

Athletics 365

Developing the Next Generation of Athletes

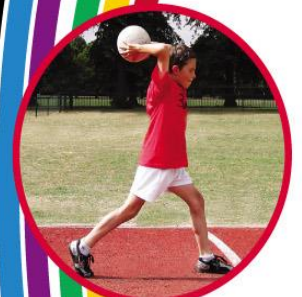
Youth Development in the UK

Scott Grace
England Athletics
National Technical Lead for Youth Development

ATHLETICS 365



Building The Foundations For The Next Generation Of Athletics Champions



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How do you build the next Generation of Athletes?

Retain

Recruit

Develop

Excel

Underpinning Research

Reasons for participating in sport

- Fun and Enjoyment (Excitement)
- **Mastering a Skill (perceived Competence)**
- Parents / Teachers
- **To Learn New Skills**
- Friends / Peers (belonging to a group)
- Being Successful
- **Gaining Recognition**

Reasons for dropping out

- **Boredom (doing the same thing too much)**
- **Lack of success**
- **Too much pressure from parents, coaches and peers)**
- **Loss of Interest**
- **Friend Leaving the Sport**

WORKSHOP REPORT

The International Athletic Foundation Workshop on Youth Athletics

In 1999 the IAAF took the first of two bold initiatives to provide services for elite groups that it has traditionally left to its national federations and others. That year it added a biennial World Youth Championships in Athletics for athletes aged 16 to 19 years old to the sport's cycle of major championships. Among the objectives for the meeting was the provision of a world stage for competitors who were younger than those taking part in the well established World Junior Championships in Athletics, in the hope that some could use as the first rung on the ladder to success in the senior ranks.

The second initiative, called IAAF Kids Athletics, provided Member Federations with a package of programmes of modified athletics activities and equipment for introducing large numbers of youngsters to the sport. It was envisaged that Kids Athletics would help to promote the sport to a new generation of participants, (and future fans) and provide a useful tool for talent identification.

The first editions of the World Youth pattern and competitive events of view as 121 national federations in 2001. It was seen that the young athletes responded with some impressive performances. Athletics is still in the process of becoming established but there is no reason to believe that it will not be well received.

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Review

Intensive training in young athletes

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An increasing number of children take part in organized sporting activities, undergoing intensive training and high level competition from an early age. Although intensive training in children may foster health benefits, more are injured as a result of training, often with severity. This paper reviews some of the issues around dealing with intensive training in children, athletes, and discusses the potential for injury and psychological effects of intensive training. It is concluded that measures should be taken to ensure that the benefits of intensive training do not outweigh the risks.

Keywords: intensive training, children, sports injuries

In the past few years, competitive sport participation has become an established feature of Western society. Youngsters in their early years may have already undergone intensive training and high level competition for several years in sports like gymnastics, swimming or tennis. Rowley has reported that only participation of children in competitive training activities is due to the 'with their young phenotype', and to the belief that, to be able to achieve international success, it is necessary to start intensive training before puberty.¹

The number of children taking part in competitive sports is so high that some medical bodies have issued guidelines regarding participation.² Although all the risks of injury in these youngsters are at present unknown,³ an epidemic of sports injuries, as children change from free play to the organized demands of the specialized performance of movement imposed by a single sport, has been predicted.⁴

The emphasis on intensive training and high level competition in a single sport begs the following questions:

Should young children participate in intensive training and high level competition?
Are children involved in intensive training at risk of injuries to their developing musculo-skeletal system?
Can psychological problems arise from intensive sports participation at a young age?

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onings reported that a worryingly high percentage of the competitors required treatment for injuries and during the last three or four years 'youth athletics' has become a hot topic for debate at the national and international levels. Among the issues to emerge are:

- The pros and cons of specialisation, performance-oriented training and international competition at an early age and competition
- Appropriate age-gruppings for training and competition
- The phenomenon of young athletes dropping the development of young athletes.

It is clear that having gone down this road the IAAF Council, Committees and Co-ordinators must stay engaged with this area of sport and be prepared to make adjustments when appropriate. In order to do this effectively there is a need to keep abreast of the latest research and thinking.

In this event, the International Athletic Foundation, with special support from the Spanish Federation de Atletismo (Royal International Working Group of...)



England Specific Research

Bridging the Gap 2011

- UK Top 20 U15 Age Group from 2006
- Tracked the progress of 660 young athletes over 5 years
- 49% Where still active
- 37% Where still in their original event
- 12% Where still in the UK top 20 ranking as an U20

Three Key Findings from the Research

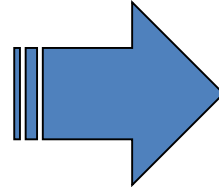
1. Building LTAD principles into initiatives for recruiting, developing and retaining athletes.
2. Using athleticism as the building block for athletics.
3. Having pathway products that are consistent with LTAD to underpin delivery of the sport.

