

NATIONAL COACHING SYLLABUS

JUMPS EVENT GROUP STAGE



Event Group Syllabus for Jumps

At the end of the stage, an athlete focusing on Jumps should be able to progress into the event specialisation phase, armed with the necessary development of skills and attributes/qualities to best prepare them for long term success at senior level.

It is imperative that the greatest degree of care is taken in all aspects of physical training and athlete development. When reading, interpreting or implementing any of the information contained, you are fully responsible for the wellbeing and welfare of the athlete.

You must have the physical competence to do the technical stuff and the technical qualities to do the tactical stuff...in that order (Giles, 2005).

Event Group Syllabus for Jumps

Development age (Indicative)	Male 12-15 years Female 11-14 years
Development phases	<p>Athletes at this stage will probably begin to focus on a specific event group (in this case the jumps) as they begin to realise where their potential and interests lie. At this point the athlete should focus on both sprinting and all the jumps so as to develop a good all round event group specific conditioning and co-ordination base:</p> <p>Strength & Stability Development -</p> <ul style="list-style-type: none">- To develop adequate strength-power levels- To maximise technical competence- To reduce injury risk <p>Sport Specific Skill Development</p> <ul style="list-style-type: none">- Teach sprinting and jumping movements, this allows athlete to develop complex coordination patterns <p>Appropriate Conditioning (metabolic)</p> <ul style="list-style-type: none">- To develop the energy systems most relevant to the athletes event
General guidance	<p>“Know the basics, Master the basics and Don’t deviate from the basics” - V.Gambetta</p> <p>Develop a basic conditioning ability (Total structural strength, stability and range) that stays one step ahead of technical model development.</p> <p>Explore the development of Leg ‘stiffness’ (i.e. reactivity).</p> <p>Fit the program to the athlete NOT the athlete to the program.</p> <p>Get them to compete against themselves before competing against others.</p> <p>For all events - Get them physically literate, get them strong, get them to move (Run, Jump, Throw) fast and THEN get them fit, in that order.</p> <p>Develop sound sprinting technique first</p> <ul style="list-style-type: none">- Teach them HOW before how far and how fast.- Mechanical before metabolic.• Introduce runs of high intensity over short distance.• Develop speed over increasing distance.• Introduce sub-maximal runs over increasing distances. <p>During this stage the technical model becomes unstable during the growth spurt. Therefore it is important to always go back to teaching the basics.</p> <p>In all jumping situations the approach run is a vital component - ensure excellence in running mechanics.</p> <p>Pre-take-off actions and postures will require body parts to ‘brake’ or ‘brace’ - teach sound landing mechanics as a prelude to jumping.</p> <p>Develop a vocabulary of multi-plane, multi-direction and multi-amplitude jumping experiences.</p>

Event Group Syllabus for Jumps

General guidance cont'd

LONG JUMP

Early coaching centres on PAL (Posture, Arms and Legs) - develop the athletes awareness of good posture which is important for the development of mechanical efficiency.

Approach -

Development of sound approach running technique into take-off

Get the foot contact and recovery right (Acceleration and Maximum Velocity postures) and the knee, hip and trunk should follow. If not then check the action from the top down.

Develop ability to accelerate and maintain high 'optimum' speed for an effective take-off.

Take-off -

Produce vertical lift whilst minimising loss of horizontal speed.

'Punch' the take-off foot to the floor with an 'active' foot plant to achieve 'triple extension' from the hips.

The longer the foot is on the ground the better chance of bad things happening.

Drive the free leg (Thigh) to the horizontal position and the hip, knee and ankle joints of the take-off leg are fully extended.

Flight -

Maintain a tall / long shape in the air to counter any rotation from take-off and prepare for an efficient landing.

Landing -

Extend legs out in front with body bending into landing, ensuring that feet are level at touchdown.

TRIPLE JUMP

Early coaching centres on PAL (Posture, Arms and Legs)

The triple jump is divided into the following main phases: Approach, Hop, Step, Jump.

Approach -

Development of sound approach running technique into take-off

Get the foot contact and recovery right (Acceleration and Maximum Velocity postures) and the knee, hip and trunk should follow. If not then check the action from the top down.

Develop ability to accelerate and maintain high 'optimum' speed for an effective take-off.

Phase Take-offs -

Think 'Run off the board' - Step 'high' - jump 'higher'

'Punch' the thigh of the free leg to horizontal position.

Landing -

If you get the landing right, you get the take-off right (the take-off occurs).

The longer the foot is on the ground the better chance of bad things happening.

The Landing / Touchdown from Hop and Step should be 'Reach and Pull' then 'punch' the landing foot into the ground.

Flight -

Keep trunk position upright and remain balanced.

Landing -

Extend legs out in front with body bending into landing, ensuring that feet are level at touchdown.

Event Group Syllabus for Jumps

General guidance cont'd

HIGH JUMP

Early coaching centres on PAL (Posture, Arms and Legs) - develop Hip mobility and action.

Approach -

Development of sound approach running technique around a curve, into take-off.

Speed is increased continuously throughout the approach.

Approach run is J-shaped - straight at first (3-6 strides) then curved (4-5 strides)

Get the foot contact and recovery right (Acceleration and Maximum Velocity postures) and the knee, hip and trunk should follow. If not then check the action from the top down.

Body leans away from the bar and the angle (of lean) is dependent on the approach speed.

Take-off -

Plant TO foot to point at centre of bar.

'Punch' the take-off foot to the floor with an 'active' foot plant to achieve 'triple extension' from the hips.

The longer the foot is on the ground the better chance of bad things happening.

At 'plant' stack Trunk above hips above knee above ankle.

At 'plant' the free thigh should be level with TO thigh

Take off position is held as the body gains height

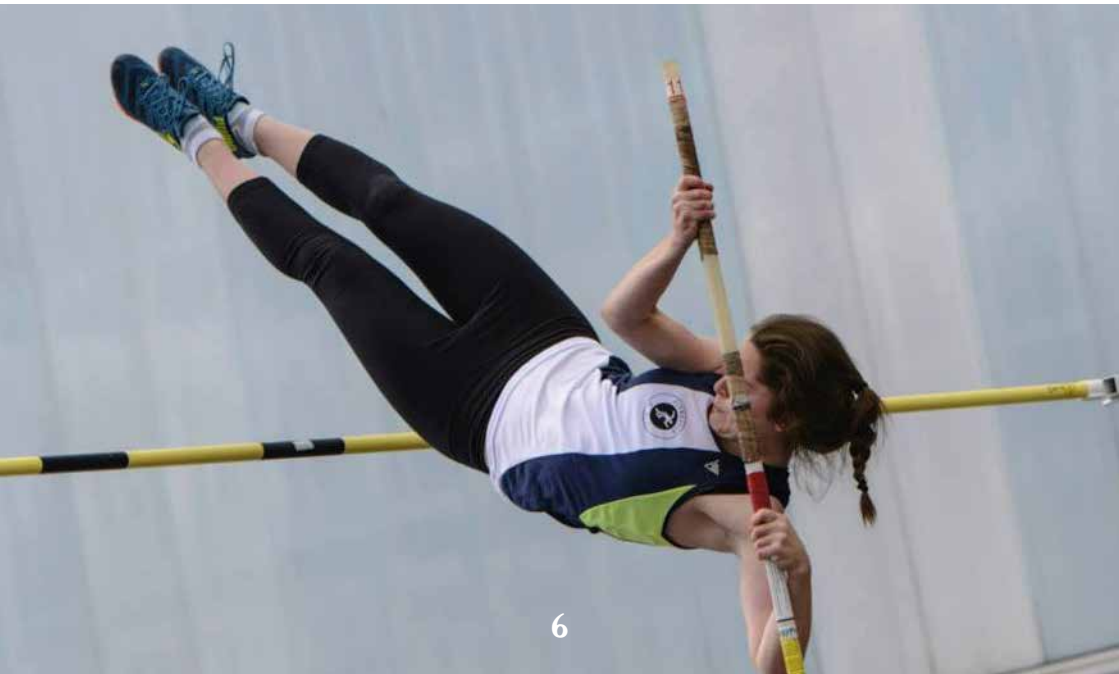
Flight /Clearance -

Hips are raised over the bar by arching the back and tucking legs and dropping head.

