

Organisation: Italian Triathlon Federation

Manual on standard operating procedures for Open Days **(Deliverable D2.2)**

EUtriWEEK (n° 101133741)

“Co-Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them

Table of contents

- 1. Overview of Open Days**
- 2. General information**
- 3. Logistics information**
- 4. Manual for Sport activities**
 - 4.1 Module N°1: Swim (in the gym)**
 - 4.2 Module N°1: Swim (in the pool)**
 - 4.3 Module N°2: Bike (with bike)**
 - 4.4 Module N°2: Bike (without bike)**
 - 4.5 Module N°3: Run**
 - 4.6 Module N°3: Transition Area**
- 5. Communication activities**

1. OVERVIEW OF OPEN DAYS

The Open Day activities is one of the most important part of “EuTriWeek” project. Open Days are a fundamental tool to bring new young people to the practice of sport and represent a moment of high visibility for the discipline, capable of having a cascading and imitative effect on many other young people.

Every Club received the Guidelines for the Organization of the Open Day with:

General information: how to register the attendance of participants, how to complete the activity report with specific templates, how to use the Open Day Kit

Logistics instructions: how to choose the Location for the Open Day, the overall duration, the required material for the activities

Manual for sport activities: samples of sporting activities (swim, bike, run sessions) that every Club can modify/adapt

Moreover, every Club received the Guidelines of the communication activities which were explained:

- The importance of showcasing the Open Day Events on social media
- Types of content to be produced: photos, videos, video interviews
- Content, captions, hashtags, best practices for POSTS, STORIES on social media

Preparatory activities including: a distance learning course (8 hours: 4 lessons of 2 hours each one) for coaches of Triathlon clubs to set priorities and goals for the Open Day and standardize communication to effectively engage youth 14-16 during the event; and 4 online knowledge- sharing workshops to provide coaches and technical staff of the clubs with the tools to effectively engage young people in the 14-16 age group. As result of this activity, each the Triathlon club involved will organise an attractive Open Day, able to engage the target audience and above all "recruit" new young people to the permanent practice of triathlon.

Inclusion - the partnership chosen, which includes nations with different geographical locations, traditions, cultures and religions, is a sign of the project's broad inclusiveness. In fact, by experiencing the Open Day, the young people will be able to confront each other and overcome obstacles linked to the different education and training systems, social, cultural and socio-economic barriers and, thanks to sport, build a climate of healthy and serene competitive confrontation based on equality and

respect. Gender equality will be promoted in the participation of young people in the project, facilitating girls' participation through equal representation.

2. GENERAL INFORMATION

- European Open Day will be organized by each national club selected by the National Federations (NF) in June 2024; the choice of date will be at the discretion of each club and must be communicated to each NF
- Every club will have the target to involve at least 40 youths (14-16 years old) in the Open day
- Every club will receive the Open Day Kit with gadgets for the participants and promotional communication material (flags, flyers, scrim)
- Every club must register the attendance of participants at the open day using a template that will be sent before the open day
- Every club must produce an activity report using a template that will be sent before the open day
- Before the Open Day guidelines for the communication activities of the Open day will be sent (for example post social, hashtag and tags to use, photos and short videos to produce)

3. LOGISTICS INFORMATION

- The Open Day can be organized at the training venues of the clubs, or in any place where you can play cycling and running activities safely. Use of the swimming pool is suggested but not mandatory.
- The overall duration of the open day can be between 4 and 5 hours
- Required material for the Open Day: bikes, helmets, cones, balls, water bottles, pull buoy, kick boards, race bibs, "bib holders", swim caps
- Presence of at least one coach to organize and manage the activities
- Each participant will be issued a certificate of participation in the project
- The sporting activities described in the manual are a sample that every coach can modify/to adapt on the base of the single technical/logistic requirements

4. MANUAL FOR SPORT ACTIVITIES

The sporting activities described in the manual are a sample that every coach can modify/to adapt on the base of the single technical/logistic requirements.

The

The manual is divided in 4 section each for every sport of triathlon (swim, bike, run) plus the transition one.

