



Glasgow Schools' Triathlon

Physical Fitness

Stamina

PE - Movement skills, competencies and concepts

As I encounter new challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control.
HWB 2-21a/3-21a

PE - Movement skills, competencies and concepts

I practise, consolidate and refine my skills to improve my performance. I am developing and sustaining my levels of fitness.
HWB 2-22a/3-22a

Personal Qualities

Motivation
Confidence & Self-esteem
Determination & Resilience

[Links to Curriculum for Excellence Experiences & Outcomes](#)

Learning about the unique skills, qualities and abilities required in each discipline i.e. swimming, running and cycling - Recognising these in my classmates.
Social wellbeing - HWB 0/1/2/3/4-10a

Preparing for my triathlon - Which type of training & exercise would be most beneficial?
Physical Wellbeing - HWB 0/1/2/3/4-15a

Combining energetic physical activities/sports in an outdoor setting.
Physical activity and sport - HWB 2-25a/3-25a

What routine do tri-athletes go through to achieve the good balance of sleep, rest and physical activity?
During an endurance event such as Triathlon, is there a time to conserve energy?
Physical activity and health - HWB 2-27a/3-27a
Information relating to Euro 2018 tri-athletes could be used - giving pupils a chance to learn of athletes participating in Glasgow.

Profile a Triathlete (e.g. Jonathan and/or Alistair Brownlee)
Explanation writing - Triathlon
Personal writing - My Triathlon experience (could be imaginative)

- When writing to convey information, describe events, explain processes or combine ideas in different ways:
- Uses appropriate style and format to convey information applying key features of the chosen genre.
 - Includes relevant ideas, knowledge and information.
 - Organises and presents information in an appropriate way.
 - Uses tone and vocabulary appropriate to purpose.
- Writing**

Suggested learning connections to other areas of learning through PE (1/2)

Investigate opportunities in cycling, swimming and running provided by centres/clubs in your local area.
Physical activity and sport - HWB 2-25a/3-25a

Opportunities to be part of an event/sport enabling me to identify my achievements, skills and areas for development.
Planning for choices and change - HWB 2-19a

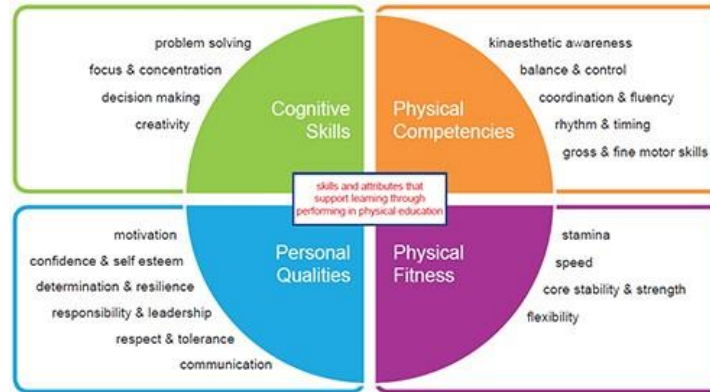
Multiplication and Division - Take an athlete's total triathlon time and divide by 3 to calculate their time for each discipline?
How accurate/inaccurate is this method?

Addition & Subtraction - Totalling times from an athlete's swim, cycle and run to calculate triathlon times.
Calculating difference in athletes' times.

Measurement - Measure out and compare swimming distance vs. cycling distance vs. running distance.

[Links to Glasgow Counts Progression Pathway](#)

Mental, Emotional,
Social, Physical
(MESP)



Maths & Numeracy

Ideas of Chance and Uncertainty - Predict and explain outcomes using appropriate vocabulary e.g. which Triathlon discipline are athletes more likely to be travelling fastest in? Investigate - would an athlete slower in a particular discipline be one of the slowest triathletes overall?

Time - investigate common units and different ways that time/speed can be measured against each other e.g. what is the tri-athletes swimming speed compared to their cycling speed and their running speed? How does a tri-athlete's speed in the pool compare to Euro 2018 swimmers? What about the tri-athletes vs. Euro 2018 road cyclists?

Finds and selects relevant information from a range of sources.
Reading
(Links to Technologies TCH 2-01a)

Literacy

Debate which Triathlon discipline is the most demanding

- Contributes a number of relevant ideas, information and opinions when engaging with others.
- Shows respect for the views of others and offers own viewpoint.
- Builds on the contribution of others, for example, by asking or answering questions, clarifying points or supporting others' opinions or ideas.
- Applies verbal and non-verbal techniques in oral presentations and interactions clearly, for example, eye contact, body language, pace and/or tone.
- Recognises some techniques used to engage or influence the listener, for example, vocabulary, emphasis, tone and/or rhetorical questions.

Listening & Talking

[Links to Education Scotland benchmarks in Literacy & English](#)



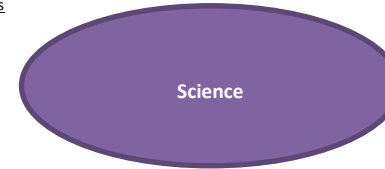
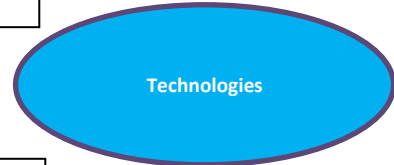
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Suggested learning connections to other areas of learning through PE (2/2)

Explore design of road bike used in Triathlon vs. Other bikes used at Euro 2018 e.g. Track bike/ Mountain bike.
Technological developments in society – TCH 2-01a



Links to Curriculum for Excellence Experiences & Outcomes



Learning how the body would react to each discipline of the triathlon.
Body systems and cells – SCN 2-12a

Using search facilities of electronic sources to access and retrieve information.
ICT to enhance learning – TCH 2-03b

The above suggestions are only possible opportunities to link learning for pupils through PE to other areas of the curriculum. There are many other possible links to be made.



Denotes specific learning link to upcoming Glasgow 2018 European Championships (Athletics being held in Berlin)

For more information; <https://www.glasgow2018.com/championships/about-european-championships>

For further support, please feel free to contact me or PELO Glasgow team on 0141 781 1671 or gw16weirdavid@glow.ea.glasgow.sch.uk.

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