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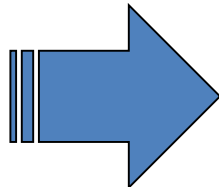
Youth Development

Outcome
Performance Against
Others



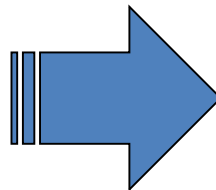
Competitions

Outcome
Performance Against
Yourself



**Awards
Programme**

Process
Development of Skill
and Conditioning



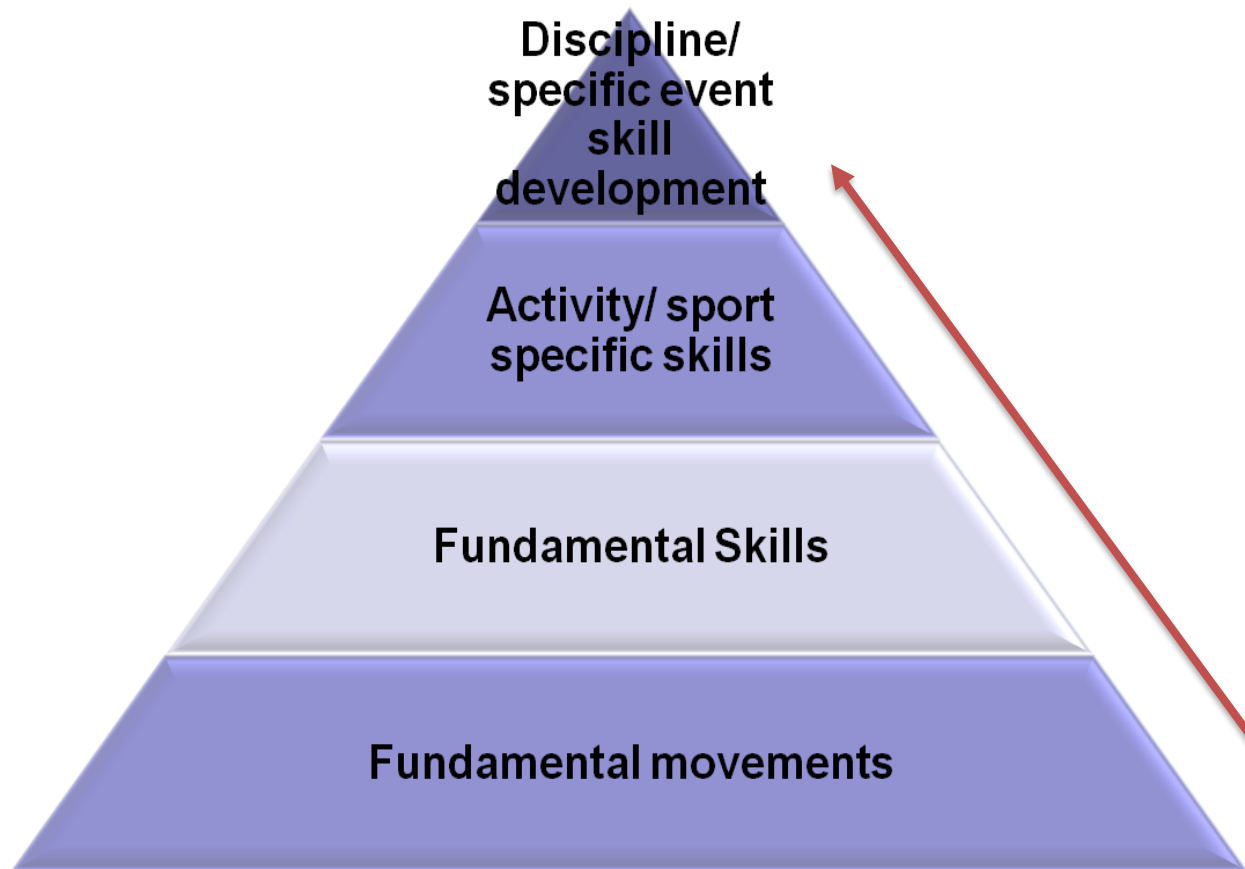
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What is Athletics 365?

- A consistent approach to young athlete development across England ('like for like' activities in every club);
- A young athlete progression pathway (From playground – Podium);
- A delivery Syllabus for coaches for every athletics event (and other areas such as physical conditioning);
- Extensive support resources for youth and club coaches
- A Recognition and Reward scheme for athletes;
- A system which provides the fundamental skills which underpin all athletics events and that are applicable to all other sports (Developing athleticism, not just athletic development);
- A Club Youth Development Programme



Athletics 365: Pathway



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Athletics 365: Challenges & Curriculum

- 9 Stages of progression (Red – Gold);
- Recognition and Reward for competence;
- **Process** and outcome driven;
- Based on other successful sports;
- Developed using existing resources;
- Four key area of athlete development:
 - *Physical conditioning;*
 - *Technical and tactical (Athletics events);*
 - *Lifestyle and support;*
 - *Psycho behavioural;*



Why do we need Athletics 365?

There is some great work and good practice happening across the UK and this we need to build upon.

There is also a range of challenges that face grass roots athletics, these include:

- Inconsistent delivery of child development activities across UK;
- Coaches with the least experience working with children;
- Athletes are specialising too early;
- Too much focus on outcome (i.e. distance jumped or time run) rather than **on Process** (i.e. technique when running or jumping);
- Groups based on chronological age not developmental stage.



Every athlete is different



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Previous Situation

- Excessive ratios of coach to athlete;
- Lack of volunteers;
- Junior sections have limited areas to use due to senior groups;
- Lacks structure and excitement ;
- Losing out to other sports;
- Support resources for junior club sections where too confusing and there are too many.