In every section are described:

- main goals of the activities
- total duration of the session
- material required
- content description/explanation of the activities proposed
- playful proposal

The schedules are structured as follows:

- TITLE: is defined
 - the progressive number of the module
 - the discipline relevant to the technical proposal (based on logistical availability, for the "Swim" there is an "in the gym" module and an "in the pool" module; for the "Bike" there is a "without bike" module and a " with bike")
 - o 1st module: Swim
 - o 2nd module: Bike
 - o 3rd module: Run
 - o 4th module: Transition Zone/Final Activity
- OBJECTIVES: the educational objectives of the lesson are defined
- TOTAL DURATION OF EACH LESSON: 1h
- EQUIPMENT: equipment necessary (or advisable) for the realization of the proposal
- CONTENTS: technical proposal in which we will try to approach and achieve the pre-established educational objectives with the relative (approximate) duration of the exercise
- PLAY PROPOSAL (where present): at the end of the lesson, a playful activity is proposed that combines the elements covered during the lesson or previous lessons. It will be the coach's task to evaluate whether the group has the skills to tackle the game and consequently adjust the duration of the previous exercises to dedicate adequate time to this last proposal.

Although each schedule is structured with an expected gradual implementation, it is important that each coach/tutor pays appropriate attention to ensure that the warm-up and cool-down phases are carried out correctly during lesson hours. In this way it will be possible to carry out an adequate work of activation of the cardio-circulatory system and a subsequent phase to restore all the body parameters (heart rate, respiratory rate...) to the starting values.

MODULE N°1: Swim (in the gym)

GOALS	Propose a variety of exercises capable of stimulating and rewarding the athletes. Create goals that are not easy but achievable to create enthusiasm and the desire to test yourself. Physical activity as a school of life.
--------------	--

DURATION	1h
-----------------	----

EQUIPMENT	Gymnastics clothing, mats, mattresses, fit ball, elastic bands
------------------	--

DURATION	About 10' per exercise
CONTENTS	1- Circumductions in the opposite direction 2- Back circumductions with only one arm in a supine position (quadruped) 3- Circumductions of an arm in the holding position (plank) with straight arms, possibility of alternating arm movements. From this basic exercise, various variations can be introduced (for example two turns of the right arm, two turns of the left arm, bringing the legs to the chest and jumping into a sliding position).

DURATION	About 10'
CONTENTS	Strokes: With the help of elastic bands, raise awareness of the "high elbow" (fundamental of the stroke) and the final phase of the push. Possibility of also introducing the typical exercises of the swimmer's "dry" warm-up through the elastic bands (fixing the band to the ground, lateral raises, fixing the band to a pole, intra- and extra rotations, ...)

DURATION	About 10'
CONTENTS	Plank: in prone position, with the weight resting on the forearms, elbows and toes. Feet slightly apart from each other and knees locked out. Shoulders relaxed (away from ears). The humerus must be perpendicular to the floor. Create as much of a straight line with your body as possible while also keeping your neck well extended. To maintain the position, it is essential that the abs and glutes are contracted without holding your breath (diaphragmatic breathing). Depending on the individual level, simpler or more difficult variations can be proposed: with knees on the ground, support on one hand, support on one leg, lateral, ...

DURATION	About 10'
CONTENTS	Simplified burpees: from a holding position with arms extended, recall your legs and jump forward (possibility of carrying out individual and/or team challenges based on the speed of execution and/or the length of the jump). If your level allows it, introduce "Push-up Burpees"

DURATION	About 10'
CONTENTS	Using a fit ball (or alternatively using a large mattress of adequate height or several overlapping mats) simulates the leg kick keeping your arms extended on the ground in support and kicking energetically on the fit ball while a partner holds the latter still.

DURATION	About 10'
CONTENTS	Freestyle "to the wall": Lean with the palms of your hands against the wall, perform arm circles or freestyle simulation. The further the weight is on the wall (and therefore the feet further away from it) the more difficult the exercise will be.

MODULE N°1: Swim (in the pool)

GOALS	Propose to the athletes, in a reduced form, many of the possible variations that a triathlon swimming leg can offer us. Knowing how to propose it, in a captivating way, touching the chords of the athletes can ignite a beautiful passion that can transform into the first step of a dream.
--------------	--

DURATION	1h
-----------------	----

EQUIPMENT	Swimming clothing, pull buoy, boards, floating tubes
------------------	--

DURATION	About 10'. From 4x25m to maximum 8x25m
CONTENTS	Swim at freestyle and backstroke checking and perfecting the technique (even 50 consecutive meters for groups that allow it). Possibility of inserting short sections (12.5/25m) at high speeds.

