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Organisation: Italian Triathlon Federation

Guidelines for Youth Engagement in the Sport of Triathlon (Deliverable D2.3)

(v1.0)

EUtriWEEK (n° 101133741)

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1. Introduction

1.1 Guidelines Overview

These Guidelines have been developed within the **EUtriWEEK project** with the support of the coaches and athletes participating in the project training, events and meetings to contribute to encouraging the fight against discrimination in sports, including gender equality.

These Guidelines document the development of transversal competencies through sports, the inclusion of people with fewer opportunities to access sports, and strategies for youth involvement in sports. They will guide the coaches of sports clubs in communicating with European citizens, and in particular with young people 14-16, to promote the project's results and bring them closer to the discipline of Triathlon in an inclusive and participative way.

The theme of gender equality has been a priority in the project activities not only as a criterion for access to the Open Days and the competition itself (50% female representation), but also in the choice of topics to be covered during the week of Camp and in the training of coaches.

The chosen approach is to promote the integration of a gender dimension (gender mainstreaming) in policies, i.e., integrating a gender equality perspective in each phase of project design and implementation.

1.2 Importance of Transversal Competencies in Sports

Transversal competencies, also known as soft skills or life skills, are crucial for including people with fewer opportunities in sports. These competencies, such as communication, teamwork, problem-solving, and self-management, enable individuals to participate effectively, build relationships, and overcome barriers in sports settings.

Transversal competencies empower individuals with fewer opportunities to actively engage in sports activities, regardless of their background or abilities. These competencies foster positive interactions, promote understanding, and reduce social isolation, leading to a more inclusive sports environment.

Developing transversal competencies through sports enhances self-esteem, confidence, and resilience, contributing to overall personal growth. The skills acquired in sports are transferable to other areas of life, including education and employment, improving future prospects.

These include:

- Communication and Collaboration
- Critical thinking and problem-solving
- Empathy and emotional intelligence
- Responsibility and autonomy
- Leadership and initiative
- Resilience and adaptability

Sport is not just about physical performance—it is a **rich learning environment** where transversal competencies can be developed **experientially**. These skills are key for personal growth and social integration and are especially critical for youth development, inclusion and diversity, preventing dropout, and empowering underrepresented groups.

The role of Transversal Competencies in Inclusion is particularly needed for People with fewer opportunities—due to poverty, disability, migration, discrimination, or rural isolation—who often face **barriers to sports** like cost, access, or lack of confidence.

Sport can become **inclusive** and empowering when transversal skills are intentionally developed:

Communication	Encourages self-expression and cross-cultural understanding
Empathy	Helps participants appreciate different life experiences and build solidarity
Problem-solving	Encourages creative ways to adapt rules or environments for accessibility
Leadership	Gives marginalized youth the chance to lead, inspire, and feel visible
Adaptability	Builds resilience in those who have faced instability or trauma

Transversal competencies are the **foundation of inclusion and lifelong engagement in sport**. By developing these skills through intentional coaching and youth-centred program design, sports become a **powerful tool for empowerment**, especially for those who might otherwise be left behind.

1.3 Identifying Barriers to Participation

Barriers to participation in sport among young people and individuals with fewer opportunities are multifaceted and deeply interconnected. These barriers often prevent equitable access to the benefits of physical activity, sport, and structured recreational programs. They can be grouped into economic, social, cultural, environmental, institutional, psychological, and physical barriers, each contributing in different ways to the exclusion or underrepresentation of certain groups in sport.

Economic Barriers

Economic hardship is one of the most common and impactful obstacles to sport participation. Many families cannot afford registration fees, uniforms, equipment, transportation costs, or event participation fees. Club memberships, travel to competitions, and access to high-quality facilities often come at a high cost, making them inaccessible for youth from low-income households. This disparity leads to early dropout, reduced motivation, and limited opportunity to pursue sport beyond a recreational level.

Social and Cultural Barriers

Social norms, family expectations, and cultural attitudes play a major role in either supporting or limiting access to sport. In some communities, girls and young women may be discouraged from participating in sport due to gender stereotypes, modesty expectations, or prioritization of household or academic responsibilities. Similarly, ethnic minority or immigrant youth may face cultural disconnects, lack of role models, or difficulty integrating into sport environments where they feel underrepresented or misunderstood. Language barriers can also inhibit participation, especially when parents cannot engage with coaches or club information.

