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## A Holistic Approach to Coaching

<table>
<thead>
<tr>
<th>Physical</th>
<th>Our job as coaches is not only to influence our athletes in the short time we have with them, but to create an impact that can last a lifetime:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social</td>
<td>• Build trust</td>
</tr>
<tr>
<td>Emotional</td>
<td>• Care</td>
</tr>
<tr>
<td>Spiritual</td>
<td>• Communicate</td>
</tr>
<tr>
<td></td>
<td>• Relate.</td>
</tr>
</tbody>
</table>

### Physical

- Focus on fundamental movement skills that provide the foundation of all athletic maturity and are the building blocks from which all movement skills are developed
- Observe and provide feedback
- Develop agility, balance, coordination, fitness and strength – the notion of physical literacy
- Provide adequate supervision to all participants to ensure a physically safe environment.

### Social

- Provide opportunities for healthy social interaction between participants
- Provide opportunities for participants to develop personal connections
- Develop positive peer support
- Encourage an atmosphere of cooperation and collaboration.
ATHLETICS AUSTRALIA
LEVEL 1 – COMMUNITY ATHLETICS COACH

Emotional
• A participant/athlete centered approach
• Develop self confidence
• Develop self-belief
• Nurture healthy relationships
• Offer age and developmentally appropriate guidance and support.

Interpersonal
• Open and clear communication
• Active listening
• Use open questions
• Be conscious of your language
• Seek understanding
• Don’t coach athletics, coach individuals.

Organizing Groups
• Understand and cater for a diversity of physical capabilities and motivations; ensure a multi-tiered approach to prescribed activities
• Assess and manage risks – understand the inherent risks in prescribed activities and formulate a management plan in advance of delivery
• Focus on getting participants moving with minimum waiting time; keep instructions short and simple to get participants active quickly – maximise time on task for all participants.

Why?
• Do we understand why children drop out of organised sport?

How?
• How as coaches, can we address the identified barriers to participation and promote a love of activity for all participants?
**Skill Acquisition**

Developing a sense of increasing competence and confidence is important for maintaining the motivation of all participants – training should focus on appropriately challenging participants.

- Start with simple movements
- Gradually increase the complexity of movements
- Practice and perfect basic patterns to build the mind-body connection
- A well-rounded movement vocabulary provides the best preparation for the acquisition of complex movement skills

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**The TREE Model of Inclusion**

**Teaching Style**

- Using physical demonstrations to assist an athlete from a non-English speaking background,
- Physical manipulation to assist an athlete with a visual impairment

**Rules**

- Modifying hurdle heights for an athlete with a physical impairment,
- Adding a visual starting cue for an athlete with a hearing impairment

**Equipment**

- Using lighter throwing implements for an athlete with a physical impairment

**Environment**

- Minimizing distractions in the surrounding area for athletes with learning difficulties.

---

**Why Modify Sport?**

- Provides an attractive introduction to the sport
- Allows participants to experience an interesting, safe and fun environment
- Takes into account developmental level and current competency levels of participants
- Consider modifying: equipment, facilities and rules.
RESPOND TO THE FOLLOWING AND BE PREPARED TO DISCUSS AT THE WEEKLY CATCH UP:

• List 5 behaviors that you have implemented/will implement, in your training environment to promote a welcoming and friendly environment

• What do you understand by the term a “Participant/Athlete Centered Approach”?
  • Give an example of your current coaching practice/future coaching practice that reflects this philosophy

• Research indicates that creating social connections/being part of a tribe, is a motivating factor to recruitment and retention in sport:
  • What are/will be the behaviors and practices in your training environment that promote social connectedness between participants?
MODULE 1 – COACHING BEGINNER ATHLETES

Key Points

I.

II.

III.

IV.

V.

How can I incorporate these ideas and concepts into my Coaching?

My To Do List

1.

2.

3.

4.
The Training Environment

- A training environment is an educational setting designed to assist individuals in gaining skills and competencies.
- When an individual is placed in a training environment, they are provided with
  - instruction
  - guidance
  towards learning how to perform specific tasks.

Basic Structure of a Training Environment

- **Warm up**
  - Prepare the body for exercise by gradually increasing the heart rate and circulation

- **Skills & Conditioning**
  - Engage with activities that develop fundamental movement skills and increase muscular capacity to enable participants to create fundamental shapes

- **Cool Down**
  - Debrief with participants

Stuart McMillan: ALTIS Education
@StuartMCMillan1

The shapes you create will determine your patterns
The patterns you make will determine your rhythm
Your rhythm will determine your speed
And your speed will determine your endurance
It all starts with shapes.
WARM UP

R.A.M.P
Warm up protocols

**RAISE**
Low intensity activities
- Increase: Body Temperature, Heart Rate, Blood Flow, Muscle Elasticity and Neural Activation

**ACTIVATE**
Involves exercises to activate key muscles groups and work through an improved range of motion
- Engage the muscles

**MOBILISE**
Mobilise key joints and ranges of motion used through dynamic movements
- Focus is Movement, Mobility and Stability

**POTENTIATION**
Activities that improve the effectiveness of subsequent performance. *(switching on to move)*
- Increase Intensity.

---

Warm Up Progression Guidelines

- Slow to Fast
- Simple to Complex Movement Skills

Consider:
- The warm up provides the coach an opportunity to observe movement patterns and encourage participants to engage with activities to improve their agility, balance and coordination.

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DYNAMIC WARM UP

What is Dynamic Warm up?

