- Students complete a swim leg, then a run leg.
- Swim legs are 25m and may include these stations:
 - straight swimming
 - pool slides
 - kick boards – students must kick around a set point while balancing a tennis ball (or similar) on their kick board
 - noodle rides – students must ferry other students, one by one, across the pool.
- Run legs are 200 to 300m and may include these stations:
 - straight running
 - obstacles such as playground slides, agility ladders, mini hurdles, benches, bins and tables
 - slalom running through marker cones
 - jumping with 2 legs over noodles.
- Time races and record results.



FOUR CORNERS

SUMMARY

Students choose a corner to stand in and, as the game continues, must move to the middle.

Details

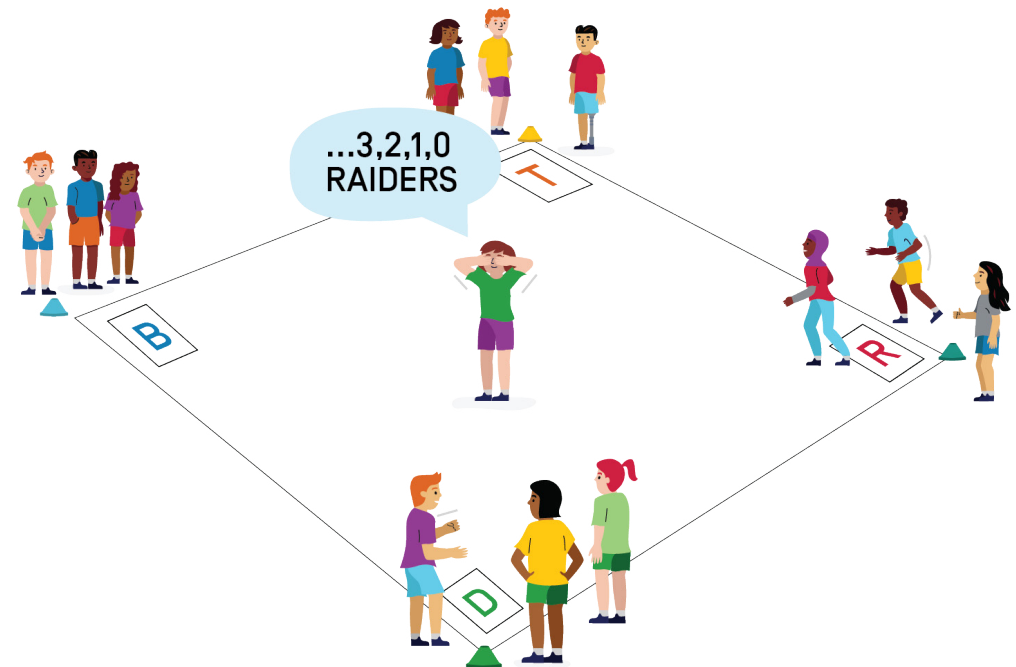
Finishing up
5 minutes

Equipment

- Marker cones

What to do

- Define the playing field using marker cones.
- Give names to each corner, such as Dragons, Raiders, Bulldogs, Titans.
- One student stands in the middle of the square with their eyes shut, counting down from 10.
- While the student is counting, all other students move to a corner in a movement that you choose, such as:
 - walking
 - hopping
 - skipping
 - other.
- When the counter gets to zero, they name one of the corners, such as Raiders.
- All students in that corner come into the middle and join in the counting.
- Continue until all students are in the middle.



WHAT'S AHEAD?

SUMMARY

Provide a brief explanation about the lessons to come.

Details

Finishing up

5 minutes

What to do

- Have students seated where they can all see and hear you.
- Share information about what to expect next time.
- Allow questions.



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

5 minutes

What to do

In pairs, students discuss:

- Do you enjoy the run or swim leg of triathlon more?
- Which activity (running or swimming) needed the most effort today?
- How did you feel before you came to PE? And how did you feel by the end of the lesson?

Ask the class:

- Did you enjoy today's lesson (thumbs up, thumbs down, or thumbs in middle)?



LESSON 7

LESSON 7

LEARNING INTENTIONS

To participate in a mini triathlon.

To show effort and respect for your opponents while trying to improve your time.

To provide an opportunity for teachers to observe and record student attainment [see the teacher assessment rubric on page 73-74]

Skill focus

- Swimming
- Running

Duration

60 minutes

Area

Pool with waist-deep water. Most activities can also be performed without access to water.

Any flat surfaced area, preferably a flat grassed surface.

Equipment

- Marker cones and lane ropes
- One bike per student
- One bike helmet per student
- One pair of running shoes per student
- One hair cover per student if helmets are borrowed

Activities

FROST AND THAW

MINI TRIATHLON

WHAT DID YOU LIKE?