Environmental and Geographical Barriers

The physical environment can severely impact sport access. Youth living in rural or remote areas often lack nearby clubs, facilities, or qualified coaches. Urban environments may have infrastructure, but unsafe neighborhoods, poor lighting, or inaccessible parks limit safe and consistent engagement. Limited public transportation further compounds access issues for those who live far from sports venues and cannot rely on parental transport.

Institutional Barriers

Institutional structures and policies can unintentionally exclude marginalized groups. Clubs may lack inclusive recruitment strategies or fail to offer programs tailored to beginners or those with diverse needs. Facilities might be physically inaccessible for individuals with disabilities, or staff might lack

training in inclusive practices. Lack of financial support systems like scholarships or fee waivers further reinforces inequality. Institutional biases, such as prioritizing competitive outcomes over developmental goals, can alienate those who are new to sport or unable to commit to intense schedules.

Psychological and Emotional Barriers

Young people, particularly those from marginalized groups, may experience fear of failure, performance anxiety, low self-confidence, or body image issues. Past experiences of bullying, discrimination, or exclusion can create long-lasting negative associations with sport environments. The absence of welcoming coaches, supportive peers, or role models who reflect their identity can discourage young people from joining or continuing sport. Some may also believe they do not belong in sport due to internalized stereotypes or because they lack encouragement from family and community.

Disability and Health-Related Barriers

Youth with physical, intellectual, or sensory disabilities face additional layers of exclusion when sport programs are not adapted to accommodate their needs. This includes lack of accessible facilities, trained coaches, and specialized equipment. In many cases, programs fail to provide individualized instruction or peer inclusion strategies, reinforcing isolation. For youth with chronic health conditions, the lack of flexible scheduling, awareness, or medical support can prevent safe and sustained participation.

Gender-Based Barriers

Gender inequalities continue to affect participation levels. Girls and young women may lack access to female coaches, face different coaching styles, or be directed toward less competitive or less visible sports. In some settings, their performance may be undervalued, and they may not be given the same development opportunities as their male counterparts. In addition, adolescent girls are more likely to drop out of sport due to pressures related to appearance, body image, and social expectations.

Intersectionality and Compounded Disadvantage

Many young people face **multiple overlapping barriers**. For example, a girl with a disability from a low-income immigrant family may face economic constraints, cultural resistance, accessibility issues, and social isolation all at once. Understanding and addressing participation barriers requires a holistic, intersectional approach that recognizes how these factors interact and amplify each other.

To remove or reduce these barriers, sport organizations and communities must adopt **inclusive, youth-centered, and equity-based strategies**. These include offering low-cost or free programs,

providing equipment or transport support, involving diverse community role models, training coaches in inclusive practices, and creating safe, non-judgmental spaces for participation. Promoting recreational as well as competitive options, actively engaging families, and co-designing programs with youth voices are also crucial steps toward equitable sport access.

1.4 Practices and Lessons Learned

Below are some of the **best practice examples** of successful approaches and programs that **FITRI and other sports federations and associations** implemented to help remove barriers and increase sport participation among **young people and individuals with fewer opportunities from which the EUtriWEEK project got inspiration**. These practices demonstrate inclusive, creative, and community-based strategies that can be adapted to different contexts.

- School-Community Partnerships

Example: *Scuola Attiva Kids – Italy (FITRI & MIUR)*

National federations like FITRI partner with schools to offer free sports programs during school hours or as extracurriculars. Coaches receive pedagogical training, and equipment is provided, reducing economic and logistical barriers while embedding sport in daily education.

- Sport Subsidy Schemes and Equipment Libraries

Example: *Sported UK – Kit for All Initiative*

In the UK, the charity Sported developed an equipment library system allowing community clubs to borrow or access donated sports equipment. Combined with subsidies for membership and transport, this initiative reduced economic barriers and enabled sustained participation for youth from low-income families.

- 2. Girls-Only Programs with Female Coaches

Example: *FitGirls Finland*

This program offers low-cost physical activity sessions for girls aged 10–16, led by trained female instructors. The environment is intentionally non-competitive and body-positive, focusing on fun, self-esteem, and friendship. The presence of female role models and girl-focused design directly addresses gender and confidence barriers.