***Athletics 365** has set out to address the above issues while building on the existing good practice*



Athletics 365 Benefits

To Clubs and Sport

- Skilled 'children coaches' leading *Athletics 365* sessions;
- Greater Retention of athletes (*90% plus in several clubs*)
- Focused on Long Term Athlete Development;
- Focuses both on **process** and outcome;.
- Recognition and reward system;
- Focused on development stage, not chronological age;
- Development of new Professionalised Clubs / Academies
- More competitive with other sports



Athletics 365 Benefits

For Coaches

- A Structured approach to coaching within every club
- A clearly defined curriculum of delivery
 - 'Like for like' coaching across the UK
 - Coaches aware of athletes stage of progression at all levels
- Excellent supporting resources;
- Adult and young leaders given specific skills required to work with young people;
- Curriculum and resources imbedded into the Coach Education Pathway



Athletics 365 Challenges and Curriculum

	Curriculum Progression										
	Beginner White Stage 1	Developing			Proficiency			Emerging			
	Red Stage 2	Yellow Stage 2	Green Stage 3	Purple Stage 4	Blue Stage 5	Black Stage 6	Bronze Stage 7	Silver Stage 8	Gold Stage 9		
Jumping for Distance Long Jump and Standing Long Jump	1(a) Demonstrate various jumps in response to instructions (jumps to height of arms, 2 feet to 3 feet, etc.) 1(b) Demonstrate soft landing - bending at the knees to cushion impact. 1(c) Take off from, and land in, different positions. 1(d) Jump for distance from one foot to two feet (both feet).	1(a) Use backward to forward arm swing to increase jumping distance. 1(b) Jump for distance from two feet to two feet. 1(c) Demonstrate control and balance on landing - feet shoulder width apart. Climb of gravity over take. 1(d) Jump for distance from one foot to two feet (both feet).	1(a) Identify unbalanced take off leg. 1(b) Use a short run (2 strides) to jump from one foot to two feet (both feet). 1(c) Demonstrate soft controlled and landing into sand pit. 1(d) Focus 4 forwards to demands.	1(a) Demonstrate feet controlled a approach (optimum speed) with limited run up: 10 - 12 strides. 1(b) Demonstrate 'Active' feet take off (dynamic down and back motion). 1(c) Demonstrate basic head up, chest up, drive up and forwards. 1(d) Demonstrate increased use the take off point.	1(a) Perform a consistent speed technique on the approach run. 1(b) Achieve optimum speed after a controlled run up. 1(c) Drive the free knee up and forwards. 1(d) Keep body upright and hips high at take off.	1(a) Perform a consistent speed technique on the approach run. 1(b) Take off with power and control after a feet run up. 1(c) Demonstrate full extension of hip, knee and ankle joint (in that order) at take off. 1(d) Hold take off extension (body tension) during early flight.	1(a) Demonstrate minimum landing of take off leg. 1(b) Bring arms above head during flight phase. 1(c) Bring legs forward together prior to landing. 1(d) Demonstrate controlled vigorous use of arms to aid balance, distance and power.	1(a) Demonstrate technique that brings parallel to the ground during flight phase. 1(b) Arm reach for feet just before landing and trunk is bent forwards. 1(c) Collective body forwards or sideways pulling heels into the sand and hips towards heels. 1(d) Bound with energy and control (single and double bound).	1(a) Demonstrate basic technique compliance of 'Hanging' technique. 1(b) Demonstrate plyometric ability using jumping, hopping and bounding etc. 1(c) Analyse own jumping technique and that of others. 1(d) Performance of good technique in competition conditions.	1(a) Demonstrate basic technique compliance of 'Hanging' technique. 1(b) Demonstrate plyometric ability using jumping, hopping and bounding etc. 1(c) Analyse own jumping technique and that of others. 1(d) Performance of good technique in competition conditions.	
	Multiple Jumps Standing Triple Jump & Hopscotch 19. Triple Jumps And Standing Triple Jump	1(a) Demonstrate all of Long Jump Stage 1 (Red). 1(b) Perform hop and jump combinations with balance and control (both feet for hops). 1(c) Link multiple steps/jump combinations with balance and coordination. 1(d) Has for distance.	1(a) Demonstrate all of Long Jump Stage 2 (Yellow). 1(b) Demonstrate basic Hopscotch technique with control and balance (See Coordination). 1(c) Demonstrate basic hop, skip and jump movements with speed and balance from stationary position. 1(d) Has for distance.	1(a) Demonstrate all of Long Jump Stage 3 (Green). 1(b) Demonstrate basic triple jump techniques from short run up (2 strides) with rhythm, balance and control. 1(c) Perform combination jump sequences with rhythm, balance and control. 1(d) Move body parts in an effective order to aid hop and skip distance and efficiency.	1(a) Demonstrate all of Long Jump Stage 4 (Purple). 1(b) Activate take off foot through each phase (see Long Jump Blue). 1(c) Maintain even jump pattern (rhythm) between markers with triple jump gnd. 1(d) Move body parts in an effective order to maximise hop and skip distance and efficiency.	1(a) Demonstrate all of Long Jump Stage 5 (Blue). 1(b) Identify optimal distance between markers to maintain even jump pattern (rhythm) with triple jump gnd. 1(c) Maintain a tall upright body position throughout jump phases. 1(d) Use arms to balance leg action.	1(a) Demonstrate all of Long Jump Stage 6 (Black). 1(b) Demonstrate full extension of hip, knee and ankle joint (in that order) at take off in each phase of the jump. 1(c) Demonstrate the ability to keep the head and hips high and body upright throughout the jump phases. 1(d) Demonstrate controlled vigorous use of arms to aid balance, distance and power.	1(a) Demonstrate all of Long Jump Stage 7 (Bronze). 1(b) Bring take off leg through with triple jump gnd. 1(c) Bring knee high and hold it high and parallel to ground during flight in Step phases. 1(d) Demonstrate an Active free leg.	1(a) Demonstrate all of Long Jump Stage 8 (Silver). 1(b) Perform a basic triple jump off a maximum of 3 strides. 1(c) Demonstrate speed with even rhythm, balance and range throughout the three phases. 1(d) Demonstrate gradual increase in height at each phase.	1(a) Demonstrate all of Long Jump Stage 9 (Gold). 1(b) Fluency and consistency of technique. 1(c) Demonstrate perception and the ability to adjust. 1(d) Demonstrate good technique in competition conditions.	1(a) Demonstrate all of Long Jump Stage 9 (Gold). 1(b) Fluency and consistency of technique. 1(c) Demonstrate perception and the ability to adjust. 1(d) Performance of good technique in competition conditions.