DURATION	About 10'. From 4x25m to maximum 8x25m
CONTENTS	Swim with the kickboard (with one arm only) and perform lateral breathing. Variation: do the exercise leaning on a pull buoy to reduce the floating surface in support

DURATION	About 10'. From 4x25m to maximum 8x25m
CONTENTS	Insertion of frontal breathing within the freestyle swim

DURATION	About 10'
CONTENTS	Exercises swimming kick with the board (arms resting on the board and head always out, head out only when breathing frontally, legs on the back with arms extended above the head holding the board,

	backstroke kicks with the board resting on the stomach, breaststroke kicks, butterfly kicks, ...)
--	---

DURATION	About 10'
CONTENTS	If a small pool is available (or a large pool where there is a seabed that is not excessively deep), it is possible to carry out the “dolphin style jump” , repeatedly pushing on the bottom, producing progress by imitating the classic dolphin proceeding on the surface of the water, to reproduce a typical skill at the start of triathlon races

PLAYFUL PROPOSAL	“The check-in”: create a “mini race” with numbers written in marker on your arm. Line up the athletes and give them a start (dive, from the edge, off the edge while floating, ...). After a short sprint (12.5/25/37.5 m) they must quickly exit the pool. It thus covers all the specific skills required in a triathlon which are learned through fun.
-------------------------	---

PLAYFUL PROPOSAL	“War Route”: The athlete starts with a dive and reaches the middle of the pool, there is an obstacle positioned there (floating buoy/life jacket/board) which he must go around, he returns back to the wall, passes into the side lane and runs through the entire pool freestyle. At the end of the pool there are some boards positioned, it passes under the lane and goes along a pool with freestyle (or backstroke) kicks. At the edge he leaves the board, passes under the lanes and exits the ladder, with due caution runs for about 5 meters out of the pool edge and then dives doing an underwater part and tries to run in the water until the end. (the concern about running on the edge of the pool is understandable, there are non-slip mats that can be placed. If they aren't, as soon as you get out of the pool, dive back in immediately) At the end of the pool the athlete comes out and gives a high five to the coach.
-------------------------	--

VARIANTS:

Place more obstacles along the pool and do the slalom or create a mini-course, not only for the 'swimming' part but also for the other parts of the course

Instead of using the board during the two-legged swim, it can be done without a board to make the test more difficult

The route can be carried out in mini groups of 2 or 3 athletes (not too many to avoid any injuries due to accidental kicks or blows)

MODULE N°2: Bike (without bike)

GOALS	Put in place coordination capabilities to address barriers. Stimulate the abilities of: rhythmizing, space-time differentiation, motor combination and speed (all indispensable abilities also on the specific medium). Evaluation of speed in relation to moving objects. Respiratory education.
--------------	---

DURATION	1h
-----------------	----

EQUIPMENT	Gymnastics clothing, mats, beams, benches, Swedish table, balls
------------------	---

DURATION	About 20'
CONTENTS	“Mixed route”: Inside the previously delimited play space, some tools are arranged to complete a course: obstacles (height 30-40 cm) to be overcome while running, tools (higher obstacles or benches) to be overcome by passing under them, mats for performing flips, a series of circles to perform jumps with both feet together, a series of cones to perform a slalom run, equipment to be able to perform transfers (shoulder bars, balance beams, ...). First, all the athletes are invited to follow a free path, using all the equipment made available. Subsequently, the athletes will follow a guided tour, after having previously agreed upon it, and therefore respecting the order of the established steps.

DURATION	About 10'
CONTENTS	“Controlled speed”: One boy throws the ball in front at variable speeds, the other boy must run as fast as the ball next to him. After a couple of rehearsals, the roles are changed. The same exercise can be proposed by

	running faster than the ball, running after the ball, running slower than the ball, running in front of the ball
--	--

DURATION	About 10'
CONTENTS	“Multisport”: The athletes are divided into pairs and using two different balls/tools they make passes (for example they kick a soccer ball with their feet and at the same time pass a tennis ball with their hands). Perform the exercise also with the weak leg and arm.

DURATION	About 10'
CONTENTS	“The rebound”: The athletes are divided into pairs. One is positioned two/three meters from the side (possibility of varying the distance). Behind him is his teammate who throws the ball against the wall. The first, surprised by the launch and the direction, must catch it before it hits the ground. Possibility of varying the type of ball to obtain uneven bounces on the wall.

DURATION	About 10'
CONTENTS	“The basketball player”: The boys throw a ball (basketball, volleyball, football, tennis, ...) against the wall. Spread your legs when throwing, bring them together when the ball bounces against the wall and spread them again when receiving.

DURATION	About 10'
CONTENTS	“Respiratory education”: athletes lying on the ground, supine, turn off the visual analyzer and concentrate on the noises in the gym. Next, athletes are asked to open their nostrils wide and inhale and exhale.

