

What If?

This is probably only going to interest those involved in examining Coach Development programs at a strategic level. I have only set out all these thoughts for those who have been in touch in recent weeks from overseas. This is NOT AN ARTICLE but a list of talking points.

In the last decade or so I have been doing operational reviews, courses and workshops on many of the facets of these national strategies as organisations and coaches feel the ever-increasing effects of the limitations that are causing problems. Where any pathway that requires teaching and coaching to be of the highest order exists, so do all the problems outlined later in this article.

As other opportunities for discussion and debate arose from the reviews, courses and the network of contacts they created, so the brainstorming took on greater proportions. In the last 18 months, I have been fortunate enough to be part of a dialogue with National Track & Field Coaching pathways operating in Southern/Central Europe, Northern Europe and South America.

It started with some brainstorming with some colleagues in each region/country and has now reached the stage where some National Federations are thinking about embracing the idea of change in their Coach and Coaching Development strategies. Halfway through this exercise, I had the opportunity of trying to apply the same set of principles to the UK Athletics appointment of their new Coach Development Director and so the brainstorming continued. Testing the theories out taught me two things (a) the limitations I have seen are not a one-off problem, they are a worldwide phenomenon (b) none of this is easy and everyone needs to be involved. This is not simply another bureaucratic toy to play with while maintaining the failing status quo.

I thought it might be interesting to publish some of the ideas presented in some of the interactions with the coaches and the decision-makers. Not everything listed below will be instantly recognised or contextualised so see the list of boxes as being some of the pieces of the jigsaw to be put together.

I continue to be somewhat surprised that the conversations have lasted long enough for some of this detail to find itself at the heart of some discussions. In many cases, an organisation starts a project to appease the ever-disheartened coaching layers and the discussion gets stalled just before the level where the coaches and athletes exist. This time some decision-makers got involved and started to ask some pertinent questions which was a change from the usual grandstanding offered by them. The more I reflect on this 18-month journey the more frustrated I get because, as we all often do, I wished that I had set out better arguments and illustrations. In some cases, some sensible steps have been made and in others, the emphasis has become bogged down in process and protocol because the old language, vocabulary and culture cannot be overturned in favour of building something from the ground up.

Assembling this jigsaw is not an easy task. Sometimes the placement of the pieces in the picture being sought is a never-ending journey of trial and error in the early stages. This is due in many cases to the fact that sometimes one has to build and consolidate something before a piece has somewhere to fit. One easy example is that of finance – little can be done to create positive outcomes at, say, Club level if there is not enough money to be invested for such growth. Less easy to get to grips with is what has to change organisationally on financial matters to free up sufficient funds to move the new plans forward. I spent several sessions asking the decision-makers to consider removing some of the ineffective, expensive parts of their operation so that the more important sectors of their responsibility could be serviced. As I have said many, many times before, we currently exist in a very 'top-heavy' operational environment where the often-expensive bureaucracy has grown out of all proportion. It will take very realistic and brave decision-makers to reverse this trend.

This overall exercise proves, yet again, that there is never only one way of doing anything. Simply copying another country's version of a strategy has seldom worked over the many years that coaches have looked for better solutions. No matter what these cultural differences might be, there are some important pillars that must be considered. These general principles are listed here and it is up to each organisation to find the most appropriate fit for these components.

This set of examples are elements that might be considered as people look at crafting an appropriate Sport Development strategy and a specific Coaching and Coach development strategy. Obviously, I will always see this from the point of view of the participant (athletes, coaches and officials) as they continue to strive towards positioning themselves in their rightful position. Most of these thoughts are directed at optimising

the outcomes of the coach-athlete interface in Track & Field Athletics. As naïve as it might appear, I have always thought that everything about a sport starts at that unique place, its kernel – the coach-athlete connection. Everything else should grow outwards from that central foundation. Growth outwards should always cease when the effects of such growth are no longer felt at the hub. If the bureaucracy would support this then perhaps we would not be facing the critical problems that every sport faces here in the 21st century. Unfortunately, much of what the modern bureaucracy offers to the sport is a rampant growth process that hurtles human, physical and financial resources away from the kernel. In this respect I cannot ignore the reaction of certain officials and bureaucrats in the Queensland, Australia system as they commence their grab at more 'quick-fix', fame-motivated posturing. Regardless of the many times these decision-makers have been asked to create and resource an equivalent Coach Development plan to go with their 'medal- chasing', top-heavy bureaucracy, they fail to do so.

One factor tended to repeat itself across all the brainstorming and that was – while we wait for this new project to either founder or grow appropriately there is nothing stopping the coach-athlete unit or the Club–Coaching Team operation from grasping the nettle and changing things for the better. No-one has to wait for some slow-moving entity to arrive at some answers when there are hundreds of actions that can be taken locally to make things better. Some detail of such changes follows later entitled **"Looking Deeper"**.

Another important principle ran through all the brainstorming – don't simply bolt on new ideas to a failing strategy. It has always proved to be an error to keep certain structures and principles in place just because they are cheap or convenient or because people had become familiar and comfortable with them. This is why the later focus on the 'movement journey', and all it carries with it, becomes important to consider. I have experienced two similar exercises in different countries in recent years and while there was much fanfare about the process, the background discussions, debates and ideas came from the very same population that had driven the previous failing plan.

I started by inquiring about the current strategy and some of the metrics that had led the organisation to consider a change. Interestingly enough, the list of limitations they were experiencing resonated clearly with me. This is probably why many of my recent articles have repeated the same list of limitations – the world is facing very similar problems across its sporting and community health landscapes.

Every Coaching and Coach Development strategy worth its salt will need to ensure that the content is appropriate and the strategy pertinent to the majority of the personnel involved. The content should reflect the reality of what every coach, athlete, official and decision-maker witnesses every day. In this respect the content and rhythm of the suggested strategy were aimed purposefully at the major limitations facing the sport:

- Perilous participation problems.
- Dealing with the ever-reducing community Physical Literacy and Well-being standards.
- Increasing injury levels all along the continuum
- Less resilient/robust technical models when under pressure
- Poor transition from Junior to Senior levels of the sport
- Poor relationship between NGB and participants
- Loss of investment in the Club / Squad environment
- Inappropriate post-certification professional development

The following boxes offered a starting point for the discussions in terms of a variety of components. Some had to be explained far better than they looked, others were understood easily. I started with an overview of the continuum from engagement to high-performance.

