



ENGLAND  
ATHLETICS



Day 1



January 2016



## Coach Bingo

### TASK

- On page 4 of the workbook clearly indicate four questions you would like answered?





## Session 1: Roles and Responsibilities of a CiRF

By the end of this session you should be able to:

- Identify the roles and responsibilities, knowledge and skills required of a Coach in Running Fitness.





## Pre Course and Coaching Experience

- Pre course preparation
- How has your coaching experience gone so far?
- Create a list of “wants” for the course and what will help you to achieve them.



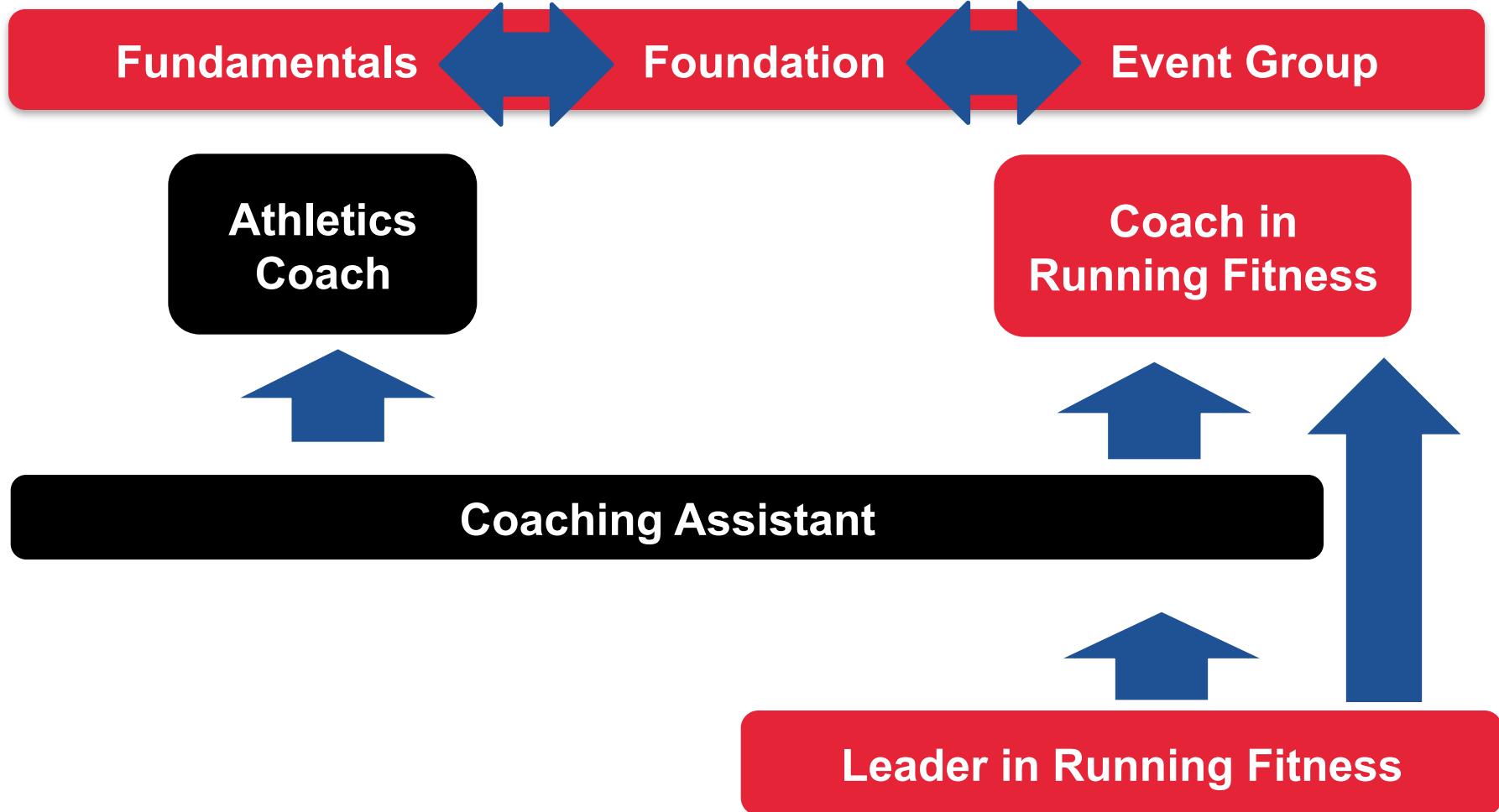


## Programme Outcomes

- Identify your roles and responsibilities as a CiRF
- Identify all coaching process skills, your current position on each and to create an action plan for development
- Identify and address technical issues with athletes
- Organise a team of Leaders and/or Coaching Assistants to support the delivery of athletics in your organisation
- Identify the principles of athlete centred delivery, inclusive coaching and late specialisation.



## Becoming a Coach





## Coach in Running Fitness responsible to:

### Athletes

- Safety
- Welfare
- Sportsmanship
- Needs
- Development

### Yourself

- High standards
- Role model
- Promote athletics
- Be the best you can

### Club

- Set high standards
- Respect club officials
- Support the club
- Promote the club.





## Coach in Running Fitness responsible to:

### Other Coaches

- Respect other coaches
- Support other coaches
- Learn from other coaches
- Share knowledge and skills

### British Athletics/Home Country

- Promote athletics
- Code of Practice
- Renewal
- Ongoing learning.



## Athlete-centred approach

- Where the needs of the athlete are placed before the activity, a competition, the club's/coach's goals/ambitions
- Where coaches treat each athlete as an individual with unique needs, interests and goals
- Where athletes are encouraged to be involved in their own development and empowered to take greater responsibility for it.





## Inclusive Coaching

- Welcome and include each athlete
- Talk to the athlete about their needs, motives and interests
- Focus on their ability
- Adapt your coaching style, communication skills and coaching activities
- Seek advice, if necessary.





## To be a competent Coach in Running Fitness

### What is needed?

#### KNOWLEDGE (What-2)

(know about):

- technical knowledge
- athlete development
- factors that influence performance
- training
- learning
- responsibilities

#### SKILLS (How-2)

(to do):

- ✓ to ensure safety
- ✓ to plan/organise
- ✓ to explain/give information
- ✓ to demonstrate
- ✓ to observe
- ✓ to analyse
- ✓ to provide feedback
- ✓ to use questioning
- ✓ to listen

#### QUALITIES

(to be):

- athlete-centred
- role model
- open-minded
- committed
- honest
- trustworthy
- caring
- fair
- positive
- accountable.



## Knowledge: What-2 Coach

### Technical Awareness

- Change of pace/acceleration
- Running for speed
- Running for distance
- Running uphill
- Running downhill
- Running over obstacles

### Fitness development:

- Speed
- Strength
- Coordination
- Flexibility
- Endurance

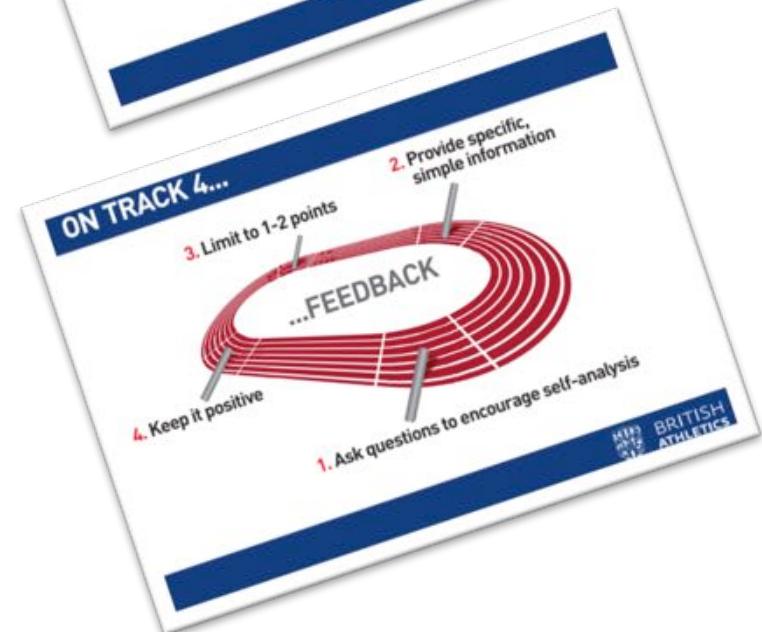


**Structuring this with all other training – appropriate to the athletes involved.**



## Skills: How-2 Coach

- Plan programmes and sessions
- Safety
- Organisation
- Instruction and Explanation
- Demonstration
- Observe and Analyse
- Questioning, Listening and Feedback
- Review self
- Skill development strategies.





## Session 2: Athlete Development

By the end of this session you should be able to:

- Explain the athlete development pathway and how it relates to runners
- Describe the characteristics of Fundamental, Foundation and Event Group Development Stages of Athlete Development.



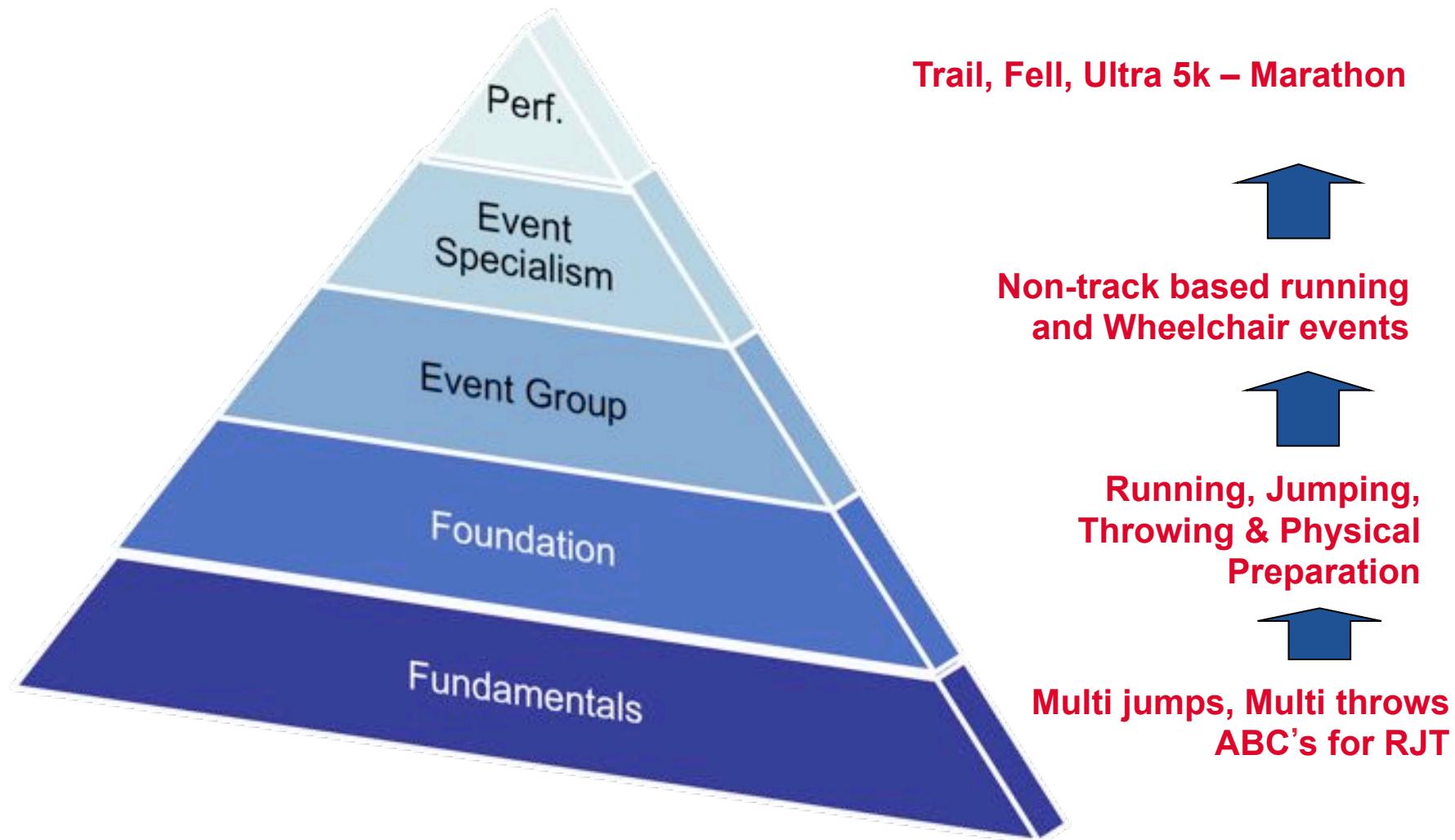


What do you observe here?





## Athlete Development Pathway





## Ages

- **Training Age**
  - The time spent undertaking purposeful training
- **Chronological Age**
  - The time since birth
- **Biological / Physical Age**
  - Their physiological developmental age
- **Developmental Age**
  - Emotional, social and psychological.



## Fundamental, Foundation & EGD Stage Athletes

### Task 1

- a) What are they like physically, socially & emotionally?  
Ages – training, chronological, biological, developmental
  
- b) What can the athlete physically do, what are they capable of?  
Skills, fitness (**What-2**)
  
- c) What impact does this have on your coaching and the content of the session? (**How-2**).



## Fundamental Stage:

- Lacking in broad movement skills:-
  - Agility, Balance, Coordination (ABC's)
  - Running, Jumping, Throwing (RJT)
- Relates to all ages dependant on abilities
- Activities should be fun and not focused on the outcome
- Important to develop through gradual increase in activity and experience.





## Foundation Stage:

### Young Athlete

- Training Age – 1-2yrs+ focussed training
- Chronological Age – 12yrs+
- Biological Age – 12yrs plus (+/- 2yrs)
- Physical – puberty
- Social – secondary school, peer groups important
- Emotional – hormonal, ego among peers



### Adults

- Training Age – 1-2yrs+ of focussed training, returning to activity
- Chronological Age – 18yrs+
- Biological Age – 18yrs+
- Physical – fully developed
- Social – university, work, relationships, dependants
- Emotional – hormonal, lifestyle pressures.





## Event Group Development Stage:

### Teenagers

- Training Age – 2yrs+ focussed appropriate training
- Chronological Age – 15yrs+
- Biological Age – 15+ (+/- 2yrs)
- Physical – middle to latter end of puberty
- Social – secondary school, exams, peer groups important
- Emotional – hormonal, ego, pressure



### Adults

- Training Age – 2yrs+ focussed appropriate training
- Chronological Age – 20yrs+
- Biological Age – 20yrs+
- Physical – fully developed
- Social – university, work, relationships, dependents
- Emotional – hormonal, lifestyle pressures, competition pressure to perform.