A series of dynamic movements performed in a progressive, deliberate sequence from low to moderate intensity

Avoid Static Stretching in the Warm Up

- Static stretching prior to exercise may cause damage to tissues
- Static stretching may inhibit nerve contractions resulting in less force production.
RAMP

RAISE
Low intensity activities

ACTIVATE
Involves exercises to activate key muscles groups and work through an improved range of motion

MOBILISE
Mobilise key joints and ranges of motion used through dynamic movements

POTENTIATION
Activities that improve the effectiveness of subsequent performance. (switching on to move)

ACTIVATE
Involves exercises to activate key muscles groups and work through an improved range of motion

• Bear Crawl – forward & backward
• Frog hop
• Chameleon walk
• Inch worm

• Slowly increase the intensity
• Walk to skip to jog
• Consider playing a game of increasing intensity

• Movements that engage a broad range of muscles e.g.
• Bear crawl
• Frog jump
• Chameleon walk
• Inchworm

• Lateral movements
• Skipping for height, skipping for distance
• Jump 2 feet to 2 feet
• Jump 1 foot to 2 feet

• Running at increased intensity.

• Maximized activation of receptors
• Increased mobility
• Conscious usage of gravity
• A minor load on the spine
• Improved blood circulation
• Improved digestive system
• Improved breathing.
SKILLS

The ‘Teaching Games for Understanding’ approach to coaching is the current world best practice for achieving physical, social and cognitive learning outcomes.

RESEARCH

Hopper & Kruisselbring (2002)
Light (2002)
Heywood (2001)
Turner & Martinek (1999)
Werner et al. (1996)
Allison & Thorpe (1997)
Butler (2006)
Kirk (2001)
Miller (2015)
Moy, Renshaw, Davids & Brymer (2016)
Osman (2017)

OUTCOMES

1. Develops meaningful skill improvements
2. Develops “a sense of ‘joy’ related to achievement and profound learning
3. Participants considerably more involved in planning and evaluation
4. Encapsulates dimensions of quality teaching and student centredness
5. Best method in the transfer and acquisition of knowledge
6. Technique uses time, repetition and feedback to improve quality and quantity of learning.

What is Teaching Games for Understanding?

Modified Games

• Learning is game-based, where the desired skills are developed through age-appropriate activities
• Games are broken into their simplest format and complexity is gradually increased

Participants Develop an Understanding of the Task

• Games are designed by the coach to target specific skills and opportunities for learning

Participant Learns When and How to Perform the Skills in Competition

• Participants develop awareness of ‘what needs to be done’ and ‘how to do it’

Skills are Developed in a Dynamic Setting Throughout the Session

• Fundamental movement skills and physical literacy are prioritised.
## COMPARE AND CONTRAST

<table>
<thead>
<tr>
<th>Games for Understanding Approach</th>
<th>Traditional Instructional Model</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Modified Games</strong></td>
<td></td>
</tr>
<tr>
<td>• Frogs and Lily pads</td>
<td>• Isolated / Static Skill Development</td>
</tr>
<tr>
<td><strong>Participants Develop an Understanding of the Task</strong></td>
<td><strong>Event-Specific Practice</strong></td>
</tr>
<tr>
<td><strong>Participant Learns When and How to Perform the Skills in Competition</strong></td>
<td>• Athletes are taught a skill in isolation</td>
</tr>
<tr>
<td>• Athletes learn from the game and devise tactics e.g. tactics for increasing number and/or distance of jumps</td>
<td>• Athletes are asked to apply the skill</td>
</tr>
<tr>
<td><strong>Skills are Developed in a Dynamic Setting Throughout the Session</strong></td>
<td><strong>Games help develop a wide range of athletic skills and on top of that they are fun and motivating for children @JeremyFrisch.</strong></td>
</tr>
<tr>
<td>• Athletes develop the physical and technical attributes and can apply them in a competition environment</td>
<td></td>
</tr>
</tbody>
</table>

### Remember:
- So many young athletes leave organised sport because it’s no longer fun
- Games and varied movement experiences can promote the development of fundamental movement skills, endurance, strength and speed
- As a Coach, the key is creating a culture of positive relationships and fun engaging movement experiences.
Frogs and Lily Pads

Outcome

Jumping
- 2 feet to 2 feet

Variations
- 1 foot to 2 feet
- 2 feet to 1 foot
- 1 foot to 1 foot

Skill Development

- Hinge
- Agility
- Balance
- Decision making under pressure
- Repetition of the game enables participants to develop awareness of “what needs to be done” and “how to do it”.

CONDITIONING

Fundamental Movement skills

Running, Jumping and Throwing can be broken down into seven basic actions

- Hinge
- Lunge
- Squat
- Pull
- Push
- Rotate
- Stabilise

Level 1 Community Athletics Coaches are expected to understand an appropriate conditioning circuit for beginning athletes, as endorsed by the Australian Strength and Conditioning Association (ASCA). Without further specialized training, exercises should always stay within the recommended guidelines of the ASCA conditioning circuit.
## Conditioning Circuit

### 6-10 Years of Age

<table>
<thead>
<tr>
<th>Activity</th>
<th>Intensity</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Dynamic Warm Up</td>
<td>Gradually increasing</td>
<td>Prepare the athlete physically and psychologically for the upcoming tension</td>
</tr>
<tr>
<td>2) Step Ups</td>
<td>15cm - 25cm (height steps)</td>
<td>Hamstrings and gluteal muscles</td>
</tr>
<tr>
<td>3) Star Jumps</td>
<td></td>
<td>Work quadriceps, adductors and gluteal muscles</td>
</tr>
<tr>
<td>4) Push Ups</td>
<td></td>
<td>Work pectorals, deltoid and triceps brachia muscles</td>
</tr>
<tr>
<td>5) Chair Dips</td>
<td></td>
<td>Work triceps brachia muscles</td>
</tr>
<tr>
<td>6) 90-Degree Wall Sit</td>
<td></td>
<td>Work quadriceps and gluteal muscles</td>
</tr>
<tr>
<td>7) Reverse Back Extensions</td>
<td></td>
<td>Work lower back, hamstrings and gluteal muscles</td>
</tr>
<tr>
<td>8) Plank / Hover</td>
<td></td>
<td>Work abdominal, hip flexor and lower back muscles</td>
</tr>
<tr>
<td>9) Stretching / Light Activity</td>
<td>Low</td>
<td>Cool down and review the session</td>
</tr>
</tbody>
</table>

### Other Possible Activities
- As athletes become stronger, coaches can consider including lunges, squats, or sprints.

### Purpose of Resistance Training
The purpose of resistance training for athletes for this age group should be to achieve the following objectives:
- To enhance muscular strength, power and muscular endurance
- To promote athlete's confidence in a safe and enjoyable approach to strength and conditioning training
- To improve motor skill performance
- To develop track and field specific skills
- To reduce the likelihood of injury
- To improve psychological well-being
- To develop positive exercise habits that will be followed throughout the athlete’s life.