The Support Resources

For Coaches and Clubs

- Athletics 365 App
- Athletics 365 Coach Pack / Manual
- Athletics 365 DVD Pack
- Athletics 365 Kit Bag

For Athletes

- Athlete's Handbook
- Reward wristbands and certificates



1 Static Balance, Strong Stable Core & Postural Control

Floor work (front & back support)

Balance is important for every event, every movement and in every sport. If you are not in balance when performing a movement, then you will not be able to perform this movement as efficiently as possible. Work through the challenges below to complete this section.

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Red challenges

- Hold a mini front support position on hands and knees.
- Hold a mini front support position and lift one hand/knee off the floor.
- On hands and knees, reach across the body and point to ceiling with one hand and then the other hand.

Completing your challenges

You must complete challenges A-C for every appropriate session to be signed off. All challenges must be signed off by your club coach.

Practise at home or at school

Remember to practise your challenges at home, and at school. Athletes should only practise the floor work if a suitable throwing cage is available, and they are supervised by a qualified throws coach.

Hands placed with the thumbs under the shoulders

Knees under the hips

Keep a straight back and tight stomach

17 Running for Distance (walks)

Race Walking

The ability to sustain a good walking pace requires good endurance, pace judgement and rhythm. Athletes should look to gradually increase the distance and time they walk over and work on their pace judgement to ensure effective walking and rhythm. Work through the challenges below to complete this section.

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The challenges

- Steady walking for 5 minutes.
- Sustained Pace Walking for 3 minutes.
- Walk with strong push off from the rear foot.
- Change length of stride from long to short and short to long.
- Front foot planted on heel with toes up position.

Completing your challenges

You must complete challenges A-E for every appropriate session to be signed off. All challenges must be signed off by your club coach.

Practise at home or at school

Remember to practise your challenges at home, and at school. Athletes should only practise the Hammer throw if a suitable throwing cage is available, and they are supervised by a qualified throws coach.

Shoulders square to the front

Front foot planted on heel with toes up

Push off the rear foot

'Chest to pocket' arm action

7 Coordination

Floor movement patterns & footwork (all travelling)

Coordination skills such as throwing, jumping and even hopskotch require your brain and body to work together to create the correct movement smoothly. Coordination, like balance, is important for every event, every movement and in every sport. Work through the challenges below to complete this section.

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Yellow challenges

- Grapevine, travelling sideways with a crossover step in front and then behind.
- Skip forwards with 90° knees lift, opposite 90° elbow drive.
- Hopskotch forwards, alternating hopping on 1 foot with 2 footed jumps.

Completing your challenges

You must complete challenges A-C for every appropriate session to be signed off. All challenges must be signed off by your club coach.

Practise at home or at school

Remember to practise your challenges at home, and at school. Athletes should only practise the Hammer throw if a suitable throwing cage is available, and they are supervised by a qualified throws coach.

Keep the shoulders square

Keep body upright

Gradually build

20 Jumping for Height

High Jump and Vertical Jump

Jumping for Height refers to High Jump and Vertical Jumps. Athletes should look to practise a fast, controlled (curved) approach, a powerful take off and a controlled landing. Athletes should also practise running drills related to jumping for height activities. Work through the challenges below to complete this section.

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The challenges

- Two footed 'Standing Flop' (onto 3, 2 and then 1 mats high) demonstrate safe landing (with the mid-upper back touching down first).
- Scissor and Basic Fosbury: drive vertically at take off, demonstrating active use of arms to aid jumping technique.
- Scissor and Basic Fosbury: drive the inside knee upwards to 90° at take off.
- Demonstrate (adjusts body) in clearing the bar with scissors technique.
- When running.

Completing your challenges

You must complete challenges A-E for every appropriate session to be signed off. All challenges must be signed off by your club coach.

Practise at home or at school

Remember to practise your challenges at home, and at school. Athletes should only practise the Hammer throw if a suitable throwing cage is available, and they are supervised by a qualified throws coach.

Drive the inside knee upwards to 90°

Push hips upwards to arch over the bar

Mid to upper back

Fully extend at the hip, knee and ankle

12 Running for Speed (technique)

Maximum velocity/full flight

Speed is one of the most important skills for an athlete to develop, as it is vital for most sports and athletics events. Developing your running technique is necessary to help improve your running speed. Work through the challenges below to complete this section.

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The challenges

- Run tall with relaxed shoulders a good upright posture.
- Run tall with high hips, good upright posture and balance.
- Jog/skip with knee up, toe up action (good upright posture; no forwards or backwards lean).
- Jog/skip with heel up, toe up action (good posture; no backwards lean).
- Jog/skip with relaxed pockets to sockets arm action.
- Start, stop and change pace with control and response to instruction.
- Run and change direction (applying appropriate force), demonstrating speed and agility.

Completing your challenges

You must complete challenges A-G for every appropriate session to be signed off. All challenges must be signed off by your club coach.

Practise at home or at school

Remember to practise your challenges at home, and at school. Athletes should only practise the Hammer throw if a suitable throwing cage is available, and they are supervised by a qualified throws coach.

Stage: Green | Category: Running | Challenge card: 12

Lift your hips tall

Knee up, toe up action

Sockets to pockets arm action

Bring heel up and under your buttock

25 Throwing - Hurl

Hammer, including soft hammer

Hurling Throw refers to Hammer and soft Hammer. Athletes should look to practise the hammer technique while maintaining good posture and balance. Athletes should also work on keeping the arms long and relaxed and the angle, height and speed of release when throwing a hammer. Work through the challenges below to complete this section.