## Training for Fundamentals

### Training

- Basic movement skills
- Physical preparation – Multi Sport
- Fitness aspects acquired through activities including stabilisation and resistance with games based orientation

### Structure

- Fun based varied activities
- Confidence building activities
- Mixed groups
- 1-2 sessions per week.





## Training for Foundation

### Training

- Reinforcing skills development
- Run, Jump, Throw based whole body activities
- Increased concentration and confidence levels
- Learning to train
- Applies to athletes returning to activity

### Structure

- Technical elements
- Mixed groups but based on ability and maturity
- 2-3 sessions per week.





## Training for the Event Group

### Training

- All running events
- Reactive strength e.g. plyometrics
- Progress general strength development
- Introduce tactical awareness
- More event focussed with outcomes

### Structure

- Mixed groups
- Ability stereotypical session
- 3-5 sessions per week.





## Coaching all Stages of Development

### Fundamental

#### What-2:

- Basic skills (ABC's)
- Multi jumps/throws
- Fun activities

#### How-2

- Safety
- Organise
- Instruct
- Demonstrate
- Observe/Analyse
- Feedback

### Foundation

#### What-2:

- Introduce technical running knowledge
- Physical preparation
- Learning to train

#### How-2

- Safety
- Organise
- Instruct
- Demonstrate
- Observe/Analyse
- Feedback

### EGD

#### What-2:

- Refine skills
- Train to compete
- Tactical awareness

#### How-2

- Safety
- Organise
- Instruct
- Demonstrate
- Observe/Analyse
- Feedback.



## Session 3: Skill Development (Coordination and Balance)

By the end of this session you should be able to:

- Explain the difference between a complex and a simple skill
- Identify the different methods of coaching a skill to runners.





## Skill, Balance and Coordination

### SKILL

- defines the level of performance of an individual – accuracy of movement against the technique
- has direction and purpose
- is a learned characteristic

### BALANCE & COORDINATION

- is a quality that allows accuracy of movement.





## Simple and Complex Skills

### Simple sports skill:-

one that an individual can perform easily with very little practice

### Complex sports skill:-

one that an individual finds more difficult and takes more time to learn

- What is a ‘simple skill’ for one person may be a ‘complex skill’ for another
- Before we teach a skill we must evaluate how the learner views the skill.



## Methods of Teaching Complex Skills

### Whole – Part – Whole

- The whole action is performed. Those parts that require practice are isolated. After practicing the ‘part’ the ‘whole’ is practiced

### Shaping

- Making the whole action simpler

### Chaining

- Breaking a skill into sequential parts

### Guided Discovery

- Let the athletes find out themselves.



## Whole-Part-Whole

- demonstrate whole action
- practice whole action
- demonstrate part(s)
- practice part(s)
- practice whole again.





## Shaping

- Demonstrate and explain whole
- Demonstrate simplified technique
- Practise simplified technique
- Gradually build in additional components to shape full skill

### Example:-

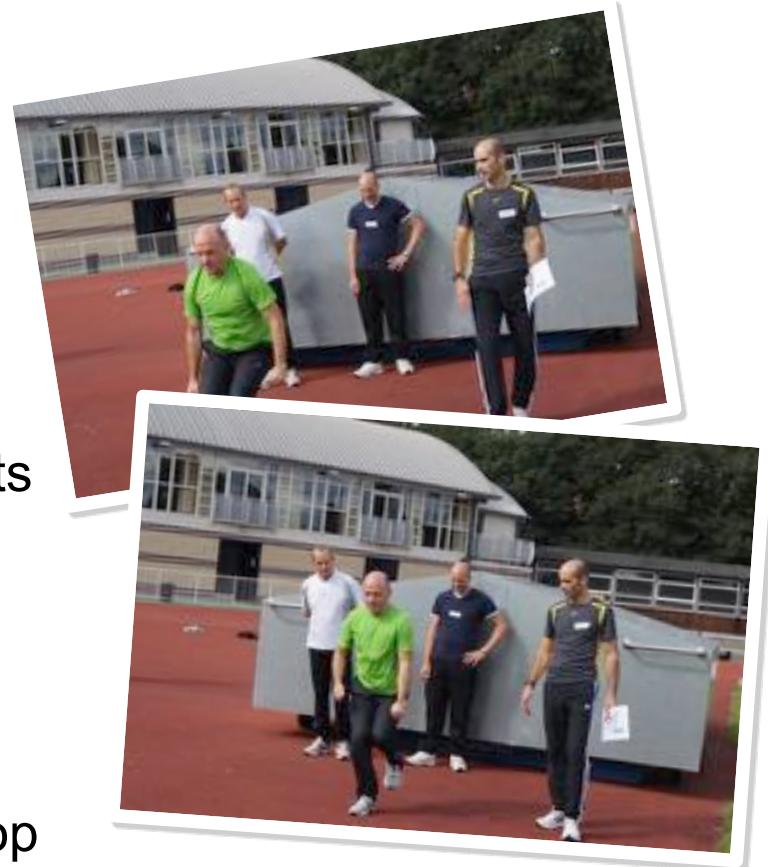
Teaching running over obstacles with sticks/markers – then progressing to bigger barriers.





## Chaining

- Demonstrate and explain whole
- Demonstrate and explain first part and practise it
- Demonstrate and explain first two parts and practise them
- Demonstrate and explain first three parts and practise these, continue until built whole skill



### Example:-

Teaching a coordination drill such as hop scotch, speed bounce or the use of weights.



## Guided Discovery

- Outline the objective
- Set the rules or parameters that the athletes work within
- Allow exploration
- Allow athletes to identify what they have learnt
- Recap and summarise.





## Skill Learning Environment

- Every session has a session goal - FOCUS
- Clear instruction
- Few distractions
- Fun and challenging - motivational
- Athletes engaged in own learning
- Coach encourages athletes to reflect (intrinsic awareness)
- Variety - 15-20mins then change activity.





## Session 4: Coaching Styles

By the end of this session you should be able to:

- Explore different coaching styles
- Consider when and why to use them
- Set the right environment to promote learning.





## Characteristic of Coaching Styles

### TELLING

**Heavy on command and instruction**  
**Coach led**  
**Coach centred**  
**Coach makes all decisions**  
**Useful with large group where safety is paramount or time is short**

### SHOWING

**Emphasis on demonstration, this is how to do it**  
**Coach led**  
**Coach and athlete centred**  
**Coach invites questions and ideas but then makes the decisions**  
**Useful with practical skills, with novices and younger athletes**

### INVOLVING

**Uses self-discovery and questioning to raise awareness**  
**Athlete – led**  
**Athlete – centred**  
**Coach uses questions to raise awareness, athlete makes decisions**  
**Use whenever possible, maximises learning and retention**

**NOW RELATE THIS TO YOUR OWN COACHING PRACTICE AND THE EFFECT ON THE ATHLETE.**



Mixed ability group



Individual athlete

## How will your coaching differ?

Fundamental  
Foundation  
E G D

Safety, Organise, Instruct/Explain  
Demonstrate, Observe/Analyse,  
Feedback

Show, Tell, Involve





## Session 5: Fundamental Running Skills

By the end of this session you should be able to:

- Learn about running techniques related to the technical templates
- Observe correct and incorrect movement
- Analyse movement and determine any action to take.





## Decision Making – Pre-intervention Actions

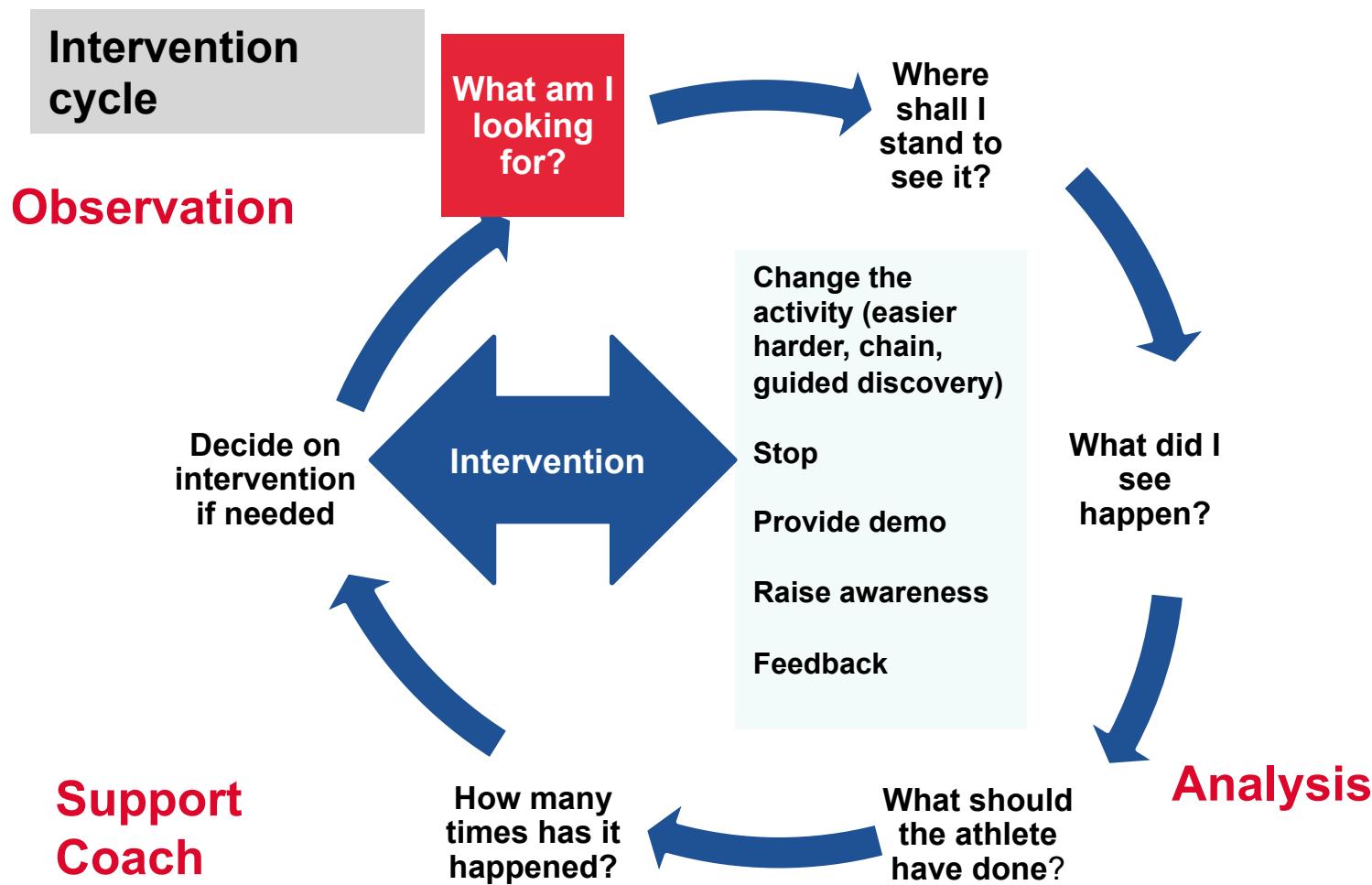
Why wouldn't you intervene?

- Looking for consistencies
- Allowing learning to happen

Intervention actions:

- Change your position
- Watch something different
- Watch the same thing again.







## Interventions

- Stop the activity
- Make the activity harder/easier (**shaping**)
- Change the activity
- Break the movement down into a sequence (**chaining**)
- Practice one part only (**whole PART whole**)
- Use **guided discovery**
- Feedback to the athlete what was seen
- Feedback to raise awareness using intrinsic questions
- Do nothing.



## Session 6: The Planning Process

By the end of this session you should be able to:

- Use and build a profile of an athlete
- Explain the structure of a mesocycle
- Write a SMART goal
- Focus the training towards the long term development of an athlete.





## The Planning Journey

- Where is the athlete now? **Athlete Profile**
- Where do they need to get to? **Goals**
- What does the athlete need to do? **Focussed Training**
- What do I need to do? **Plan, Do, Review**
- How will we know if we have got there? **Monitor progress.**



## Profiling Athletes

### Essential Information

- Ages of the runner:
  - Chronological, training
- Development stage:
  - Based on a visual assessment of their capabilities of ABC's and running skills
- Physical activity in their lives
- Physical status – health, illnesses, injuries
- Disability information (if relevant)
- Motivations for running
- Limiting factors in their lifestyle
- Goals and ambitions.

**ASSIGNMENT 2B – INDIVIDUAL ATHLETE PROFILES**

Athlete Profile To Assess Athletes for the Marathon in September (Add 3.08 in April)

**ATHLETE ONE**

Name (Surname)	Gender	Female	Age	31 years
Training Age	2 Years			
Explain your responses	Has run for 2 years and has done no other sport since school			
Stage of Development	Event Group			
Explain your decisions	Mature adult competitive runner			
Any other useful information about this athlete? (could include age/height/weight/family etc.)	Has 3 children aged 7 to 11 years of age. Single parent with part time job. Enjoying running for stress relief and to socialise around kids and training. 5'6" Height, 80kg weight.			
How long have they been involved in running?	3 years. M: 6.02, 5k: 19 mins, 10k: 47.25, 1/2m: 1.21, marathon: 3.08			
How much time do they have available in the week to train?	Can do 2-4 sessions a week depending. Tues and Thurs plus Fri if having 5k race & a 10k race group on Monday or extra recovery's. Tues usually with music. Weds usually long runs (16-18km). Thurs either speed or hills training 8-10k. Likes to get over 50 miles per week inc. Bike ride with kids on Sat after work and then No other sport. Clothes usually very tight			
How often do they take part in other sports? (e.g. football, basketball, cycling, swimming, triathlon, etc.)				



