

LESSON 11: BRICK TRAINING

Grade-Level Outcomes

Primary Outcomes

Lifetime activities: Demonstrates competency and/or refines activity-specific movements in 2 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games). (S1.H1.L1)

Fitness activities: Demonstrates competency in 2 or more specialized skills in health-related fitness activities. (S1.H3.L2)

Engages in physical activity: Creates a plan, trains for and participates in a community event with a focus on physical activity (e.g., 5K, triathlon, tournament, dance performance, cycling event). (S3.H6.L2)

Embedded Outcome

Challenge: Chooses an appropriate level of challenge to experience success and a desire to participate in a self-selected activity. (S5.H2.L2)

Lesson Objectives

The learner will:

- describe brick training as it applies to multi-sport events.
- participate in a brick-based workout.

Equipment and Materials

- Bikes and helmets
- Running gear, if applicable
- Old towels

Introduction

Complete the presentations from the previous class, if necessary.

We have focused on three disciplines of triathlon training. We can perform each activity separately, but when we put them together, muscle fatigue can play a huge role in how well we complete them in sequence. Fatiguing our muscles on the swim can affect our biking, and we definitely will feel our legs as we get off our bikes and transition to the run. It is this muscle memory and muscle fatigue that we want to incorporate into our training. Our goal is to teach our bodies to prepare effectively and efficiently for the next discipline's physical demands as we recover from the previous one. We do this by pairing two disciplines in the same workout, one after the other, with minimal or no rest between. This type of workout simulates a race and is called a brick workout. First let's watch this video of a transition to a run in a triathlon.

Show a video clip of transitioning from bike to run.

Instructional Task: Brick Workout–Biking to Running

■ PRACTICE TASK

Students should already be able to bike and ride the distances that you plan for the brick workout (i.e., the brick should reflect their training levels). Incorporate brick workouts into the targeted prep phase of training.

Have students ride their bikes around the parking lot or field to a designated dismount area, where students have laid a towel for their gear. Students dismount, remove their helmets (and other biking gear), and switch to running shoes (if necessary). They run 100 yards or meters and return to the dismount area. The first practice attempt should be at an easy pace so that students can learn the sequence. Students should complete two to three bricks, increasing their speed each time to approximate race pace.

Refinement

After students perform the first brick, debrief with questions. Students complete the next bricks on their own, allowing recovery time between sets.

Extension

After doing the mini brick transition, students complete a 5- to 10-mile (8 to 16 km) bike followed by a 1-mile (1.6 km) run.

Guiding questions for students:

- How do you think you will feel during the transition from biking to running? At the end of the run?
- How do you think you will feel during the transition from swimming to running?
- Which transition do you think will be the most difficult for you?

EMBEDDED OUTCOME: S5.H2.I.2. Bricks are inherently challenging. Advise students to use a pace on the bike that will allow them to transition to, and complete, the run without exhausting themselves because they have to add the swim leg.

Student Choices/Differentiation

- Students may choose distances for transitions for the brick. Here is an example:
 - 0.5-mile (.8 km) bike + 400-meter run
 - 1.5-mile (2.4 km) bike + 600-meter run
 - 3-mile (4.8 km) bike + 800-meter run
- Students perform at their own pace.
- Students may adjust the number of repetitions.
- More experienced students can focus on improving their time for the transition.

What to Look For

- Students are reacting well to the transition from biking to running.
 - Students are recovering from one discipline to the next.
 - Students are maintaining form. If not, take note of where form is deteriorating.
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Formal and Informal Assessments

Exit slip: What did you find most challenging about doing a “brick”?

Closure

- When you stopped biking and started running, your legs probably felt very heavy. Hence, the term *brick*, as you feel as if your legs are bricks. But you also can look at bricks as building blocks: putting together two disciplines during a workout.
- We train in bricks to simulate the demands of a triathlon. As our bodies adapt to the demands, our muscles will respond.
- This is a great training tool because it’s so specific to the event and trains you for two disciplines in one workout.
- In our next class, we will build on the brick training and work on transitions.
- You will get wet, so bring all your gear for next class.

Reflection

- Was the brick workout too much? Should I adjust the distances after the first attempt?
- Are students growing more comfortable with transitioning their gear?
- Were their movements becoming more efficient?

Homework

- Review the term *transitions* in triathlons, and be ready to give a few tips in the next class.
- Continue journaling your training and progress.

Resources

USA Triathlon: www.usatriathlon.org

Internet keyword search: “brick training,” “triathlon transitions”