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The challenges

- Preparatory Swings: stand with feet slightly wider than shoulder-width apart and back to the direction of the throw.
- Preparatory Swings: keep back straight, legs slightly bent and weight evenly balanced on both feet.
- Preparatory Swings: use body and weight distribution on the feet to counter the pull of the hammer, but not excessively.
- Preparatory Swings extend the arms and swings the hammer from low (just off the right foot) to a high point (above the left shoulder).
- Preparatory Swings: accelerate the hammer in the double support phase as long as possible.

Completing your challenges

You must complete challenges A-E for every appropriate session to be signed off. All challenges must be signed off by your club coach.

Practise at home or at school

Remember to practise your challenges at home, and at school. Athletes should only practise the Hammer throw if a suitable throwing cage is available, and they are supervised by a qualified throws coach.

Stage: Black | Category: Throwing | Challenge card: 25

Keep the arms extended

Use distribution of body and weight to counter hammer pull

Swing the hammer from low to a high point

Keep back straight, legs slightly bent



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COACH PACK



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ATHLETE PACK



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GOLD
SILVER
BRONZE

GOLD
SILVER
BRONZE

BLACK
BLUE
PURPLE
GREEN
YELLOW
RED

The Challenges

- Assessing Athletes Skill Stages
- Using Games or Drills to Develop Skills
- Planning Youth Development Programmes
- Challenges from others (coaches/parents)
- How is it working elsewhere? (Sharing Good Practice)



Delivering Athletics 365

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Everyone is Different

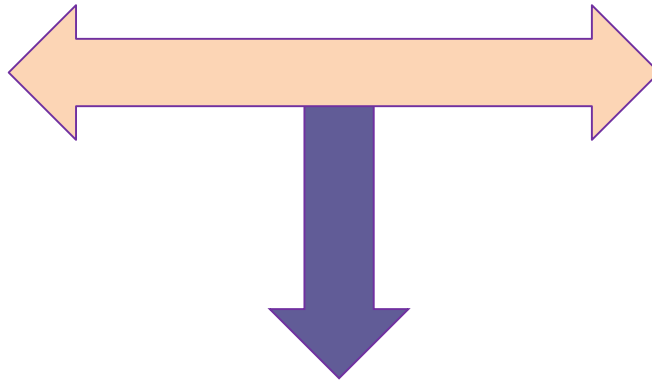
- Stages of development will be different
 - Physically;
 - Mentally;
 - Socially;
 - Emotionally;
- The support they require from you will be different
- Their skill background will be different



The Coaching Approach

Games Based (Leading)

Fun Driven
Easy to Set Up
Limited Skill
Learning



Specialised Training (Event Coaching)

Outcome Driven
Develop Technique
Adult Orientated
Foundation Skills?

Developmental Coaching

Fun and Progressive
Skill based learning
Stage related coaching
Empowering the athlete

Coaching Environment

Should be:

- Fun and Inclusive
- Progressive - Based on athletes ability
- Relevant (what is the purpose of the activity / drill / session)
- Structured and exciting
- **Focused on the long term, all round development of the athlete**



Coaching Environment

Should have:

- Good athlete to coach ratio (10/12 : 1)
- Safe welcoming environment
- Clearly defined groups and coaches
(Stage /Age)





60 Minutes TRAINING

: - 20 athletes

x 1 COaCH

= 3 minutes of
coaches' time per
athlete

**Think about how you can ensure that you
give time to every athlete so they get the
most from their training time**

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Practical Session

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Practical Examples Covered

- **Hopscotch**
 - Developing Coordination
 - The importance of athlete centred coaching
- **Plank Progressions**
 - Developing Core Stability, Posture and Balance
 - Allowing athletes to select their own level of challenge
- **Running Progressions Drill**
 - Developing Full Flight Mechanics
 - Progressive Delivery and Stage Observations
- **Shot Put Golf and Grid**
 - Developing Pushing / Shot Put Action
 - How to use a Game or Skill session to develop athletes
- **Triple Jump Grid**
 - Developing Combination Jumps
 - Multiple Stages doing the same task



Progression of Athletics 365 Card

13 Running for Speed (starts) Sprint start and drive phase (acceleration)

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The ability to start and accelerate as quickly as possible is essential in athletics events. Athletes should gradually raise the body in the acceleration phase while maintaining a good posture and core position. Athletes should ensure they drive their arms backwards and forwards (not across the body) for each challenge.

The challenge

- Take up a 'Ready Active Position' - staggered feet, lowered centre of gravity, forward body lean.
- Ready Active Posture (Strongest) feet on the line, rear toe about shoulder-width behind, ensuring front arm opposite to front foot (left & right).
- Respond rapidly to a stimulus.

Coaching tip

Ready Active Position:

- Crush feet are staggered with the opposite arm to leg forwards, if the athlete's right foot is forwards their left arm should be forwards and vice versa.
- Lower the centre of mass by bending the knees slightly.
- Lean forwards in the ready active position maintaining a straight back.
- Weight should be placed on the balls of the feet.
- Push the feet down and back to start moving forwards - emphasise pushing down and back off both feet.

Activity suggestions
Quick Start
Rats and Rabbits

Awards
Shuttle Runs (Sporadic)
50m - 200m (Track & Field)

Competition
Sporadic (Indoor)
Track & Field (Outdoor)

Inclusion
For more information on how to adapt these challenges please click here.

Stage: Red | Category: Running | Coach support card: 13

13 Running for Speed (starts) Sprint start and drive phase (acceleration)

ATHLETICS 365

The ability to start and accelerate as quickly as possible is essential in athletics events. Athletes should gradually raise the body in the acceleration phase while maintaining a good posture and core position. Athletes should ensure they drive their arms backwards and forwards (not across the body) for each challenge.