## Factors that influence performance

Movement Skills

Technical  
&  
Tactical

Physical Preparation

Lifestyle & Support

Psycho-  
Behavioural



## Athletics 365

Beginner White Stage 0	Developing			Practising		
	Red Stage 1	Yellow Stage 2	Green Stage 3	Purple Stage 4	Blue Stage 5	Black Stage 6
<b>12. RUNNING TECHNIQUE</b> (Maximum Velocity/ Full Flight Running)	12a) Walk with relaxed shoulders and good upright posture.	12a) Jog/skip with relaxed shoulders and good upright posture.	12a) Run tall with relaxed shoulders & good upright posture.	12a) Run tall with relaxed shoulders, high hips, good upright posture and balance.	12a) Demonstrate relaxed running technique with no visual tension (all of Purple).	12a) All of Blue at increased speed.
	12b) Walk tall with high hips; good upright posture and balance.	12b) Jog/skip tall with high hips, good upright posture and balance.	12b) Run tall with high hips, good upright posture and balance.	12b) Run tall with relaxed pockets to sockets arm action.	12b) Use a fast relaxed arm action emphasising the drive backwards (hammering a nail into the wall behind).	12b) Demonstrate an active foot strike on the forefoot with a quick, 'down and back' motion.
	12c) Head up with focus in front.	12c) Walk with knee up; toe up action.	12c) Jog/skip with knee up; toe up action (good upright posture; no forwards or backwards lean).	12c) Run with knee up; toe up action (good upright posture; no forwards or backwards lean).	12c) Prior to touchdown (front swing phase) raise knee until leg is parallel to the ground.	12c) Maintain technical performance in competition conditions.
	12d) Awareness of space and the safety of others.	12d) Walk with heel up (underneath buttocks); toe action (foot at 90°).	12d) Jog/skip with heel up; toe up action (good posture; no backwards lean).	12d) Run with heel up; toe up action (good upright posture; no forwards or backwards lean).	12d) Active and quick free leg with a 'down and back' motion before touchdown.	12d) Execute running isolation drills a) Alternate drills; b) Single side drills.
		12e) Walk with relaxed pockets to sockets arm action.	12e) Jog/skip with relaxed pockets to sockets arm action.	12e) Active strike on forefoot (ball) of foot.	12e) Support leg is strong with no visual collapse of leg.	
			12f) Start, stop and change pace with control and response to instruction.	12f) Run on curve with coordination and control.	12f) Run a controlled bend with smooth transition on to straight running.	
			12g) Run and change direction (applying appropriate force), demonstrating speed and agility.			



### Yellow Stage 2

12a) Jog/skip with relaxed shoulders and good upright posture

12b) Jog/skip tall with high hips, good upright posture and balance.

12c) Walk with knee up, toe up action.

12d) Walk with heel up (underneath buttocks), toe action (foot at 90)

**Perfect Practice**

### Green Stage 3

12a) Run tall with relaxed shoulders and good upright posture

12b) Run tall with high hips, good upright posture and balance.

12c) Jog/skip with knee up, toe up action (good upright posture; no forwards or backwards lean)

12d) Jog/skip with heel up, toe up action (good posture, no backwards lean)

**Perfect Practice**

### Blue Stage 5

12a) Demonstrate relaxed running technique with no visual tension (all of Purple)

12b) Use a fast relaxed arm action emphasising the drive backwards (hammering a nail into the wall behind)

12c) Prior to touchdown (front swing phase) raise knee until leg is parallel to the ground

12d) Active and quick free leg with a 'down and back' motion before touchdown.



## SMART goals

**S** Specific

**M** Measurable

**A** Agreed

**R** Realistic

**T** Time phased.





## Types of Goal

### Outcome Goals (usually what the athlete brings)

- Performance related
- Very measurable but not always in control of athlete and coach
- Motivational – can be a double edged sword

### Process Goals

- Are steps on a journey towards an outcome goal
- Focus on the “doing” not the result
- Always athlete centred
- Main focus of the coach.



## Planning Terms

- Unit
- Macrocycle
- Microcycle
- Session
- Mesocycle
- Macrocycle
- **Mesocycle**
- Microcycle
- Session
- Unit.



## Planning the Mesocycle

<b>Starting Date:</b>			<b>Finishing Date:</b>	
<b>Goals</b>	<b>Main Technical Skills Goal:</b>	Driving arms backwards appropriate to pace	<b>Main Fitness Goal:</b>	Speed endurance/pace improvement by 5-10 sec/km



## Planning the Mesocycle

### Goal setting

Where is  
the athlete  
now?

Knee lift  
Arm drive  
Relaxed  
shoulders  
Tall posture

From my observations I will  
determine a Technical goal

How will I meet the  
developmental goals  
and the  
development needs  
of the group?

Now I need to make  
these goals SMART.

What do they  
need to develop  
and by when?

From my observations I will  
determine a Fitness goal

Endurance  
Speed  
Strength  
Flexibility  
Coordination



## Planning the Mesocycle

Goals	Main Technical Skills Goal:	Driving arms backwards appropriate to pace	Main Fitness Goal:	Speed endurance/pace improvement by 5-10 sec/km				
Microcycles	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Fundamental Running Skills: ABC's								
Physical Preparation (Strength & Conditioning)								
Technical Running Drills								
Fitness: Running activities, endurance, speed								
Other sports								
Loading: High Medium or Low								



## Session 7: Working as a Team

By the end of this session you should be able to:

- Identify some strategies to develop your club coaching practice
- Identify strategies to overcome barriers to good practice.





## Best Practice and Barriers

- Best practice within your own coaching environment
- Barriers to this happening
- How might you go about removing these barriers?



## Day 2 Contents

### Morning

- Feedback, questioning and listening
- Running with rhythm
- Integrated coaching
- Injury prevention

### Afternoon

- Flexibility
- Physical preparation
- Monitoring, testing and evaluation
- Planning an athlete profile linking cycle and session goals
- What next?



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Day 2



January 2016



## Day 2 Contents

### Morning

- Feedback, questioning and listening
- Running with rhythm
- Integrated coaching
- Injury prevention

### Afternoon

- Flexibility
- Physical preparation
- Monitoring, testing and evaluation
- Planning an athlete profile linking mesocycle , microcycle and session goals
- What next?





## Session 1: How People Learn

By the end of this session you should be able to:

- Identify how individuals learn and how effective coaching skills can support learning.





## Learning Process

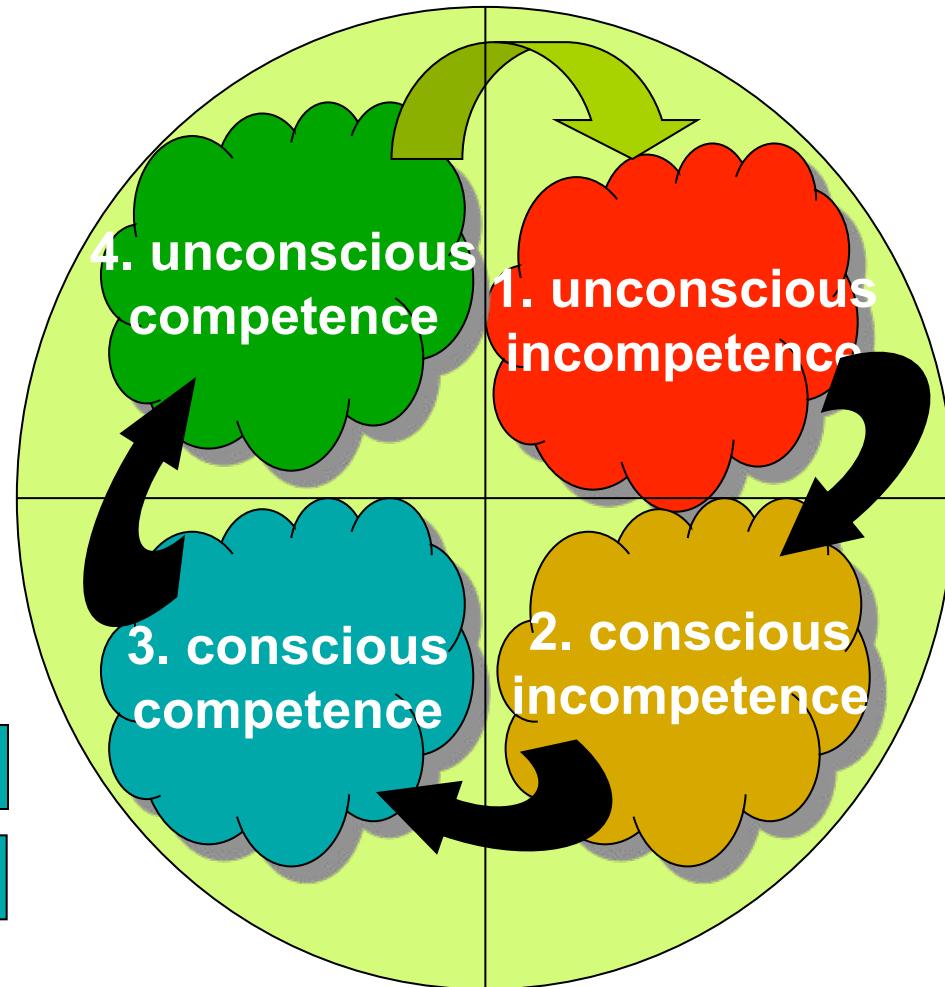
- Conscious Competence
- Unconscious Incompetence
- Unconscious Competence
- Conscious Incompetence.



## Learning Cycle – Whitmore 1996

Feedback

Extrinsic



Instruction

Demonstration

Extrinsic  
feedback

Feedback

Intrinsic

Instruct

Demonstration

Feedback

Intrinsic then  
extrinsic



## Learning Stages

### STAGE 1: UNDERSTANDING (cognitive)

- Novice athlete is trying to grasp the basics
- Major errors, awkward action

### STAGE 2: PRACTISING (associative)

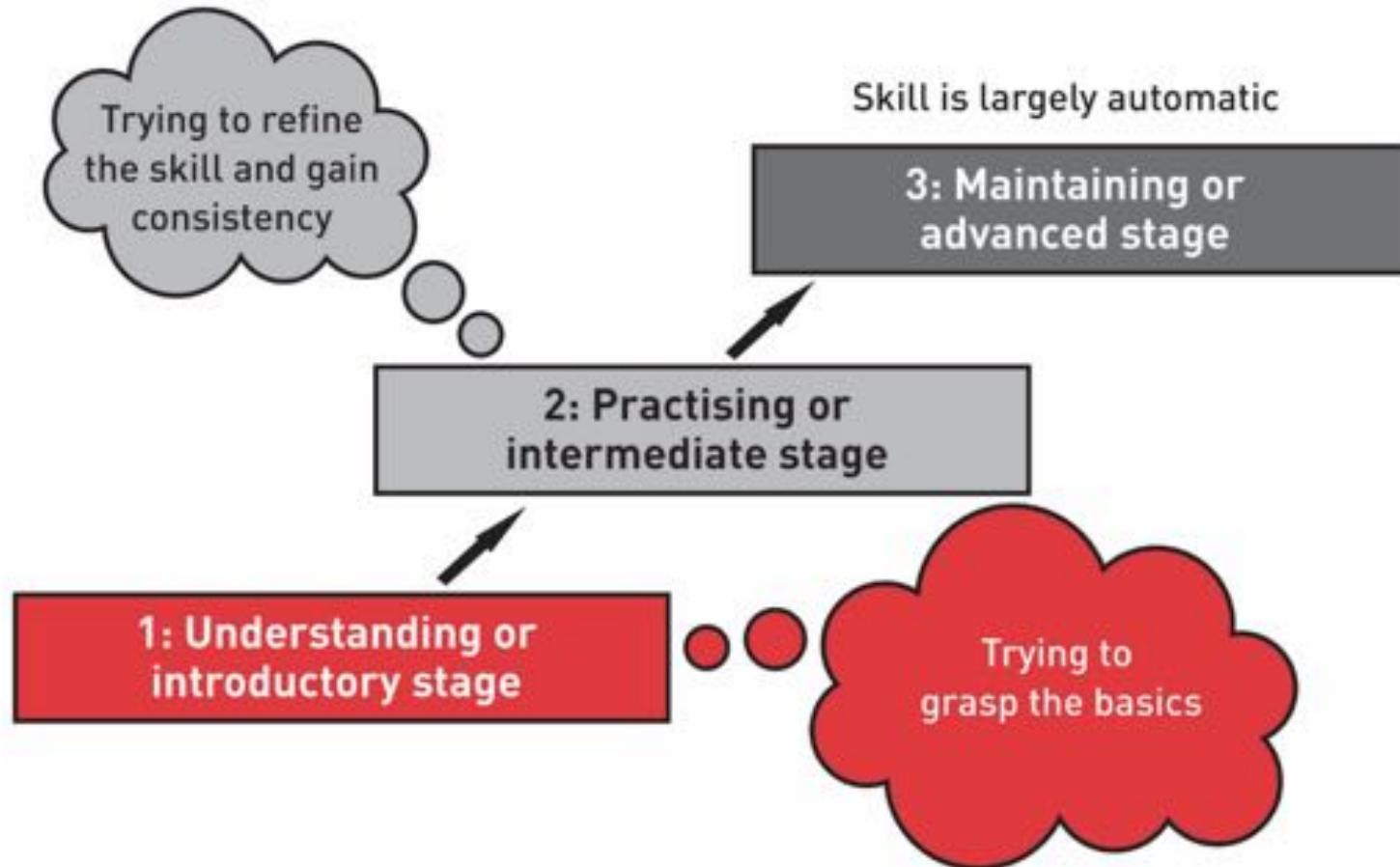
- Athlete is trying to refine the skill
- Becoming more consistent, smaller errors, smoother action

### STAGE 3: MAINTAINING (autonomous)

- Athlete can produce the correct skill with little/no conscious effort
- Honing the skill to produce it consistently under pressure.



## Stages of Learning





## Skill Learning Environment

- Focussed / outcome based
- Clear instruction
- Few distractions
- Fun and challenging – motivational
- Athletes engaged in own learning
- Coach encourages athletes to reflect  
(intrinsic awareness)
- Variety - 15-20mins then change activity.





## Two Types of Feedback

- Naturally available (intrinsic) feedback:
  - visual
  - auditory
  - kinaesthetic (the inner eye)
- Additional (extrinsic) feedback:
  - from coach
  - from video
  - from others (athletes, spectators).





## Tips on Asking Questions

- Ask questions that raise awareness and promote responsibility:
  - use **WHAT** questions first
  - follow this with **WHERE, WHEN, HOW MUCH** questions
- Focus on and follow the athlete's interest
- Try rating scale (using their anchor words or images) to avoid athlete becoming judgmental
- Really listen – with eyes as well as ears; listen to intent as well as content.



## Tips on Listening

- Listen with your eyes and ears
- Don't interrupt or finish their sentence for them
- Listen with all your attention – don't be tempted to think about your next comment or plan while the athlete is speaking
- Don't assume you know what the athlete is going to say.





## Practice - How Long and How Often?

- Short, more frequent practice sessions result in better long term learning
- Fewer longer practice sessions produce rapid short term gains but poor retention

**Note:** More recovery needed when skill is very demanding or dangerous.



## Interference

Performance = potential minus interference

- Too much information – Coach
- Concentrating too hard – Coach/Athlete
- Poor session structure – Coach
  - Conflict /not integrated
  - Loadings too high
  - Activity, equipment could be more appropriate.



## Session 2: Running Skill Development

By the end of this session you should be able to:

- Set up practice to enable skill development
- Determine and practice appropriate feedback.