This broad overview (Fig.1) illustrates a pathway on either side of a central pillar of information and services. The instant response was to ensure that while the processes on the right were very attractive in terms of the kudos a 'medal-chase' might bring, long-term benefits will always come from the strategy on the left.

This first step was followed by many months of discussion and the next figure (Fig.2) highlights one of the key points of any national strategy – understanding that everything is connected and that silos don't work. The cutting-edge or coal-face of any sport is the coach/athlete connection and for the strategy to work, it would have to be all about the qualities of human beings as they reacted with each other.

FIG. 1 – NATIONAL OVERVIEW

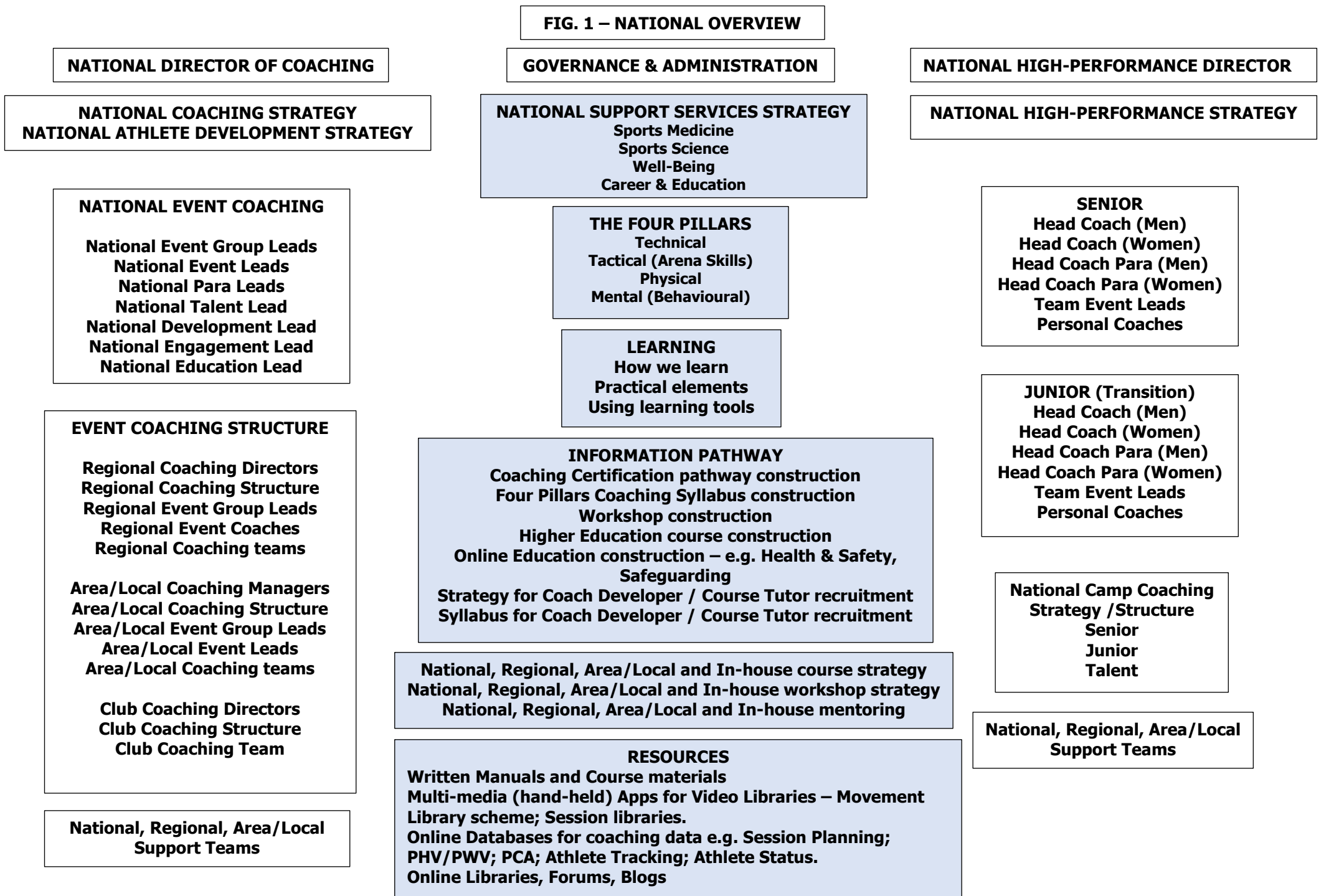
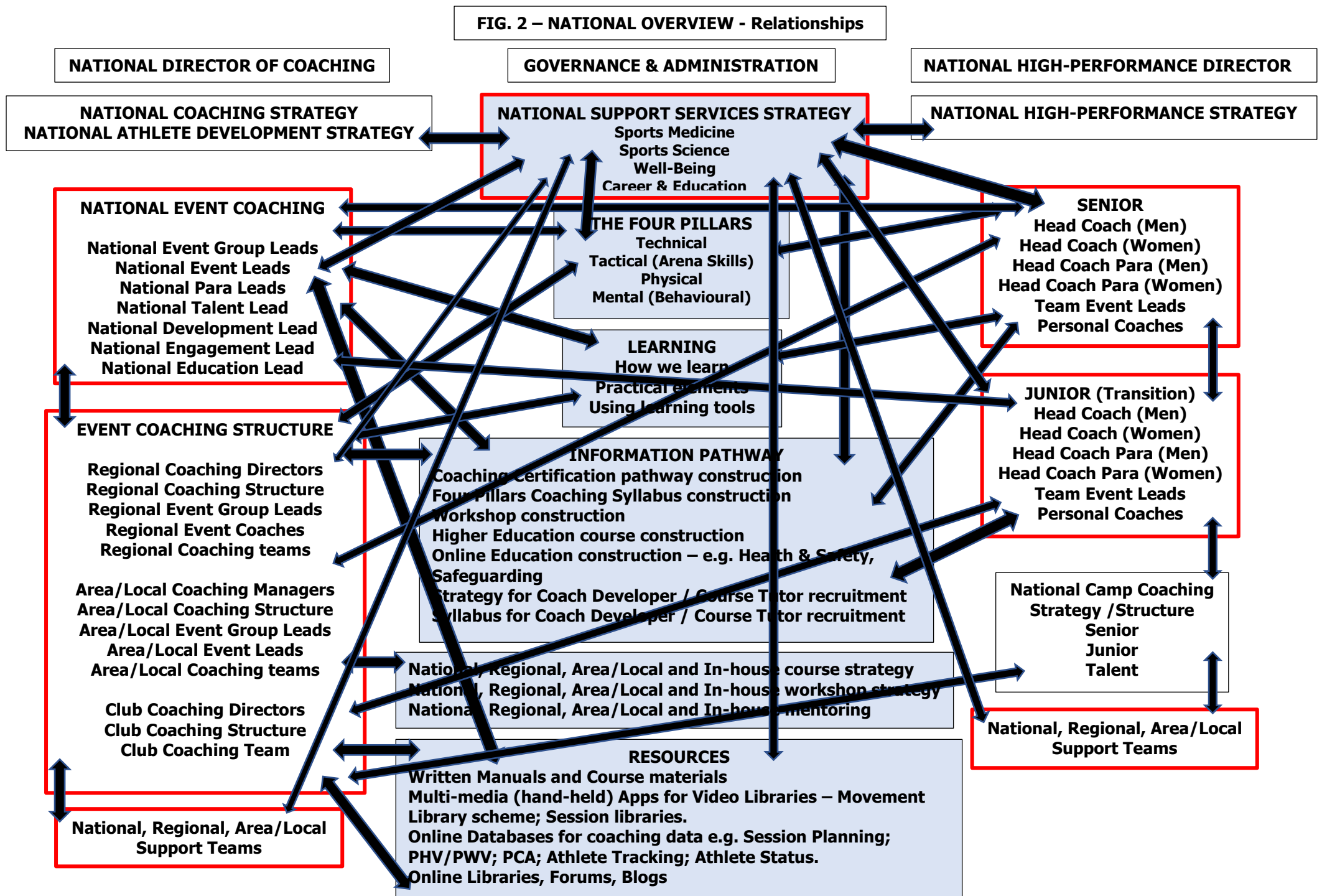