The challenge

- From a Ready Active Position, push off down and back with feet.
- Accelerate quickly from a variety of static positions (standing, lying down, kneeling, etc).
- Demonstrate basic (khalow angle) 'Falling Start' with balance and control.

Coaching tip

Ready Active Position:

- Crush feet are staggered with the opposite arm to leg forwards, if the athlete's right foot is forwards their left arm should be forwards.
- Lower the centre of mass by bending the knees slightly.
- Push the feet down and back to start moving forwards - emphasise pushing off both feet.
- Stand upright with feet shoulder width apart (side by side).
- Athlete learns forwards to start the falling start. Athlete should keep the body straight (no bending at the waist).
- When the athlete is ready they should drive their preferred foot down and back into the ground.

Activity suggestions
Quick Start
Rats and Rabbits

Awards
Shuttle Runs (Sporadic)
50m - 200m (Track & Field)

Competition
Sporadic (Indoor)
Track & Field (Outdoor)

Inclusion
For more information on how to adapt these challenges please click here.

Stage: Yellow | Category: Running | Coach support card: 13

13 Running for Speed (starts) Sprint start and drive phase (acceleration)

ATHLETICS 365

The ability to start and accelerate as quickly as possible is essential in athletics events. Athletes should gradually raise the body in the acceleration phase while maintaining a good posture and core position. Athletes should ensure they drive their arms backwards and forwards (not across the body) for each challenge.

The challenge

- Use body lean and centre of gravity to assist start and accelerate quickly.
- Bring feet through low (stepping over ankle) in 'Drive Phase'.
- Demonstrate effective (deep angle) 'Falling Start' technique with no bending at the waist.
- Falling Start: demonstrate active use of arms with exaggerated arm split in initial steps.

Coaching tip

Effective Drive Phase:

- Encourage athletes to lean their body slightly forwards (but not bending at the waist) to assist their start and the first 20-30 metres of their run (acceleration phase).
- Encourage athletes to 'step over' their other ankle in the drive phase (Steps 5 - 7 steps).
- Stand upright with feet shoulder width apart (side by side).
- Athlete leans forwards to begin the falling start. Athlete should keep the body straight (no bending at the waist).
- When the athlete is ready, they should drive their preferred foot down and back into the ground. As Drive begins, athletes should have a deeper angle of falling while still maintaining the correct technique.
- Exaggerate the arm split in initial steps. Ask athletes to imagine hammering a nail into the wall behind them to help with the arm split.

Activity suggestions
Quick Start
Rats and Rabbits

Awards
Shuttle Runs (Sporadic)
50m - 200m (Track & Field)

Competition
Sporadic (Indoor)
Track & Field (Outdoor)

Inclusion
For more information on how to adapt these challenges please click here.

Stage: Green | Category: Running | Coach support card: 13

13 Running for Speed (starts) Sprint start and drive phase (acceleration)

ATHLETICS 365

The ability to start and accelerate as quickly as possible is essential in athletics events. Athletes should gradually raise the body in the acceleration phase while maintaining a good posture and core position. Athletes should ensure they drive their arms backwards and forwards (not across the body) for each challenge.

The challenge

- Demonstrate quick reactions and rapid acceleration from a variety of starting signals.
- Demonstrate effective three-point start technique.
- Demonstrate a basic 'Deayer Mark' position (crouch start), with correct hands and feet spacing.
- Measure out crouch start settings unsupported.

Coaching tip

Quick Start:

- Measure from foot position by measuring 2 feet lengths back from the line. The strongest foot should be at the front.
- Place the knee of the back foot level or just in front of the toe of the front foot.
- Athletes should have a fist width gap between their knees.
- Place the hands shoulder width apart, behind the line.
- Shoulders should be level with the line, with arms straight but not locked at the elbows.
- Form a bridge with the hands (thumbs and fingers).
- Encourage athletes to explore what is their preferred foot.

Three Point Start:

- Set foot spacing as above (Crouch start points 1-5).
- Place the opposite hand to front leg placed on the ground just over the line creating a three-point stance.
- Lean forwards into a three-point stance position maintaining a straight back and placing the body weight over the three points of contact.
- Push the feet down and back to start moving forwards - emphasise pushing down and back off both feet.

Activity suggestions
Speed Starts
Sprint Starts

Awards
Shuttle Runs (Sporadic)
50m - 200m (Track & Field)

Competition
Sporadic (Indoor)
Track & Field (Outdoor)

Inclusion
For more information on how to adapt these challenges please click here.

Stage: Purple | Category: Running | Coach support card: 13

13 Running for Speed (starts) Sprint start and drive phase (acceleration)

ATHLETICS 365

The ability to start and accelerate as quickly as possible is essential in athletics events. Athletes should gradually raise the body in the acceleration phase while maintaining a good posture and core position. Athletes should ensure they drive their arms backwards and forwards (not across the body) for each challenge.

The challenge

- Demonstrate a crouch start with correct front (90°) and rear (120°-140°) leg angles, heels pressed back.
- Head to level with the back, eyes look straight down.
- Hold good posture and balance in the 'Set' position with good arm spacing.
- Demonstrate active use of arms with a big split of the arms in initial steps.