Knees may be spread to create more body arch.

Landing -

Landing is on the shoulders and back.



Event Group Syllabus for Jumps

General guidance cont'd

POLE VAULT

Early coaching centres on PAL (Posture, Arms and Legs).

Get the foot contact and recovery right (Acceleration and Maximum Velocity postures) and the knee, hip and trunk should follow. If not then check the action from the top down.

Approach -

Accelerate to optimum velocity, posture and position the pole for the take off.

Development of sound approach running technique into take-off .

Develop ability to accelerate, maintain velocity & prepare for take-off.

Increase length and speed of approach as confidence and competence increases.

Take-off -

Transfer maximum energy to the pole.

Develop Shoulder, trunk and Hip mobility to handle the forces at take-off.

Aim to see the top arm straight at the point of take off.

Aim to leave the ground as the pole hits the back of the box.

Flight -

Achieve maximum bend of the pole, position body to use stored energy, gain maximum height after release and clear bar.

At maximum pole bend the vaulter's back should be parallel to the ground.

Maintain a long thin shape then "rock back" into an upside down position (L position).

Athlete moves into an "I" position and covers the pole.

Landing -

Push from the top hand.

Bar clearance is promoted by keeping active in the air to position prior to landing on their back.

Always emphasise carry, plant, take off and swing.

Progression of development (from previous phase)

It is important that coaches understand the Athlete Development process.

The focus in terms of development of jumps related skills needs to change in accordance with the athlete's physical development needs.

The focus on running and jumping mechanics should continue, and the development of gymnastic movements (Pole Vault), as athletes will continually need to fine-tune their skills as they mature into their adult body shape. This is especially important for female athletes who undergo the greatest fluctuation in body shape during puberty.



Event Group Syllabus for Jumps

Delivery

Set up a positive learning environment, "no lists, no laps, no lines"

- No queuing
- Keep coaching cues brief (e.g. 'Step over the ankle; 'Punch the foot into the floor')
- Lots of activities

Coach to athlete ratio 1:12 (Max) -

1:3 ratio you are coaching the athlete

1:6 ratio you are coaching the group

1:12 ration you are coaching the event

Format -

Solving Movement Puzzles

Guided Discovery -

- Constraints learning (this requires the manipulation of task to achieve the desired outcome)
- Implicit Learning

Explicit Learning

- Directive Coaching

Progression Content -

- General to Specific
- Simple to Complex
- Slow to Fast
- Unload to Load
- Small amplitude to Large amplitude

Progression -

Based on athletes adaptation

Only once they have earned the right

What about the slow/fast learners and adapters?

- These attributes must be accommodated in the session

- **Tools for progression** - General to Specific

General -

Multi-joint / plane / direction / speed / amplitude FOUNDATION movements

Appropriate levels of work-capacity at differing combinations of energy-release mechanisms

Different learning scenarios

Fundamentals of Running, Jumping, Throwing, Kicking, Catching, Striking, Flotation

Social and Mental development

Specific -

The types of muscle action must be similar to those used during competition (intra and inter-muscular)

The structure of the movement must resemble that present during competition (motion of the limbs)

The sensory information must resemble that present during competition

The dominant energy system used during competition must be called upon

The movement result must resemble that present during competition

Event Group Syllabus for Jumps

Physical Development

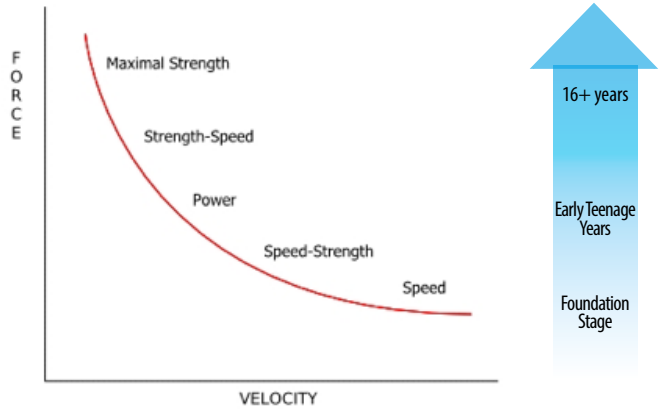
Posture & body alignment	<p>Individual constraints are constantly changing due to growth and development therefore coaching needs to focus on the individual athlete more. The growth rate of the arms & legs will reach a peak prior to that of the trunk. This will cause a change in the centre of gravity and postural integrity exercises, through body management exercises, will refine and aid relearning in techniques. Functional (running & hurdling) postural integrity training introduced and (by the end of the stage) fully integrated into the athletes training.</p> <p>Implications -</p> <p>Requires a focus on the individual by monitoring on a regular basis of:</p> <ul style="list-style-type: none">- Segment lengths- Height- Weight <p>Monitoring of these factors allows the coach to adapt any training sessions.</p> <p>Growing requires energy and metabolic resources so physiological demands may be increased during these periods, resulting in reduced performance in training and competition.</p>
Agility, balance & co-ordination	<p>Central nervous system is almost fully developed, with agility, balance & co-ordination fully trainable & rapidly improvable during this stage. Smaller muscle groups are becoming more developed.</p> <p>Co-ordination & technique drills should be used to continually develop co-ordination, spatial awareness and kinaesthetic sense as body proportions change.</p> <p>This is not easy as it comes at a time when the athlete may begin to experience difficulties in co-ordination that can regress previously mastered skills.</p> <p>The coach needs to work with the athlete who is experiencing these co-ordination difficulties so they understand what is happening, and they do not become de-motivated or lose confidence.</p> <p>A variety of running and jumping surfaces are introduced.</p>
Strength training	<p><i>"It's not how strong you are, but how much you can use"</i></p> <p>At this stage strength training should be used to develop adequate strength-power levels, to prepare the athletes for the increasing forces they experience (absorb, stabilise and produce), as they develop.</p> <p>With the growing interest in youth resistance training, it is important for coaches to understand the fundamental principles of normal growth and development. Because the training of young athletes is becoming more intense and complex, anatomical and physiological factors that may be associated with acute and chronic injury also need to be considered.</p> <p>Strength development to be considered in relation to the progression of the adolescent growth spurt, where the volume of training is managed during peak growth velocity.</p> <p>Weight lifting technique to be developed at the beginning of this stage, with technical proficiency achieved, providing the athlete has 'earned the right' by displaying the appropriate physical competencies. (See physical competency section). Therefore, movement efficiency and consistency comes before external load and any increase of intensity.</p>

Event Group Syllabus for Jumps

Physical Development

Strength training cont'd

Athletes have to encounter all aspects of the strength continuum while executed with good functional movement and technical competency:



“As soon as you put a load on someone, you slow the movement down”

Strength is continued to be developed through multi-plane and multi-directional movements using body weight exercises and medicine balls.

Females become increasingly differentiated from males in terms of relative upper body strength.

Strength training has been consistently demonstrated to be crucial for the performance of all running and jumping events. If the coach is not competent to teach these skills, then they should endeavour to upgrade their individual coaching skills, or seek advice and guidance from competent professionals.



