

LESSON 12: BRICK TRAINING WITH SWIM

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

Personal responsibility: Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed. (S4.H1.L1)

Lesson Objectives

The learner will:

- perform efficient transitions from swimming to biking and from biking to running in a simulated exercise.
- refine aspects of a transition to decrease time.

Equipment and Materials

- Hose, if available, or big buckets of water
- Swim gear
- Bike gear
- Running gear
- Clipboard
- Writing material
- Stopwatches or timers

Introduction

In our previous class, we shifted to the specificity of a triathlon with the focus on bricks. Now, we will hone in on the importance of transitions from one discipline to the next: swim to bike and bike to run. Both of those transitions play a key role in your performance in the triathlon as well as a key role in recording personal-best times in the event. Let's look at a transition from swim to bike.

Show a video clip of transitioning from swim to bike.

Instructional Task: Transition From Swim to Bike

■ PRACTICE TASK

Create a space to simulate a transition area in a race. Mark off the transition area, with a clear entrance and separate exit.

Each student sets up a personal transition area, with shoes, helmet, towel, food, and so on.

Students work in pairs, completing two full swim-to-bike transitions.

The transition simulation includes the following:

1. Students set up their bikes in a marked transition area, placing their personal gear next to their bikes.
2. Hose down gently or pour water over the students. (If a pool is available, students may start from the pool.) Once soaked, students run to the transition area—this should be a run of about 200 yards or meters through grass, dirt, gravel, and so on.
3. Partner 1 completes the brick as partner 2 times the brick, observes, and gives feedback on how to shave off time and be more efficient. Partner 2 takes notes or uses a checklist. Timing starts as soon as partner 1 enters the transition area to transition into biking gear. Timing ends as soon as partner 1 leaves the transition area and mounts the bike. (Although that is not the case typically, it allows students to practice a faster bike mount under simulated pressure.)
4. Partner 1 then bikes about 400 yards or meters and returns to the transition area.
5. Partner 2 gives feedback.

Partner 2 now prepares to simulate the transition from swim to bike, and partner 1 becomes time-keeper and observer.

Refinement

Students repeat the process, taking into account the feedback given and working to beat their times from trial 1.

Extension

Have the supporting partner record the transition instead of observing.

Guiding questions for students:

- What are you finding the most challenging with the transition? Shoes? Helmet? Socks?
- Were you able to reduce your transition time in the second try? If so, what did you change?

Student Choices/Differentiation

- Students work at their own pace.
- Students focus on the transition time, not the bike leg.
- Students select their partners.
- Students may review a video clip of transitions in a race.

What to Look For

- Students are remembering their bike helmets before leaving the transition area.
- Partners are engaged in observation and providing accurate feedback.
- Students show that they had planned the sequence of gear shifts before they reached their bikes.
- Students are able to move quickly and with control on the second attempt.

Instructional Task: Transition From Bike to Run

■ PRACTICE TASK

Using the same transition area and the same format from the previous task, students work with partners to complete two bike-to-run transitions.

The transition simulation includes the following:

1. Partner 1 bikes 400 to 800 yards or meters to approach the transition area.
2. Partner 1 dismounts, brings the bike into the transition area—running or walking—and changes to running gear, if applicable.
3. Partner 1 leaves the transition area and runs 400 yards or meters before returning to the transition area.
4. Partner 2 gives feedback.

Refinement

Students repeat the process, taking into account the feedback given and working to beat their times from trial 1.

Extension

Have the supporting partner record the transition instead of observing.

Guiding questions for students:

- What are you finding the most challenging with the transition? Shoes? Helmet? Dismount? Running bike into transition area?
- Were you able to reduce your transition time in the second try? If so, what did you change?

EMBEDDED OUTCOME: S4.H1.L.1. Use those questions to have students analyze their transitions and modify their transition area or sequence to improve performance.

Student Choices/Differentiation

- Students work at their own pace.
- Students focus on the transition time, not the bike or run leg.
- Students select their partners.
- Students may review a video clip of transitions in a race.

What to Look For

- Students are running their bikes into transition smoothly. If not, take note of any struggles.
 - Partners are engaged in observation and providing accurate feedback.
 - Students show that they are planning their paths through transition before they dismount.
 - Students are able to move quickly and with control on the second attempt.
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Formal and Informal Assessments

Peer feedback and time sheets

Closure

- Today, you focused on your transitions and tried to work out some kinks. As you gain more experience with racing, you will tend to focus on this area a little more.
- A fast transition can reduce your time by a few minutes and can mean the difference between placing in your age group and not placing.
- How did you feel doing this brick? How does it compare with the run brick that we tried last time?
- Are you ready to try putting it all together?
- In our next class, we will head to an open-water area and practice an actual open-water group swim.

Reflection

- If students used a checklist or video, review it before the next class.
- Did students make the transition more smoothly on the second try?
- What's the best way to put both transitions together?

Homework

Continue your training and journaling.

Resources

USA Triathlon: www.usatriathlon.org

Active: www.active.com

Internet keyword search: “triathlon bricks,” “brick training,” “triathlon transition areas,” “triathlon transitions”