Coaching tip

Crouch Start:

- In the set position, the athlete should have a 90° angle at the front knee and 120°-140° angle at the rear knee, with legs pressed back.
- Athletes should have approximately 45° between the shins and the ground. Both shins should be parallel.
- Shoulders level with the line, head is level with the back and eyes looking straight down.
- Athletes should maintain good posture (straight back) and balance in the 'Set' position with good arm spacing (slightly wider than shoulder width apart).
- Active use of arms with big split of arms in initial steps. Ask the athletes to lift the arm (closest to the front foot) forwards above the head. At the same time as driving the opposite arm backwards (imagine hammering a nail into the wall behind them). The front arm movement should be the focus of the 'big arm split'.
- If the athlete starts with their right foot at the front, the right arm should move forwards at the same time as the left arm drive back, and vice versa.

Activity suggestions
Sprint Start Practice
Any Red to Purple Activities or Games

Awards
Shuttle Runs (Sporadic)
50m - 200m (Track & Field)

Competition
Sporadic (Indoor)
Track & Field (Outdoor)

Inclusion
For more information on how to adapt these challenges please click here.

Stage: Blue | Category: Running | Coach support card: 13

13 Running for Speed (starts) Sprint start and drive phase (acceleration)

ATHLETICS 365

The ability to start and accelerate as quickly as possible is essential in athletics events. Athletes should gradually raise the body in the acceleration phase while maintaining a good posture and core position. Athletes should ensure they drive their arms backwards and forwards (not across the body) for each challenge.

The challenge

- Demonstrate legs raised slightly higher than shoulders, with head in a neutral position.
- Demonstrate balance and control during a sprint start, taking powerful progressive strides.
- Rear leg moves forward rapidly in the drive phase while the body leans forwards.
- Drive arms in opposition to legs.

Coaching tip

Crouch Start Set position:

- As a Coach Support Card Blue - Running for Speed (Start) - all coaching points.
- Heels should be raised slightly higher than shoulders. Ensure the athlete keeps their head in a neutral position and does not tilt the head forwards or backwards. Encourage the athlete to look down at their front foot.
- Arms should be held at approximately 45° between the shins and the ground.

Drive phase:

- Encourage athletes to gradually progress their stride length from the start (beginning on stepping over the lip) and for the first 5-7 strides.
- Athletes should move their rear leg forward rapidly in the drive phase (stepping over ankle).
- Athletes should maintain a forwards body lean (no bending at the waist) to aid forward momentum and allow for a greater down and back driving action with the feet.
- The length of the first steps should be level with the athlete's breast bone (chest) until they drive out in a 45 degree angle (see blue dot in bottom picture).
- Active use of arms with big split of arms in initial steps. Ask the athletes to tilt the arm (closest to the front foot) forwards above the head, at the same time as driving the opposite arm backwards (imagine hammering a nail into the wall behind them). The front arm movement should be the focus of the 'big arm split'.
- If the athlete starts with their right foot at the front, the right arm should move forwards at the same time as the left arm drive back, and vice versa.

Activity suggestions
Sprint Start and Drive Phase Practice
Any Red to Black Activities or Games

Awards
Shuttle Runs (Sporadic)
50m - 200m (Track & Field)

Competition
Sporadic (Indoor)
Track & Field (Outdoor)

Inclusion
For more information on how to adapt these challenges please click here.

Stage: Black | Category: Running | Coach support card: 13

Beat the Clock Sprints Or Sprint Start Practice



Standing Start

Falling Start

*Three Point
Start*

Crouch Start

Kneeling Start

Game Card: **RUNNING FOR SPEED & DISTANCE**

BEAT THE **CLOCK** SPRINTS

**YOU
WILL NEED**
6 x bean bags
(multiple colours),
whistle, stopwatch,
tape measure



TURN OVER...

**SAFETY
TIPS**

- 1 Ensure the athletes are not competing at speed over to longer distance and to regularly.
- 2 Ensure athletes stay in lane.

ATHLETICS 365

PUSH golf



**YOU
WILL NEED**
Hoops,
bean bags,
coloured
spots

**SAFETY
TIPS**

- 1 Athletes should never throw while others are in front of them and should shout "FORE" if a throw is likely to hit anyone.
- 2 Holes should be spaced well apart.
- 3 Only use appropriate push technique.

AIM

Athletes perform push throws to reach a target on the ground.

GET SET

- 1 Set out a number of hoops 20-50m apart around a field, with a coloured spot 5m away from each hoop.
- 2 Explain that each hoop represents a hole on a golf course and the spots represent the T off.
- 3 Athletes try to get their bean bag from one hoop to the next in as few throws as possible.
- 4 Divide the class into groups of 4. Allocate each group a different hoop to start the game.

ON YOUR MARKS

- 1 One player stands on the coloured spot and throws their bean bag towards the next hoop, using a push throw.
- 2 Each pupil takes their first turn.
- 3 Athletes throw again from where the first throw landed (furthest away from the target throws first).
- 4 Continue until all pupils have thrown into the hoop.
- 5 Athletes should never throw while others are in front of them and should shout "FORE" if a throw is likely to hit anyone.