WHAT DID YOU LEARN?

Links to curriculum

Years 3 and 4	AC9HP4M01
	AC9HP4M02
	AC9HP4M08
Years 5 and 6	AC9HP6M01
	AC9HP6M02
	AC9HP6M07

NSW curriculum

VIC curriculum

FROST AND THAW

SUMMARY

A tagging game with Frost, the tagger, and Thaw, who can free tagged students.

Skill focus

- Running
- Swimming

Details

Warm-up
5 minutes

Equipment

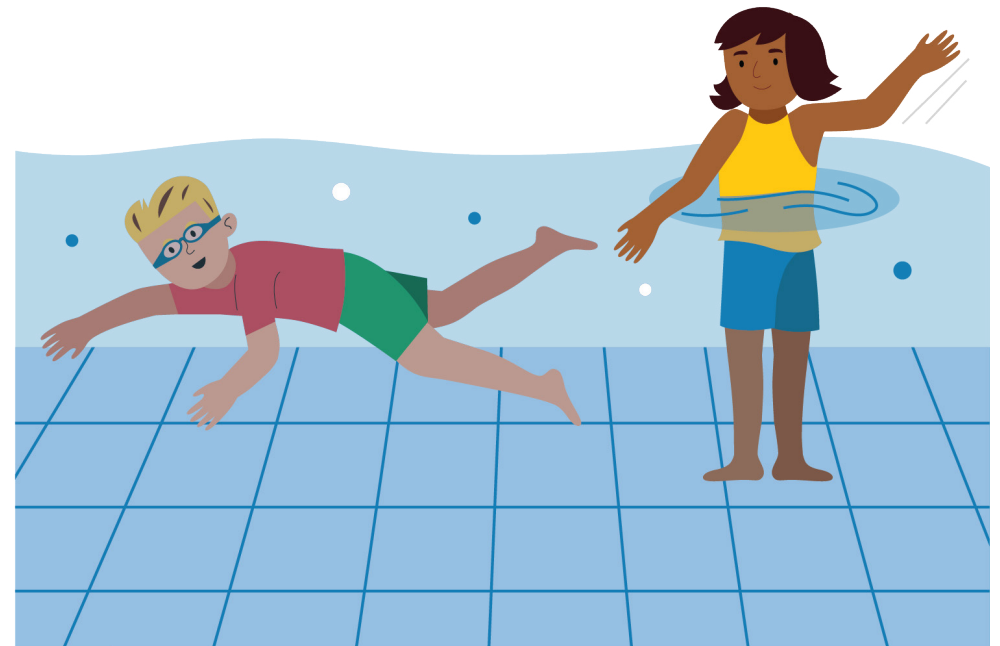
- Marker cones

CHANGE IT

- Change the type of movement, such as:
 - skipping
 - hopping
 - other.
- Change the number of Frosts.
- Change the number of Thaws.

What to do

- Define the playing field using marker cones.
- Divide students in teams of 6 or more.
- Nominate one student as Frost and another as Thaw.
- Frost tries to tag as many of the other students as possible.
- Once tagged, they must freeze on the spot.
- Only Thaw can melt them by touching them.
- Once melted, students can rejoin the game.
- This activity can be played in water too.



MINI TRIATHLON

SUMMARY

Students do a mini triathlon in groups of 8 to 10.

Skill focus

- Running
- Cycling
- Swimming

Details

Skill development
45 minutes

Equipment

- Marker cones
- One bike per student
- One bike helmet per student
- One pair of running shoes per student
- One hair cover per student if helmets are borrowed

What to do

- Define the playing field using marker cones.
- Divide students into teams of 8 to 10 according to age or ability levels.
- Establish a start and finish line and ensure students are aware of their course and requirements.
- Start with a mass swim start.
- Use the recommended distances as outlined in the 'Introduction'.
- At the dismount line, students must get off and walk or run with their bike in transition.
- Students must return their bike where they left from.
- Students must have their torso covered on the bike and run.
- Conduct one or two short races for each team.



WHAT DID YOU LIKE?

SUMMARY

Ask students for feedback.

Details

Finishing up

5 minutes

What to do

- Gather students together.
- Ask students to answer the following questions:
 - What were your favourite activities?
 - What didn't you like?
 - What would you like to do again?
 - How could you play this activity at home or in a park?
- Have students explain their answers.



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

5 minutes

What to do

In pairs, students discuss:

- How could you improve your running?
- What do you need to focus on to improve your swimming?
- How could you improve the cycling leg of a triathlon?

Ask the class:

- Did you enjoy today's lesson (thumbs up, thumbs down, or thumbs in middle)?