	You can also introduce the teaching of abdominal/diaphragmatic and thoracic breathing and subsequently their coordination (help yourself by placing your hands on your abdomen).
--	---

	At the same time, explain the importance of good breathing education and how, in sports, a rigid and continuously tense muscular diaphragm does not allow the ribcage to expand optimally, which is a fundamental requirement in sports practice.
--	--

MODULE N°2: Bike (with bike)

GOALS	Knowledge of the bicycle and correct positioning on the vehicle
--------------	---

DURATION	1h
-----------------	----

EQUIPMENT	Gym clothes, bike, helmet, water bottle, balls
------------------	--

DURATION	About 5'
CONTENTS	Introduction to safety (helmet, lights, ...) and illustration of the bicycle (frame, wheels, brakes, pedals, ...) and its mechanics/maintenance. Possibility of carrying out practical activities for disassembling and assembling bicycle parts to teach basic maintenance and checks of your vehicle

DURATION	About 5'
CONTENTS	Ride the bike by hand (without getting on the saddle) first freely and then within a defined circuit (walking sections, running sections, short course with narrow cones such as a special slalom, short course with skittles such as a giant slalom, ...).

DURATION	About 10'
CONTENTS	Brake: Brake evenly without locking the wheels. Brake at intervals without blocking the wheels. Brake by blocking the rear wheel. The exercises must initially be managed directly by the coach, defining braking times and distances, using the front brake, the rear brake and both brakes, also changing the position of the hands on the handlebars. Athletes can then be left to perform freely.

DURATION	About 10'
CONTENTS	Go with one hand (or without): The coach will evaluate whether or not to have athletes interact with objects (for example a water bottle to be picked up, placed on supports or held by classmates) while they proceed with one hand (or without). They can be combined with some exercises such as skittle slalom, braking at specific points, acceleration at specific points. The execution speed will be one of the elements that will determine the increase in the level of difficulty.

DURATION	About 35' (bout 5' per exercise)
CONTENTS	The task given to the athletes is to pedal by occupying the empty spaces of the delimited surface, predicting the directions of the others and acting accordingly (establish the size of the delimited space based on the number of bikes present). VARIANTS: - Same situation as before, now at the whistle the boys must stop on the spot, keeping their balance on the spot for as long as possible without placing their feet on the ground ("surplace"). ^[L]_[SEP] - When the athletes are pedaling spread out within the delimited surface, at a given signal they must come alongside each other in pairs and continue pedaling side by side. ^[L]_[SEP] - At the stop signal the various pairs must stop at the same time and have occupied the entire playing surface. - If the level allows it, the above exercises to be performed in pairs side by side, will be performed by shaking hands between the pairs, first one and then the other, and/or placing the hand on the shoulder. - Cycle spread out on the ground holding a tennis ball first with one hand and then with the other. - Cycling spread out on the ground dribbling with a ball with both the right and left hand. ^[L]_[SEP] - Go around spread out on a marked surface and pass a ball from hand to hand among everyone.

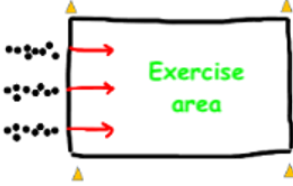
MODULE N°3: Run

GOALS	Consolidation of basic motor patterns and coordination skills related to running, with re-elaboration of the body in movement for growth. In the organization and execution of the exercises it is necessary to appropriately consider the cognitive-emotional-behavioral factors and any coordination deficiencies due to somatic growth. Also appropriately consider gender differences and differences in growth, development and maturation when defining commitments and recovery, appropriately managing the organization of queues.
--------------	--

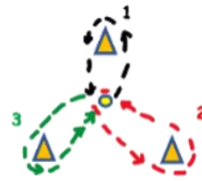
DURATION	1h
-----------------	----

EQUIPMENT	Gymnastics clothing, cones.
------------------	-----------------------------

DURATION	2 times per exercise. About 20' in total.
CONTENTS	Identify a suitable area of 20-25 m in length delimited by cones. Arrange the athletes in parallel rows of 3 elements starting at the same time. At the end of the exercise each athlete gets back in the queue. Choose 6-8 exercises from the following: 1- Frequency running. Maximum number of supports. 2- Wide stroke. Minimum number of supports. 3- Alternation of hops with one or two feet, on the spot, forward, sideways. 4- Stroke with upward thrust. 5- Running with push and inclination of the torso forward. 6- Amplitude/frequency variation stroke. Divide the stretch into three parts and propose exercise 1 and 2 in alternating sequence. 7- Front slalom race. Arrange rows of cones 1-2 meters apart. 8- Side slalom race. Carry out an identified part of the slalom with lateral right and left movements.