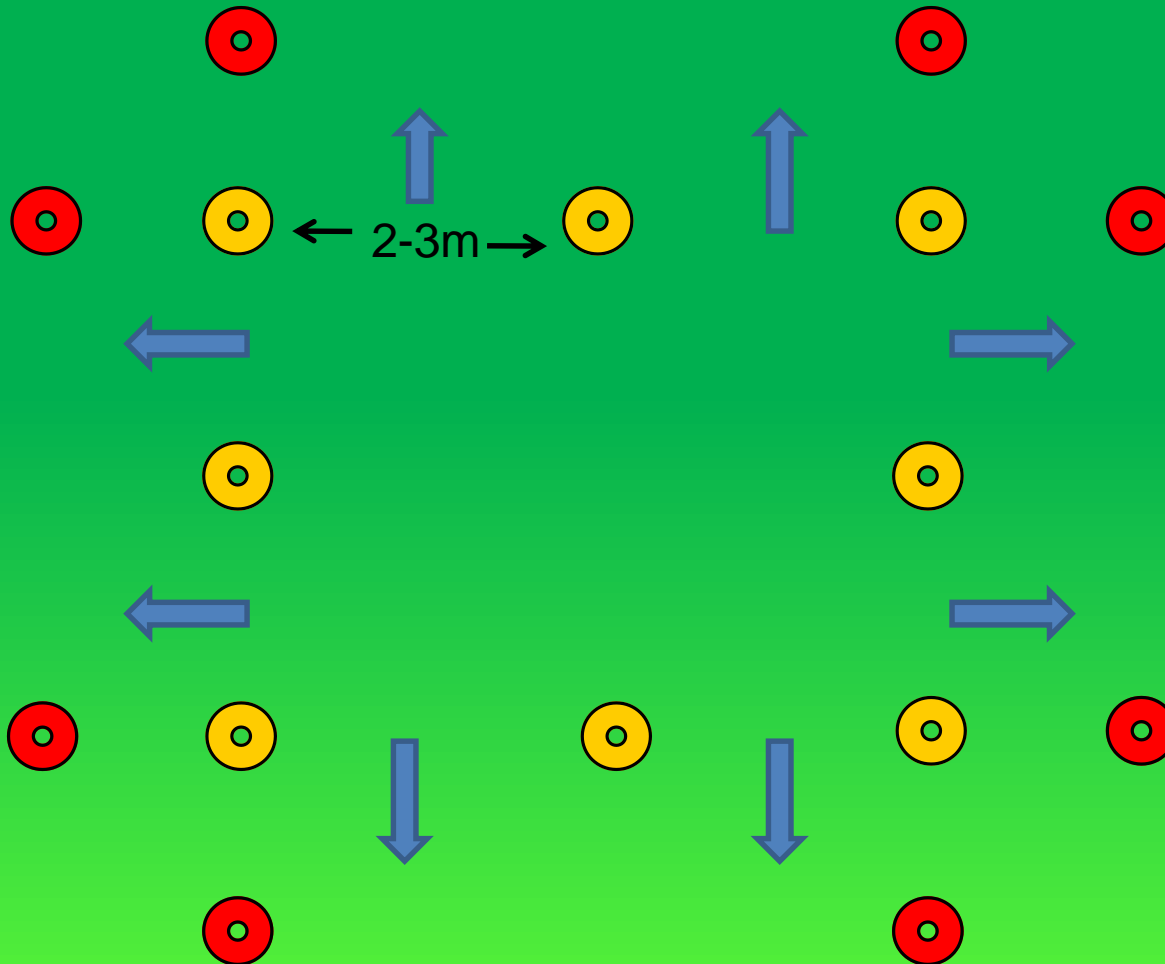
GOOD FORM

- 1 Stand with feet staggered with opposite leg to throwing arm forwards.
- 2 Keep the bean bag close to the neck (with a high elbow).
- 3 Extend arm and push the bean bag up and away from the body in the direction of the hoop.

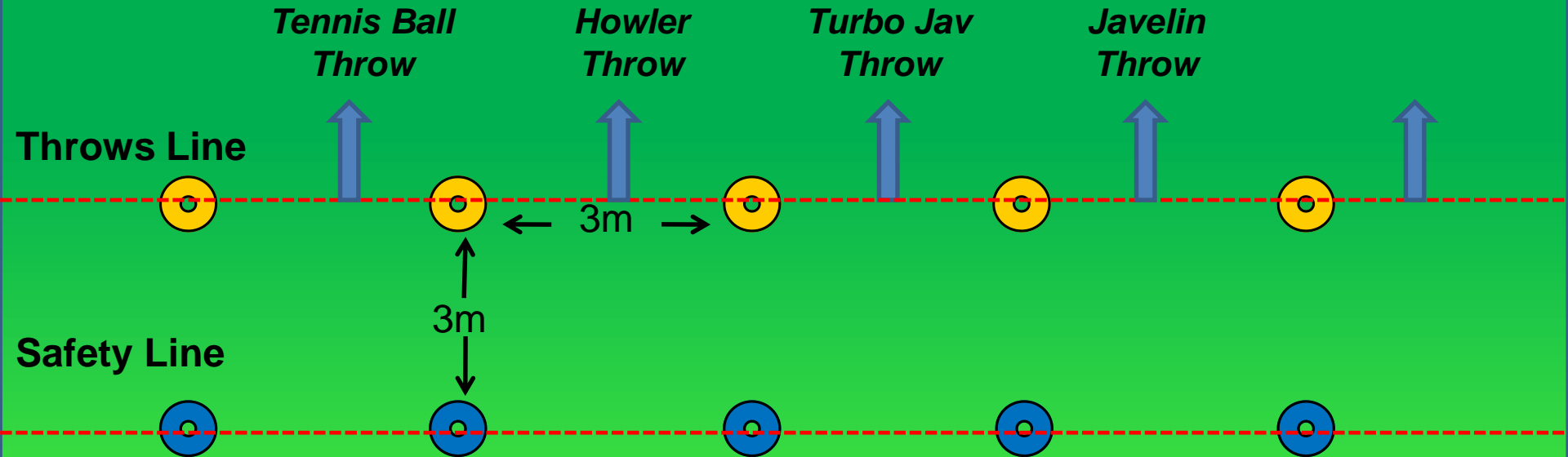
HARDER/EASIER OPTIONS

- 1 Vary the distances between hoops
- 2 Focus outcomes on technique: add bonus points (a minus score) for an effective push throw action
- 3 Play as a team game with combined scores counting as the final score.

Shot Put Throws Grid



Throws Line Grid



Triple Jump Grid