Fig.2 – *No need to try to unravel all the connections here – it was presented as a progressive slide that attempted to illustrate the unforgiving pressure to have all elements communicating and cooperating.*

This diagram illustrates some of the explanations surrounding the discussion of Fig.1. See the workforce outlines on the left and right-hand side of the diagram with the ever-growing knowledge portal (Blue) down the centre. There are many versions of this workforce complexity to create and they are subject to the unique human, financial and physical resources, and cultural heritage, available for consideration. The reality is that the human element (red boxes) prevails as the most important component of the national strategy. Investment in people who carry out actions is critical as opposed to investment in people who only chat or write about it. It is also recommended that those delivering the actions are central to all decision-making to ensure that the decisions are appropriate and measurable. This kind of structure is useful when consideration is given to professionalising the coaching service. It is the responsibility of all heads of each unit to be of the highest quality in terms of communication and the ability to display leadership and create harmony.

It is equally important to mention the role of tertiary education organisations in all this. It is time to address the problem of the direction that Colleges and Universities have decided upon. No longer can any strategy grow effectively if higher education continue to drown in a sea of questionable research while failing to invest heavily in the human resources willing and able to deliver the highest quality of pedagogy.

FIG. 2 – NATIONAL OVERVIEW - Relationships



This overview works alongside Fig.8 to create the **Athlete Development Pathway** that goes hand-in-hand with the Coaching Pathway.

Fig.3 – The Club in some respects is a microcosm of the National overview and is built, again, around the human element. The rhythms of the local or area community will be of huge influence as the relationship with local corporate elements, schools and tertiary education entities is vital.

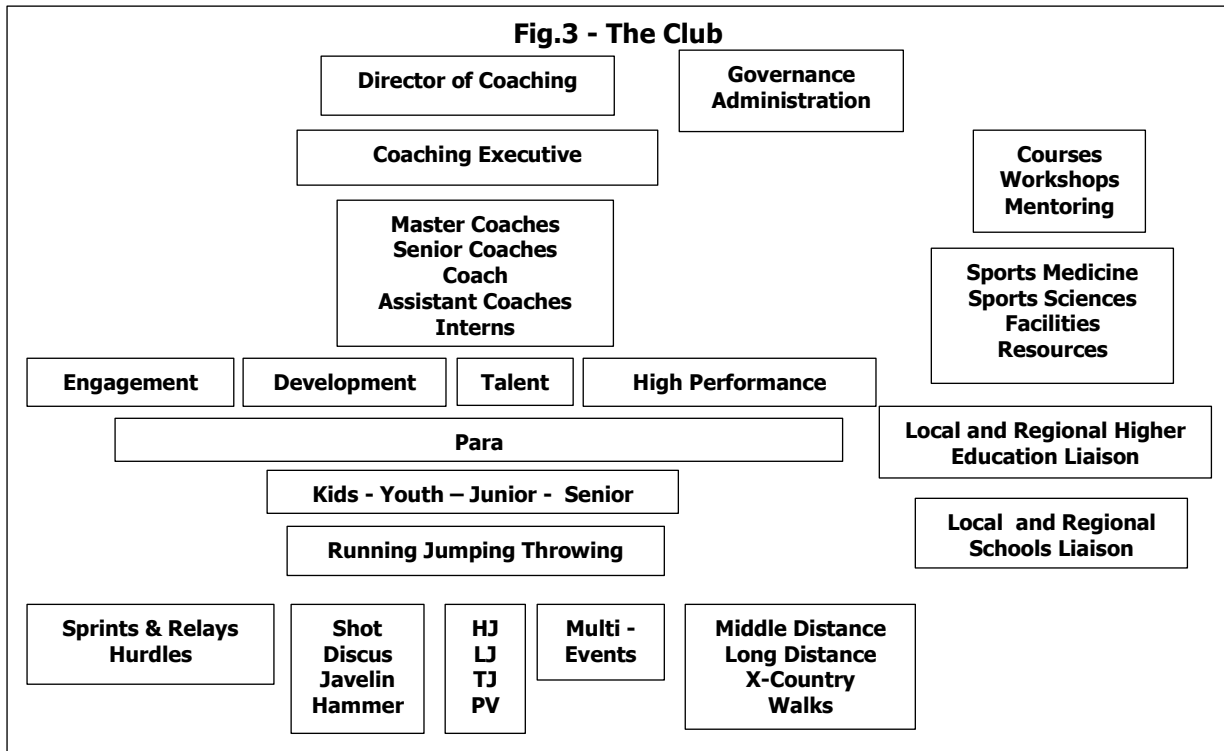


Fig.4 – Illustrates probably the most significant component, the focus of all attention, the fulcrum around which everything must revolve. While this may be seen by some as the critical element it is probably going to be the most difficult component to optimise. This is mainly due to the huge shift in emphasis in recent decades away from the needs of the participant and to the needs of the bureaucracy.