- Multicultural and Language-Sensitive Sports Clubs

Example: *Mondiali Antirazzisti – Italy*

Organized by UISP (Italian Union of Sport for All), this annual tournament combines football with anti-racist education and intercultural dialogue. Teams include refugees, migrants, and locals, with no referees and rules based on mutual respect. This model creates a space where language, status, and ethnicity are not barriers.

- Inclusive Training for Coaches and Volunteers

Example: *Play Unified – Special Olympics Europe*

This initiative trains mainstream coaches to work inclusively with athletes with intellectual disabilities. Unified sports teams (where people with and without disabilities train together) help build understanding, reduce stigma, and offer quality sporting experiences for all.

- Mobile Sports Units for Rural Areas

Example: *Sport en Milieu Rural – France*

To combat geographical isolation, this organization operates mobile sports vans that bring trained staff and equipment to rural towns. This gives youth in remote areas regular access to structured physical activity and reduces dependency on transport.

- Sport for Mental Health and Trauma Recovery

Example: *Kick for Life – Lesotho & Global*

This social enterprise uses football-based activities combined with life skills and mental health education for youth living in poverty or recovering from trauma. The safe and structured environment empowers participants to rebuild confidence and resilience.

- Peer Mentoring and Youth Leadership

Example: *StreetGames UK – Young Leaders Academy*

This program trains youth from disadvantaged backgrounds to become sports leaders in their own communities. Participants gain coaching certifications and lead local activities, breaking down barriers related to identity, confidence, and access to adult role models.

2. Youth engagement actions

2.1 Coaching and communicating effectively in youth sport[1]

The paragraph focuses on the themes of **coaching and communication in youth sport**, specifically advocating for a transformational approach to coaching that prioritizes athlete development beyond mere performance outcomes.

It begins by examining the **characteristics that young athletes appreciate in a coach**, identifying elements such as technical knowledge, emotional support, open communication, and mutual respect as key components of a positive coach-athlete relationship. Research suggests that **gender plays a significant role in shaping athletes' expectations of their coaches**. For instance, male athletes often value assertiveness and a high level of technical competence, while female athletes emphasize relational aspects such as the coach's ability to communicate effectively, listen actively, and provide emotional support. This observation leads to a deeper exploration of the role of gender dynamics in coaching, where it is noted that despite increasing participation by women in sports, many female athletes still prefer male coaches, particularly in sports that are perceived as traditionally masculine. Internalized societal stereotypes and a lack of visible female role models in high-level coaching positions influence this preference.

It is important to **elaborate on how gender stereotypes not only affect coaches' perceptions** but also impact young athletes' sporting identities. Boys are often encouraged from an early age to associate their self-worth with physical prowess and athletic achievement, and playing sports is a central aspect of their identity. In contrast, girls frequently receive conflicting messages, facing societal pressures related to appearance, behaviour, and academic success that can discourage them from fully engaging in competitive sports.

Girls tend to report lower levels of professional ambition in sports, citing limited career prospects and a lack of institutional support as contributing factors. These perceptions are compounded by higher rates of body-related bullying and negative self-image among adolescent girls, which can significantly deter their continued participation in sport and physical activity.

In addressing the role of the coach, it is relevant to assert that **every action a coach takes carries communicative value**—whether intentional or not—and that effective coaching requires a high level of self-awareness, particularly in how coaches communicate with their athletes. Coaches are encouraged to reflect critically on their tone of voice, facial expressions, posture, and body language, recognising that **non-verbal communication can account for up to 90% of the message received by athletes**. This includes being mindful of the way feedback is delivered and ensuring that

[1] This paragraph is inspired by a training lesson held by Prof. Francesca Vitali on 29/5/2024 in the framework of the EUtriWEEK project activities

praise and constructive criticism are used appropriately and in ways that reinforce motivation rather than diminish it. It is important to fight against negative behaviours such as ignoring athletes, showing visible disappointment, using sarcasm, or comparing athletes unfavourably to others, as these can significantly harm self-esteem and motivation.