Event Group Syllabus for Jumps

Physical Development

Power training	<p>Dynamic & Explosive movements are introduced and developed through multiple jumps, bounds providing the athlete is displaying appropriate movement consistency. (See physical competency section)</p> <ul style="list-style-type: none">- Static (In-place) Jumps- Horizontal bounds (bilateral and unilateral)- Box Jumps / Hurdle bounds*- Reactive bounds (Ground contact time <200ms)- Dynamic upper body movements <p>* Height is determined by the athletes' ability to maintain technique and posture. If these are compromised the athlete is at risk of injury, and the height must be reduced.</p> <p>The prescribed volume and intensity is related to individual strength development, functional movement and technical competency.</p> <p>Introduction to complex work (strength exercises followed by explosive exercise).</p> <p>Power has been consistently demonstrated to be crucial for the performance of all running events. If the coach is not competent to teach these skills, then they should endeavour to upgrade their individual coaching skills, or seek advice and guidance from competent professionals.</p>
Work capacity	<p>"Work Capacity is not just the ability to withstand large training loads. It is the ability to maintain the quality and intensity of an activity."</p> <p>Speed endurance is based upon movement efficiency; what do you want the athlete to endure? Teach the athlete the action first, then build on that to provide movement resilience.</p> <p>A strong cardio-respiratory system can be developed through other training modalities, for example cycling, swimming, circuit training, skipping.</p> <p>Develop musculoskeletal endurance (Movement consistency and Movement resilience).</p>
Flexibility	<p>Flexibility emphasised (very important in maturing individuals) and developed through dynamic exercise (Pre-workout) and static stretching post-workout, or as individual training sessions.</p> <p>Understanding of static & dynamics methods in relation to performance preparation, improving ROM & preventing injury; increased range must be applied to the movement immediately, in order to:</p> <ul style="list-style-type: none">- Increase the natural range of motion in joints- Enable the athlete to have effective technique- Decrease likelihood of injury due to imbalance in flexibility between body segments

Event Group Syllabus for Jumps

Physical Development

Speed development

The primary method for speed development is execution of sound movement technique. Athletes should perform tasks at submaximal sprinting speeds (approx. 95%) to establish proper mechanics. Therefore, sessions should focus on quality not quantity.

Speed is developed throughout the year using the following training methods:

Competitive Exercises

- Acceleration
- Maximum velocity
- Speed Endurance
- Specific Endurance

Specific Development Exercises

- Intensive tempo
- Extensive tempo

Method - Acceleration

Intensity - $\geq 95\%$
Distance - 0-60m
Recovery - Full (approx. 1min per 10m)
Duration - $< 7s$

Method - Maximum Velocity

Intensity - $\geq 95\%$
Distance - From 10m-40m Flying
Recovery - Full (approx. 1min per 10m)
Duration - $< 5s$

Method - Speed endurance (achieve maximum velocity and maintain)

Intensity - $\geq 95\%$
Distance - 60-150m
Recovery - Full (approx. 1min per 10m)
Duration - 6-20s

Method - Specific Endurance 1 (achieve sub-maximum velocity and maintain)

Intensity - $\geq 95\%$
Distance - 150-350m
Recovery - Full or Incomplete recoveries (but retain $\geq 95\%$ intensity)
Duration - 20-40s

Method - Intensive tempo (Develop anaerobic pathway)

Intensity - 76-94% Intensity
Distance - 75m-500m
Recovery - Incomplete recoveries
Duration - Time 10-70s

Method - Extensive Tempo (Develop aerobic pathway)

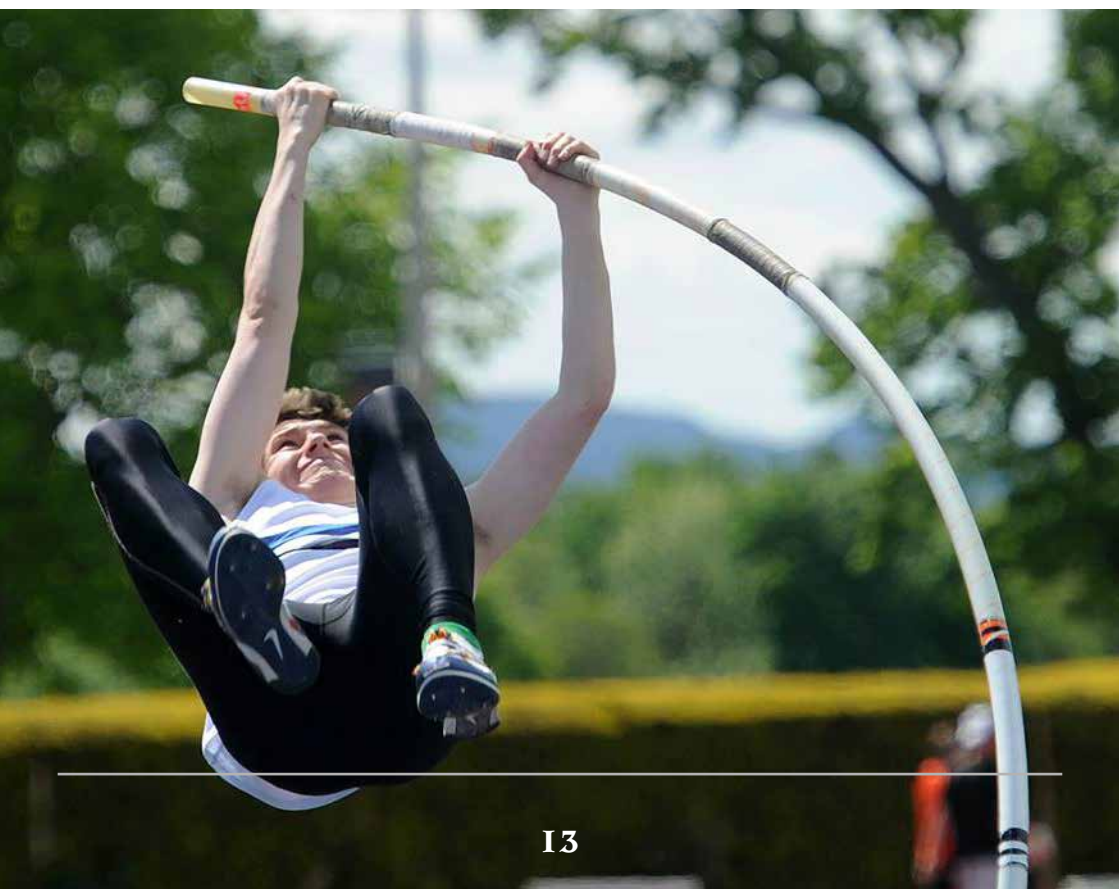
Intensity - $\leq 75\%$
Distance - 50m-600m
Recovery - Incomplete recoveries
Duration - Time 10-120s

See Appendix A for definitions and further information on prescription of distances and intensities for speed development.

Event Group Syllabus for Jumps

Personal Development

Lifestyle	<p>Athletes take increasing ownership of the '24hr athlete' concept. The development of life-skills and behaviours that are needed in and outside training and competition. Athlete takes increasing responsibility for rest, hydration health and hygiene.</p> <p>Introduction and development of the use of a training diary.</p> <p><i>"Where are your reps and sets for the development of attitude, commitment, discipline, humility and respect?"</i></p>
Recovery and nutrition	<p>Individualised pre and post exercise routines are introduced.</p> <p>Athlete aware that performance = training + recovery.</p> <p>Introduction to drug-free sport principles and practice.</p>
Decision making	<p>Coach to devise practices which continue to develop performer's independent thought and decision making abilities relative to situation.</p> <p>Athlete increases contribution to session content and outcome with support and guidance from the coach.</p> <p>Allow athletes to choose the level they wish to participate in, this promotes autonomy, leads to increased opportunity to feel competent and hence leads to increased intrinsic motivation.</p>



Event Group Syllabus for Jumps

Physical Competency

Physical competency

(Based on physical competence assessment manual by Kelvin Giles MA, CertEd revised October 2011)

Please refer to Movement Dynamics Progressive Exercises Syllabus (PES) and Additional Movement Progressions for appropriate progression and regression exercises to help develop the physical competencies.