## Session 3: Integrated Coaching

By the end of this session you should be able to:

- Identify ways of integrating all athletes within a club setting
- Identify the support available.





## Integrated Coaching

**Task:** Apply each How-2 skill to your runner

- A visually impaired runner
- A runner with learning difficulties
- A deaf runner
- An arm or leg amputee runner

**Now consider adaptations to:**  
**S**pace  
**T**ask  
**E**quipment  
**P**eople.





## Session 4: Injury Prevention and Management

By the end of this session you should be able to:

- Identify injuries and their causes
- Identify how injury can be prevented
- Identify the role of the coach
- Identify ways of managing injuries.





## Examples of common injuries

- Strains
- Sprains
- Sore muscles, especially lower leg
- Very tight feeling muscles
- Pain along the front of the shin
- Pain in the Achilles tendon area.

External cause

Training/development issues





## Common Causes of Injury

- Running style/technique
- Lack of flexibility
- Overtraining
- Level of physical development, ADM
- Undetected physical imbalances
- Not enough rest between efforts, sessions or even a week's training
- Returning to training too soon
- Poor footwear
- Inappropriate training programme.



## How the Coach can help

- Complete athlete profile and identify stage of development
- Use observation and analysis skills to identify imbalances and technical issues
- Working on one thing at a time:
  - balance and co-ordination drills to improve posture and skill
  - running specific drills to address technique
  - develop appropriate physical preparation activities to support strength
- Vary sessions to address all fitness elements, ensure all round conditioning
- Ensure sessions develop progressively
- Get feedback from each session
- Use monitoring and evaluation to assess progress.



## Managing the Injured or Recovering Athlete

Liaise with athlete and sports injury professionals to:

- Identify reason for injury and ascertain treatment/recovery plan
- Ensure coordination, balance and proprioception have recovered in injured limb (ask physiotherapist)
- Re-assess goals
- Take training back to a level some weeks prior to injury
- Address reason for injury in training.



## Session 5: Warm Up, Cool Down and Flexibility

By the end of this session you should be able to:

- Review warm up and cool down content
- Understand why we do flexibility exercises
- Review current best practice.





## Warm Up Principles

- Increase the heart rate
- Increase blood circulation
- Increase warmth in the body
- Prepare the mind for exercise
- Progressive
- Dynamic mobility and **ABC's**
- Directly relevant to the main unit.





## The Cool Down and Stretching

- Gentle aerobic activity to reduce heart rate and intensity from level of main unit
- Reduce temperature
- Prepare the mind for relaxation
- Static stretching relevant to session content: holding the stretch for up to 30 seconds.





## Why do Flexibility?

- To increase the range of movement (ROM) that an athlete can operate within – where needed
- For up to 30secs after a low intensity session or as a separate session
- To prevent injury
- To improve performance (short term)
- To improve performance (long term).



## Types of Flexibility

- **Active** – where the movement becomes dynamic around the joint, as in leg swings, etc.
- **Static** – involves a slow lengthening of the muscles to a point of slight discomfort.





## Factors affecting flexibility

- Genetic inheritance
- Muscle mass and elasticity
- Body type and physique
- Age
- Gender
- Injury
- Joint structure
- Experience
- Coordination
- Fatigue
- Motivation
- Relaxation
- Temperature
- Time of day
- Clothing.



## Session 6: Physical Preparation

By the end of this session you should be able to:

- Differentiate between types of strength
- Plan and deliver a physical preparation unit appropriate to Foundation stage athletes
- Use multi jump/multi throw activities in a practical environment.





## Factors that influence performance

Movement Skills

Lifestyle & Support

Physical Preparation

Technical & Tactical

Psycho-Behavioural



## Training Principles

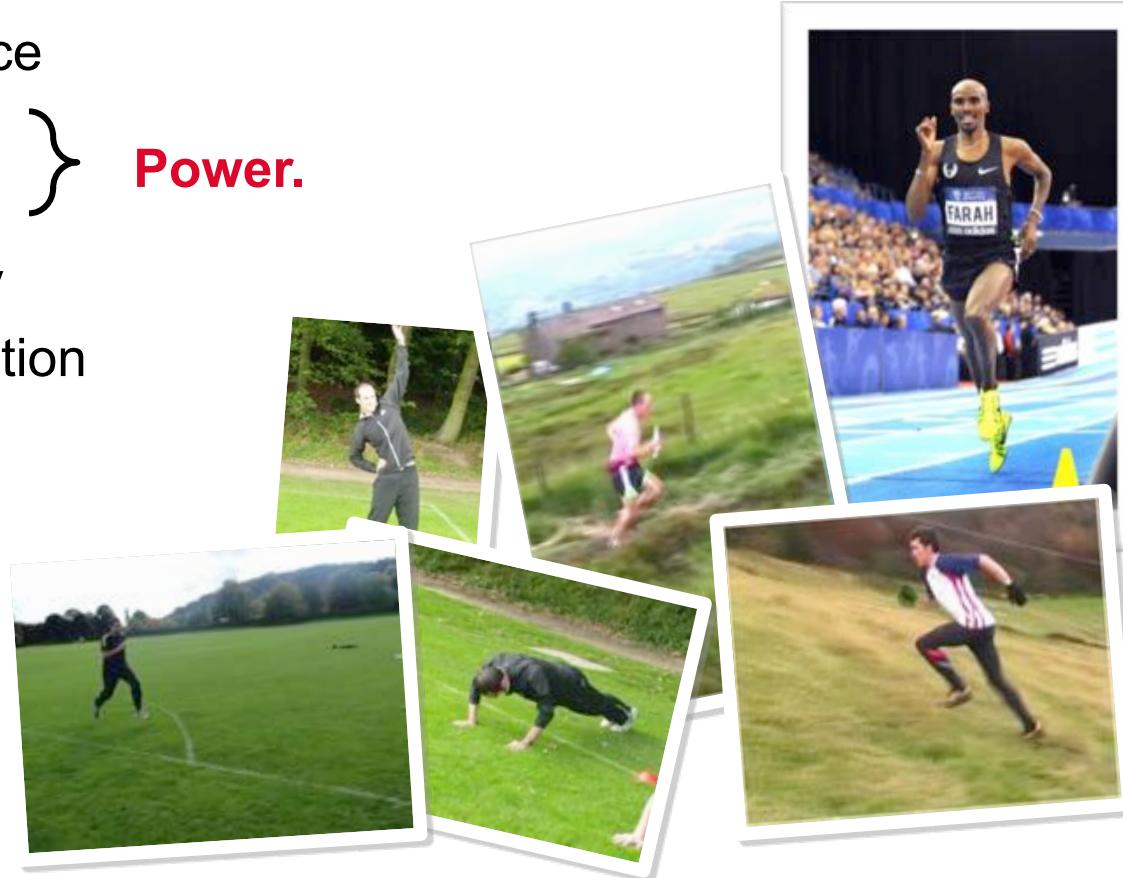
- Overload
- Recovery and adaptation
- Specificity
- FIT factors:
  - Frequency
  - Intensity
  - Time/duration.





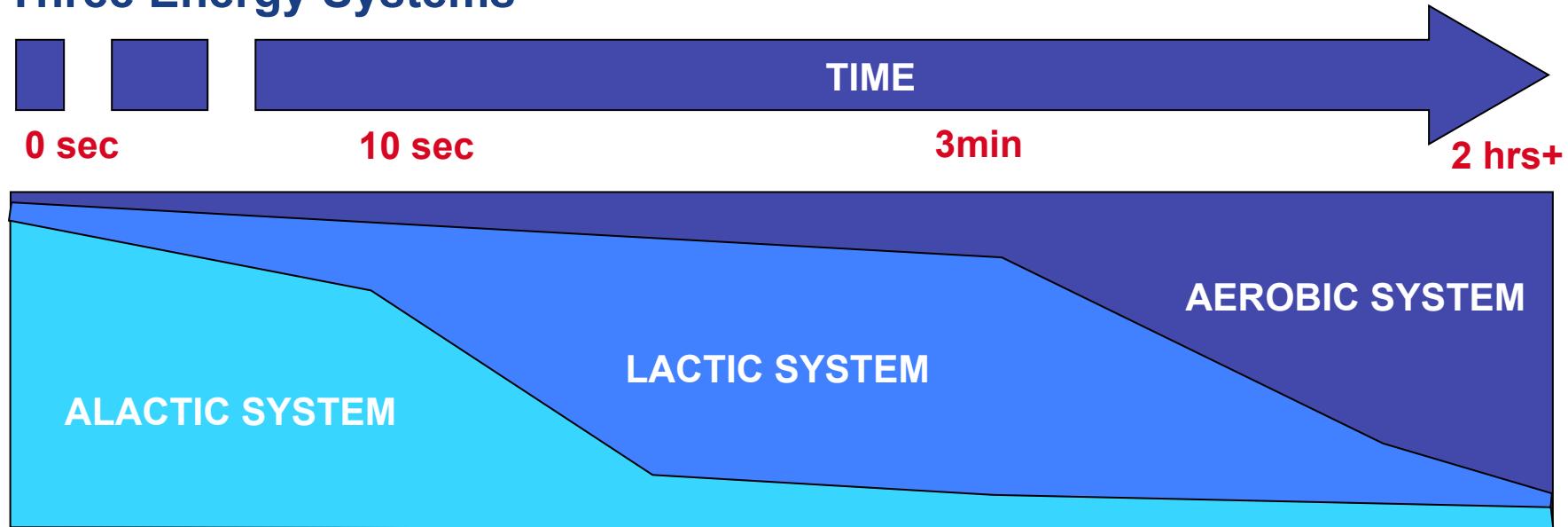
## Fitness Components

- Endurance
  - Speed
  - Strength
  - Flexibility
  - Coordination
- } **Power.**





## Three Energy Systems



### Alactic System

Short, max 10secs, high intensity, stored start up system

Capable of operating with no oxygen, no lactate or acid produced

### Lactic System

Linking energy system  
Capable of operating with no oxygen, uses fuel stores and produces lactate and acid

### Aerobic System

Sustained energy system

Uses oxygen and fuel stores



## Strength

*“Strength is the ability of a given muscle or group of muscles to generate muscular force under specific conditions”*

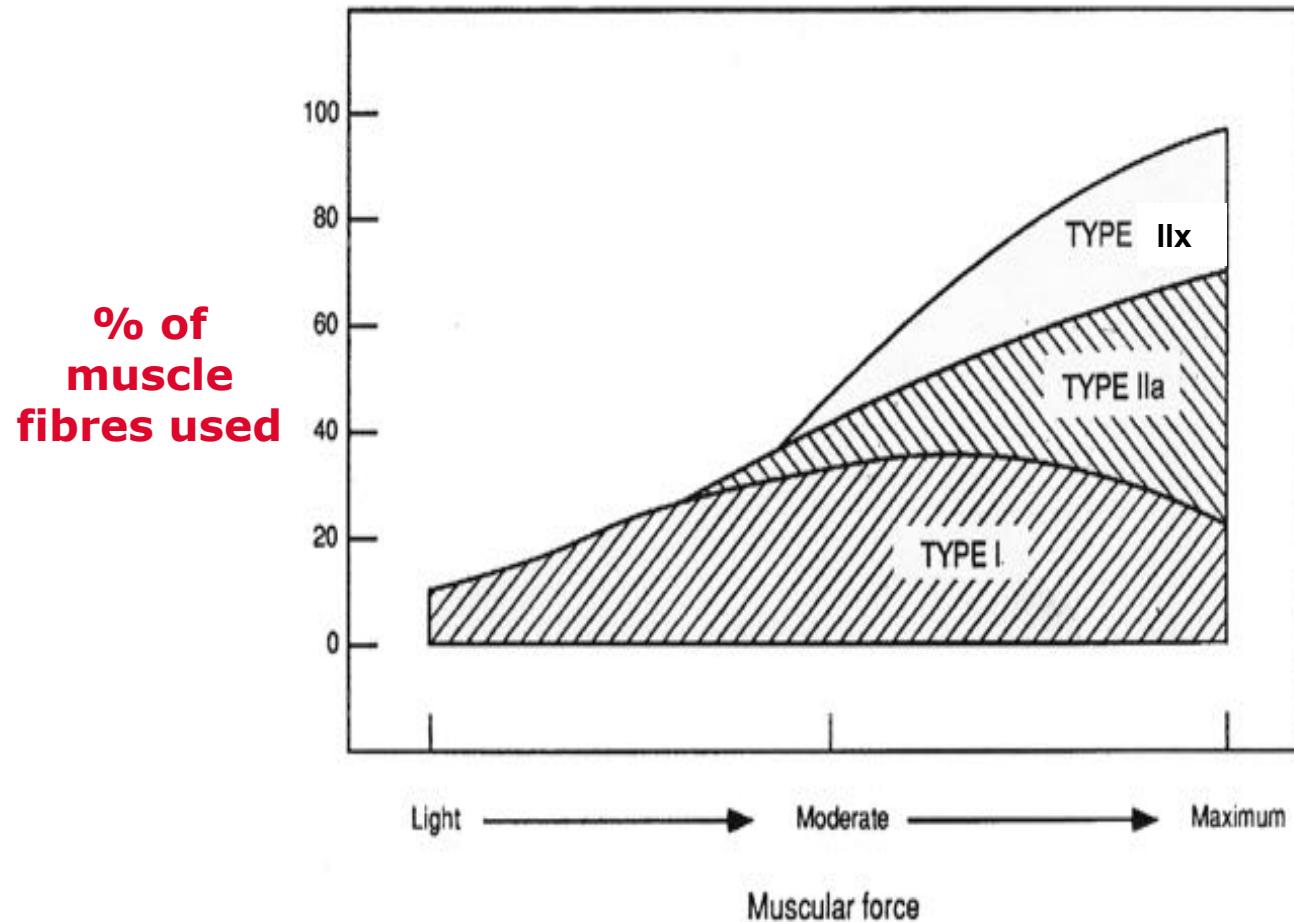
(Siff and Verkoshansky 2009)

There has to be resistance for force to be expressed.