	9- Running forward/backward 1. Run 3 cones forward and one backward. 10- Forward/backward stroke 2. Previous with direction reversal with trajectory around the cone without turning the body. 
--	---

DURATION	2 times per exercise. About 20' in total.
CONTENTS	Identify a suitable area of 20-25 m in length delimited by cones. Arrange the athletes in parallel rows of 3 elements starting at the same time. At the end of the exercise each athlete gets back in the queue. Choose 6-8 exercises from the following: 1- Amplitude/frequency variation stroke. Divide the stretch into three parts and propose exercise 5 and 6 in alternating sequence. 2- Front slalom race. Arrange rows of cones 1-2 meters apart. 3- Side slalom race. Carry out an identified part of the slalom with lateral right and left movements. 4- Running forward/backward 1. Run 3 cones forward and one backward. 5- Forward/backward stroke 2. Previous with reversal of direction with trajectory around the cone without turning the body. 6- Combination of running forward, backward lateral on command (whistle, number, word) 7- Combination of the previous exercises proposing different speeds, frequencies, intensity or amplitude of movements. 8- Running in the triangle. Arrange 4 cones to identify a triangle and its center. Travel proceeding between the vertices of the triangle in clockwise or counterclockwise succession and always passing through the center (figure)



“Find and run for the team”:

OBJECTIVE OF THE GAME:

Stimulate and recall the elements already proposed in the exercises in the characteristic and engaging context of Triathlon competitions. The relay version makes the competition fun and engaging.

DESCRIPTION:

Divide the athletes into teams, each team has a different colored cone (blue team, red team, ...).

Create a limited space "changeover area" where the cones are randomly arranged (one for each color/team). The positions of the cones can also be changed during the test without the athletes' knowledge.

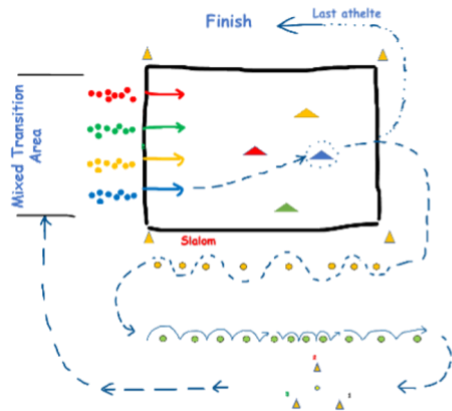
PLAYFUL PROPOSAL

Arrange the athletes from the same team in a row and the rows of the other teams in parallel so that 3 to 5 athletes from different teams are placed side by side.

At the signal, the athletes from the different teams arranged in parallel (one per team, 3 to 5 athletes in total) start and enter the transition area, place the cone on top of it and run away to complete the running route which ends by giving the change to the teammate lined up at the start according to the Mixed Relay rules (touching him anywhere on the body).

The running route consists of a free running section and several sectors with 2 or 3 exercises chosen from those previously explained and tested, suitable for the overall capabilities of the group of athletes. The length of the route is defined based on the space available and the abilities of the athletes.

The last participant of each team completes the route on the previously defined finish line.



MODULE N°4: Transition area

GOALS	Simulate the transitions in the transition area as realistically as possible, placing them in a context similar to that of the competition.
--------------	---

DURATION	1h
-----------------	----

EQUIPMENT	Gymnastics clothing, cones/pins, race bibs, "bib holders", helmets, swimming caps, obstacles of various heights, skipping rope. Possibly: bikes or scooters
------------------	---

DURATION	20'
CONTENTS	"Transition Area": The concept of the transition zone is introduced (see image) understood as that moment that allows the transition from one discipline to another without interruption. The athletes are shown what a transition area looks like. You can do this by showing them in different ways: a drawing on a board with the athletes sitting in a circle, a video (if possible), or by setting up a more or less simplified transition area in the gym (see image). We explain to them that each athlete has their own station marked by a number corresponding to their race bib. Before the "race", everyone places their equipment in their station (bib number, bicycle, helmet, shoes, ...). The transition area has its own intrinsic characteristics-rules: you always enter from one "entry" point and always exit from another diametrically opposite "exit" to allow all athletes to travel the same distance and therefore not favor or disadvantage anyone ; in the transition area it is never allowed to get on the bike just as it is not allowed from the dismount-line to the entrance of the transition area and from the exit of the transition area to the mount-line; all the equipment must be placed near your bicycle, on the chain side; when you enter the transition area to take the bicycle and start the cycling phase, the order of operations to follow includes putting on and

fastening the helmet, putting on the bib and then taking the bicycle; when returning from cycling, first you leave the bicycle and only then take off your helmet; ...