PES 4 - Lower Body
01 - Double Leg Squat

All round physical development is important to bullet proof the athlete from future injuries.

Every posture or movement pattern in sports specific actions, whether running, jumping or throwing demands that the athlete express some form of force production, force reduction and force stabilisation. This sequence of events occurs along the entire kinetic chain and demands degrees of multi-joint, multi-plane and multi-directional movement efficiency.

Therefore the premise underlying the functional movement screening (FMS) is that the athlete should be armed with the physical competence to carry out these sports-specific activities.

Through the FMS, athletes at this stage should be able to achieve the following competency levels in push, brace, squat, hinge and land.

Athletes must have achieved previous Competency Assessments (Stages 1-2) prior to undergoing the following assessments:

General Physical Competency Assessment (PCA)

SQUAT -

Loaded Squat - 10 reps with 25% Body Weight

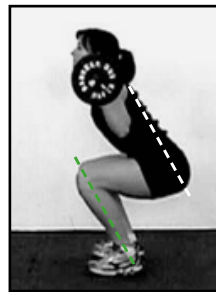
Coaching Points -

- Appropriate Footwear
- Athlete performs 10 x parallel squats with a broomstick to ensure technique
- "Head Up, Chest Up, Butt Out, Heels down".
- Bar is held across top of the Shoulders and not on the Neck.
- Trunk stays as upright as possible with broomstick or bar aligned above Toes.
- Feet are a little wider than Shoulder width apart
- Heels must stay in contact with the ground at all times

Squat - Correct Trunk alignment.
Neck aligned with mid-Foot



Squat - Correct Trunk alignment.
Trunk and Shins parallel.



Executing all 5 points scores 5

- Depth - thighs parallel
- Ankle, Knee Hip Alignment
- Equal stance on both legs
- Heels Down
- Trunk in proper alignment; Trunk parallel to shins

Event Group Syllabus for Jumps

Physical Competency

PES 4 - Lower Body
04 - Single Leg Squat

Single Leg Squat to Parallel - Hold for 3 Seconds

Coaching Points -

- Bare feet
- From a single Leg balance.
- Lower to parallel Thigh, hold for 3 secs and return.
- “Head Up, Chest Up, Straight Back, Butt Out”.
- Ankle, Knee and Hip aligned, with Hips square.
- Trunk stays as upright as possible with Neck aligned above Toes.



Static Squat Stance - Parallel

Executing all 5 points scores 5

- Correct depth
- Ankle, Knee and Hip alignment (Knee doesn't collapse in or Foot doesn't turn or collapse).
- Heel down
- Waistband level (Hip doesn't 'hitch' out)
- Trunk in proper alignment; parallel to Shins.

PES 4 - Lower Body
01 - Double Leg Squat
(Overhead series)

Overhead Squat - 10 Reps

Assess movement efficiency before attempting repetitions (movement consistency).

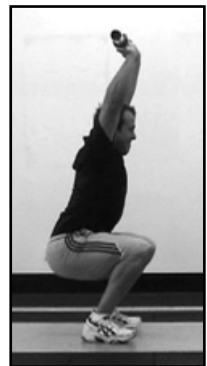
Coaching Points -

- Broomstick / light bar overhead, Arms straight.
- Arms in line with Ears.
- Hands just outside Shoulder width.
- Head up / Chest up.
- Feet at Shoulder width.
- Heels down (maintain).
- Butt out and Squat to parallel.

Main 5 Scoring Points (Depth).

Executing all 5 points scores 5

- Depth - Thighs parallel to the floor.
- Ankle, Knee, Hip alignment (Knees don't collapse in or Feet don't turn or collapse).
- Equal stance on both legs (Hips don't swing to favour one side).
- Heels down
- Back straight.



Overhead Squat Stance - Correct Depth

Event Group Syllabus for Jumps

Physical Competency

PES 4 - Lower Body
 13 - Lunge
 14 - Walking Lunge

LUNGE -

Overhead Walking Lunge - 10m

A unique test of function, balance, coordination and vertical stability where the athlete takes 10 slow walking lunge steps continuously with a broomstick / light bar held stable over head and with a slight pause at the standing position.

Coaching Points -

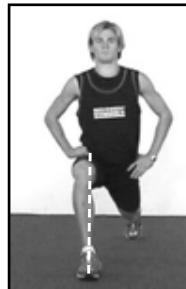
- Broomstick / light bar overhead, Arms straight.
- Arms in line with Ears.
- Hands just outside Shoulder width.
- Head up / Chest up.
- View from front and side.



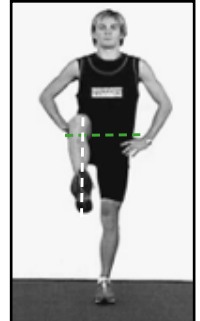
Lunge - Correct alignment at mid-stride. Step over opposite Knee. Full extension of support Leg.



Lunge - Correct alignment at contact.



Lunge - Correct alignment - front view. Ankle, Knee and Hip aligned.



Lunge - Correct alignment. Waistband level. Shin vertical at pull-through.

Main 5 Scoring Points.

Executing all 5 points scores 5.

- Step over opposite knee without any collapse at waist (waistband level)
- Step over opposite knee without support Leg flexing.
- Step over opposite knee without the Shin of the trail Leg turning out or in to get through.
- Ankle, Knee and Hip aligned at landing (Shin remains vertical).
- Land and take-off smoothly and in balance.

Event Group Syllabus for Jumps

Physical Competency

PES 2 – Stability
03 – Horizontal Stability

BRACE -

Lateral brace (Side Bridge hands) - 45 Seconds

Coaching Points -

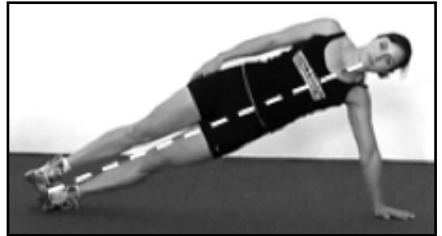
- From hand and foot.
- Support arm at 90° to the body (Elbow under shoulder).
- Free arm in-line with body.
- Body straight and in-line.
- Shoulder blades retracted – ‘down and back’.
- Top hip stacked above bottom hip.
- Head in neutral position (head in-line with spine).
- Gluteus braced.
- Abdomen braced.

Athletes will stop when posture becomes distorted or excessive tremors occur.

Athletes are asked to stop if they feel any pain.

Time the athlete in the correct position.

Assess both sides.



Lateral Bridge -Hand - Correct Position.

PES 5 – Upper Body (1)
03 – Trunk Flexion

60° Static Sit up - 60 Seconds

Coaching Points -

- Sitting with bent knees the athlete leans back to 60° and holds the position. Feet are fixed.
- Abdomen braced.
- Back is kept straight with shoulder blades drawn ‘down and back’
- Arms are kept across the chest or hands held at ribs. Keep elbows back to straighten back.
- Keep chin up, head in neutral position.
- Time the athlete in the correct position.



60° Static Sit up - Correct Posture.