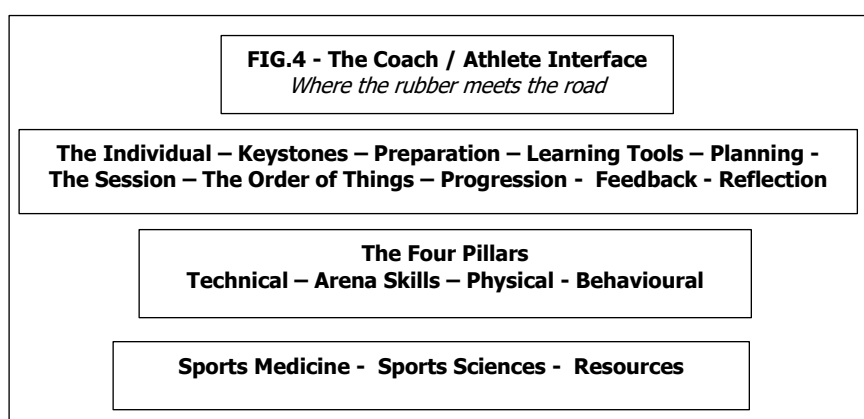


Fig.5 – Outlines the Event Structure and is an example of the width of knowledge that must be assembled.

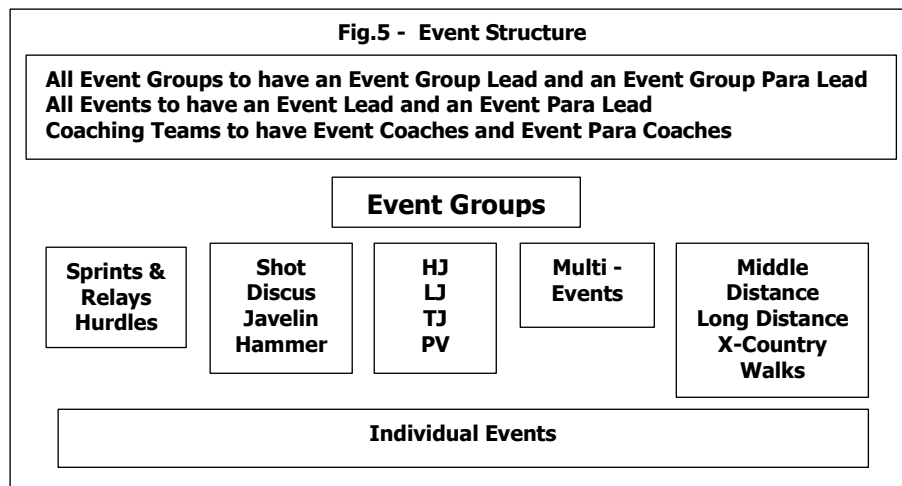


Fig.6 – Illustrates other components very high on the priority list. They are not components to be called upon only when needed but are also vital influencers of other components. Applied Sports Medicine and the Sports Sciences will need to make a major contribution to many of the other components especially the pool of information from which all the courses and workshops will be created. More importantly, the content of the Coach Education pathway must include guidance on how best to utilise these support services.

It is worthwhile mentioning here that the role of specialist Strength & Conditioning coaches needs to be carefully considered. I would suggest that the Coaching journey be sufficient enough to ensure that every coach, no matter what event, is capable of servicing all the facets of the program, particularly those areas currently being done by S&C coaches. Obviously, should a specialist be able to coordinate such things as strength and stability in cooperation with the coach then such a partnership could be considered. Be warned, I have seen many such partnerships founder especially when one or both partners are not adaptable or flexible. There are zealots haunting the athlete and coaching pathways.

Furthermore, nowhere in the world has any group, including the many governing bodies of S&C, solved the physical literacy problem which contains the vital elements of the Foundation and Fundamental movement development journeys. To this end the recommendation is that coaches and specialist S&C coaches are well informed and experienced in this important area.

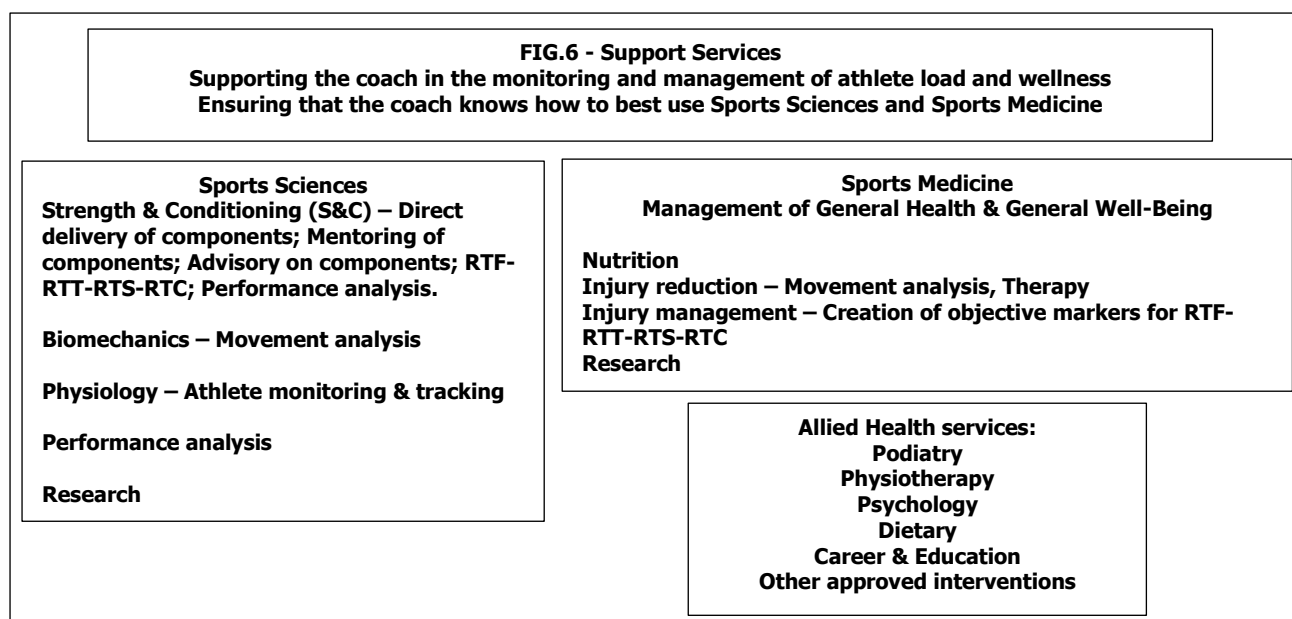
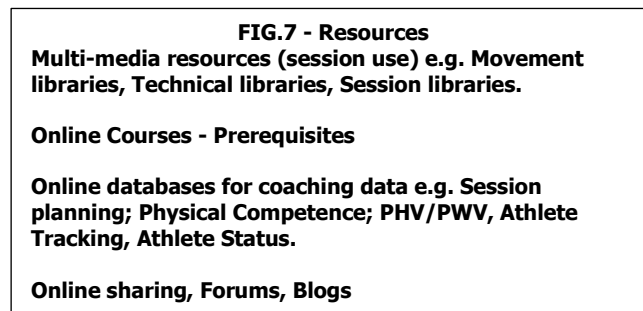