TRIATHLON ASSESSMENT RUBRIC

NAME _____ YEAR LEVEL _____ DATE _____ TEACHER _____

YEARS 3 AND 4

Area of development	Australian Curriculum content descriptions	Below standard	At standard	Above standard
Personal and social development	<u>AC9HP4M08</u> Apply rules and scoring systems to promote fair play when participating or designing physical activities.	The student is yet to apply rules and scoring systems to promote fair play when participating or designing a triathlon.	The student can apply most rules of triathlon to promote fair play when participating in or designing their involvement in a race and other activities.	The student can apply all the rules of triathlon to promote fair play when participating in or designing their involvement in a race and other activities.
Movement skill development	<u>AC9HP4M01</u> Refine and apply fundamental movement skills in new movement situations.	The student can swim, cycle and run but is yet to apply these skills in a mini triathlon and other games and activities.	The student can swim, cycle and run and can apply two of these skills in a mini triathlon and other games and activities.	The student can swim, cycle and run and can apply these skills in a mini triathlon and other games and activities.
Strategy and tactical development	<u>AC9HP4M02</u> Apply and adapt movement strategies to achieve movement outcomes.	The student rarely applies and adapts movement strategies such as pacing their run to achieve movement outcomes to improve their performance.	The student can apply and adapt movement strategies such as pacing and transitioning to achieve movement outcomes to improve their performance.	The student can transfer a range of movement strategies such as pacing, transitioning and adapting to conditions to achieve movement outcomes to improve their performance.

TRIATHLON ASSESSMENT RUBRIC

NAME _____ YEAR LEVEL _____ DATE _____ TEACHER _____

YEARS 5 AND 6

Area of development	Australian Curriculum content descriptions	Below standard	At standard	Above standard
Personal and social development	<u>AC9HP6M07</u> Predict and test the effectiveness of applying different skills and strategies in a range of movement situations.	At times the student can predict and test the effectiveness of applying different skills and strategies when participating in a mini triathlon and other activities.	The student displays the ability to predict and test the effectiveness of applying different skills and strategies when participating in a mini triathlon and other activities.	The student displays the ability to predict and test the effectiveness of applying different skills and strategies when participating in a mini triathlon and other activities and can transfer this into other situations.
Movement skill development	<u>AC9HP6M01</u> Adapt and modify movement skills across a variety of situations,	The student can refine and apply one of the movement skills of swimming, cycling or running in a mini triathlon and similar activities.	The student can refine and apply two of the movement skills of swimming, cycling and running in a mini triathlon and most similar activities.	The student can refine and apply the movement skills of swimming, cycling and running in triathlon and in all similar activities.
Strategy and tactical development	<u>AC9HP6M02</u> Transfer familiar movement strategies to different movement situations.	The student sometimes transfers familiar movement strategies to different movement situations in triathlon.	The student regularly transfers familiar movement strategies to different movement situations in triathlon.	The student always transfers familiar movement strategies to different movement situations in triathlon from other activities.

WHERE TO FROM HERE?

Join a club

Did your students enjoy learning about triathlon?

Sharing information with parents is a great way to encourage students to join a community club. Triathlon Australia has information on their website about different opportunities.

Visit sportaus.gov.au/schools/find-a-club

Coach triathlon

Did you enjoy teaching triathlon?
Are you interested in coaching?

Visit triathlon.org.au/Coaching/Coaching



APPENDICES

New South Wales curriculum links:

NSW curriculum-relevant course content outcomes

YEARS 3 AND 4

Course content outcomes

PD2-4

Performs and refines movement skills in a variety of sequences and situations

PD2-5

Applies strategies to solve movement challenges

PD2-10

Demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations

YEARS 5 AND 6

Course content outcomes

PD3-4

Adapts movement skills in a variety of physical activity contexts

PD3-10

Selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections

Victorian curriculum links:

Victorian curriculum-relevant content descriptions

YEARS 3 AND 4

Content descriptions

VCHPEM097

Practise and refine fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings

VCHPEM099

Practise and apply movement concepts and strategies

VCHPEM104

Apply basic rules and scoring systems, and demonstrate fair play when participating

YEARS 5 AND 6

Content descriptions

VCHPEM116

Design and perform a variety of movement sequences

VCHPEM115

Practise specialised movement skills and apply them in different movement situations in indoor, outdoor and aquatic settings