## Muscle Fibre Recruitment



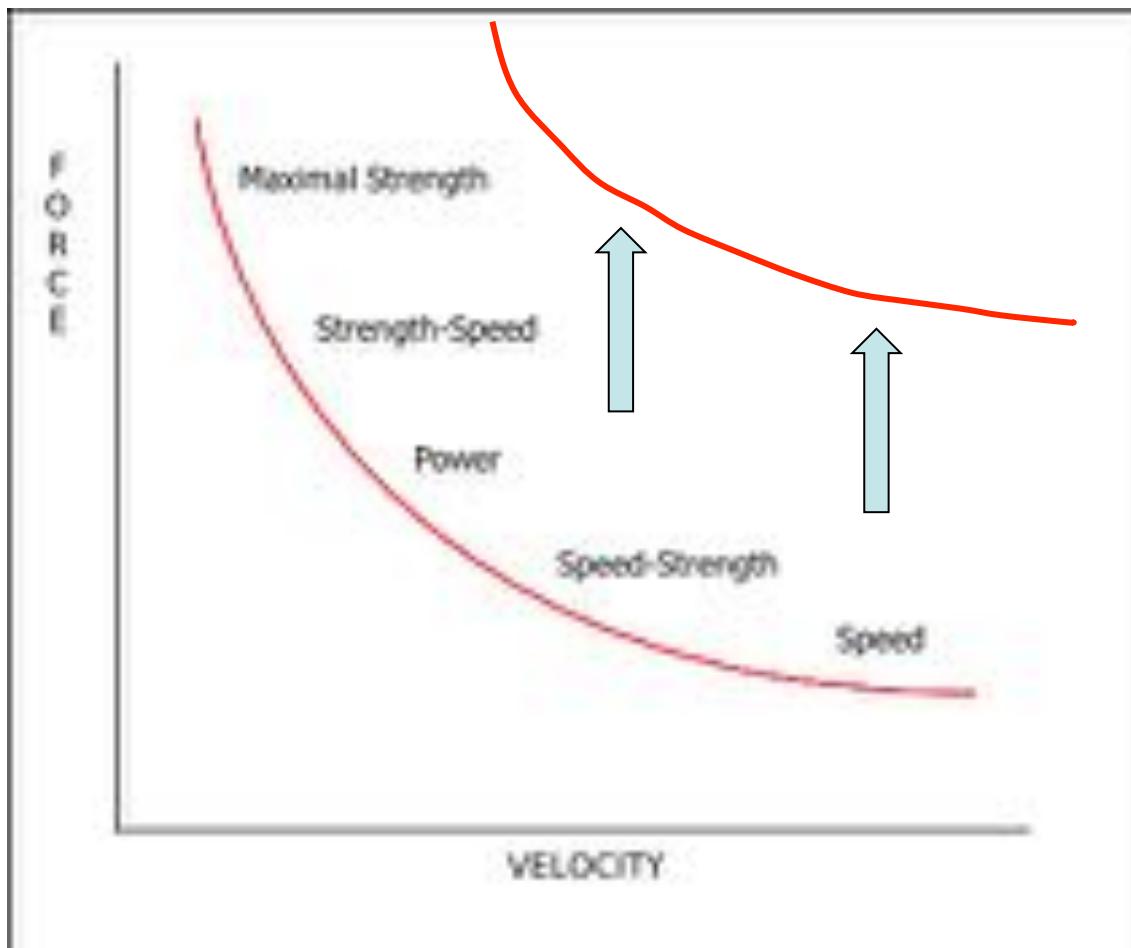


## Strength Development and Children

- Pre-pubescent:
  - Central Nervous System development
  - Learn correct movement
  - Use more fibres
- Pubescent
  - CNS **and** structural changes in body
  - Increased hormone levels
  - Apply correct movement
  - Progress intensity.



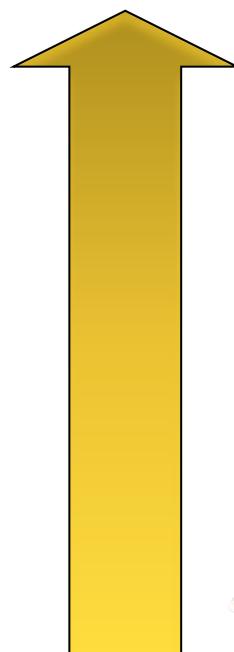
## Force – Velocity Curve: Types of Strength





## Classification of Strength & Strength Training

**Specificity**  
**Transfer, Speed, Elasticity**



Includes training that is directly related to the event

- Plyometrics
- Resistance running
- Throwing heavy/light implements
- Hill running

Includes training that develops the elastic properties of the muscle developing the stretch-shortening cycle

Does not exploit elastic properties in muscles and tendons

Includes training such as:-

- Balance
- Maximum Strength
- Strength endurance



# Stretch-shortening Cycle

Muscle is stretched (lengthened)

Energy is stored in muscle and tendon

Stretch increases tension like in a rubber band or spring

Muscle contracts (shortens)

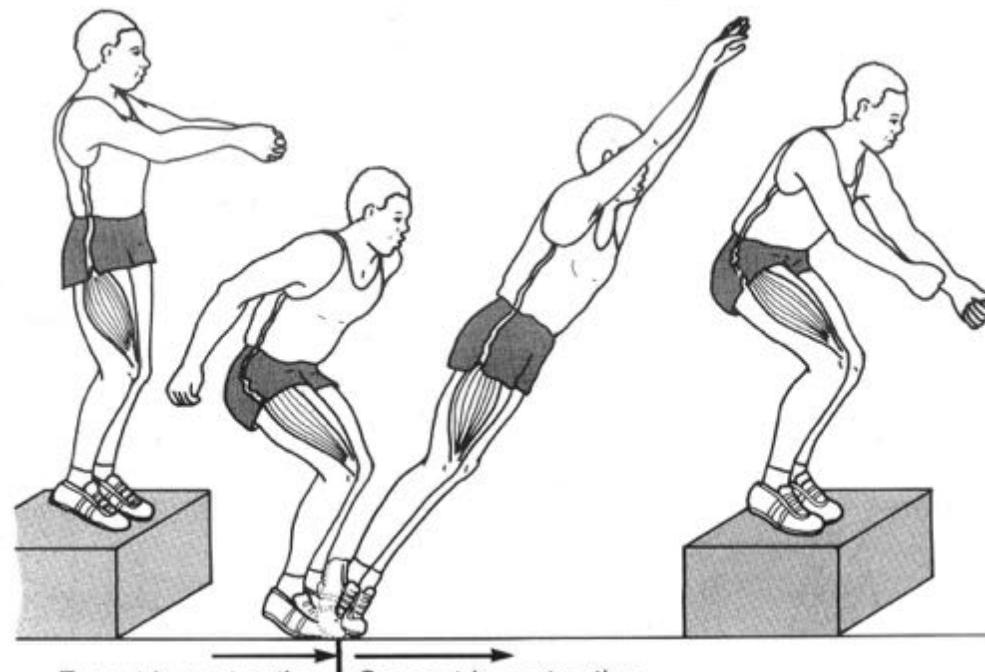
Subsequent contraction is POWERFUL!



# Lengthening

# Transition

# Shortening





## Session 7: Monitoring, Testing and Evaluation

By the end of this session you should be able to:

- Link the athlete profile to the athlete goal in the mesocycle
- Identify what and when to test and monitor
- Identify methods of testing and monitoring the athlete during the mesocycle.





## Athlete Profile

- Why did you complete it?
- What did it tell you about the developmental needs of the athlete?
- How can it be used in the planning process?



## Testing and Monitoring

### Task:

In 3 groups discuss and feedback to other 2 groups:

- ❖ Why would we monitor and test?
- ❖ What can we monitor and test ?
- ❖ When can we monitor and test?





## Why Test and Monitor

Can be used to:

- assess the athlete at the beginning of a training block
- monitor growth and development
- diagnose weaknesses and strengths
- measure improvement
- assess the success of a training program
- provide motivation
- place athletes in similar ability training groups
- add variety to a training program.





## What to Test and Monitor

<b>Physical</b>	Strength, flexibility, speed, endurance, energy systems, posture, reaction time, acceleration
<b>Technical / Tactical</b>	Coordination, balance, agility, running skills, running over obstacles, running up and down hills
<b>Psychological</b>	Concentration, attention levels, lifestyle, emotional, motivation.



## When to Test and Monitor

- Start of a mesocycle
- Half way through
- At the end of the mesocycle
- Each week
- Any time you have opportunity to encourage awareness.



## Effective Testing and Monitoring

- Explain to the athlete so they understand the test
- Test only one ability at a time
- Document the test and results accurately
- Interpret the results with the athletes sensitively
  
- Qualify the test – is it:
  - **Valid** It actually tests what it sets out to test
  - **Reliable** It must be capable of constant repetition
  - **Objective** Two coaches should obtain the same result.



## Session 8: Planning Training from Athlete Profile to Microcycle

By the end of this session you should be able to:

- Plan training for individual/group
- Plan from mesocycle to microcycle
- Complete SMART outcome and process goals
- Focus the training towards the long term development of athlete(s).





## Planning the Mesocycle

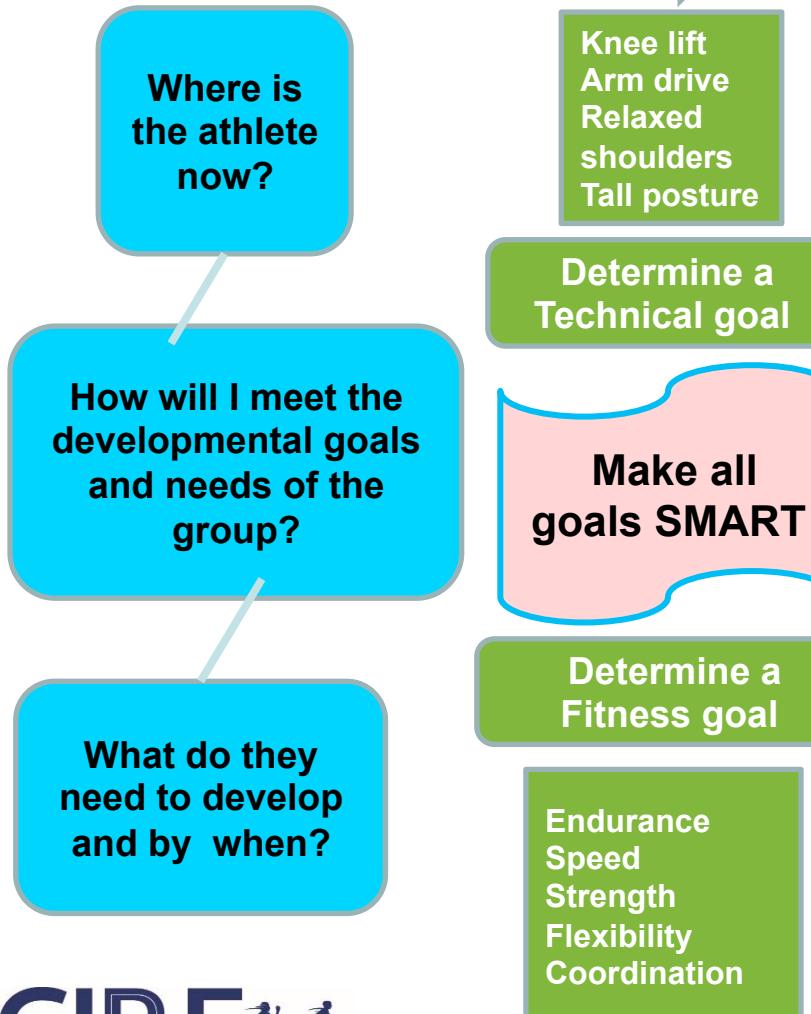
### Goal setting



### What will I do to achieve the goals



Plan a 8 week mesocycle including the elements below



Introduce, reinforce and develop a technical running skill

Develop movement skills in warm up  
Address technique with drills

Develop fitness in main unit

Challenge physical preparation with multi jump multi throw trunk stability

I will evidence training principles through loading

Plan – Do – Review for self and athletes

ABC's

Physical Preparation

Technical Running Drills

Running activities, endurance, speed,

Other sports

Loading:  
(training principles)  
High Medium or Low.



## Planning the Mesocycle (Athlete goals)

<b>Starting Date:</b>			<b>Finishing Date:</b>	
<b>Goals</b>	<b>Main Technical Skills Goal:</b>	Driving arms backwards appropriate to pace	<b>Main Fitness Goal:</b>	Speed endurance/pace improvement by 5-10 sec/km.



## Skill Development

- Skill introduction
  - e.g. *not done before*
- Skill reinforcement
  - e.g. *done previously*
- Skill development
  - e.g. *taking an existing skill further*

*Practice makes permanent*

*Perfect practice makes permanently perfect.*



## Planning the Mesocycle (Technical Goal)

Goals	Main Technical Skills Goal:		Driving arms backwards appropriate to pace		Main Fitness Goal:		Speed endurance/pace improvement by 5-10 sec/km	
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Fundamental Running Skills: ABC's	Dynamic mobility in warm up x 3 Focus balance	X3	X2	X3	X2	X3	X2	Assess skill dev ABC's X2
Physical Preparation (Strength & Conditioning)								
Technical Running Drills	Arm drive Skill Intro(SI)	Arm drive for speed template( SD)	Relaxed arms for end (SD)	Arm drive for hills (SD)	Arm drive hills (SR)	Arm drive off road (SD)	Arm drive speed end (SR)	Assess skill dev arm drive
Fitness: Running activities, endurance, speed,								
Other sports								
Loading: High, Medium or Low	M	H	L	M	M	H	L	H



## Planning the Mesocycle (Fitness Goal)

Goals	Main Technical Skills Goal:		Driving arms backwards appropriate to pace		Main Fitness Goal:		Speed endurance/pace improvement by 5-10 sec/km	
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Fundamental Running Skills: ABC's								
Physical Preparation (Strength & Conditioning)	Focus trunk stability X1 c X1 circuits X1 gym	X1 c X1 gym	X1 c	X1 c X1 gym	X1 c X1 gym	X1 c X1 gym	X1 c X1 gym	Assess trunk stability Circuit
Technical Running Drills								
Fitness: Running activities, endurance, speed,	1x long 1x tempo 1x ints 1x fartlek 1x steady	1 long 1x ints 1x fartlek 1x steady	1x long 1x tempo 1x easy	1x long 1x tempo 1x easy 1xhills	1x long 1x tempo 1x easy 1xhills	1x long off road 1xmile reps 1x easy 1xhills	1x tempo 1x easy 1xhills	1x long 1x 10k TT 1x easy 1xhills
Other sports								
Loading: High, Medium or Low	M	H	L	M	M	H	L	H