EXERCISES:

- In small groups the athletes are asked to put on and take off the helmet correctly and quickly. It is possible to start them from about ten meters away and make them run towards the helmets positioned on the ground, put on the helmet and return to the starting position just as quickly. The opposite can also be proposed, starting with the helmet.

The same type of exercise can be proposed with bibs or shoes or swimming caps.

- It is possible to set up (also involving the athletes and getting help) a transition area with simple equipment (red/white tape, some skittles for entry and exit and sheets of paper with the station numbers written on them). The coach verbally assigns a number to each boy and they are asked to carry out the aforementioned exercises by starting running from a point outside the transition area (start) and exiting, running to a pre-established point (finish).

---- INSERTING THE BICYCLE/SCOOTER (if present)----

PREMISE

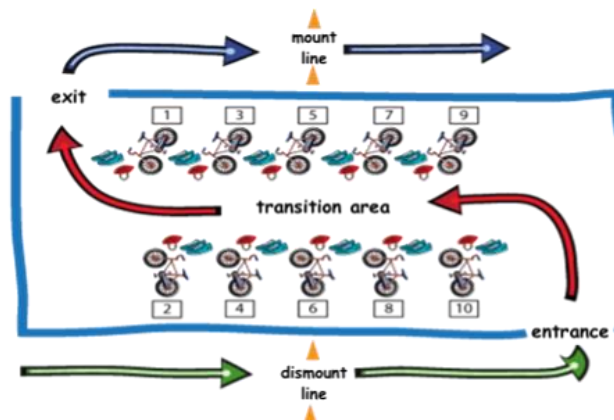
The use of a bicycle can also be included in the previous exercises (or the alternative could be a scooter).

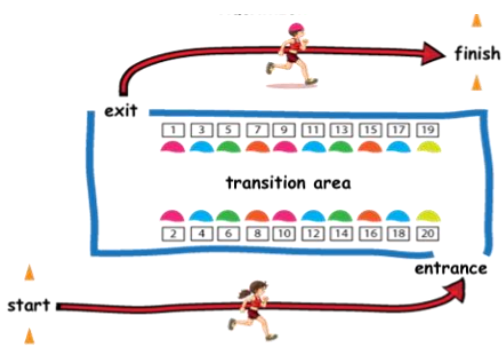
During all exercises involving the use of the bicycle/scooter, even when standing still, athletes must wear their helmets correctly fastened!

- The athletes are asked to walk/run with the bike at their side (both on the right and on the left), while both hands must be kept firmly on the handlebars. With increasing practice in this configuration, it is possible to carry out routes to simulate movements in the transition area and related changes in direction. These exercises can be done individually, in pairs or small groups or all together, if conditions allow.

- athletes are taught to get on and off the bicycle correctly; both hands must be held firmly on the handlebars and while you pivot on the ground on one foot, get into the saddle by passing the other leg over the rear wheel and not over the horizontal tube of the frame. The exercise should be performed both standing on the right and left of the bicycle (with time and practice, each athlete will find the position (right or left) that best suits them

- The athletes are taught the "scooter" technique, that is, that phase in which the cyclist places himself sideways to the bicycle and places his foot outside the vehicle on a pedal, while holding the handlebars firmly with both hands, with the with his free foot, he pushes the bicycle by pivoting on the floor and keeping himself balanced on the side of the vehicle. At the same time as learning this technique, the athletes are taught to get on and off the bike while it is moving



DURATION	About 20'
CONTENT	“Aquathlon”: In the transition area, sheets with numbers written on them are distributed. The athletes are given a number for each of them. Each athlete is given a swimming cap (it could also be the athlete's property) and asked to enter the transition area, using the appropriate entrance, in an orderly manner and without running. In this phase the coach can stand at the entrance to the transition area and allow access to one boy at a time who must declare his number (check) before entering. The athletes can go to the station marked with their number and place their swimming caps next to it. Always in an orderly manner, the athletes are asked to leave the transition area through the exit. Once out, the athletes go to the start and at the coach's signal they leave and run to the transition area passing through the entrance, they go to the station marked with their number and put on their caps. Subsequently, with the cap on their heads, they leave the exit of the transition area and only at this point, simulating the freestyle stroke, do they run to the finish line VARIANTS: - Athlete start already with the cap on your head and simulating the freestyle stroke run to the transition area, take off the cap in front of his station and after leaving the transition area you run until the finish line - Athlete start without caps, run to the transition area and put on the caps, go out and run one/two/three laps of the transition area and then re-enter, take off the caps and run to the finish line 