### General Guidelines
The following guidelines have been derived from Faigenbaum et al. (2009).
- The Australian Strength and Conditioning Association recommends that 'Stage 1' athletes (6-9 Years of Age or 0 Training Age) are limited to a maximum of 3 whole body routines per week, performed on alternate days.
- Sessions should not exceed 60 minutes in total duration, including warm up and cool down.
- Progression should only occur when an athlete can repeatedly complete an activity with the correct technique.
- Activities should only ever be conducted when under the supervision of a qualified professional.
- The youngest an athlete should commence resistance training is at 6 years of age.

### Progression
Progression should not occur until the athlete is able to comfortably complete the session with correct technique of all activities.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Time for each activity</th>
<th>Rest after each activity</th>
<th>Number of Circuits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>20 Seconds</td>
<td>40 Seconds</td>
<td>1</td>
</tr>
<tr>
<td>Progression 1</td>
<td>30 Seconds</td>
<td>40 Seconds</td>
<td>1</td>
</tr>
<tr>
<td>Progression 2</td>
<td>30 Seconds</td>
<td>40 Seconds</td>
<td>2</td>
</tr>
<tr>
<td>Progression 3</td>
<td>40 Seconds</td>
<td>50 Seconds</td>
<td>2</td>
</tr>
<tr>
<td>Progression 4</td>
<td>50 Seconds</td>
<td>50 Seconds</td>
<td>2</td>
</tr>
<tr>
<td>Progression 5</td>
<td>60 Seconds</td>
<td>60 Seconds</td>
<td>2</td>
</tr>
<tr>
<td>Further Progression</td>
<td>Keep time and rest constant but increase the activity intensity.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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13 | Page
### Basic Plyometrics

#### Jumping
- Forward
- Backward
- Lateral

#### Progressions
- 1 foot to 2 feet
- 2 feet to 1 foot
- 1 foot to 1 foot

Move to jumping/hopping patterns

#### Benefits
- Reactive strength
- Running economy
- Speed
- Strength
- Power.

---

### COOL DOWN

**Cool Down**

An effective cool down has been demonstrated to reduce an athlete’s heartrate at a faster rate and may attenuate muscle soreness.

- **Easy Running**
  - Low intensity running or a low intensity game, aiming to lower the athlete’s heart rate gradually closer to resting rate.

- **Dynamic and/or Static Stretching**
  - Static stretching means a stretch is held in a challenging but comfortable position for a period of time, usually somewhere between 10 to 30 seconds.

- **Debrief and ‘Preview’ of Next Session**
  - Opportunity to connect with your participants.

---

Beginning athletes should be coached, progressed and regressed according to their individual needs and current movement competencies.

- Prioritize technique over everything else.
- Master body weight before an external load is added.
- Don’t rush the process.
- Developing before “puberty” will maximise development once puberty and the growth spurt hits.
- When they are younger the junior athlete central nervous system is very adaptable to change and learns the patterns fast.

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Instagram @coachwoodford
WARM UP & CONDITIONING – ONLINE VIDEOS

**Dynamic Stretch:**
- Walking quad, glute and hamstring stretch, soleus & heal walk

**Warm up Drills**
- Drills:
  - Skip & roll arms (fwd/bkd), lateral shuffle, A Skip, high knee butt kicks, grapevine

**Plyometrics**
- Basic – warm up
  - Pogo
  - Hop right
  - Hop left
  - Hop right lateral
  - Hop left lateral
  - 2 hop alternate sequence

- Jumping & Landing: Hoop jump/hop
  - Double leg – forwards; backwards and lateral
  - Single to Double
  - Double to single
  - Single to single
  - Jump/Hop Complex – create a challenging course.

**Strength & Conditioning**
- **Squats**: Free standing Squats to Squat jumps,
- **Lunge**: Walking forward and backwards Lungenes
- **Hinge**: Double/Single leg Romain Dead Lift (RDL), Glute bridges
- **Push ups**: Push ups kneel/toes/wide to more dynamic burpees
- **Pull**: modified chin ups
- **Rotate**: ball catch in sit position with rotational twist – wall/partner
- **Stabilise**
  - Plank
  - Plank to Plank shoulder tap
  - High Plank to Low Plank
  - Flutter kicks
- **Body circuit** (ASCA recommendations).

**Strength ‘Animal’ Mobility**
- Bear walk
- Crab crawl
- Alligator
- Spider

**Mobility**
- Donkey
- Chameleon
- Inchworm
**MODULE 2 – THE TRAINING ENVIRONMENT**

**DISCUSSION POINTS**

*Respond to the following and be prepared to discuss at our weekly catch up:*

1. **This module is focussed on the Training Environment:**
   - Describe what is/will be your Training Environment?
     - School/Little Athletics/Private training group
     - Track/Oval/Gym
   - Who will be your participants?
   - How often will your participants train?

2. **A game is an engaging way to start a warm up**
   - Share a game that you know and explain how you will deliver this game to gradually prepare the body for exercise by increasing the heart rate and circulation

3. **What do you understand by the advice - “Don’t rush the process?”**

4. **What are your thoughts on the statement?**
MODULE 2 – THE TRAINING ENVIRONMENT

Key Points

I.

II.

III.

IV.

V.

How can I incorporate these ideas and concepts into my Coaching?

My To Do List

1.

2.

3.