FOUNDATIONS - Physical Competency Standards for Athletics

	STAGE 1 (Indicative 8 - 10 years)	STAGE 2 (Indicative 10 - 12 years)	STAGE 3 (Indicative 12 - 14 years)	STAGE 4 (Indicative 14 - 17 years)
SQUAT	Squat - Arms in front (Efficiency)	Squat - 10 reps (arms behind head) Single Leg Squat - (90°) (Efficiency - Each Leg) Overhead Squat - (Efficiency)	Loaded Squat - (10 reps) (25% BW) Single Leg Squat - Hold for 3 secs (low position - thighs parallel) Overhead Squat - (10 reps)	Loaded Squat - (10 reps) (50% BW) Single Leg Box Squat - 5 reps (low position - thighs parallel) Overhead Squat - (25% BW) (Efficiency)
LUNGE	Lunge - Forward & Return (Efficiency)	Lunge - - End of year 1 - Forward & Return (5 reps each leg) - End of year 2 - Walking Lunge (10m)	Overhead Lunge - - End of year 1 - Forward & Return (5 reps each leg) - End of year 2 - OH Walking Lunge (10m)	OH Walking Lunge - 25% BW (10m)
BRACE	Lateral Brace - Forearm (Level 1) - 25s	Lateral Brace - Hand (Level 2) - 45s	Brace - (Level 2) - Lateral - Hand (45s) - 60° (60s) - Trunk Extension (60s) - Prone - 4 point hands (60s)	Brace - (Level 3) - Lateral - Hand (70s) - 60° (90s) - Trunk Extension (90s) - Prone - 4 point hands (90s)
PUSH/PULL	Push Up - - End of year 1 - Efficiency - End of year 2 - 5 reps Lying Pull Up - - End of year 1 - Efficiency - End of year 2 - 5 reps	Push up - (Level 2) - 10 reps Chin Up - End of year 1 - ≥ 1 rep (Efficiency) End of year 2 - 5 reps	Push up - (Level 3) - 15 reps Chin Ups - (Narrow Grip) - 5 reps Wide grip (Efficiency)	Push Up - (Level 4) - 30 reps Chin Ups - (Level 3) - Narrow Grip - 10 reps - Wide Grip - 5 reps
HINGE		Hinge - (Reverse deadlift) Level 2 - Lower to mid-Shin and return (Efficiency)	Hinge - (Reverse deadlift) Level 3 - Lower to floor and return - 5 reps	Hinge - (Reverse deadlift) Level 3 - Lower to floor and return - 5 reps (40% BW)
LANDING	Landing - Double to double (60cm) (Efficiency)	Landing - - Double to Single (60cm) - Single to Single (60cm) - Lateral Step & Stick (Efficiency)	Landing - - Single to single (100cm) - Lateral hop & Stick (Efficiency) - 5 Jumps (Efficiency)	Landing - - Slalom Reactive Hops (L&R) (> 10 reps) - 5 hops (>11.00m)
NOTES	Assess the movement efficiency Athletes must achieve Desirable (Executing all 5 points)	Assess movement consistency as well as efficiency Athletes must achieve Desirable (Executing all 5 points)	Assess movement consistency as well as efficiency Athletes must achieve Desirable (Executing all 5 points)	Assess movement consistency as well as efficiency Athletes must achieve Desirable (Executing all 5 points)

Event Group PCA (Additional Event Group Specific assessments to be carried out in conjunction with Stages 3 and 4)

EVENT GROUP	SPRINTS & HURDLES -	JUMPS -	THROWS -	ENDURANCE -
	Wall 'A' Stance - Level 1 (Static and Dynamic) Thomas Test 1 - (L&R) - Thigh Angle 5° Below horizontal Thomas Test 2 - (L&R) - Shin Angle 80-90° Hamstring > 90° Ankle Range - (L & R) - > 12cm	Wall 'A' Stance - Level 1 (Static and Dynamic) Thomas Test 1 - (L&R) - Thigh Angle 5° Below horizontal Thomas Test 2 - (L&R) - Shin Angle 80-90° Hamstring > 90° Ankle Range - (L & R) - > 12cm Hanging Raises - Straight Leg	Medicine Ball Rebound Throws - ≥20 seconds Standing Shoulder External Rotation - (Vertical) Shoulder Lift Off - > 20cm Bench Pull - Loaded - (Efficiency) Mini-Hurdle Hops - Square Pattern - (Efficiency)	Wall 'A' Stance - Level 1 (Static and Dynamic) Thomas Test 1 - (L&R) - Thigh Angle 5° Below horizontal Thomas Test 2 - (L&R) - Shin Angle 80-90° Hamstring > 90° Ankle Range - (L & R) - > 12cm

Event Group Syllabus for Jumps

Physical Competency

PES 5 - Upper Body (1)
04 - Trunk Extension

BRACE -

Trunk Extension - 60 Seconds

Coaching Points -

- With Feet fixed the athlete hangs out over the edge of the bench from the Pubic Bone.
- Hands are clasped across Chest.
- Head in neutral position.
- Shoulder Blades must remain retracted and Gluteus contracted at all times.
- Back is extended to parallel to the ground.
- A neutral Spine position is to be held at all times.

Time the athlete in the correct position.
The athlete is asked to cease the test if they feel pain at any time.



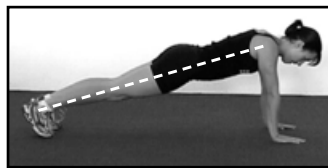
Back Extension -
Correct Posture.

PES 2 - Stability
01 - Horizontal Stability

Front bridge (Prone) - 4 P Hands - 60 Seconds

Coaching Points -

- From Hands and toes
- Head in neutral position - looking down (head in-line with spine)
- Gluteus braced
- Abdomen braced
- Shoulder blades retracted - 'down and back'
- Body straight and in-line
- Athletes will stop when posture becomes distorted or excessive tremors occur.
- Athletes are asked to stop if they feel any pain
- Time the athlete in the correct position



Front Bridge - Hands - Correct Position.

Event Group Syllabus for Jumps

Physical Competency

PES 6 - Upper Body (2)
09 - Vertical Pushing

PUSH / PULL -

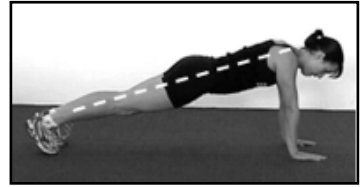
Push Up - 15 Reps

Coaching Points -

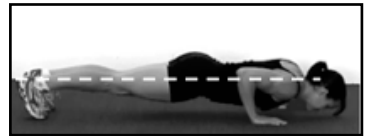
- Athlete sets the Shoulder Blades down and back and supports the weight on Hands and Feet. Hands placed in a comfortable position, Fingers forward.
- Full body braced.
- Lower the Chest to floor and return.
- Trunk remains fixed and straight at all times.
- Head in neutral position at all times.

Executing all 5 points scores 5

- Chest to touch floor
- Body remains straight & braced
- Head remains in neutral position (Head in line with spine)
- Shoulders remain 'down & back'
- Elbows tight to ribs



Push Up (Standard) - Correct Start Position.



Push Up (Standard) - Correct Position from side. Straight Line. Elbows Cloae to Ribs.

PES 2 - Upper Body (2)
02 - Vertical Pulling

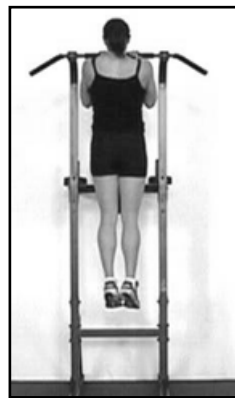
Chin Ups - Narrow Grip - 5 Reps

Coaching Points -

- Under-grasp, Hands at Shoulder width.
- Full range of motion is to be achieved to count the repetition.
- Legs can be straight or bent but must remain in chosen position.
- Athlete pulls so that the Chin is over the bar and returns to the long hang position in control.



Chin Up - Start Position.



Chin Up - Correct Position for End of Pull.

Event Group Syllabus for Jumps

Physical Competency

PUSH / PULL -

Chin Ups - Wide Grip - Movement Efficiency

Coaching Points -

- Over-grasp grip.
- Hands wide outside Shoulder width. Full range of motion is to be achieved to count the repetition.
- Legs can be straight or bent but must remain in chosen position.
- Athlete pulls so that the Chin is over the bar and returns to the long hang position in control.