The concept of **transformational coaching** is introduced as an alternative to the traditional transactional model, which tends to rely on external rewards, fear-based motivation, or a focus solely on outcomes. Transformational coaching is presented as a holistic framework grounded in prosocial values and aimed at fostering long-term athlete development. This approach is characterized by four key dimensions:

- **idealized influence**, where the coach serves as a role model who demonstrates integrity and values; inspirational motivation, which involves articulating a clear vision and encouraging athletes to pursue shared goals;
- **intellectual stimulation**, where athletes are challenged to think critically and solve problems creatively;
- **individualized consideration**, which means recognizing and addressing each athlete's unique needs, backgrounds, and aspirations.

These dimensions support the creation of a motivational climate that enhances athlete engagement, nurtures intrinsic motivation, builds social cohesion within teams, and contributes to both personal and athletic growth.

The **primary goal of coaching, particularly with young athletes, should not be limited to improving performance metrics or winning competitions**. Instead, coaches are urged to see their role as educators and mentors, helping athletes discover their strengths, build self-confidence, enjoy learning, and develop a positive, lifelong relationship with physical activity. To be effective in this role, coaches must go beyond technical expertise and commit to acquiring pedagogical and didactic skills that allow them to foster learning, promote well-being, and support the holistic development of each athlete. The coach is positioned not simply as a deliverer of training sessions, but as a transformative figure capable of shaping lives through positive relationships, inclusive communication, and value-based leadership.

2.2 The role of coaches in youth engagement[2]

The role of the youth coach in triathlon, emphasises the **educational and developmental responsibilities that go beyond technical training**. Sport is a crucial element in young people's social and personal growth, contributing not only to physical conditioning but also to the structuring of time, the development of emotional control, respect for rules, and a sense of responsibility.

The youth coach is portrayed as a **central figure in the athlete's growth journey**, alongside parents and school, fulfilling the functions of educator, mentor, motivator, and guide. Their objective is to help young athletes grow balanced and healthy, free from pressure tied solely to results, and foster self-esteem, autonomy, and a lasting connection to sport.

Collaborating with parents is crucial, encouraging them to be supporters rather than critics, and urging them to respect the coach's role while engaging positively in the broader sport environment. Parents are advised to avoid offering technical advice, to encourage all athletes equally, and to contribute to a cooperative team spirit. The coach is expected to be prepared, competent, and aware of the complex responsibilities of shaping young individuals. This includes working closely with club staff and managers to set shared objectives, promote a supportive environment, and ensure long-term development.

The context in which young athletes live is also important, highlighting sedentary habits, lack of motor skills, and limited daily physical activity among youth. Coaches are urged to respond by creating stimulating, inclusive, and safe environments that value task-oriented goals and recognize progress based on individual abilities rather than age or performance alone. Emphasis is placed on the need for effective communication that is positive, empathetic, and aware of verbal and non-verbal dynamics. Praise is encouraged in public settings, while criticism should be reserved for private moments.

Coaches are encouraged to listen to athletes' concerns, understand their needs, set realistic and individualized goals, and foster a culture prioritising effort, learning, and well-being over competition results. **A significant focus is placed on body image, drawing from the Body Confident Sport initiative**, which addresses the impact of negative body talk, comparison, and appearance-focused coaching on athlete participation and enjoyment. Coaches are advised to avoid all commentary on appearance, to create safe spaces for open discussion, and to ensure their programs reflect diversity and inclusion in body types and abilities.

They are guided to support athletes in developing a **positive relationship with their bodies** by shifting the focus from appearance to capability and performance. Training principles are based on the long-term athlete development model, prioritising biological age over chronological age. Coaches are urged to recognize differences in maturation among youth, tailor programs accordingly, avoid excessive workloads, and encourage multi-disciplinary skill development.

[2] This paragraph is inspired by a training lesson held by Prof. Alberto Casadei on 15/5/2024 in the framework of the EUtriWEEK project activities

The **environment should be safe** (see Fig.1), well-organized, and focused on the athlete, with attention to individual characteristics and long-term goals. Success in youth sports is linked to the coach's ability to maintain a high professional standard, prevent dropout, and provide a motivational climate that enhances both performance and personal growth.

In conclusion, the role of coaches emphasizes the importance of fun, variation, and experimentation in training, recognizing that young people are not miniature adults but individuals who need diverse, stimulating, and meaningful experiences to support their full development in sports and life.