4.
MODULE 3 – FUNDAMENTALS OF RUNNING, JUMPING & THROWING

Fundamental Movement Skills

Running

- Arms not crossing centre line of body
- Planted leg fully extended
- Mid foot landing underneath the body

Jumping

- Eyes looking forward
- Active use of arms
- Tall and upright posture
- Hips up and forward
- Drive the knee of the free leg
- Planted leg fully extended
ATHLETICS AUSTRALIA
LEVEL 1 COMMUNITY ATHLETICS COACH

Fundamental Movement Skills
Landing

- Eyes looking forward
- Trunk should be in a straight and stable position
- Look for a soft landing with bent ankles, knees and hips
- Land with two feet together simultaneously

Fundamental Movement Skills
Throwing

- Start low, finish high
- Push off the back leg to drive hips up and forward
- Tall delivery position
- Hips facing the direction of the throw
- Open chest
- Eyes forward toward the direction of the throw
- Extend arm fully through the throw and finish with a long arm
**FUNDAMENTAL MOVEMENT PATTERNS: RUN, JUMP & THROW**

### Run

<table>
<thead>
<tr>
<th>Drills</th>
<th></th>
</tr>
</thead>
</table>
| • Marching over cones (2 footsteps apart) – Start with hands on hips; progress to active use of arms  
  • Running over the cones (3 footsteps apart) up to 15 metres  
  • Introduce standing start – progress to standing start and sprint 15 – 20 metres focusing on effective sprinting form. |

### Jump

NB. Practice on soft grass surface if safe or consider jumping from side of pit

<table>
<thead>
<tr>
<th>Drills for Jumping</th>
<th></th>
</tr>
</thead>
</table>
| • Double leg squat jump - land on two feet  
  • Single forward jump - Stand on one leg thigh parallel to the ground and land on two feet simultaneously – progress to adding short run up  
  • Side to side jumping (lateral movement)  
  • Jump and hold, progressing to hop and hold – Develop ankle mobility, strength and balance for vertical jumps as well as for overall athlete development |

<table>
<thead>
<tr>
<th>Drills for Run Up</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Practice efficient sprint technique.</td>
<td></td>
</tr>
</tbody>
</table>

### Throws

Modifications: use different weighted equipment from soccer ball, basketball, light weight implements

<table>
<thead>
<tr>
<th>Drills or exercise</th>
<th></th>
</tr>
</thead>
</table>
| • Chest pass (2 hands)  
  • Rotational pass (2 hands) (both sides of the body)  
  • Overhead throw (2 hands)  
  • Underarm forward throw (2 hands)  
  • Overarm throws (both dominant and non-dominant)  
  • Slinging action (both dominant and non-dominant). |
MODULE 3 – FUNDAMENTALS OF RUNNING, JUMPING & THROWING
DISCUSSION POINTS

Respond to the following and be prepared to discuss at our weekly catch up:

1. After a training session with a group of 6-year olds, a parent asks why you are working on throwing a tennis ball with the group when this is not a Track and Field event. How will you respond to explain your approach?

2. Triple Jump is a complex and physically demanding event. How can you approach the teaching of this event in a way that focusses on the fundamental movement skills that underpin the event?

3. Eyes forward is a key component of effective sprinting mechanics and something beginning athletes often struggle with, looking beside and behind them. What coaching cues or coaching scenarios could you use to practice and perfect the skill of eyes forward with a group of beginning athletes?
MODULE 3 – FUNDAMENTALS OF RUNNING, JUMPING & THROWING

Key Points
I.

II.

III.

IV.

V.

How can I incorporate these ideas and concepts into my Coaching?

My To Do List
1.

2.

3.

4.
 MODULE 4 – KIDS’ ATHLETICS
DISCUSSION POINTS

Respond to the following and be prepared to discuss at our weekly catch up:

1. One of the key philosophies for Kids’ Athletics is rewarding effort. How could or will you recognize and reward effort of participants rather than focusing solely on outcomes?

2. Another philosophy of the program is encouraging cooperation and collaboration between participants. What sort of activities could, or will you facilitate in your training sessions that enable cooperation and collaboration?

3. Finally, Kids’ Athletics speaks to encouraging participant autonomy, the handing back of ownership of the activities to participants. How will or can you facilitate this?
**Planning**

**KIDS’ ATHLETICS**

Recommended for Primary School aged participants
Teaching Games for Understanding approach
- Warm up game based
- Run, Jump and Throw activities – broad range of movement experiences provided in every session
- Cool down activity

*Activities are fun, inclusive, engaging, age appropriate and systematically progress individual development.*

**Training Session Progressions**

Recommended for late Primary School to Early Secondary School participants (Years 6 – 8)
For those who have established fundamental movement competencies

**Warm Up**
RAMP protocols

**Main Session**
Skill Component (addressing skill and fitness)
Strength and Conditioning component

**Cool Down and Review**

**Plan**
Activities that are inclusive, age appropriate and consider current competencies level
To ensure that activities logically flow from one to the next. With the understanding that this is the Training to Train phase.
**Checklist for Session Planning**

- Select the primary objectives for your session
- Consider the cues that you will use to reinforce identified objectives
- Plan a Warm Up that will prepare your athletes for the main session’s activities
- Select main session’s activities and ensure that equipment is available that will enable your athletes to practice and perfect targeted skills
- Plan a Cool down, ensure adequate time for reflection, game and group activity
- Review your session with your participants
- Self-reflection on your own performance.