DURATION	20'
CONTENTS	“Triathlon”: The athlete puts on a hat and does a jump on equal feet, does a push-up, stands up again, does another leap and another push-up and so on to the wall. He touches the wall and runs to the opposite end of the gym; in the meantime, he takes off his hat and places it in a container adjacent to the corner of the gym. He puts on his shoes and ties them. Takes the rope and jumps it while walking/running along the designated path. At the end of the route, he lets go of the rope, takes off his shoes and puts them back on, and runs along the next route to the end. In the meantime, those who haven't done the route, tip their hats to the start. When the first lap is over, he leaves again wearing the hat. For a total of two or three laps. VARIANTS: - In the swimming part, instead of doing one leap, you can do two and then two push-ups. If athletes aren't strong enough for push-ups, have them do one or stand on their knees. The goal is to do as few jumps as possible to reach the end of the gym. - When cycling, change the route as you wish; perform different ways of jumping rope. For those who don't know how to jump rope, make them walk by turning the rope sideways with one hand or make them walk by turning the rope. - When you take off your shoes and then put them back on, have them untied and then tied again. For those who have two pairs of shoes, the second (untied) shoes can be placed and changed. - When running, change the route, touch the markers with one hand. Make them run in various ways. - Increase the number of laps, increase the difficulty of the exercises to be proposed (the first lap in one way, the second in another, perform the route in reverse).

	-Write numbers on the Chinese and the Chinese must be touched to dial a predefined figure. - Have two or three people complete the route. - Follow the route in time to draw up a ranking. - Wear goggles to reduce visibility while “swimming”. - Wear a helmet during the cycling portion and remove it before the running portion.
--	---

DURATION	20' (to be carried out instead of the "Triathlon" exercise if all the requests listed in the "premise" are respected)
CONTENTS	“Triathlon, field version” PREMISE: 1- There must be a sufficiently large space available to be able to carry out everything correctly. 2- The athletes have access to bicycles. 3- They know how to put on their shoes and tie them easily (alternatively they can keep their shoes on at all times). 4- You can use the gym to simulate swimming; if there is a door, let the athletes go out for the cycling and running part. 5- The weather must be favorable and the terrain without roughness 6- There should preferably be a rack or support for the bikes (if the bikes have a stand they can be used). Swim: Start running, get to the mat and perform a forward flip. Crawl supine up to the wall, touch it and walk in a prone quadruped position, turn around the cone and return to the wall in a supine quadruped position Get to the wall again and run up to the carpet, perform a backward flip, get up and go out to get the bicycle.

VARIANTS:

Modify the route based on the spaces, inserting obstacles or even making multiple changes of direction not only to the wall, but by going around the marker.

Instead of crawling you can use the "leopard step" or roll in one direction and the other. You can include elements such as frog leaps (from 2 to a maximum of 5), walking with the maximum width of step, "caterpillar step" (I touch my feet, I stretch until I reach the prone lying position, I come up with my feet and I find myself standing with my hands on the ground).

Do the swimming part even without shoes and then put them on before leaving the gym.

Bike:

Put on the helmet and take the bicycle, follow the pre-established route between the markers/cones, return to the starting point and put the bicycle down, remove the helmet and start running.

VARIANTS:

Introduce dexterity elements such as climbing over an obstacle. Have a water bottle picked up at one point along the route and carried and then placed at another point. If the athletes are able, the route can be done with just one hand on the handlebars.

Run:

Run at maximum speed. Performing the same route as cycling and returning to the starting point (with a slight variation in position) finishes the route.

VARIANTS:

It is possible to create an alternative route other than cycling by inserting skill elements such as slalom interspersed with passing obstacles above or below. If you have a skipping rope, you can do the first part by skipping while walking or do 10 jumps.

5. COMMUNICATION ACTIVITIES

Communication activities are crucial for successful Open Days. There are two main points on which communication activities need to be developed:

- the promotion and publicity of the Open Day, which aims to attract as many participants as possible to the activities
- the communication and dissemination of the activities that are carried out on the Open Day with the objective of showcasing the vibrancy and inclusivity of our triathlon community and increasing awareness of the sport, and celebrating the success of each Open Day event

To achieve these objectives, all clubs that organized Open Days were provided with guidelines for the conduct of communication activities in such a way as to have a uniform model to disseminate the open day with greater impact.

Guidelines for communication activities

General information

Importance of Showcasing the Open Day Events on Social Media

- Social media is a powerful tool for reaching a broad audience and showcasing the vibrancy and inclusivity of our triathlon community.
- By sharing high-quality media content, we can attract more participants, increase awareness of the sport, and celebrate the success of each Open Day event.