Fig.1 Environment

2.3 Importance of tailored training for youth[3]

The paragraph comprehensively analyses strength and conditioning practices **specifically tailored for youth and junior athletes within endurance sports, particularly triathlon**. It begins by defining strength and conditioning not merely as general physical preparation, but as the intentional and scientifically guided selection, structuring, and development of exercises designed to improve multiple aspects of athletic performance.

These include **strength, power output, movement efficiency**, injury prevention, neuromuscular coordination, and recovery capacity. Strength training is contextualized to enhance the musculoskeletal system, increase maximal and explosive force production, improve bone mineral density, and fortify connective tissue to withstand training loads and repetitive movements better. Conditioning, on the other hand, is described as encompassing a broader range of physical qualities, including flexibility, agility, mobility, joint stability, and dynamic balance, all of which contribute to overall athleticism and the ability to recover from injury or adapt to varied training stimuli.

A major theoretical underpinning this is **the model of concurrent training**, which refers to the integration of both endurance and resistance training within a unified program. The potential interference effect between these modalities is acknowledged, but the presenter clarifies that when resistance and endurance loads are appropriately sequenced, concurrent training results in superior long-term adaptations compared to endurance training alone. Special emphasis is placed on the importance of the rate of force development (RFD), particularly in triathlon, where efficient force application during cycling, running, and swimming phases can significantly affect performance outcomes. RFD is presented as a critical **neuromuscular parameter** that must be trained systematically and is best enhanced through explosive and high-velocity movements combined with maximal strength development.

Scientific evidence is referenced to support the claim that **structured strength training**, including the use of submaximal and maximal loads, eccentric exercises, and plyometrics, can improve not only performance indicators but also reduce injury risk, enhance running economy, and facilitate better motor control. However, it is also emphasized that **the design of concurrent programs requires a nuanced understanding of physiological interactions**, particularly because excessive or poorly timed resistance training may impair short-term endurance capacity due to cumulative fatigue or neuromuscular interference. Nevertheless, in a long-term athlete development model, these temporary trade-offs are outweighed by gains in structural and functional resilience, movement quality, and power output.

[3] This paragraph is inspired by a training lesson held by Prof. Maria Francesca Piacentini on 13/5/2024 in the framework of the EUtriWEEK project activities

The role of the coach is presented as multifaceted and interdisciplinary, requiring expertise not only in biomechanics, physiology, and training theory but also in pedagogy, communication, and psychological support. Coaches must conduct needs analyses, understand sport-specific demands, interpret movement patterns, identify injury risks, prescribe appropriate load, and adapt programs based on developmental stage and individual responses. For **youth athletes, resistance training is framed as an essential tool for laying the foundation for lifelong physical competence and injury resistance**. It is needed to challenge **outdated myths** that resistance training is unsafe for children, instead citing research that supports its safety and efficacy when programs are well-supervised, appropriately dosed, and tailored to developmental readiness.

It is suggested that **strength and conditioning should begin between ages seven and ten**, a window during which motor learning is highly plastic and the nervous system is primed for acquiring new movement skills. At this stage, the focus is on developing fundamental movement patterns such as squatting, hinging, pushing, pulling, rotating, and bracing. These skills form the basis for more advanced strength training in later stages and also contribute to general athletic development, which can improve engagement and reduce dropout rates. The concept of **reverse engineering** is crucial. Reverse engineering is a process by which elite athletes' performance profiles and training demands are used to inform the design of youth development programs. The aim is to identify the physical qualities required at the highest level and build training blocks that cultivate those qualities progressively and sustainably across the developmental timeline.

Training organization is further detailed through an analysis of **periodization models**. Linear periodization, characterized by a gradual progression from general to specific over time, is contrasted with block periodization, which segments training into focused blocks that emphasize one primary quality at a time while maintaining others. Block **periodization is more adaptable** to the fluctuating needs of youth athletes and allows for better integration with academic and competitive schedules. Specific blocks are outlined, including those focused on general strength (using bodyweight and light resistance), maximal strength (using compound lifts and progressive loading), speed-strength (using med balls, jump variations, and Olympic lift derivatives), and plyometric capacity (including bilateral and unilateral hopping, bounding, and depth landings).

Detailed programming templates are presented for beginner, intermediate, and advanced youth athletes (see Fig. 2). For beginners, exercises are focused on mastery of basic patterns using bodyweight, resistance bands, TRX, and medicine balls. Sessions are delivered in circuit format to maintain engagement and encourage skill repetition.