**Session Planning Terminology**

- **Speed**
- **Speed Endurance**
- **Tempo**
- **Intensity**
- **Reps**
- **Sets**
- **Recovery**

<table>
<thead>
<tr>
<th>How do I write and read session programs?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 x 20m @100% (2',4&quot;)</td>
</tr>
<tr>
<td>2 x 40m @100% (2',4&quot;)</td>
</tr>
<tr>
<td>1 x 60m @95%</td>
</tr>
</tbody>
</table>

**Quickness of movement of a limb**

- **Ability to prolong the amount of time at near maximal speed**
- **Run at “comfortably hard” pace**
- **Maximum level of physical effort directed to a specific activity or movement**
- **One completion of an exercise**
- **A series of repetitions performed sequentially**
- **Time spent resting between reps or sets. Can be active or passive**
Planning guidelines to a Training Session

1. Choose one or two skill objectives (dictates emphasis of session)
2. Choose cues to teach how to perform/perfect the skills
3. Warm up (include a fun game)
4. Program simple training progressions of the selected skills through appropriate:
   a. Drills
   b. Activation activities
   c. Practice and perfection of skills
5. Include a strength and conditioning element
Warm Up RAMP Protocols

RAISE

Progressions
- Walk to Skip to Jog
- Walking quad, glute and hamstring stretch, soleus walk
- Skipping

Games of increasing intensity:
- Tag – vary the numbers of participants who are taggers to increase the intensity of the game
- Vary the modes of locomotion to increase the intensity of the game

Shuttle runs with increasing speed

ACTIVATE

Ground Mobility exercises
- toe sit and heel sit
- kneeling ankle glide
- wide rock stance

Core stability exercises
Crab walks, clams, glute bridges

MOBILISE

Dynamic Activations: leg swings – forward and side
Drills over 15m
- Skip and Roll arms both forwards and backwards
- A Skip
- High knee butt kicks

Plyometric Drills over 10m
- Pogo jumps (2 feet to 2 feet) both forwards and backwards
- Pogo jumps (2 feet to 2 feet) laterally, both left and right
- Hop forwards on right leg
- Hop forwards on left leg
- Create hop pogo sequence e.g. hop 2 x right leg, 2x left leg, 2 x pogo

POTENTIATION

Run throughs
- 3 x 60m increasing in speed: 60%, 75%, 90%

TRAINING SESSIONS

Sprints
Jumps
Throws
SAMPLE STRENGTH & CONDITIONING EXERCISES

- Squat jumps
- Walking lunges
- Glute bridges
- Plank
- Push up on knees progressing to feet when form is established

Cool Down

- Jog - Walk - Stretch

### RUNNING

<table>
<thead>
<tr>
<th>Coaching cues</th>
<th>Drills and their Focus</th>
<th>Sample Training Drills</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Head relaxed and eyes looking ahead</td>
<td></td>
<td>Cones&lt;br&gt;2 x 10m march over cones and sprint 20m&lt;br&gt;2 x 10m run over cones and sprint 20m</td>
</tr>
<tr>
<td>- Arms 90 degrees and elbows punching back</td>
<td>A Skip – focus on dorsi flexion</td>
<td>Acceleration&lt;br&gt;Kneeling sprint starts: 2 x 20m&lt;br&gt;Lying full length on ground face down sprint starts: 2 x 20m&lt;br&gt;Standing sprint starts: 2 x 30m&lt;br&gt;2 x 60m increasing speed run throughs</td>
</tr>
<tr>
<td>- Chest open and body tall</td>
<td>Walking lunges - focus on chest open, active arm action with elbows punched back and thighs parallel to the ground</td>
<td>Sally and Steve game</td>
</tr>
<tr>
<td>- Hands in a relaxed position</td>
<td>Marching over the cones (cones 2 footsteps apart), hands on hips progressing to arms and legs coordination) – focus on head relaxed, eyes looking ahead, chest open, dorsi flexion, thighs parallel and mid foot landing underneath body</td>
<td>Relays&lt;br&gt;Supersonic Baton Passing game</td>
</tr>
<tr>
<td>- Thighs parallel to the ground</td>
<td>Leg whips on side of fence – focus on head relaxed, eyes looking ahead, chest open, planted leg fully extended, thigh parallel and mid foot landing underneath the body</td>
<td>Standing drills – push pass&lt;br&gt;Jogging drills – push pass</td>
</tr>
<tr>
<td>- Toes up ‘dorsiflex’</td>
<td>Running over the cones (3 footsteps apart) up to 15m – focus on head relaxed, eyes looking forward, chest open, active arms, thighs parallel and mid foot landing underneath the body</td>
<td></td>
</tr>
<tr>
<td>- Arms not crossing centre line of body</td>
<td>Running beside the cones (3 footsteps apart) up to 15m - focus on head relaxed, eyes looking forward, chest open, active arms, thighs parallel and mid foot landing underneath the body</td>
<td></td>
</tr>
</tbody>
</table>
## JUMPS

<table>
<thead>
<tr>
<th>Coaching cues</th>
<th>Drills and their Focus</th>
<th>Sample Training Drills</th>
</tr>
</thead>
</table>
| **RUN UP**    | ▪ Efficient sprint technique  
▪ Accelerating rhythm | | |
| **TAKE OFF**  | ▪ Eyes looking forward  
▪ Active use of arms  
▪ Tall and upright posture  
▪ Hips up and forward  
▪ Drive the knee of the free leg  
▪ Planted leg fully extended | ▪ Double leg squat jump – two feet to two feet with balanced landing – **focus on eyes looking forward, active use of arms, trunk stable on landing and soft landing with two feet together simultaneously**  
▪ Jumping on the edge of the pit or the soft grass – jump forwards/backwards/laterally - **focus on eyes looking forward, active use of arms, trunk stable on landing and soft landing with two feet together simultaneously**  
▪ Single forward jump – Stand on one leg thigh parallel to the ground and land on two feet simultaneously, ensure practice from both dominant and non-dominant side – **focus on eyes looking forward, active use of arms, hips up and forward, drive the knee of the free leg, planted leg fully extended, trunk stable on landing and soft landing with two feet together simultaneously**  
▪ Add 3 - 5 stride run up to the above – **focus on eyes looking forward, accelerating rhythm; on takeoff - tall and upright posture, hips up and forward, drive the knee of the free leg, planted leg fully extended; on landing trunk stable, soft landing and landing with two feet together simultaneously**  
▪ Repeat above with 9 - 11 stride run up **focus on effective sprint mechanics, accelerating rhythm; on takeoff - tall and upright posture, hips up and forward, drive the knee of the free leg, planted leg fully extended; on landing trunk stable, soft landing and landing with two feet together simultaneously** | ▪ **Standing long jumps** either into a pit, consider jumping from the side of the pit if safe, or on safe, soft, flat surface  
▪ **Jumping maze** on safe, soft, flat surface – maze to include jumping forward, jumping backward and jumping laterally (both sides)  
▪ **Single leg forward jump** (from dominant leg and from non-dominant leg)  
▪ **Accelerating 3 – 5 stride run up with focus on efficient sprint mechanics and accelerating rhythm**  
▪ **Accelerating 3 – 5 stride run up as above with takeoff and landing**  
▪ **Accelerating 9 – 11 stride run up with focus on efficient sprint mechanics and accelerating rhythm**  
▪ **Accelerating 9 – 11 stride run as above with takeoff and landing** |
| **LANDING** | ▪ Eyes looking forward  
▪ Trunk in a straight and stable position  
▪ Soft landing, bent through the hips, knees and ankles  
▪ Land with two feet together simultaneously | | |