VCHPEM117

Propose and apply movement concepts and strategies

BEHAVIOURAL CONSIDERATIONS

Behaviour	Identifying behaviours	What you can do	Example
<p>Over competitiveness</p> <p>The desire to always be successful can promote harmful behaviours and hinder the cooperation and participation of others.</p>	<ul style="list-style-type: none"> • Not cooperating during group activities • Breaking rules to win the game • Criticising other students and their abilities • Disrespectfully celebrating a win 	<p>Manage behaviours with simple changes to activities. Remember to address a student's behaviour and not their character.</p> <ul style="list-style-type: none"> • Highlight examples of cooperative play and good sportsmanship. • Issue bonus points to reward desirable behaviour. • Use small group activities, or circuits, to narrow students' attention to their own performance. • Encourage team building routines, such as handshakes and three cheers at the end of the game. • Reduce emphasis on scoring and set other types of challenges, for example, individual challenges rather than team challenges. • Select a 'spotter' who rewards sportsmanship. 	<p>During a netball game, one of the students, Rachel, was becoming increasingly frustrated and yelling at her team mates each time they made an error. This resulted in the team becoming discouraged and no longer enjoying the game.</p> <p>This behaviour escalated until the teacher, Roger, decided to stop the game, and introduce a game of Numbers Netball where the focus was on teamwork and cooperation.</p> <p>Roger strongly encouraged the team's supportive behaviour until Rachel started providing positive comments, even when a team mate missed their shot. Roger then rewarded Rachel's behaviour through praise and felt ready to try another game of netball.</p>
<p>Domineering behaviour</p> <p>Groups can include students of varying skill levels, abilities and experience, who may intentionally or unintentionally dominate sessions. This can become disruptive to the teacher and affect the involvement of others.</p>	<ul style="list-style-type: none"> • Assuming team leader roles and direct other students • Dominating discussions and questions by the teacher • Continually influencing the pace and direction of activities • Intentionally or unintentionally ignoring those less skilled in the group • Dominating the games or activities 	<ul style="list-style-type: none"> • Use smaller groups and evenly space out more experienced students between teams. • Highlight examples of cooperative play and issue bonus points to reward desirable behaviours. • Score in a way that allows students to individually challenge themselves to achieve success. • When questioning students about changing an element of an activity, use responses such as, 'That was a very valuable suggestion, does anybody else have another idea that we could use?'. Recognising comments in this manner will help to increase esteem and create an environment in which others feel comfortable contributing. • Delegate extra roles to more experienced students as part of an activity, such as keeping count of the number of passes, to provide more of a challenge. 	<p>Susie decided that the students would play a game of 'End to End' as part of the day's hockey session. She knew that a couple of the students, Jodie and Ryan, had played for the school team and had a greater skill level than the others.</p> <p>Susie broke the group into two teams, with Jodie in one and Ryan in the other.</p> <p>As the session progressed, Susie observed students losing interest and getting frustrated as Jodie and Ryan were dominating the game. Susie paused the game and asked the group what changes could be made, to ensure every student got to touch the ball, including considering better positioning.</p> <p>They decided if the ball was passed to three different team mates before scoring, that team should receive bonus points.</p> <p>Once the game started again Susie saw a big change, Jodie and Ryan were doing their best to include their team mates to get those bonus points.</p>

Behaviour	Identifying behaviours	What you can do	Example
<p>Non-participation</p> <p>Students have different motivations when it comes to their involvement in sport and some may not want to participate at all. As these reasons may not be obvious, understanding and patience are essential, to ensure everyone has an opportunity to get involved.</p>	<ul style="list-style-type: none"> • Refusing to participate in activities • Refusing to play certain roles as part of games • Making no effort or attempt to engage with other students 	<p>Manage behaviours with simple changes to activities. Remember to address a student's behaviour and not their character.</p> <ul style="list-style-type: none"> • Ask one of their friends, or a more experienced student from the group, to encourage their participation in the activities. • Think of different roles that can be played, for example, scorer or umpire. • Look for signs of interest during the activities, to invite participation. • Use changes that increase or decrease complexity of the activity to provide more opportunities for success. • Ensure the fun and the joy of movement are emphasised. • Engage students by: <ul style="list-style-type: none"> – asking for suggestions on how to improve or change that activity, or – providing choices for how they may participate. • Encourage students' efforts rather than focusing on the results once the student becomes involved. 	<p>Sarah brought her group of students together to introduce the next activity: volleyball.</p> <p>Peter immediately tensed up and said, 'I don't want to play this game, I don't like volleyball'.</p> <p>The last time Peter played volleyball he was unable to serve the ball over the net, but the other students could. Peter wanted to avoid further embarrassment so he sat out.</p> <p>After a quick one-on-one discussion with Peter, Sarah changed one of the game rules to allow students to serve from different spots around the court.</p> <p>Sarah made the rule for the whole group, not just Peter, so all the students could choose the spot they felt most comfortable with to make a serve.</p> <p>After watching the game with this new rule in play, Peter decided to join in, and Sarah provided encouragement throughout the session.</p>