Fig.2 Exercises examples for beginners

Practical example for beginner
BodyWeight exercises

Walking lunges 4x12 1 min rest
Push up 4x10 1 min rest
Plank & side plank 4x30 sec (each)
-
Overhead squat 4x12 1 min rest
Pull up 4xMax 1 min rest
Mountain climb 4x30 sec
-
Step up 4x8 1 min rest
Military press (elastic band) 4x12 1 min rest

Alternative way

Circuit training:
- 10 reps
- No rest between exercises
- 4 or 5 times

Practical example for beginner
Gym exercises

Walking lunges 4x12 1 min rest
Bench press 4x10 1 min rest
Plank & side plank 4x30 sec (each)
-
Barbell squat 4x12 1 min rest
Lat. Machine 4x12 1 min rest
Mountain climb with TRX 4x30 sec
-
Deadlift 4x8 1 min rest
Military press (dumbell) 4x12 1 min rest

Alternative way

Circuit training:
- 10 reps
- No rest between exercises
- 4 or 5 times

For intermediate athletes (see Fig.3), the program shifts to a monthly structure using block periodization. Each month has a clear objective, beginning with anatomical adaptation and general strength, then maximal strength development, speed-strength, and finally peaking phases incorporating high-velocity lifts and plyometrics. Loads are monitored using subjective and objective tools such as Repetitions in Reserve (RIR) and Rate of Perceived Exertion (RPE) scales to tailor intensity based on athlete feedback and readiness.

Fig.3 Exercises examples for intermediate

Practical example for intermediate
Gym exercises

November (general strength 2 weeks)

Walking lunges 4x10 1 min rest
Bench press 4x10 1 min rest
Barbell squat 4x12 1 min rest
Lat. Machine 4x12 1 min rest
Deadlift 4x8 1 min rest
Military press (dumbell) 4x12 1 min rest

Use the buffer or RPE method to set workload

Practical example for intermediate
Gym exercises

December (Maximum strength 6 weeks)

Full Squat 4x6 3 min rest
Bench press 4x6 3 min rest
Lat. Machine 4x6 3 min rest
Deadlift 4x6 3 min rest
Military press* (dumbell) 4x12 1 min rest

Use the 75-80% of 1RM to set the workload

The use of **bilateral versus unilateral training** is crucial. Bilateral exercises such as squats and deadlifts are shown to be superior for developing absolute strength, while unilateral movements like split squats and single-leg Romanian deadlifts are emphasized for improving balance, neuromuscular control, and joint-specific stability. These are especially relevant for triathlon, given its asymmetrical and repetitive movement patterns. The program includes deload weeks for recovery and adaptations, and there is a strong emphasis on warm-up routines, mobility drills, and joint preparation exercises to reduce injury risk.

Youth resistance training framework outlines best practices for technical instruction, load progression, feedback, recovery, nutrition awareness, and motivational strategies. Coaches are advised to keep sessions varied, fun, and purpose-driven, especially for younger athletes, while gradually introducing more structured and individualized approaches as athletes mature. Reinforcing the philosophy that strength and conditioning is not a separate component but an integrated pillar of athletic development. Its consistent application, rooted in science and adapted to the needs of young athletes, is essential for long-term performance enhancement, injury prevention, and the cultivation of lifelong physical literacy and athletic identity.

3. Engaging Youth in Triathlon

3.1 Designing Youth-Centric Triathlon Programs

Below is the description of the exercise tailored for youth to help coaches design youth-centric triathlon programs. These exercises were designed and tested during the organization of the EUtriWEEK "Open Days."