**Notes:**
- **Focus:** Key areas to focus on during each drill.
- **Simultaneously:** Indicates multiple actions happening at the same time.
## THROWS

<table>
<thead>
<tr>
<th>Coaching cues</th>
<th>Drills and their Focus</th>
<th>Sample Training Drills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Start low, finish high</td>
<td><strong>PUSH TECHNIQUE, SLING TECHNIQUE AND THROW TECHNIQUE</strong></td>
<td><strong>Game</strong></td>
</tr>
<tr>
<td>• Push off the back leg and drive the hips up and forward</td>
<td>• From ½ squat position facing forward, with two hands at chest height, push throwing implement forward – focus on start low, finish high, tall delivery position, chest open, eyes forward and extend throwing arm</td>
<td>• Jog &amp; Throw</td>
</tr>
<tr>
<td>• Tall delivery position</td>
<td></td>
<td><strong>Stand back to back with a partner and pass basket/soccer/medicine ball:</strong></td>
</tr>
<tr>
<td>• Hips facing the direction of the throw</td>
<td></td>
<td>• Under and over</td>
</tr>
<tr>
<td>• Chest open</td>
<td></td>
<td>• Side to side</td>
</tr>
<tr>
<td>• Eyes forward toward the direction of the throw</td>
<td></td>
<td><strong>Stand facing a partner and pass basket/soccer/medicine ball:</strong></td>
</tr>
<tr>
<td>• Extend throwing arm fully through the throw</td>
<td></td>
<td>• using a two-handed chest pass</td>
</tr>
<tr>
<td>• Finish with a long arm</td>
<td></td>
<td>• using a two handed underarm forward pass</td>
</tr>
<tr>
<td></td>
<td><strong>Sling a hoop</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• from a facing forward position</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• from a side on facing position (with a rotation to the front)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Throw a vortex</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• using an overarm action (dominant arm and nondominant arm)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• repeat above with an emphasis on accuracy – throw into a bin</td>
<td></td>
</tr>
</tbody>
</table>

From front facing position, throw implement in an overarm action to a partner – focus on tall delivery position, hips facing the direction of the throw, chest open, eyes forward, extend throwing arm fully through the throw and finish with a long arm.

**NB. Modifications:** use different weighted equipment from soccer ball, basketball, light weight implements

*Coaching cues are used to focus an athlete’s attention on the key feature of the task/skill which is being taught (e.g., getting up-tall whilst sprinting)*

Science of Sport
ATHLETICS AUSTRALIA
LEVEL 1 COMMUNITY ATHLETICS COACH

Alternative to Traditional Competition Model

- Individual Activities
- Paired Activities
- Team Activities

- Choose Own Events
- Small teams
- Maximum participation
- Option to score
- De-emphasis on ranking, individual success

- Why should our children’s Athletics based competitions mirror Adult Athletics?

<table>
<thead>
<tr>
<th>TIME</th>
<th>EVENT #</th>
<th>EVENT</th>
<th>TYPE</th>
<th>HEATS</th>
<th>COMPETITOR NO.</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:00PM</td>
<td>1</td>
<td>8 x 50m Relay</td>
<td>Team</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>12:15PM</td>
<td>2</td>
<td>Mini Javelin</td>
<td>Individual</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>12:15PM</td>
<td>3</td>
<td>60m Sprint</td>
<td>Individual</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>12:30PM</td>
<td>4</td>
<td>Standing Triple Jump</td>
<td>Individual</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>12:30PM</td>
<td>5</td>
<td>800m</td>
<td>Individual</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>12:45PM</td>
<td>6</td>
<td>TIC TAC TOE</td>
<td>Team</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>1:00PM</td>
<td>7</td>
<td>HI - Scissors</td>
<td>Individual</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>1:00PM</td>
<td>8</td>
<td>150m</td>
<td>Individual</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>1:15PM</td>
<td>9</td>
<td>60m MINI HURDLES</td>
<td>Individual</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>1:15PM</td>
<td>10</td>
<td>Shot Put</td>
<td>Individual</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>1:30PM</td>
<td>11</td>
<td>1600m Strategic Relay</td>
<td>Team</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>1:50PM</td>
<td>12</td>
<td>Rock, Paper, Scissors Team</td>
<td>Team</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>2:15PM</td>
<td></td>
<td>PRESENTATIONS</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TEAM & INDIVIDUAL EVENT PROGRAM: Timetable can be streamlined to suit any time frame. Simultaneous events Mix team, individual, paired events
Team based activity

Cone Reaction Game
Place a cone upside down and have two students either side of the cone in a face-off position. Students stand in a squat with their elbows on their knees and hands clasped together. Event management calls a body part and kids touch that body part. On a command such as a clap, competitors react as quickly as they can to grab the cone before their counterpart.

Tic Tac Toe
Whole team: 6 competitors
Two teams running 10 to 20 metres to drop bean bags into nine hoops in a noughts and crosses game. The team of 6 are only allow three bags per team. Teams need to move one bag at a time until they have a straight line to win. Be careful the game doesn’t turn into a stalemate - use your power to ‘clear the board’ and encourage chances to win the game.