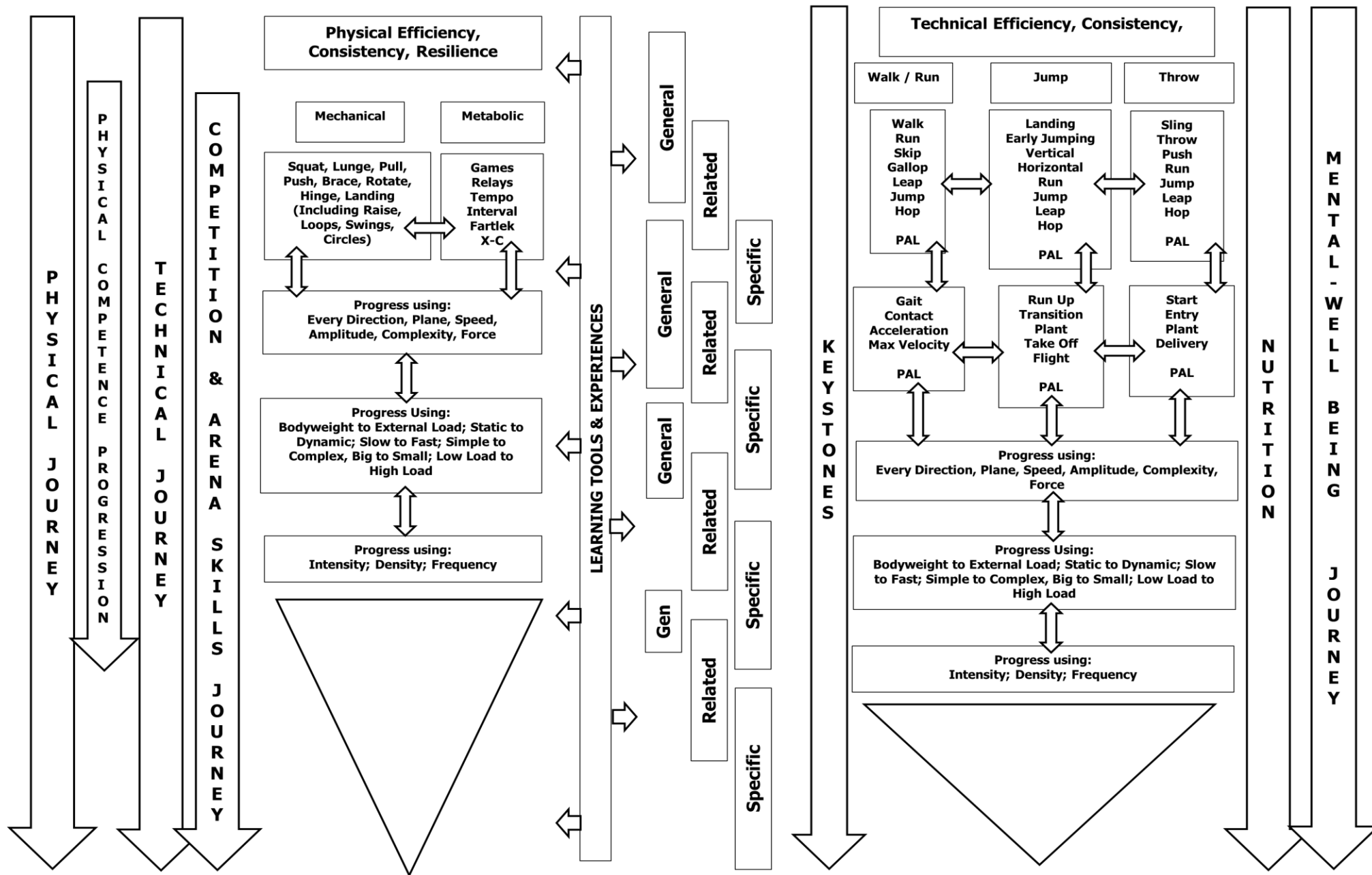
Fig.7 – Resources are certainly a major player in the strategy here in the 21st century. Reacting positively to the language, vocabulary and services that exist within the digital age of behaviour and understanding is critical. These resources range from the hand-held Apps that assist in the minute-to-minute decision-making during the session to those that assist in knowing the current status of the athlete and on to such things as trends and epidemiology.



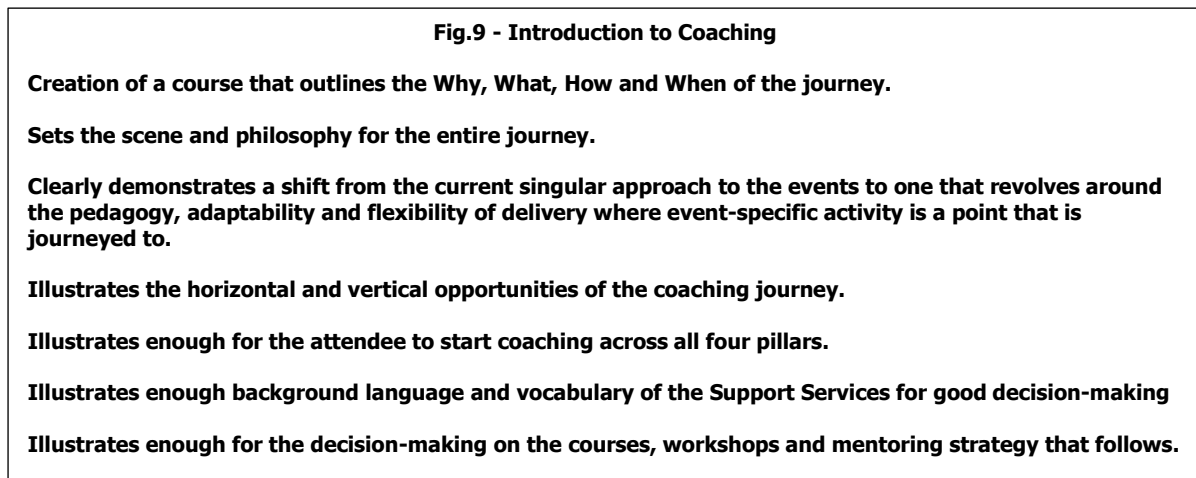
Figures 1-7 served as the framework to start the discussions while those that follow appeared far later as more detail was asked for.