## Planning the Mesocycle

Goals	Main Technical Skills Goal:		Driving arms backwards appropriate to pace		Main Fitness Goal:		Speed endurance/pace improvement by 5-10 sec/km	
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Fundamental Running Skills: ABC's	Dynamic mobility in warm up x 3 Focus balance	X3	X2	X3	X2	X3	X2	Assess skill dev ABC's X2
Physical Preparation (Strength & Conditioning)	Focus trunk stability X1 circuits X1 gym	X1 c X1 gym	X1 c	X1 c X1 gym	X1 c X1 gym	X1 c X1 gym	X1 gym	Assess trunk stability Circuit
Technical Running Drills	Arm drive Skill Intro(SI)	Arm drive for speed template( SD)	Relaxed arms for end (SD)	Arm drive for hills (SD)	Arm drive hills (SR)	Arm drive off road (SD)	Arm drive speed end (SR)	Assess skill dev arm drive
Fitness: Running activities, endurance, speed,	1x long 1x tempo 1x easy 1xhills	1 long 1x ints 1x fartlek 1x steady	1x long 1x tempo 1x easy 1xhills	1x long 1x tempo 1x easy 1xhills	1x long off road 1xmile reps 1x easy 1xhills	1x tempo 1x easy 1xhills	1x long 1x 10k TT 1x easy 1xhills	
Other sports	1 swim 1 gym	1 swim 1 gym	1 swim	1 swim 1 gym	1 swim 1 gym	1 swim 1 gym	1 swim 1 gym	1 swim
Loading: High, Medium or Low	M	H	L	M	M	H	L	H



## Planning the Mesocycle

Goals	Main Technical Skills Goal:		Driving arms backwards appropriate to pace		Main Fitness Goal:		Speed endurance / pace improvement by 5-10 sec /km	
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Fundamental Running Skills: ABC's				X3				
Physical Preparation (Strength & Conditioning)				X1 circuit X1 gym				
Technical Running Drills				Arm drive for hills (SD)				
Fitness: Running activities, endurance, speed				1x long 1x tempo 1x easy 1x hills				
Other sports				1 swim 1 gym				
Loading: High Medium or Low				M				



## Microcycle Planning for Foundation

MICROCYCLE		SUN	MON	TUES	WEDS	THURS	FRI	SAT
DETAILS OF SESSIONS		Long run 90mins		Club night Hill reps with recovery 20mins main unit after warm up/drills	Rest	Tempo run 50mins with 20mins @ tempo	Speed circuit Jumps, med ball and ladder drills 20mins total. Then Easy 3 miles	Active recovery 3 miles
OTHER SPORTS TRAINING			Gym night					Swim
TRAINING EMPHASIS		Developing endurance	Physical Conditioning and flexibility	Technique for drive and effort with recovery (SD)		Conditioning and form	Physical preparation and reaction with good posture and drive	Recovery
ENERGY SYSTEM		Aerobic	Aerobic	Lactic/aerobic		Aerobic	Alactic then aerobic recovery run	
LOADING: High	H	H		H			H	
	M		M			M		
	L				L			L



## Session Plan

COACHING SESSION PLAN WEEK 4			
<b>DATE: DURATION:</b>	<b>Tuesday 30<sup>th</sup> February 2014 6:30–7:30</b>	<b>STAGE OF ATHLETE DEVELOPMENT:</b>	<b>Foundation</b>
<b>VENUE:</b>	<b>Roseworthy Park Nr Lansdowne London</b>	<b>AGE GROUP OF ATHLETES:</b>	<b>17 - 55</b>
<b>ENERGY SYSTEM:</b> This session will focus on.....		<b>SESSION GOALS FOR THE ATHLETES (WHAT-2):</b> <i>By the end of the session the athletes will be able to...</i>	<b>... complete a hill session with effective backwards driving arm action (skill development)</b>
<b>EQUIPMENT:</b>	<b>Cones</b>	<b>PERSONAL COACHING GOALS (HOW-2):</b> <i>By the end of the session I will have...</i>	<b>...observed and analysed the arm drive action of the athletes and determined what action to take if I feel it necessary.</b>



## Session 9: Where Next?

By the end of this session you should be able to:

- Review how supported practice has helped your learning over these 2 days
- Identify any issues with getting a Support Coach for your practice before day 3
- Confirm all homework prior to day 3.





## Supported and Reflective Practice

- Application of learning from your coach education
- Bringing to life your role as a coach
- Reflection on what and how you are delivering
- Further development of essential subject matter.





## Homework Prior to Attending Day 3

- Using what you have learnt in day 1 and 2 add to your Athlete Profile
- Use this information to plan a microcycle and session plan
- Deliver the session with the support of coach
- Review the session delivery and outcome (what-2 and how-2).



## Learning Programme

Day 1

Day 2

Homework and  
supported  
practice

Day 3



Knowledge  
Test



Observed  
Practical



**PASS**

16 weeks

365



## Day 3

- Review of supported practice
- Energy systems
- Session planning
- Delivering sessions
- Fuel and hydration
- Running drills
- Planning training 3
- Assessment preparation.



ENGLAND  
ATHLETICS



Day 3



January 2016

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## Day 3

- Supported practice review
- Energy systems
- Session planning
- Delivering sessions
- Fuel and hydration
- Running drills
- Planning training 3
- Assessment preparation.



## Session 1: Review of Supported Practice

By the end of this session you should be able to:

- Identify issues and solutions for supported practice
- Review the content of your microcycle plan
- Review your session plan
- Understand integrated training and how it relates to planning.



## Microcycle Planning for Foundation

MICROCYCLE		SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
DAYS		SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
DETAILS OF SESSIONS		Long run 90mins		Club night Hill reps with recovery 20mins main unit after warm up/drills	Rest	Tempo run 50mins with 20mins @ tempo	Speed circuit Jumps, med ball and ladder drills 20mins total. Then Easy 3 miles	Active recovery 3 miles
OTHER SPORTS TRAINING			Gym night					Swim
TRAINING EMPHASIS		Developing endurance	Physical Conditioning and flexibility	Technique for drive and effort with recovery (SD)		Conditioning and form	Physical preparation and reaction with good posture and drive	Recovery
ENERGY SYSTEM		Aerobic	Aerobic	Lactic/aerobic		Aerobic	Alactic then aerobic recovery run	
LOADING: High	H	H		H			H	
	M		M			M		
	L				L			L

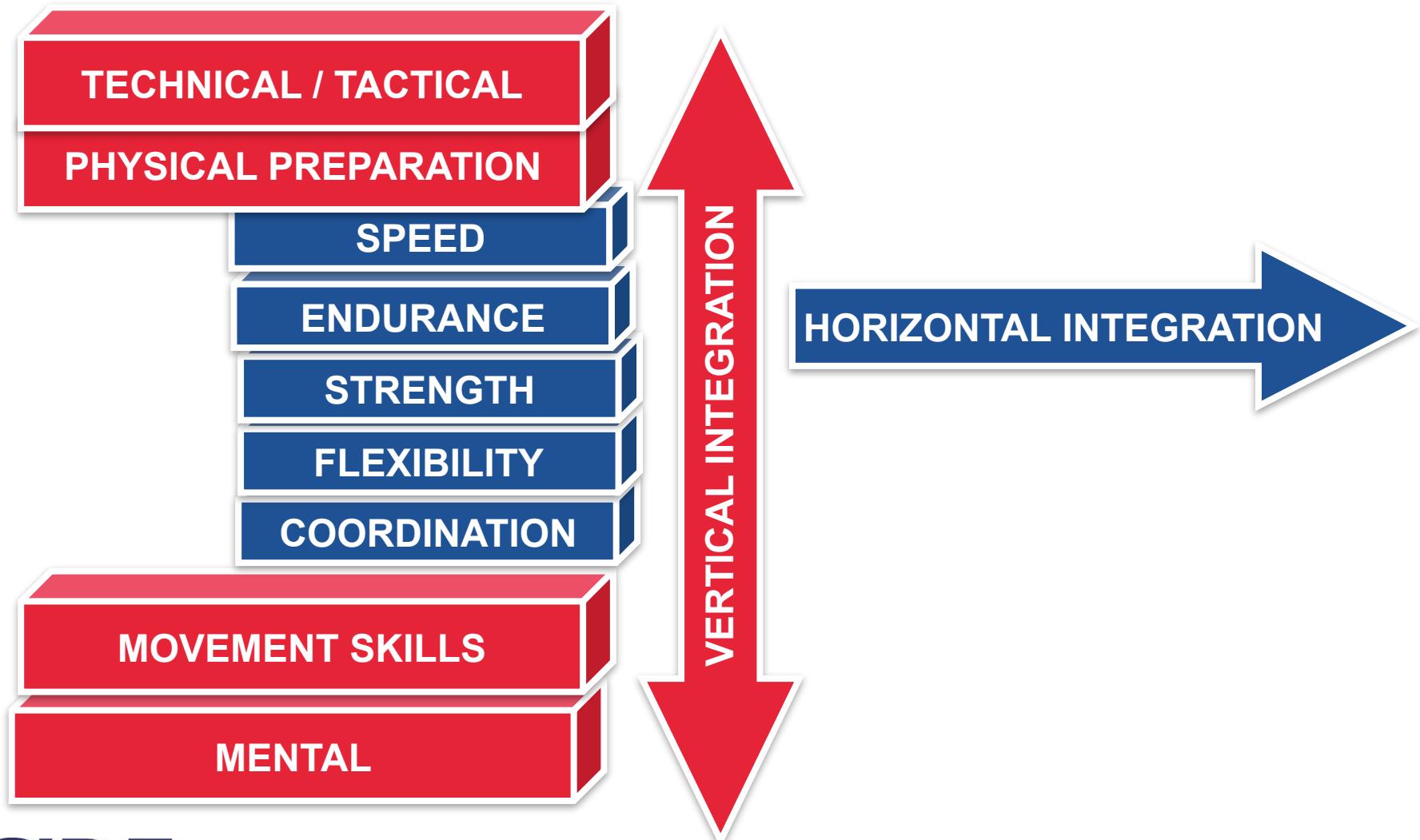


## Session Planning - Integrated Training

<b>Warm up</b>	Balance	Coordination	
<b>Skill development</b>	Running drills	Standing starts	
<b>Agility</b>	Ladders	Speed bounce	Skipping
<b>Skill reinforcement</b>	Use of arms	Acceleration	Pace judgement
<b>Fitness development</b>	Circuits	Hills	Strength
<b>Cool down</b>	Flexibility	Recovery	

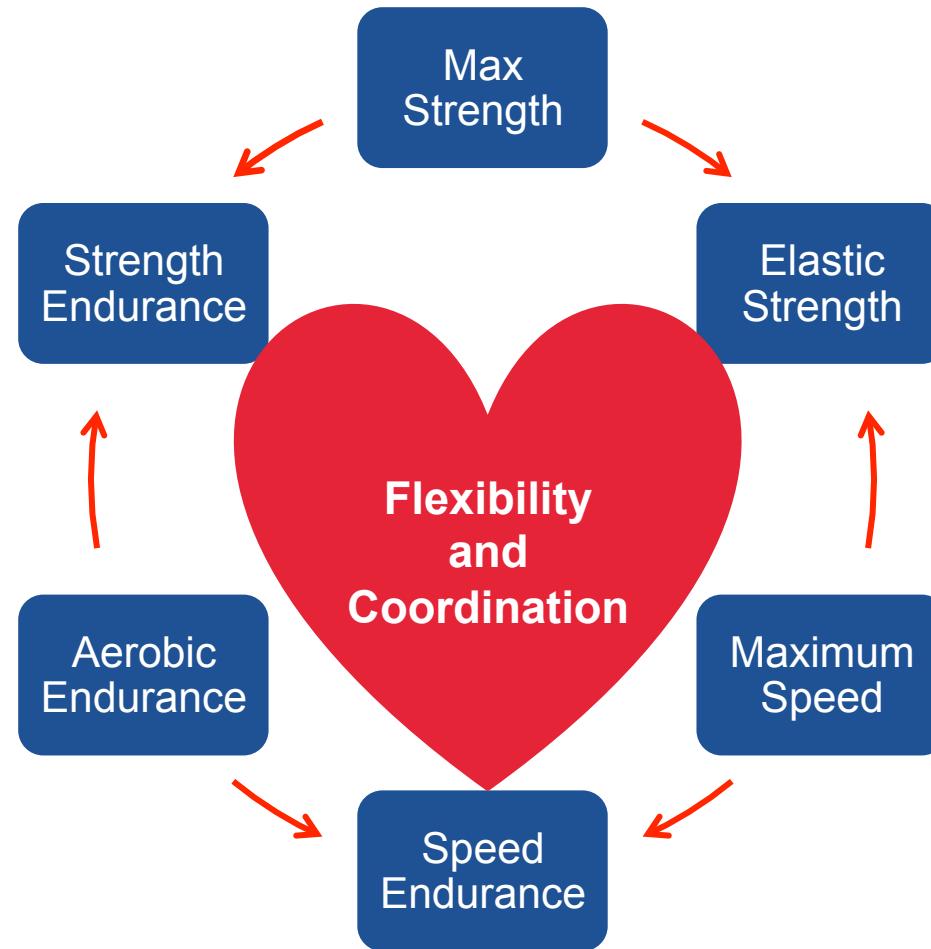


## Integration of the Training Plan





## Physical Integration





## Session 2: Energy Systems and role in Endurance

By the end of this session you should be able to:

- Relate energy systems to athlete progression
- Identify the different types of endurance
- Recap energy pathway knowledge and principles of training
- Revisit FIT.





## Contributing Factors to Endurance

Endurance is used in athletics in 2 ways:

- for a group of events
- for a component of fitness

Metabolic endurance:

- involving the energy systems

Neuromuscular endurance:

- involving the nervous and muscular systems.