Relay Team Activities

8 x 50m
The whole team is spread around the track every 50m for an 8 team 50m relay race with batons. If all eight lanes in play, will have 64 students competing in one race. Chang over zones marked by a cone with No disqualifications

1600m Strategic Relay
The whole team works out what leg each runner runs and their distance. The minimum distance is 100m, the maximum distance is 400m. Note: changeovers can only be at 4 areas: Start, 100m, 200m, 300m. The strategy is dividing up the distance and working out who goes what leg.

Throwing based activity

Shot Put
Individual event for 2 competitors. 3 throws per athlete – with normal Shot-put rules applying.
**Mini Javelin**
Individual event for 2 competitors.
3 throws per athlete – with normal Javelin rules applying.
Maximum 5 step run up.

**Running**

**60m Sprint**
2 competitors in an Individual timed effort. Most likely need multiple heats

**150m Sprint**
2 competitors’ event an Individual timed effort. Most likely need multiple heats

**600m Run**
2 competitors in Middle Distance event – timed or head to head

**60m Mini Hurdle**
2 competitors - 60m hurdle sprint over 5 mini hurdles

**Jumps**

**Standing Triple Jump**
Individual event for 2 competitors.
The jumper does hop/step/jump with cone in hand from starting position and places it at end of jump

**High Jump - Scissors**
Individual event for 2 competitors, they both get 6 jumps total at any height from chosen starting height. (Scissors is only method of jumping allowed, unless all children have specifically been taught how to flop and equipment is up to Athletics Australia standard.)
Respond to the following and be prepared to discuss at our weekly catch up:

1. Where do you start when planning a program?

2. What are the essential elements to a program?

3. If you could give any advice to aspiring coaches, what would it be?

4. What are your thoughts about the concept of an alternative type of Athletic carnival?
   a. What does it promote?
   b. Does it have a place?
   c. How can we include every participant at a school carnival that promotes a positive experience?
POWERPOINT 5 – SESSION PLANNING

Key Points

I.

II.

III.

IV.

V.

How can I incorporate these ideas/concepts into my Coaching?

My To Do List

1.

2.

3.

4.
The FIT Model

Training and Competition Guidelines for Children and Adolescents
The FIT Model
Training and Competition Guidelines for Children and Adolescents

Athletics is one of the premier Olympic sports with almost every school in Australia conducting an athletics carnival, thus exposing most children at some stage in their life to the sport. Recognising the impact that the provision of age and developmentally appropriate athletics experiences can have on long-term physical, psychological, social and cognitive development, Athletics Australia (with the support of Little Athletics Australia) released its Position Statement for Children Participating in Athletics in October 2010.

The Position Statement is aimed at ensuring athletics programs and activities align with holistic child development principles, and provide a clear framework for the delivery of athletics within schools and the broader community. One of the key areas of the Position Statement was to ensure the provision of age appropriate activities and competitions.

It is widely recognised by health professionals that excessive training loads can have a negative effect on the physical development of the child, impeding the proper development of muscles, bone, ligaments and tendons. It can also affect a child’s progression through puberty and impact on their physical health through adulthood. Excessive training and competition loads can deter children from continued involvement, impact physical performance in both the short and long term, and impact negatively upon their overall health and wellbeing.

The sporting journey is a long-term process, often likened to a marathon with participation in childhood and continuing throughout adulthood. Whether the goal is lifelong sporting activity or excelling at the highest performance level, an athlete must progress through a series of development stages from their early years of participation through to adulthood. At each stage of development the athlete must learn to create and integrate experiences that refer to their physical conditioning, adapt group training loads and techniques, while also being required to perform at a higher level. In addition to the physical demands, athletes must manage psychological, social and academic/vocational transitions often occurring at the same time.

Athletics is recognised as a state specialisation sport requiring a more generalised and diverse approach to early training and should provide the platform to develop physical literacy (physical, psychological, social, and cognitive skills and behaviours) conducive to leading long term active lives. From the physical perspective, the focus at early ages (4-9 years) should be on the development of fundamental movement skills, and as children progress developmentally from childhood to early, mid and late adolescence (approximately 10-19 years), the emphasis of training moves to more specific technical skills, increased training loads (volume and intensity) and competition. However, it’s important for all stakeholders, (administration, teachers, coaches, athletes and parents) to understand physical stages of development in conjunction with psychological, social and cognitive skill development from pre-adolescence to adulthood, to ensure holistic development, ongoing participation and general health and wellbeing.

To assist the athletics community with understanding different stages of junior athlete development (4-19 years), and the appropriate training and competition loads and expectations, Athletics Australia has developed some guidelines and recommendations known as the FIT Model. These guidelines are based on research and evidence and have been produced to assist with understanding and selection making of parents, coaches, administrators and athletes in relation to selecting developmentally appropriate activities for children. It should be noted that children develop at different rates and that there can be significant differences between chronological and developmental age. These recommendations should therefore be used as a guide only and should be considered alongside advice from relevant health professionals.

The FIT Model has been adapted and developed from highly regarded models widely used by multiple sports and nations, including FTM (Foundation, Talent, Elite, Mastery) | Gubin, Cressey, Morrey, and Weissensteiner, 2013; Australian Sports Commission, 2006) the Developmental Model of Sport Participation (Cote and Fraser-Thomas, 2007) and the Long-Term Athlete Development framework (Boys and sporttafel.ee, 2013, 2018). Athletics Australia’s FIT Model is a framework that outlines the recommended types of activities and loads that are most developmentally appropriate for participants, to pave a way for future health and guide existing and future activities that meet the developmental needs of participants, as well as being an educative tool for parents, coaches, teacher, administrators, and athletes.