It was suggested that Fig.8 form the foundation of discussion for the Athletes journey. Hopefully, this view of all the related elements and how they could fit into a progressive journey from 'engagement to high-performance' could be used to assemble and process all the information available. It is easy in today's world of reacting to fads and potions from the online world of keyboard coaches to lose sight of the journey. I know that each time I have created a course to help teachers and coaches I have been able to keep the content appropriate and progressive because of this example framework.

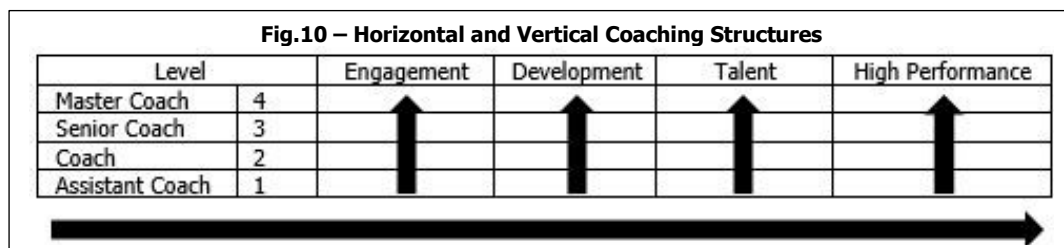
FIG. 8 - Athlete - Coach Development Model



The first step (Fig.9) is to begin the journey in a way that allows the coach to immediately take their first steps into a controlled coaching environment. It should also be designed to give them enough insight to make appropriate decisions on which of the national course/workshop opportunities to take advantage of.



As time unfolds and they gain more and more confidence the coaches should be able to make decisions on whether to stay where they are, commence the journey vertically or commence the journey horizontally or a mixture of both. It is suggested that investment in the vertical component should start in earnest (Fig.10).



Figures 11-19 illustrate the topics that create the ongoing coaching journey. Special groups of very experienced coaches assembled to debate and brainstorm everything contained in these figures. Team and Zoom meetings predominated the months and this is an ideal time to mention that I learned a lot from them.

The following boxes form the cornerstone of the content for all ongoing workshops and courses that form the certification and mentoring pathways that will prevail. They should be arranged in an order that suits both the vertical and horizontal journeys. An important decision to be made is what criteria will be used for the coach to advance along the pathway from Assistant Coach to Master Coach.

Fig.11 – Lists the major elements of the Four Pillars and how 'Learning' acts as the glue to progression.