Swim

GOALS	Propose to the youth, in a reduced form, many of the possible variations that a triathlon swimming leg can offer
DURATION	45'
MATERIAL	Swimming clothing, pull buoy, kick boards
DURATION	About 5'
CONTENTS	"Respiratory education": Athletes lying on the ground, supine, exclude the visual analyzer and concentrate on external noises. The athletes are then 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.
DURATION	About 5'. 8x25 mt

CONTENTS	Swim with the kickboard (one arm only) and do lateral breathing. Variation: do the exercise leaning on a pull buoy to reduce the floating surface in support
DURATION	About 5' 4x25mt
CONTENTS	Inclusion of frontal breathing within the freestyle swim
DURATION	About 5'. 4x25mt
CONTENTS	Swim "as a group" starting 2/3 per lane at the same time
DURATION	About 5'
CONTENTS	If a shallow pool is available, it is possible to repeatedly pushing on the bottom, producing progress by imitating the classic dolphin proceeding on the surface of the water, to reproduce a typical skill of the start of triathlon races

PLAYFUL PROPOSAL	The athlete starts with a dive and reaches the middle of the pool where an obstacle is positioned (floating buoy/life jacket/board). The athlete goes around it and goes back to the wall, passes into the lane next to it and swims freestyle the entire pool. At the end of the pool, some kickboards are positioned: the athlete takes one, passes under the lane and kicks his legs freestyle (or backstroke). Having reached the bottom of the pool, he leaves the board and gets out of the pool, runs for about 5 meters (carefully!) and then dives in, doing a part of the swim underwater and the rest of the pool running in the water.

	When the athlete reaches the finish, he comes out of the water and the next athlete will start 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 the kick board you can kick legs without any support, to make the test more difficult The leg can be performed in small groups with 2 or 3 athletes at the same time

Bike

GOALS	Knowledge of the bicycle and correct positioning on the vehicle
DURATION	45’
MATERIAL	Gym clothes, bike, helmet, water bottle, balls, cones
DURATION	About 5’
CONTENTS	Ride the bike by hand, 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 cones such as a giant slalom, ...).
DURATION	About 10’
CONTENTS	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 coaches, defining braking times and distances, using the front brake, the rear brake and both brakes, also changing the

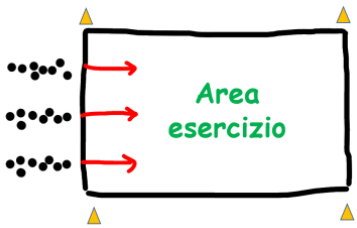
	position of the hands on the handlebars. Athletes can then be left to perform freely.
DURATION	About 30' (about 5’ per exercise)
CONTENTS	The task given to the athletes is to pedal by occupying the empty spaces of the delimited surface, predicting the directions of the others and acting accordingly (establish the size of the delimited space based on the number of bikes present). VARIANTS: - Same situation as before, now at the whistle the athletes must stop on the spot, maintaining the balance on the spot for as long as possible without placing their feet on the ground ("surplace"). - 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. - If the level of the athletes allows it, the above exercises can be performed in pairs side by side, 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 right and left hand. - Go around spread out on a marked surface and pass a tennis ball from hand to hand among everyone.

RUN

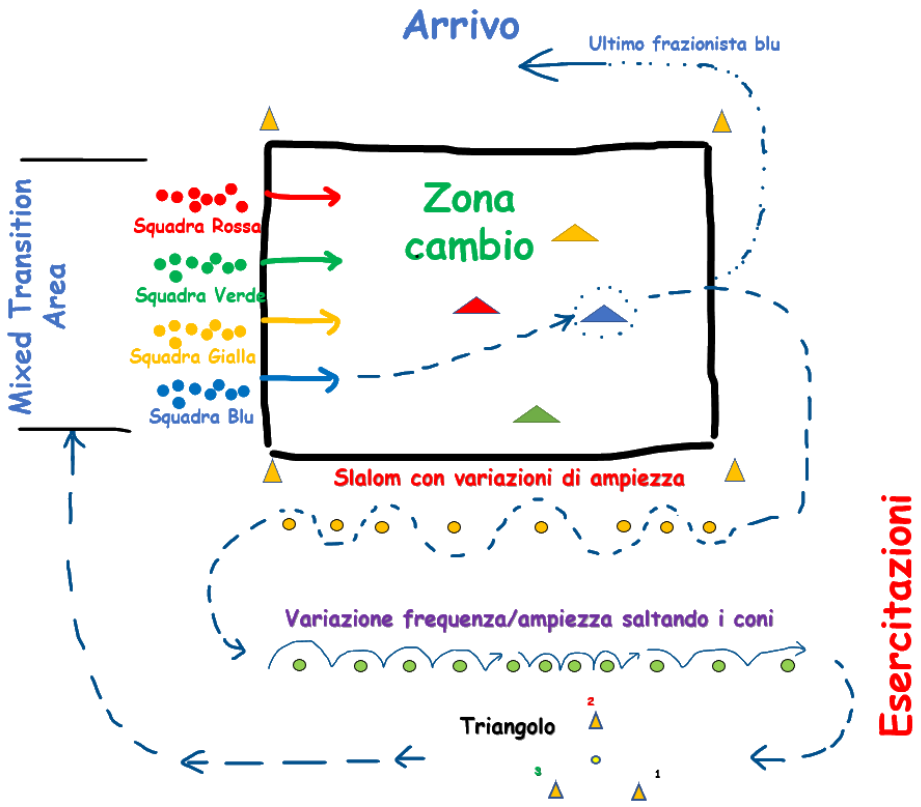
GOALS	Consolidation of basic motor patterns and coordination skills related to running.