The stages of development, including a more detailed explanation and the rationale for the recommendations for each stage are outlined in Table 1.
## Table 1: The FIT Model

<table>
<thead>
<tr>
<th>Stage of Development</th>
<th>Training I (General)</th>
<th>Training II (Specific)</th>
<th>Coaching I (Peer)</th>
<th>Coaching II (Facilitated)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-11 years</td>
<td>1-5 years</td>
<td>6-16 years</td>
<td>6-10 years</td>
<td>8-12 years</td>
</tr>
</tbody>
</table>

### Stage 1: Introduction to Training
- **Aim:** To introduce children to athletics in a fun and engaging way.
- **Activities:** Basic running, jumping, and throwing activities.

### Stage 2: Fundamentals 1
- **Aim:** To develop basic athletic skills and ensure children understand the fundamental principles of movement.
- **Activities:** Preparing for activities, showing and explaining skills, practicing skills, and monitoring progress.

### Stage 3: Fundamentals 2
- **Aim:** To continue developing athletic skills and refining technique.
- **Activities:** Practicing skills, ensuring correct technique, and monitoring progress.

### Stage 4: Advanced
- **Aim:** To prepare athletes for competition and help them reach their full potential.
- **Activities:** Practicing skills, working on weaknesses, and monitoring progress.

### Stage 5: Elite
- **Aim:** To maximize athletes' performance and prepare them for international competition.
- **Activities:** Competitive training, working on strengths, and monitoring progress.

### 6-11 years
- **Aim:** To introduce children to athletics in a fun and engaging way.
- **Activities:** Basic running, jumping, and throwing activities.

### 1-5 years
- **Aim:** To develop basic athletic skills and ensure children understand the fundamental principles of movement.
- **Activities:** Preparing for activities, showing and explaining skills, practicing skills, and monitoring progress.

### 6-16 years
- **Aim:** To continue developing athletic skills and refining technique.
- **Activities:** Practicing skills, ensuring correct technique, and monitoring progress.

### 6-10 years
- **Aim:** To prepare athletes for competition and help them reach their full potential.
- **Activities:** Practicing skills, working on weaknesses, and monitoring progress.

### 8-12 years
- **Aim:** To maximize athletes' performance and prepare them for international competition.
- **Activities:** Competitive training, working on strengths, and monitoring progress.
# The FIT Model

**Training and Competition Guidelines for Children and Adolescents**

## Table 1 Continued

### Stage of Development

<table>
<thead>
<tr>
<th>Age Span</th>
<th>Fundamentals 1</th>
<th>Fundamentals 2</th>
<th>Introduction to Training</th>
<th>Training 1 (General)</th>
<th>Training 2 (Specific)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 - 6 years</td>
<td>1 x 40 minutes</td>
<td>1 x 60 minutes</td>
<td>1 x 60 minutes</td>
<td>1 x 45 minutes</td>
<td>1 x 60 minutes</td>
</tr>
<tr>
<td>7 - 8 years</td>
<td>1 x 40 minutes</td>
<td>1 x 60 minutes</td>
<td>1 x 60 minutes</td>
<td>1 x 45 minutes</td>
<td>1 x 60 minutes</td>
</tr>
</tbody>
</table>

### Recommended duration and frequency for athletics focused session(s)

- Athletics-based session per week
- 3 sessions per week
- 1 session per week
- 2 sessions per week

### Session Content

- **Suggested activities**
  - See kids Athletics (Foundation - Year 3)
  - See kids Athletics (Year 3 - 6)

- **Approach to conditioning and development**
  - Good balance of swimming, gymnastics, running and soccer
  - Warm-up and cool-down
  - Good balance of strength and flexibility

- **Approach to competition and development**
  - No formal competition
  - Fun and achievable mini-competitions
  - Beginner team event 'endurance' - (as per Kids Athletics (Year F - 3) program)

### Competition Guidelines

- Seasonal competitions, e.g., Little Athletics, Athletics club or school
- Advanced team event contexts, Little Athletics based on cross-country/athletics season
- One to two annual (e.g., cross-country) competition weekends of 3 - 4 days is recommended
- 10 - 16 weeks annual break from athletics (cross-country activities) is recommended

- Up to two competitions per year (e.g., school, club athletics season, or athletics and cross-country season)
- 3 - 5 weeks active rest from athletics training and competition is recommended
The FIT Model

Recommendations for Road Distance Events
The FIT Model
Recommendations for Road Distance Events

Research shows that athletics is a sport associated with high injury rates and in younger athletes this has been linked to higher training intensity and competition loads and for many eventually drop out from the sport. To ensure long term participation and enjoyment in the sport, Athletics Australia has developed these guidelines and recommendations for training and competition to minimise dropouts, particularly through injury and/or inappropriate competition loads.

Research or data in athletics specifying or quantifying when to start or how much competition is appropriate at various levels is very limited. However, based on research in multiple junior sports and athletics competition schedules and opportunities for children (under 10 years) and adolescents (10-19 years) in similar western sporting cultures (UK and Northern Ireland, USA, Canada), Athletics Australia makes the recommendations below in relation to participation and competition for younger athletes in distance events.

For context, these recommendations should be read in conjunction with the following documents:

- The FIT Model - Training and Competition Guidelines for Children and Adolescents
- The FIT Model - Overview of Stages of Development

<table>
<thead>
<tr>
<th>Event/Event Range</th>
<th>Minimum Age Recommendation(s) for Participation and Competition</th>
</tr>
</thead>
<tbody>
<tr>
<td>5km</td>
<td>Participation from 11 - 12 years onwards</td>
</tr>
<tr>
<td>10km</td>
<td>Participation from 13 - 14 years onwards</td>
</tr>
<tr>
<td>Half Marathon</td>
<td>Participation from 16 years onwards</td>
</tr>
<tr>
<td>Marathon</td>
<td>Participation from 18 years onwards</td>
</tr>
<tr>
<td>Ultra</td>
<td>Participation from 18 - 20 years + for Marathon to 100km ultras</td>
</tr>
</tbody>
</table>

Participation in these events for children could involve fun runs or parkrun events but training on a regular basis for longer road runs should be delayed until 15 - 16 years for 5km and 10km and 18+ for distances beyond 10km.