FIG.11 - The Four Pillars and Learning

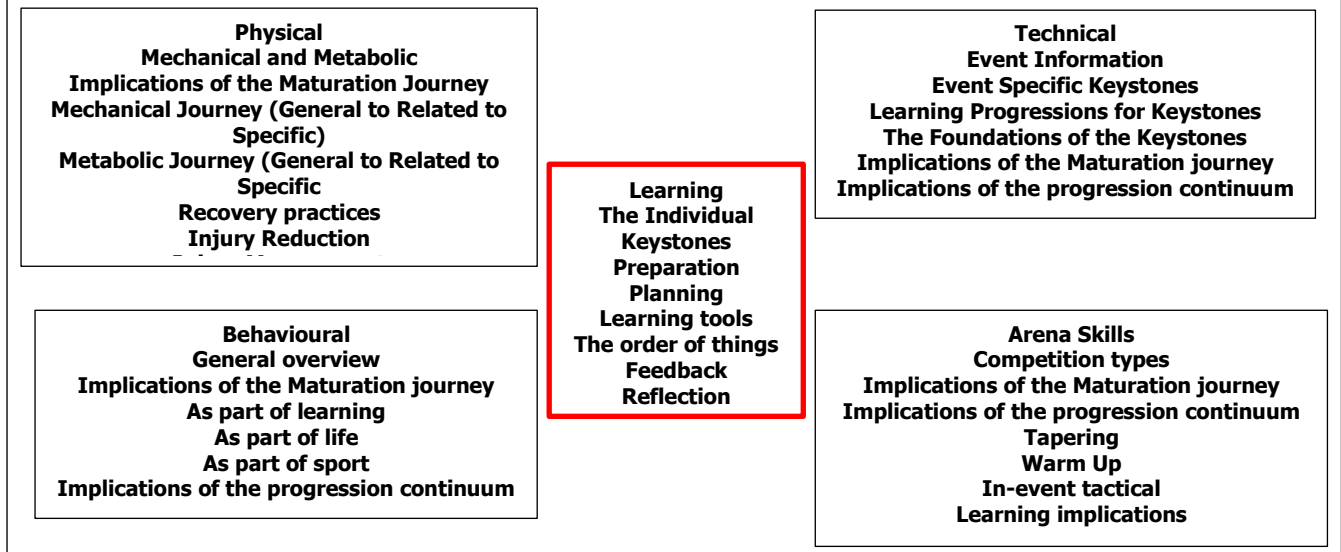


FIG.12 – The Physical Pillar

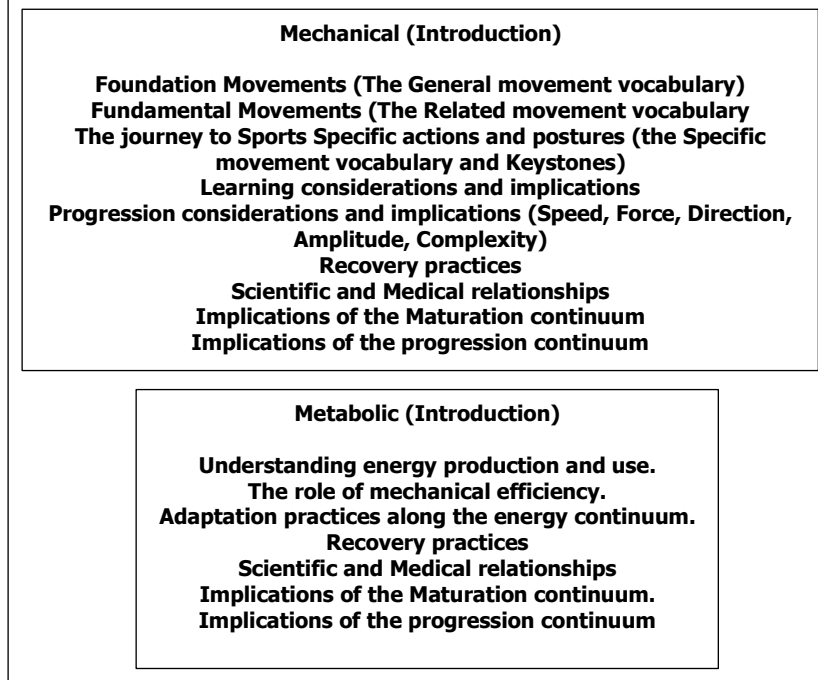


FIG.13 – The Technical Pillar

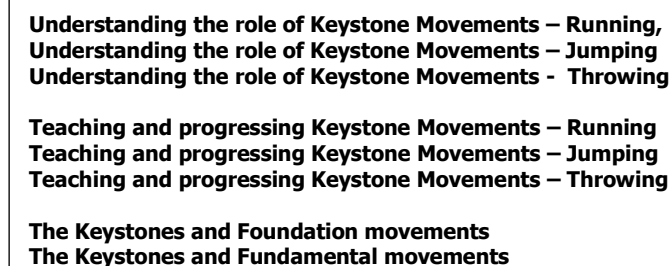


FIG.14 – The Behavioural (Mental) Pillar

**Overview of personal life skills
Standards of behaviour outside sport
Standards of behaviour inside sport
How learning tools can influence behaviour (Constraints, Progression & Feedback)
How other coaching tools can influence behaviour
Scientific and Medical relationships**

FIG.15 – The Arena Skills Pillar

**Theory and practice of tapering
Theory and practice of warm Up
Theory and practice of planning
Theory and practice of in-event tactical
Scientific & Medical relationships**

Once the four pillars had been presented and the focus of the strategy towards post-certificate growth ideas created, a list was drawn up of illustrations of a National Course / Workshop system that should prevail. The key element here was to see this detail in the light of operations at Club level. The role of in-house education and mentoring has become the most vital step to take in any new Coaching and Coach Development plan. It begins the journey to a professionalised workforce where the impact will not only be seen in the improved performance standards internationally but also in the participation and health/well-being standards of the local, area, regional and national landscapes. Figs 12-15 are items that stimulated ongoing discussion and I continue today to flesh out this detail. Some of this detail is found in Figs.16-19.

FIG.16 - Courses and Workshops – Mechanical/Movement (A)

**Understanding the role of Foundation Movements
Identifying and measuring Foundation Movements (PCA)
Creating a PCA journey
Reacting to PCA results
Teaching and progressing Foundation Movements**

**Understanding the role of Fundamental Movements – Locomotion, Non-Locomotion, Manipulative
Teaching and progressing Fundamental Movements**

**Understanding the role of Keystone Movements – Running,
Understanding the role of Keystone Movements – Jumping
Understanding the role of Keystone Movements - Throwing**

**Teaching and progressing Keystone Movements – Running
Teaching and progressing Keystone Movements – Jumping
Teaching and progressing Keystone Movements – Throwing**

**Training-age specific Activities, Games and Relays for Foundation Movements
Training-age specific Activities, Games and Relays for Fundamental Movements
Training-age specific Activities, Games and Relays for Keystone Movements**

Appropriate modification of all courses for Tertiary Education institutions

Scientific and Medical relationships

Fig.17 - Courses and Workshops – Mechanical/Movement (B)

**The science of the adaptation to Strength (F/T continuum)
The science of the adaptation to Flexibility
The science of the adaptation to Recovery
Understanding the General to Related to Specific (GRS) journey
Teaching and progressing the GRS journey
Training age specific activities along the F/T continuum.
Training age specific activities along the Flexibility continuum.
Training age specific activities along the Recovery continuum
Appropriate modification of all courses for Tertiary Education institutions**

Fig.18 - Courses and Workshops - Metabolic

**The science of the adaptation to Speed
Training age specific activities along the Speed continuum.
Progression and adaptation programs in Speed sector
The science of the adaptation to Endurance
Training age specific activities along the Speed continuum
Progression and adaptation programs in Endurance sector
Appropriate modification of all courses for Tertiary Education institutions**

Fig.19 - Courses and Workshops - Learning

Learning Tools (A)

**Explicit to Implicit continuum
Constraints manipulation
Outcome-based manipulation
External Focus manipulation
Analogies
Variability manipulation
Feedback
Reflection**

Learning Tools (B)

**Practical Coaching of activities:-

Static to Dynamic
Slow to Fast
Simple to Complex
Unloaded to Loaded
Amplitude**

Planning

**Who, Where, How?
Organising time and space
Organising the group
The order of things
Populating the sections
Progression & regression**

Appropriate modification of all courses for Tertiary Education institutions

Looking Deeper

Finally, and it was this topic that started the whole journey of discussion, I outlined a focus around which some of the listed limitations could be addressed. The ever-reducing physical literacy and fitness of our community, including all those young people who may be attracted to Track and Field, is negatively influencing participation, injury and technical model progression all along the pathway of event development. To this end, the concept of starting with movement in an all-round general physical activity journey and then progressing in efficiency, consistency and resilience to the final event-specific model would seem to be an appropriate strategy to consider.

"The first goal is to become a better all-round mover. The all-round mover can then become an athlete. Only then does the athlete specialise. The end result is that you have a specialist in their sport who – first and foremost – is a genuine athlete". Tracy Fober

I am convinced that the position I keep recommending is far too difficult for some to comprehend let alone put into measurable action. We are creatures of habit and the perceived heresy of reversing the system is beyond the comprehension of most decision-makers. Probably for the very last time I will present the idea that it is time for all those involved in strategy design and implementation to consider this 'Bottom-up' idea. Clear the decks, clear your minds and start at the nucleus – not just the coach-athlete interface but deeper than that. A unique set of physical actions and postures (a.k.a. movement patterns) form the centre of any chosen event. Each one of the components of this pattern needs to be learned and progressed until it can be used to propel the user to a personal best performance. This repeatable performance is then used for either ongoing physical well-being for life and/or for testing in the world of competition.