## Three Energy Systems - Limiting Factors

- **Alactic system:**

Stored, start up system. Capable of operating with no oxygen, no lactate or acid produced

*Limited by availability of creatine phosphate (CP)*

- **Lactic system:**

Capable of operating with no oxygen but produces lactate and acid

*Limited by build up of H<sup>+</sup> ions (acidosis)*

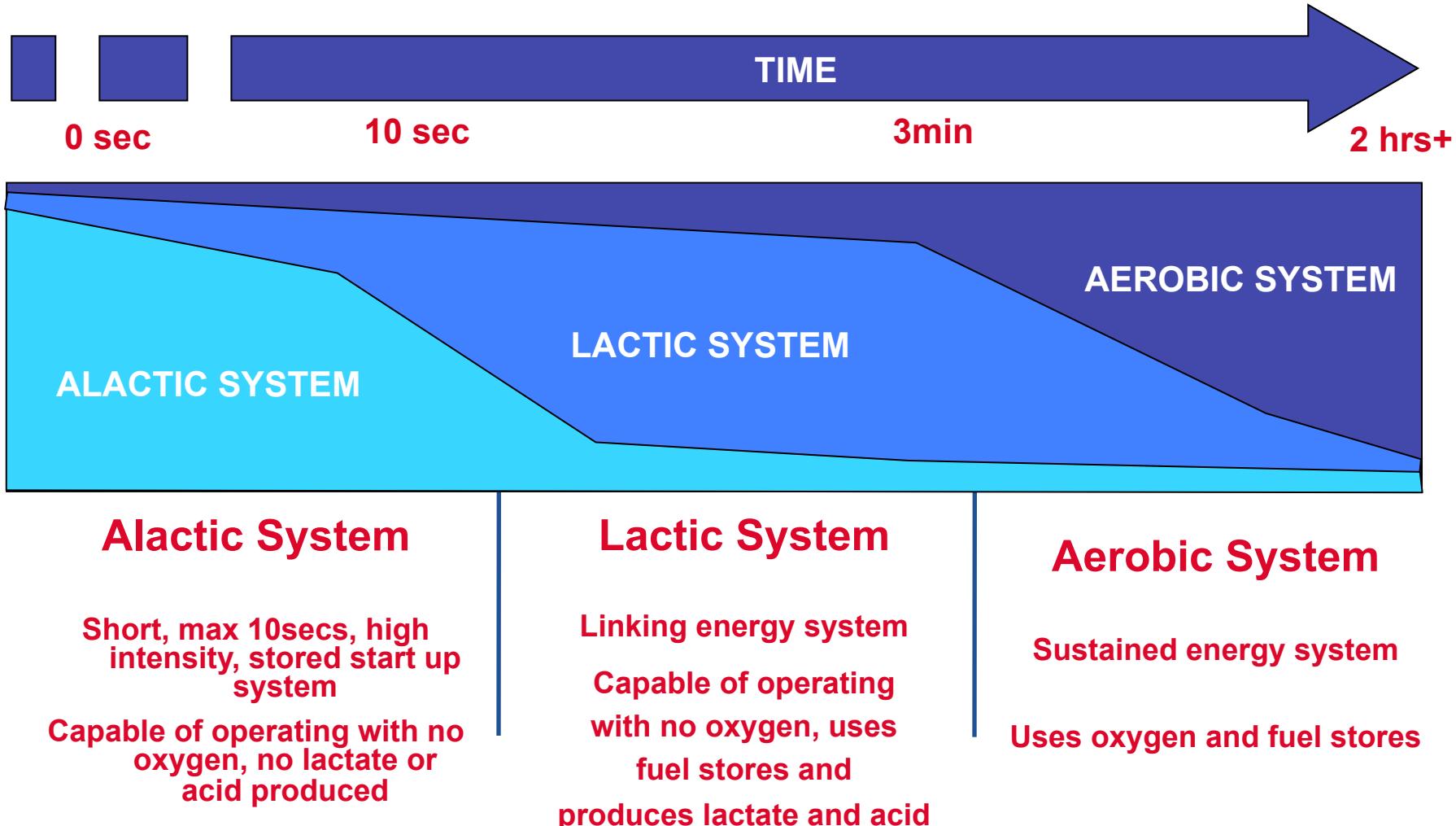
- **Aerobic system:**

Uses oxygen and fuel stores to provide energy

*Limited by fuel and oxygen supplies.*



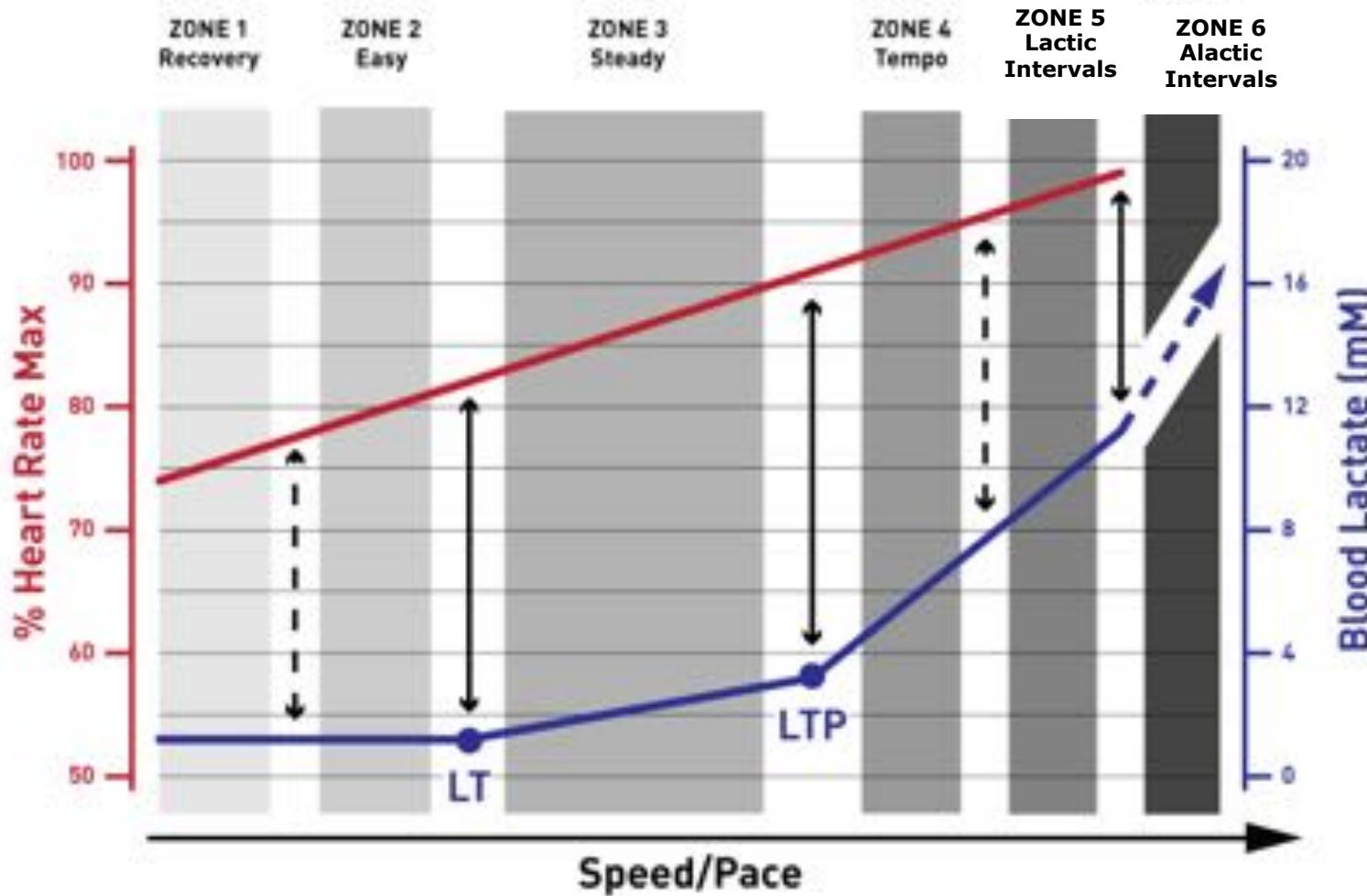
## Three Energy Systems





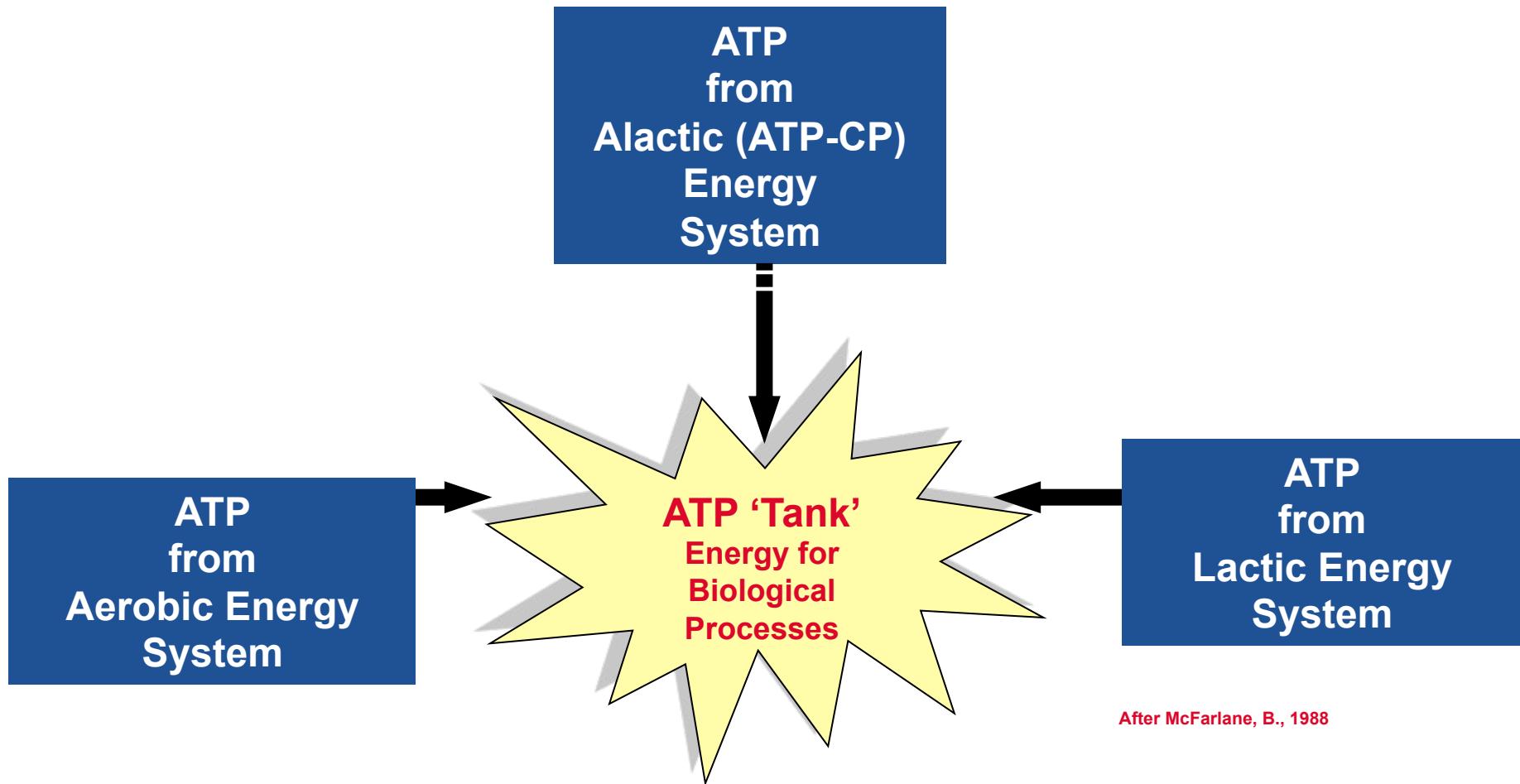
## Training Zones

### EXAMPLE TRAINING ZONE DISTRIBUTION





## Production of ATP





## Energy Systems

- All energy systems work *continuously*
- The relative contribution of energy from each energy system to a particular physical activity will depend on the energy requirements
- The energy requirements are directly related to the intensity and duration of the exercise
- When any energy system becomes depleted an alternative system must be used and this may impact upon performance.



## Energy System Usage

- The body does not understand distance or repetitions
- It does understand:
  - How hard it is working (Intensity and/or Load)
  - How long it is working for (Time)
- This dictates the predominant energy system being stimulated.



## Training Principles

Training load is a result of the combination of Volume and Intensity

Principles:

- Overload
- Recovery and Adaptation
- Specificity

FIT factors:

- Frequency
- Intensity
- Time/duration.





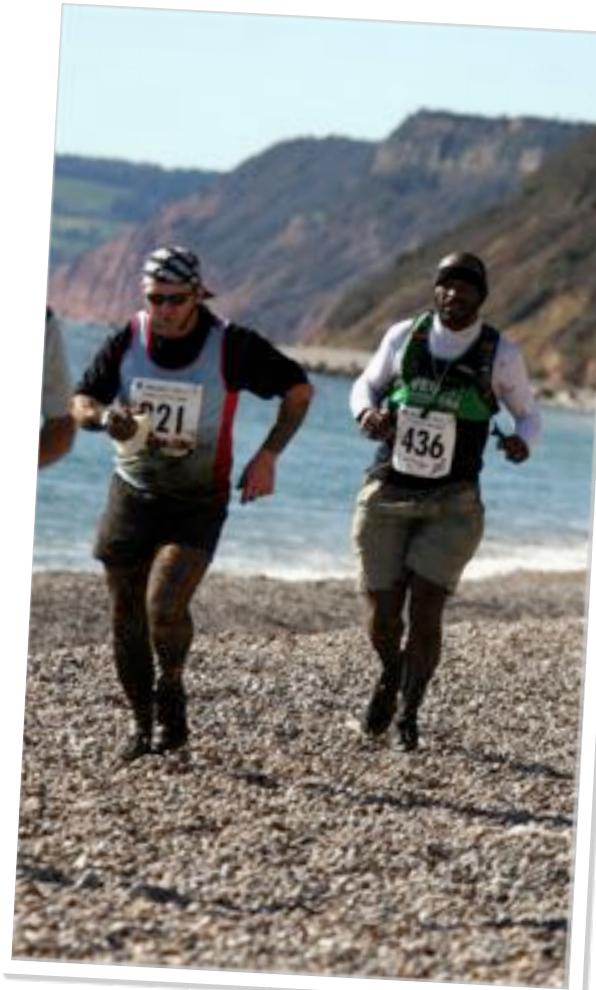
## Developing Endurance

Continuous methods:

- Long slow distance
- Steady runs
- Fartlek
- Tempo runs
- Cross training

Non continuous methods:

- Repetition methods
- Interval training
- Circuits.





## Development of the Endurance of the Energy Systems

LACTIC/Aerobic

AEROBIC/Lactic

Relatively low ← Total Repetitions → Relatively high

10 secs-2+ min ← Duration → 1-60+ mins

80m-600m+ ← Distance → 300m-1200m+  
or continuous

80%-100% ← Intensity → 50%-80%

30 secs-10 mins ← Recovery → 30 secs-3mins

Walk/easy/active run ← Recovery activity → Easy/active run

Comparison of repetition training for emphasising the lactic energy system versus emphasising the aerobic energy system.



## Endurance Specialisation for Young Athletes

- Conservative progressive amounts of impact help stimulate bone density in youngsters
- Whilst youngsters lactic energy system is not fully developed before puberty, they are able to tolerate high intensity sessions (approx. 85% maximum heart rate) but will use a higher aerobic contribution higher than adults (*Dr A Barker Aerobic fitness in children and adolescents: Development & Training adaptations*)
- Too much or inappropriate progression or too little recovery between exposures/sessions may lead to developmental issues
- Once athletes are fully mature high volume running strategies can be used – e.g. Performance Athletes.



## Session 3: Session Planning

By the end of this session you should be able to:

- Plan an endurance session for a foundation stage runner
- Utilise principles of overload.