DURATION	45’
MATERIAL	Gymnastics clothing, cones

DURATION	About 20’ (approximately 3' in total per exercise). 2 repetitions per exercise.
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 student gets back in the row. 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- Amplitude/frequency run. Divide the leg into three parts and propose exercise 1 and 2 in alternating sequence. 5- Front slalom. Arrange rows of cones 1-2 meters apart. 6- Side slalom 7- Running forward/backward #1. Run 3 cones forward and 1 backward.



PLAYFUL PROPOSAL	“Find and run for the team”: OBJECTIVE OF THE GAME: stimulate and recall the elements already proposed in previous exercises putting them in the characteristic and engaging context of triathlon competitions. DESCRIPTION: Divide the athletes into teams, each team has a different colored cone (blue team, red team, ...). Create a limited space "transition area" where the cones are randomly arranged (one for each colour/team). The positions of the cones can also be changed during the relay without the athlete's knowledge. Arrange the athletes from the same team in a row and the rows of the other teams in parallel. At the signal, the athletes from the different teams arranged in parallel (one per team, 3 to 5 kids in total) start and enter the transition area, place the cone that they carry on top of the one of the same color on the ground 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 done. The length of the route is defined based on the space available and the abilities of the athletes. The last athlete of each team completes the route on the defined finish line.

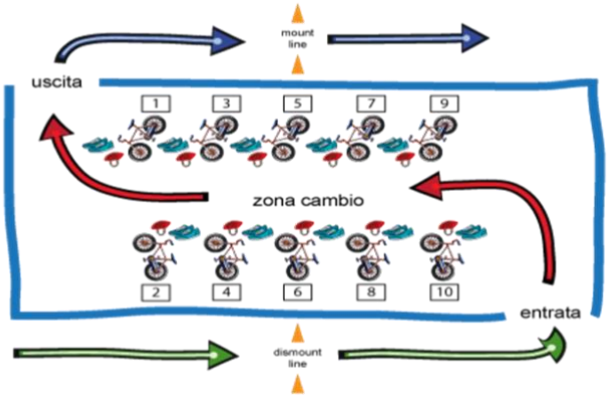


Transition

GOALS	Simulate transition area as realistically as possible, placing them in a context similar to that of the competition
DURATION	45’
MATERIAL	Gymnastics clothing, cones, race bibs, "bib holders", helmets, swim caps

DURATION	About 20’ (approximately 3' in total per exercise). 2 repetitions per exercise.
CONTENTS	- 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 as quickly as possible. The opposite can also be proposed (starting with the helmet).The

	same exercise can be proposed with bibs or shoes or swim caps. - It is possible to set up a transition area with simple material (red/white tape, some cones for the entry and the exit, sheets of paper with the transition numbers written on). The coach verbally assigns a number to each athlete and they are asked to do the previous exercises by starting running from a point outside the transition area (start), reach the right position inside the transition area, do the transition and running to a pre-established point (finish) outside the transition area. The use of a bicycle can also be included in the previous exercises. These exercises can be done individually, in pairs or small groups or all together, if conditions allow. - Mount and dismount the bicycle correctly. The exercise should be performed both standing on the right and left of the bicycle - The "scooter" technique: the cyclist places himself sideways to the bicycle and places only his outside foot on a pedal, while holding the handlebars firmly with both hands, with his free foot he pushes the bicycle with some steps and keeping himself balanced on the side of the bike. At the same time as learning this technique, is asked to athletes to get on and off the bike while it is moving



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