Aim: To Gather High-Quality Media Content for Promotion

- We need your help to capture engaging media content during your Open Day.
- This content will be used on both your club's social media channels and the official project page to create a cohesive and impactful online presence.

OPEN DAY – PHOTOS

Types of photos needed

ACTION SHOTS	• Capture participants in action during swimming, cycling, and running segments. • Highlight dynamic movements and the excitement of the activities
GROUP PHOTOS	• Take photos of participants, coaches, and volunteers together. • Emphasize the community and team spirit of the event.
INTERACTION MOMENTS	• Show participants interacting with coaches, receiving guidance, or socializing. • Focus on the supportive and engaging environment.

<i>SPECIFICATIONS</i>	
MIN RESOLUTION	• 1080p (1920x1080 pixels) • Ensure the photos are clear and detailed enough for social media use
ORIENTATION	• Vertical orientation
STYLE	• Natural, candid shots • Aim for authentic moments rather than posed pictures to better capture the event's atmosphere and energy

OPEN DAY – VIDEOS

Types of videos needed

ACTIVITY FOOTAGE	• Short clips (30-60 seconds) of participants engaged in various triathlon activities such as swimming, cycling, and running. • Aim to capture the energy and movement of the participants.
EVENT OVERVIEW	• A 1-2 minute video summarizing the entire Open Day event. • Include highlights from different activities, interactions, and key moments to provide a comprehensive view of the event.
INTERVIEWS	• Brief interviews (1-2 minutes each) with participants, coaches, and volunteers. • Focus on personal experiences, motivations, and the impact of triathlon on their lives.

<i>SPECIFICATIONS</i>	
MIN RESOLUTION	• 1080p • Ensure the videos are clear and high-quality for social media sharing
ORIENTATION	• Vertical orientation
AUDIO QUALITY	• Clear

OPEN DAY – VIDEO INTERVIEWS

Types of videos needed

PARTICIPANTS	• Interview participants about their experience during the Open Day. • Focus on what they enjoyed most and how the event impacted them.
COACHES	• Interview coaches to discuss the benefits of triathlon. • Ask about the goals of the Open Day and their observations on participant engagement
ORGANIZERS	• Overview of the event and its goals.

SPECIFICATIONS	
DURATION	• 1-2 minutes per interview • Keep interviews concise and focused on key points to maintain viewer engagement
AUDIO QUALITY	• Clear, with minimal background noise
FRAMING	• Medium close-up (waist up) • Frame the interviewee in a way that captures their expressions and emotions without too much distracting background.
SUGGESTED QUESTIONS: WHAT DID YOU ENJOY THE MOST ABOUT TODAY’S EVENT? HOW HAS TRIATHLON IMPACTED YOUR LIFE? WHY DO YOU THINK OTHERS SHOULD JOIN A TRIATHLON CLUB?	

OPEN DAY – SOCIAL MEDIA POSTS

Ready-to-Post Content:

- Photos and Videos: Select the best quality photos and videos from the event.
- Captions: Write engaging and informative captions that describe the event highlights and key moments.
- Hashtags: Use relevant hashtags to increase visibility and engagement.

Captions:

- Keep captions brief and to the point.
- Highlight the excitement and success of the Open Day.
- Include quotes or feedback from participants, coaches, or organizers.

Example: “What an amazing day at our Triathlon Open Day! 🏠🚴🏃 Thanks to everyone who joined us and made it a success! #EUTriWeek #OpenDay #TriathlonProject #EuropeanTriathlon #EuropeanProject #SportInEurope

BEST PRACTICES:

- Tagging: Tag the official project page (@eutriweek) and your national federation of reference.
- Collaborator Tagging: Add the official project page (@eutriweek) as a collaborator on Instagram posts to enhance visibility.
- Timing: Post during peak engagement times (early morning, lunchtime, or evening).

OPEN DAY – SOCIAL MEDIA STORIES

STORY CONTENT

LIVE UPDATES:

- Share real-time updates during the Open Day.
- Short videos or photos showcasing key moments and activities

STORY CONTENT

- Photos and Videos: Use a mix of photos and videos to keep the story dynamic.
- Videos: Keep them short (10-15 seconds).
- Photos: Use high-quality images with engaging visuals.

BEST PRACTICES:

- Frequency: Post stories consistently throughout the day.
- Aim for a mix of 5-10 stories to keep the audience engaged without overwhelming them.
- Tagging: Tag the official project page (@eutriweek) and your national federation of reference.
- Encourage participants to tag their personal stories the official project page @eutriweek
- Save Highlights: Save the stories as highlights on the club's profile.
- Create a highlight reel for the Open Day to keep the content accessible