Wide Grip Chins - Start Position.



Wide Grip Chins - End of Pull.

Additional Movement Progressions
07 - The Hinge

HINGE -

Reverse Deadlift - Lower to floor and return - 5 reps

Coaching Points -

- Appropriate footwear.
- Light bar or Broomstick held at Shoulder width.
- Arms straight.
- Head Up, Chest Up, Shoulders 'down and back', Back straight.
- Heels down.
 - Lower Bar to floor.
 - Hinge at Hips - Butt out.
- Return by:
 - Extend Ankles, Knees and Hips and drive Hips to Bar.
 - Pull Shoulder Blades into a 'shrug' action.

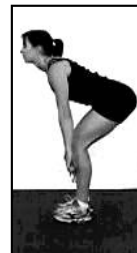
Main Scoring Points

Executing all 5 points scores 5

- Shoulders stay 'down & back'.
- Back straight.
- Shoulders ahead of Hands.
- Ankle, Knee and Hip aligned. (Knees don't collapse in or Feet don't turn or collapse)
- Full extension at 'Pull' - Arms stay straight.



Head Up, Chest Up, Shoulders 'down and back'



Butt out to lower bar. Shoulders ahead of Hands.



Drive Hips to bar. Shrug Shoulders

Event Group Syllabus for Jumps

Physical Competency

PES 7 - Jumping
01 - Landing Fundamentals

LANDING -

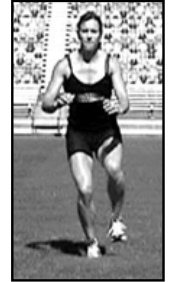
Forward Hop and 'Stick' (L&R), Single to single - 100cm

Coaching Points -

- Bare Feet (suitable surface)
- Toe at start line.
- Hop and 'stick' landing with Head up, Chest up, Butt out.
- Hip, Knee, Ankle alignment (Knee doesn't collapse in or Foot doesn't turn or collapse).
- Waistband level (Landing Hip doesn't 'hitch' out)
- Trunk aligned to Shins.
- Full balance throughout.
- Measure to Heel.
- Only measure the repetition that displays an efficient landing.



Hop & 'Stick' - Forward - Landing -
Correct landing position.
Trunk and Shins aligned.
Butt out.



Hop & 'Stick' - Forward -
Landing - Correct
landing position from
front

LANDING -

Lateral Hop & 'Stick' (L&R) - Movement Efficiency

Coaching Points -

- Bare Feet (suitable surface)
- Start sideways, outside Foot parallel to start line.
- Hop and 'stick landing' with Head up, Chest up, Butt out.
- Hip, Knee, Ankle alignment (Knee doesn't collapse in or Foot doesn't turn or collapse).
- Waistband level (Landing Hip doesn't 'hitch' out)
- Trunk stable.
- Full balance throughout.
- Repeat exercise for both sides.

Check the ability to hold position for 5 secs without deviation or distortion.



Lateral Hop Landing -
Desirable Position

Event Group Syllabus for Jumps

Physical Competency

PES 7 - Jumping
07 - Jumping - Single Leg

5 Hops (L&R) - Movement Efficiency

Coaching Points -

- From a standing start the athlete hops for distance landing on the same Leg continuously for 5 hops - the last landing on two Feet.
- Head Up, Chest Up.
- Vertical stability and alignment through the Trunk, Hips and Knees must be attained.
- Check for any lateral deviation during hops.



5 Hops Start -
Correct Posture.



5 Hops Landing -
Correct Posture.



5 Hops Landing -
Correct Posture.

In all of the above jumping and landing assessments, executing all 5 points scores 5.

- Ankle, Knee and Hip Alignment (Knees don't collapse in or Feet don't turn or collapse)
- Bend at Ankle, Knee and Hips (Triple Flexion, Butt out)
- Waistband level (Landing Hip doesn't 'hitch' out)
- Trunk parallel to shins
- Full balance throughout



Event Group Syllabus for Jumps

Physical Competency

PES 1 – Flexibility
01 & 02– Lower Body

The following assessments are specifically related to the event group (Jumps) which must be assessed in conjunction with the above PCA's:

Event Group Specific (PCA) -

Wall 'A' Stance' - (Static and dynamic)



Wall 'A' Stance -
Level 1 Static & Dynamic



Wall 'A' Stance -
Level 1 Static & Dynamic (Rear View)

Static

- Arms ahead at Shoulder level.
- Moderate body lean.

Main 5 Scoring Points

- Raise Thigh so that Heel is level with opposite Knee.
- Full extension of standing Leg / Hip
- Straight line from Head to Ankle
- Waistband Level.
- Hold for 5 sec L&R

Dynamic

- Controlled sprint action - 5 cycles (10 contacts).
- Drive free Leg into ground - punch drive Knee up.

Main 5 Scoring Points

- Raise Thigh so that Heel is level with opposite Knee.
- Full extension of standing Leg / Hip at contact
- Straight line from Head to Ankle at contact
- Waistband Level throughout.
- Smooth, Balanced transitions

Athletes may progress to assessment level 2 (greater body lean) once achieved all main 5 scoring points at Level 1.

Event Group Syllabus for Jumps

Physical Competency

PES 1 - Flexibility
01 & 02 - Lower Body

Thomas Test 1 (L&R) - Thigh Angle 5° Below horizontal

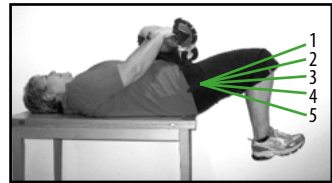
Exercise	Desirable	Above Average	Average	Below Average	Poor
	5	4	3	2	1
Thomas 1- Thigh Angle	5° Below Horizontal	Horizontal	Horizontal + 5°	Horizontal + 10°	Horizontal + >10°

Coaching Points -

- Butt at edge of bench.
- Grip Knee and Ankle to rotate the Shin
- Pull bent Leg to Chest – Flat Back.
- Head back.
- Tester lifts leg 'up and over' back to centre position
- Check from the side for Thigh angle.



Thomas Test 1 - Side View
Desirable Thigh position
Score - 5



Thomas Test 1 - Side View
Thigh Score - 1

PES 1 - Flexibility
01 & 02 - Lower Body

Thomas Test 2 (L&R) - Shin Angle 80-90°

Exercise	Desirable	Above Average	Average	Below Average	Poor
	5	4	3	2	1
Thomas 1- Shin Angle	90-80°	79-70°	69-60°	59-50°	40-49°

Coaching Points -

- Butt at edge of bench.
- Grip Knee and Ankle to rotate the Shin
- Pull bent Leg to Chest – Flat Back.
- Head back.
- Tester lifts leg 'up and over' back to centre position
- Check from side for Shin angle.



Thomas Test 2 - Side View
Desirable Shin Position
Score - 5

Event Group Syllabus for Jumps

Physical Competency

PES 1 - Flexibility
03 - Lower Body - Hamstring

Hamstring (L&R) - Desirable Angle > 90°

Coaching Points -

- Head back.
- Free Leg straight, Toes vertical.
- Raise straight Leg slowly, Foot 'cocked' - check range.
- Free Leg must not move - keep Hamstring in contact with ground (Tester should hold free Leg down to stop any 'lift-off').



Hamstring Test - Desirable Range.

Exercise	Desirable	Above Average	Average	Below Average	Poor
	5	4	3	2	1
Hamstring	> 10°	85-90°	80-84°	75-79°	< 75°

PES 1 - Flexibility
04 - Lower Body - Calf

Ankle Range (L&R) - > 12cm

Exercise	Desirable	Above Average	Average	Below Average	Poor
	5	4	3	2	1
Ankle Range	> 12cm	10-12cm	7-9cm	4-6cm	1-3cm

Coaching Points -

- Bare Feet.
- Hips square.
- Bend at Knee.
- Heel down at all times (Tester should hold the heel to feel for any 'lift').
- Arch of Foot must remain high (see use of tape).
- Measure distance from big Toe to wall.