## Endurance for Foundation Stage Athletes

- 10-30 minutes duration
- Learning how to pace
- Steady activity at between 60-80% MHR
- Ten minutes constant paced steady state run within HR zone
- Being able to run at different paces for periods of time/distance
- Executing good technique throughout
- Enjoyable.





## Planning the Training Session





## Endurance Planning Task

### Task:

Plan a 20min session to develop an aspect of endurance running for a mixed ability group

### Include:

- Personal coaching goal for each coach
- Warm up and cool down units

### Detail required

- session objective
- activity description
- technical aspects
- reps and sets
- recovery
- load
- energy system being emphasised.



## Session 4 : Delivering an Endurance Session

By the end of this session you should be able to:

- Deliver a session for the development of one of the energy systems
- Practice and review your coaching 'How to' skills.





## Session 5: Fuel and Hydration

By the end of this session you should  
be able to:

Understand the role food and drink  
play in:

- Fuel
- Effective training
- Recovery.





## Fuel and Hydration for Endurance Running

What's different about running for endurance?

- Choosing the best fuel for different circumstances
- Ability to store
- Efficient use
- Training for efficient use of fuel
- Refuelling whilst exercising
- Refuelling after exercise.





## Fuel Sources for ATP Production

CREATINE PHOSPHATE

LACTATE

GLYCOGEN

FAT

ATP

PROTEIN

ADP + P

Energy for  
Contraction



## Energy Delivery from each Fuel Source

Energy is provided by 4 food groups

**Carbohydrate (CHO) is the first choice for the body:**

- energy is stored in the muscles and liver as glycogen then
- quickly and efficiently released
- The higher the intensity of the exercise the higher the proportion of CHO is used

**Fat** is an essential source of fuel:

- Energy is released more slowly

**Protein** essential for repair:

- used as a fuel source only in extreme circumstances

**Alcohol:**

- is sadly an extremely inefficient energy source!



## Storing Carbohydrate

Carbohydrate is stored as glycogen

- stored at a fixed rate so is best eaten in smaller regular portions

Glycogen (product of CHO)

- is stored in liver and muscle tissue

Glycogen requires water for effective storage.



## Glycaemic Value

- **Glycaemic Index** - a numerical measure of how quickly foods containing CHO boost our blood glucose levels after eating
- Glucose is absorbed quickest into the bloodstream and is given the numerical value of 100
- **High GI foods- Over 70** fill you quickly and give a fast burst of energy however they leave you hungry again a short time later
- **Low GI foods below 50** fill you up but raise blood glucose slowly giving a more continuous energy release.



## Examples of Foods of Different GI

- The majority of fruits and vegetables fall in low to medium as does milk, whilst some processed foods e.g. cornflakes, white bread are high glycaemic index
- Milk chocolate and ice cream fall into medium category.

**GLYCEMIC INDEX CHART**  
Low Glycemic (10 or Below) - High Glycemic (70 or Higher)

ANALYSIS	65	STARCH	65	VEGETABLES	65	FRUITS	65	SACCHARIDES	65
Pasta	16	Ragel, Malt	35	Broccoli	35	Banana	35	Yogurt, Plain	35
Chamomile Tea	45	White Rice	35	Potato	35	Apple	35	Yogurt, Low fat	35
Breakfast Cereals	16	White Spaghetti	35	Cabbage	35	Orange	45	Whole Milk	35
Peanut	16	Sweet Potato	45	Mushrooms	35	Oranges	45	Ivy Nuts	35
Energy Bar	55	White Bread	45	Corn	35	Kiwi	55	Granola Bars	35
Salad	15	Brown Rice	35	Green Peas	35	Banana	55	Chocolate Bars	35
Dark Chocolate	75	Pancakes	45	Carrots	45	Pineapple	75	Yogurt, Fat	35
Jelly Beans	45	Wheat Bread	45	Berry	45	Kiwifruit	75	Cold	45
Pretzels	15	Baked Potato	45	Onions	55	Strawberry	85	Ice Cream	45



## Blood Sugar

### Task: Think about the following

In pairs discuss:

- When might we want our blood sugar to rise quickly?
- When might we need energy to be more steadily supplied?



## Nutrition Issues Relevant to Distance Running

### Hydration

- Runners should maintain hydration by drinking regularly especially with meals:
  - During an event water or an isotonic fluid should be taken regularly
  - Event organisers must supply water every 3 miles - a good guide for training

### Refuelling on the run

- Sessions lasting longer than an hour - advisable to replenish fuel reserves during exercise - personal trial and error to get the balance
- Products developed for re-fuelling –take time to acquire the taste.



## Nutrition Issues Relevant to Distance Running

Recovery after a session - preparing for the next one

- A 'window' of up to 2 hours during which replenishment of glycogen is accelerated
  - Starting this process in the first 30mins ensures a further 90mins of increased refuelling.
- A CHO and protein combination with a 3:1 ratio will give the best results.



## Implications for Training

- How can we train to improve storage?
- How can we make our glycogen last longer ?
- How can we increase pace at a given energy expenditure?



## Training for Fuel Use

- Long slow runs over 90mins to stimulate more fat utilisation and increase capilliarisation
- Long steady runs develop aerobic capacity and muscle efficiency
- Higher intensity runs to improve pace at aerobic state
- Higher intensity repetition runs for efficiency.



## General Measures to Improve Performance

- Improve quality of food intake
- Stage intake regularly through the day to maximise storage
- Be aware of GI of CHO's to maximise balanced energy requirements
- Train to take in food and fluid on longer runs
- Plan recovery food for high GI and protein.



## Session 6: Running Drills and Coaching Technical Whole Practice

By the end of this session you should be able to:

- Observe
- Select an aspect of action for improvement
- Devise a drill
- Instruct/Explain and or Demonstrate the drill
- Observe and Analyse
- Feedback.

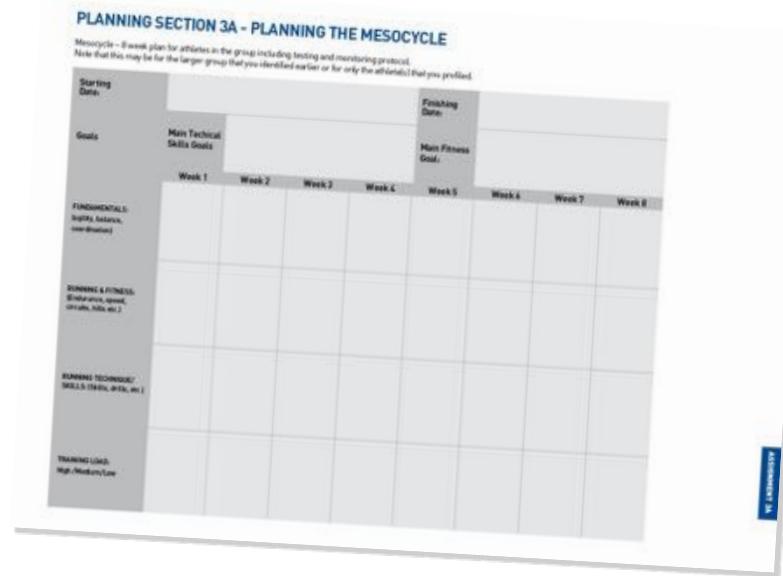




## Session 7: Planning Training 3

By the end of this session you should be able to:

- Explain the terminology used in planning a mesocycle
- Apply planning process to a profiled athlete
- Plan for a Foundation stage athlete.





## Planning – Key Words

- Mesocycle planning
- Microcycle planning
- Session planning
- Unit planning
- Integration.



## Planning the Mesocycle for skill development and integrating training.

**Stage of Development:** EGD

**Key deficiencies from profiling:**

**ABCs- Right sided balance poor**

**Technical-arms cross over midline**

**Physical preparation/component of fitness-Heels raise of ground in jumps in place landing**

Goals	Main Technical Skills Goal:		Driving arms backwards appropriate to pace		Main Fitness Goal:		Flat foot landing jumps in place	
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Fundamental Running Skills: ABC's	Dynamic mobility in warm up x 3 Focus balance	Line walks multi directional x3	Rpt x 1	Line walks with eyes shut x 2	Rpt x 2	Line walks, arms raised with eyes shut x3	Rpt x 1	Retest balance-timed single leg hold
Physical Preparation (Strength & Conditioning)	Focus base of support X1 circuits X1 gym	BW Squats, base of support focus X1 c X1 gym	Rpt X1 c	Squats with medball X1 c X1 gym	Rpt X1 c X1 gym	BW jump squats X1 c X1 gym	Rpt X1 gym	Assess base of support Circuit
Technical Running Drills	Arm drive Skill Intro(SI)	Arm drive for speed template( SD)	Relaxed arms for end (SD)	Arm drive for hills (SD)	Arm drive hills (SR)	Arm drive off road (SD)	Arm drive speed end (SR)	Assess skill dev arm drive
Fitness: Running activities, endurance, speed,	1x long 1x tempo 1x easy 1xhills	1 long 1x ints 1x fartlek 1x steady	1x long 1x tempo 1x easy	1x long 1x tempo 1x easy 1xhills	1x long 1x tempo 1x easy 1xhills	1x long off road 1xmile reps 1x easy 1xhills	1x tempo 1x easy 1xhills	1x long 1x 10k TT 1x easy 1xhills
Other sports	1 swim 1 gym	1 swim 1 gym	1 swim	1 swim 1 gym	1 swim 1 gym	1 swim 1 gym	1 swim 1 gym	1 swim
Loading: High, Medium or Low	M	H	L	M	M	H	L	H



## Microcycle Planning for Foundation

MICROCYCLE		SUN	MON	TUES	WEDS	THURS	FRI	SAT
DETAILS OF SESSIONS		Long run 90mins		Club night Hill reps with recovery 20mins main unit after warm up/drills	Rest	Tempo run 50mins with 20mins @ tempo	Speed circuit Jumps, med ball squats and ladder drills 20mins total. Then Easy 3 miles	Active recovery 3 miles
OTHER SPORTS TRAINING			Gym night					Swim
TRAINING EMPHASIS		Developing endurance	Physical Conditioning and flexibility	Technique for drive and effort with recovery (SD)		Conditioning and form	Physical preparation and reaction with good posture and drive	Recovery
ENERGY SYSTEM		Aerobic	Aerobic	Lactic/aerobic		Aerobic	Alactic then aerobic recovery run	
LOADING: High	H	H		H			H	
	M		M			M		
	L				L			L



## Session 8: Assessment Preparation

By the end of this session you should be able to:

- State where you are in the learning process
- Identify the assignments you need to complete before the assessment day
- Identify and work with a Support Coach
- Identify what will happen during the assessment process and what will be expected from you.





## Knowledge What-2 Coach

- Running for speed
- Running for distance
- Running uphill
- Running downhill
- Running over obstacles
- Fitness development:
  - Speed
  - Strength
  - Coordination
  - Flexibility
  - Endurance

**Structuring this with all other training –  
appropriate to the athletes involved.**



## Skills How-2 Coach

- Plan programmes and sessions
- Organising and Safety
- Instruction and Explanation
- Demonstration
- Observe and Analyse
- Questioning, Listening and Feedback
- Review self
- Skill development strategies.



## To be a competent CiRF – Planning

**To be able to plan safe, fun, organised sessions that develop the athletes in an ability group**

- Medium term planning
  - Term goals
  - Development Period
  - Monitoring and Evaluating
- Short term planning
  - Session plans
  - Session goals
  - Content addresses goals
  - Sufficient detail for Coaching Assistant to deliver.





## Knowledge Test

- 11 sections – includes new section on Health and Safety
- 4 questions
- Each question has 3 wrong answers and 1 correct
- Identify 75% of the correct answers and get at least 1 correct in every section
- <https://www.ulearnathletics.com/authentication/login>



## Observed Practical Assessment

- You
- The athletes you work with
- A trained British Athletics assessor to assess you against competencies for Coach in Running Fitness.





## Observed Practical Assessment - Session Plan Content

- PREPARE ONE DETAILED SESSION PLAN that includes:
  - Goals/Outcomes: Athlete & Coach
  - Warm Up (5-10mins)
  - Units: Technical skills unit (20-25mins each)
  - Unit: Physical Preparation/component of fitness (20-25mins)
  - Cool Down (5mins)
  - Coaching Points related to the session aims
  - Equipment List
  - Organisation – groupings of athletes
  - Safety – any key aspects.



## Observed Practical Assessment - format

- Individual briefing – 5mins
- Set up and run first part of session - 20mins
- Feedback from assessor - 10mins
- Join in as athlete
- Set up and run second part of session – 10 - 15mins
- Assessor/coach professional discussion on coaching practice, additional questions on Development Period – 15mins
- Decision made including action planning
  
- The Assessor selects which parts of the session plan you deliver.





## Observed Practical Assessment – Development Period Plan Format

- PROVIDE ONE DETAILED DEVELOPMENT PERIOD PLAN THAT INCLUDES:
  - Start and finish dates, stage of development, key deficiencies
  - Goals for Running, Jumping, Throwing and Physical Preparation in this period
  - Indication of how skills and fitness will be developed over 8 weeks
  - Indication of monitoring to be used at the end of the 8 weeks
- YOU SHOULD COME PREPARED TO DISCUSS:
  - Achievement of goals during the period
  - Skill improvements and development in this time
  - Fitness improvements and development in this time
  - Your key learning from this period, identifying what you will change for the next.



## Club and Coach Support Officers

### Your local England Athletics contact



- **Key Tasks include:**
- Facilitating mentoring for local coaches
- Delivery of generic training to coaches
- Management of Flying Coach Programme
- Direct support to Athletics Networks
- Support club development.

**For more information visit: [www.englandathletics.org/  
yourarea](http://www.englandathletics.org/yourarea)**



## Disability Athletics Contacts

### ENGLAND

[www.englandathletics.org/disabilityathletics](http://www.englandathletics.org/disabilityathletics)

[www.efds.co.uk](http://www.efds.co.uk)

### SCOTLAND

[www.scottishathletics.org.uk/index.php?p=221](http://www.scottishathletics.org.uk/index.php?p=221)

[www.scottishdisabilitysport.com](http://www.scottishdisabilitysport.com)

### WALES

[www.welshathletics.org](http://www.welshathletics.org)

[www.disabilitysportwales.org](http://www.disabilitysportwales.org)

### NORTHERN IRELAND

[www.athleticsni.org/Development/Parallel-Success](http://www.athleticsni.org/Development/Parallel-Success)

[www.dsni.co.uk](http://www.dsni.co.uk)



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We wish you good luck with your coaching experiences





## Safe Journey Home



**Thank you for your contributions.**