Ankle Range Test - Correct Position.

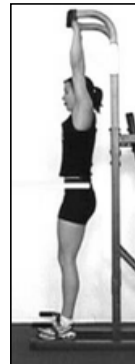
1 5

PES 5 - Upper Body (1)
03 - Trunk Flexion

Hanging Raises (Straight Leg) - ≥ 10 reps

Coaching Points -

- Hanging with a pronated (over-grasp) grip from a bar the athlete raises straight. Legs with Feet together so they are parallel to the ground.
- After a controlled pause they are then lowered to the long hang position.
- Feet are kept together with Feet 'cocked' (dorsi-flexed) at all times.
- No swinging.



Hanging Leg Raise - Start position.

Hanging Leg Raise - Finish position.

Event Group Syllabus for Jumps

Technical Competency

Jumping specific skills (See General Guidance)

Refer to 365 purple/blue coach support card 20 for technical competence

Refer to 365 purple coach support card 18 for technical competence

Refer to 365 purple/blue coach support card 19 for technical competence

At this age, it is the best time for athletes to develop skills. Taking care of the technical elements involved with all aspect of the athlete's future development at this time, is time well spent. Athletes should be able to perform technical skills associated with the blue level in Athletics 365.

The focus in terms of the development of Endurance Running related skills, needs to change in accordance with the athlete's physical development needs.

The ability to sustain running pace requires good endurance, pace judgement and rhythm.

HIGH JUMP - Approach -

Develop curved approach.
Lean away from bar.

HIGH JUMP - Take-off -

Develop knee-drive action.
Develop arm drive.
Develop full extension for take-off.

HIGH JUMP - Flight -

Develop bar awareness.
Develop arch & leg action for bar clearance.

HIGH JUMP - Landing -

Ensure safe landing area.

LONG JUMP - Approach -

Develop short-medium length approach run.
Develop approach run accuracy & rhythm.

LONG JUMP - Take-off -

Develop knee-drive action
Develop arm drive
Develop full extension for take-off

LONG JUMP - Flight -

Develop appropriate individual technique to counter rotation caused by take-off.

LONG JUMP - Landing -

Ensure safe landing area.
Develop leg shoot & co-ordinated arm action mechanics.

TRIPLE JUMP - Approach -

Develop short-medium length approach run.
Develop approach run accuracy & rhythm.

TRIPLE JUMP - Take-off -

Develop knee-drive action into hop phase.
Develop active flat-foot landings & co-ordinated arm action through step & jump phases.

TRIPLE JUMP - Flight -

Develop maintenance of upright posture & balance throughout triple phases
Develop equal length phases .

TRIPLE JUMP - Landing -

Ensure safe landing area.
Develop leg shoot & co-ordinated arm action mechanics.

Event Group Syllabus for Jumps

Technical Competency

Jumping specific skills

Refer to 365 purple/blue coach support card 21 for technical competence

POILE VAULT - Approach -

Develop efficient pole carry & plant action.

Develop 8-14 stride approach run.

Develop approach run accuracy & rhythm

POLE VAULT - Take-off -

Develop knee-drive action Develop hold take-off leg extension.

Develop high plant action with top arm vertical.

POLE VAULT - Swing -

Develop swing towards inversion (for depth before height).

Develop turn & bar clearance.

POLE VAULT - Landing -

Ensure safe landing area.

Be aware, previous technical models become unstable during the growth spurt. Therefore it is important to always re-visit the basics.






Event Group Syllabus for Jumps

Planning

<p>Planning</p>	<p>Typical Preparation Period* (Winter/Off-Season)</p> <p>Mon - Hudle Drills / Tempo Runs Tue - Technique (HJ) / Conditioning Wed - Rest Thu - Speed Development / Bounding Fri - Rest Sat - Technique (LJ, TJ) / Conditioning Sun - Active rest / Flexibility</p>	<p>Typical Preparation Period* (Spring/Summer, In-Season)</p> <p>Mon - Rest Tue - Technique (related to next competition) / Cadence (Rhythm runs) Wed - Rest Thu - Speed Work / Conditioning Fri - Rest Sat - Compete Sun - Rest</p>
	<p>Session Exemplar</p> <p>Warm up (incorporating physical competency development - linked to skill development)</p> <p>Warm up should be related to session activity</p> <p>Take Off Drills</p> <ul style="list-style-type: none"> - Low skip, alternating legs - Vary emphasis - Height / Length <p>Run up orientation</p> <ul style="list-style-type: none"> - Build ups on the track - Establish run up length - Practice consistency & accuracy <p>Technical jumps from short approach</p> <ul style="list-style-type: none"> - 7-9 strides - Working on one or two technical points - Linked to 365 (purple/blue) <p>Body Circuits</p> <ul style="list-style-type: none"> - Movement modules - Linked to achieving physical competency <p>Warm Down</p> <ul style="list-style-type: none"> - Stretch - Reflect on session goals 	<p>Session Exemplar</p> <p>Warm up (incorporating physical competency development - linked to skill development)</p> <p>Warm up should be similar to competition warm up and related to the session activity</p> <p>Take Off Drills</p> <ul style="list-style-type: none"> - Low skip, alternating legs - Vary emphasis - Height / Length <p>Technical jumps from Medium approach</p> <ul style="list-style-type: none"> - 9-11 strides - Working on technical points related to competition - Linked to 365 (purple/blue) <p>Cadence runs (30m)</p> <ul style="list-style-type: none"> - Related to run up (LJ,TJ, PV) - Fast & relaxed runs - 10-10-10 (accel, fast, faster) <p>Warm Down</p> <ul style="list-style-type: none"> - Stretch - Reflect on session goals
	<p>*Training 3-4 times per week. Please note that it is important that sporting activities within the athlete's school programme must also be factored into the planning of the training programme.</p> <p>**If working on four jumping events technical training microcycles must be of two-three weeks duration.</p> <p>Training must have sufficient variety to counteract any negative influences that are related to growth. The training load is increased from the previous phase.</p> <p>The basic triple jump and pole vault must be learnt in preparation for the next phase. Young athletes will be growing considerably at this age. Therefore the need to employ a variety of training means is important.</p> <p>When an athlete attempts to work on two or more units in a session the athlete should always work on:</p> <ol style="list-style-type: none"> 1. "Neuromuscular" training (e.g. coordination, technical training, speed, speed strength and maximum strength) <p>BEFORE</p> <ol style="list-style-type: none"> 2. "Metabolic - Energy production" training (i.e. emphasis on endurance - aerobic) 	

Event Group Syllabus for Jumps

Planning

<p>Planning</p>	<p>For example, the training session may be constructed in the following progression:</p>  <pre> graph TD A[Session Brief] --> B[Warm Up] B --> C[Skills / Technical Unit] C --> D[Metabolic Unit] D --> E[Physical Preparation Unit] E --> F[Cool Down] F --> G[Debrief] G --> A </pre>
<p>KPI's</p>	<p>The aim is to achieve 5 out of 5 in all physical competencies outlined in this text.</p> <p>Introduction to field-based fitness tests for running, jumping and throwing (acceleration, speed, power, endurance). However, these types of tests are maximal and should only be used when the athlete is technical efficient and physically competent. Markers of strength & individual development can also be monitored.</p> <p><i>“Testing is training and training is testing”</i> - Coaches can use markers in training to monitor improvement.</p>
<p>Coach education for coaches, includes coaching knowledge and coaching practical application (To include athlete supplementary knowledge as already listed)</p>	<p>Event Group Coaches working with athletes at this stage should have the knowledge and understanding of the following:</p> <ul style="list-style-type: none"> - Understanding of children’s physiological development and physical literacy for this stage. - Appropriate technical knowledge and application (in line with athletics 365, purple, blue and black stage). - Key coaching principles applicable for this age group, making sport & athletics fun - Understand the key concepts that underpin athlete development - Understanding of physical competency requirements - Competency based progression - Physical vs technical preparation - Appreciate and understand the ways in which an athlete’s physiology changes as they mature and develop - Understand how the physical development of the athlete influences what training methods are most appropriate at different stages during their development - UKA Coaching Qualifications <ul style="list-style-type: none"> • Coach Assistant • Athletics Coach • Event Group Coach / L3 Performance Coach
<p>Resources</p>	<p>UK Athletics 365 Coaching Pack scottishathletics Athletic Development Manual Movement Dynamics Physical Competency Assessment Manual Movement Dynamics Movement Library UKAD – 100%ME</p>

Event Group Syllabus for Jumps

Glossary Of Terms

Intensity - Relative Intensity: % of PB or current potential maximum performance.
Evaluates the effect of exercise on the nervous/endocrine systems (often delayed).

Effort - How "hard" the exercise felt (amount of discomfort) either during or immediately after exercise.
Evaluates the immediate effect of exercise.

Competence - Ability to do something successfully or efficiently and consistently.

Multi-Directional - Functioning or going in more than one direction.

Multi-Plane - movements that are utilising Sagittal, Frontal and Transverse planes together or individually

Amplitude - Athletes' range of movement in an action e.g. short to long, small to big

Metabolic - Range of biochemical processes that occur within the body e.g. Anaerobic, aerobic.

Aerobic - Refers to the primary use of oxygen in muscles' energy-generating process.

Anaerobic - Refers to energy production without the presence of sufficient oxygen

Lactate System – This system involves the breakdown of glycogen in the absence of oxygen, with the resultant formation of ATP plus lactate (lactic acid and associated products).

Locomotor system - how all the body parts work together to create movement also known as the musculoskeletal system

Musculoskeletal - relating to or denoting the musculature and skeleton together.

Implicit Learning - learning movements, postures and actions by personal experimentation, trial and error.

Explicit Learning - following a set of cues and drills

Movement Puzzles - a means of learning movements by experimentation and personal discovery rather than telling them exactly how to do it.

Physical Literacy - developing a movement vocabulary in every plane, direction, speed, amplitude and force requirement.

Foundation Movements - Squat, Lunge, Pull, Push, Brace, Rotate, Hinge and Jumping / Landing movements (and all subsequent and progressive hybrids). These are the basic building blocks for all skill acquisition.

Cardio-respiratory System - Transports oxygen and nutrients to the body, removes waste, and regulates the body temperature.

Fartlek - Fartlek, comes from the Swedish for 'Speed Play' and combines continuous and interval training. Fartlek allows the athlete to run whatever distance and speed they wish, varying the intensity, and occasionally running at high intensity levels.
This type of training stresses both the aerobic and anaerobic energy pathways.

Kinaesthetic Sense - relating to the use of sense organs in your muscles and other body parts to feel the position and movements of your body. The athlete's perception through neuromuscular feedback of a body movement.

ROM – Range of Movement

Kinetic Chain - Combination of several successively arranged joints constituting a complex motor unit. The movements that occur within these segments present as two primary type - open and closed.

Neuromuscular system - Muscle fibres are innervated by motor neurons that transmit impulses in the form of electrochemical signals from the spinal cord to muscle.

Endocrine System - The collection of glands of an organism that secrete hormones directly into the circulatory system to be carried towards a distant target organ.

Electrochemical Signal - is an electrical signal that takes place within the nervous system, which transmits signals to different parts of the body.

Intrinsic Motivation - Intrinsic motivation refers to behaviour that is driven by internal rewards or for his or her own internal satisfaction or fulfilment.

UKA ECH Sprints – CE/SDE Definitions (V1.1)

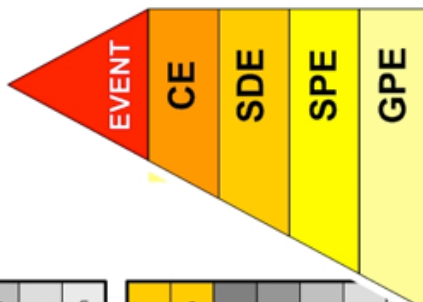


CLASSIFICATION
Category
INTENSITY
DISTANCE
TIME
Recovery
Notes

COMPETITIVE EXERCISE (CE)			
"Speed"	Speed Endurance		Specific Endurance
	Acceleration	Max Velocity (HSR)	
> 95%	≥ 95%		
0-60m	10-40m flying	60-150m	300-600m (800+)
<7s	<5s	6-20s	20-40s 40-90s (2min)
FULL	FULL or INCOMPLETE (but retain ≥ 95% intensity)		
	From full or sub-max acceleration	Achieve max. velocity and maintain	Achieve sub-max. velocity and maintain

CLASSIFICATION
Category
INTENSITY
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SPECIFIC DEVELOPMENTAL EXERCISES (SDE)			
Resisted Running	Assisted Running	Intensive Tempo	Extensive Tempo
	90-99%	>100%	76-94%
10-40m	10-30m	75-500m	50-600m
<6s	<5s	10-70s	10-120s
FULL	INCOMPLETE		
Overloads acceleration	Overloads max velocity	Overloads anaerobic pathway	Overloads aerobic pathway



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Event Group Syllabus for Jumps

COACHING CHECKLISTS

<p>General strategic aim</p>	<p>To support all athletes by presenting a progressive journey that is appropriate to their individual needs (at every biological stage of their development).</p>	<p>✓</p>
<p>General coaching aims</p>	<p>Athlete appropriate leading to sports / event specific. Know where the athlete is - physically, technically and mentally. Fit the program to the athlete – not the other way round.</p>	<p>✓</p>
<p>Specific coaching aims</p>	<p>Give them the physical competence to do the technical stuff. Give them the technical competence to do the competition / arena stuff</p> <p>In that order For all events – Get them physically literate Get them strong Get them to move (Run, Jump, Throw) fast; Get them fit - in that order.</p> <p>Develop a basic conditioning ability (Total structural strength, stability and range) that stays one step ahead of technical model development. Give them a movement vocabulary to assist skill learning.</p> <p>Get them strong and stable enough to deliver the movements and postures of the event.</p> <p>Teach them the progressions of each event.</p> <p>Build fitness and work capacity of the high quality movements and actions you have created.</p>	<p>✓</p>
<p>Specific session aims</p>	<p>No laps / No lines / No lectures Prepare the session area / environment early (space, equipment, etc). Deliver an appropriate warm-up. Avoid athletes having to queue for an attempt. Look a lot more, listen a lot more, speak a lot less. Use simple instructions. Apart from appropriate recovery time after strenuous activity - keep them active.</p> <p>Precision / Progression / Variety Demand excellence in every action and posture. Repeat until they have adapted permanently under all conditions (speed, fatigue and pressure). Use a variety of actions, postures, loads, words, cues, drills to achieve the specific goal.</p> <p>Can do / Can do / Can't do / Can do Know how to make a movement or posture easier or harder. Start with what they can do. Then allow them to be challenged and then move them back to what they can do.</p> <p>Coach all four pillars in every session Create modules for each session and rotate through them as required.</p> <ol style="list-style-type: none"> 1. Warm Up 2. Solve puzzles (general or event specific) 3. Event specific activities 4. Physical (strength, stability, mobility, work capacity) 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>



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JUMPS



**MOVEMENT
DYNAMICS**

Athlete Development