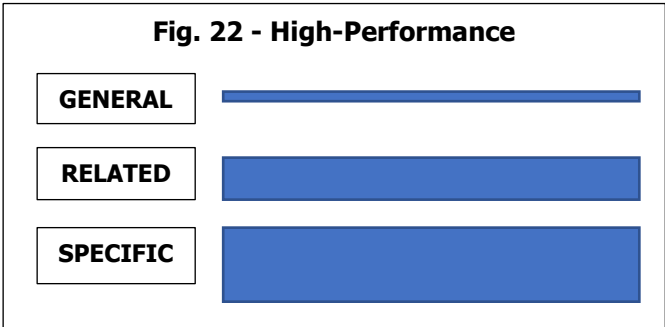
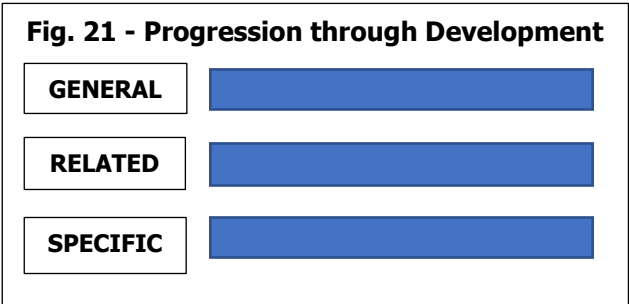
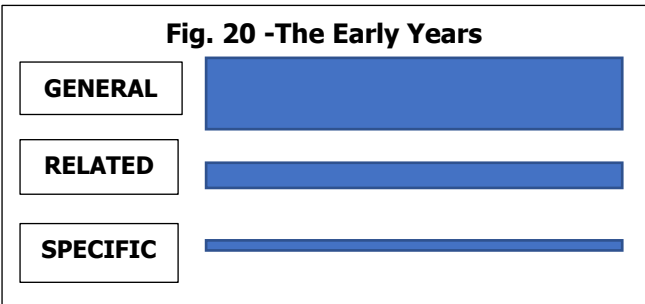
With the movement pattern at the core we then move to how to service this progress – the coach-athlete interface. Now we can assemble all the required information and structures pertaining to the 'Learning' and 'Progression' elements. The content of the journey for both Coach and Athlete now takes shape which starts the outline of a curriculum to follow. The means of getting this information to the Coach-athlete interface can now be considered along with the required human, physical and financial components required to make it happen. Now an administration can be set up to ensure efficiency and consistency in this pathway. If the human, physical and financial elements and/or the administrative components are not enhancing the process at the coach-athlete interface then they are simply not considered.

Unfortunately, such a *'let's start all over again'* is not in the vocabulary of any bureaucrat. The reality is that we continue to bolt stuff on to existing (often archaic and corrupted) structures, existing processes and protocols and existing mind-sets that have little bearing on the true needs at the coach-athlete interface. Enough rambling – Onwards!

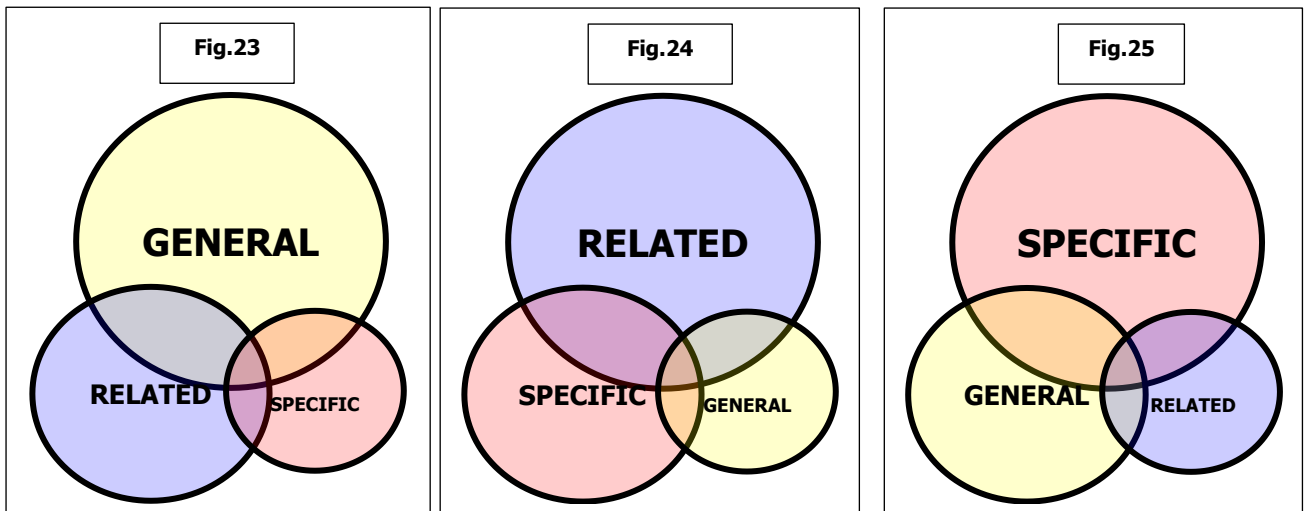
From a strategy point of view this focus has its roots in a variety of the sectors illustrated in Figures 1, 10, 11, 12, 15, 16, 17, 18 and 19. This shift in emphasis from the current processes and protocols of coach education and development to one that centres on the primary function supporting every event is tough for some people to consider. It is breaking the mould from which the current limitations have been allowed spawn and grow. I would recommend that this final 'questioning of an assumption' is given some thought. No longer can we rely on free-play and physical education classes to provide the appropriate journey to movement and metabolic efficiency.

This element of the suggested strategy might start like this.

1. Create a course structure and content for Movement Development along the General to Related to Specific (GRS) continuum. As with most training, it is always a matter of training all the facets, all the time. The key is the deliberate and continuous change in emphasis based on the individual's unique adaptation/learning rate (Figs. 20-22)



In some respects Figs. 20-22 are too simplistic because progression is seldom linear. While they may give some insight into the ever-changing emphasis it may be more valuable to illustrate the cyclic nature of the emphasis manipulation. Figs.23-25 illustrate how the emphasis for each movement type can be manipulated. These changes can be applied daily, weekly, cycle, phase and will be very specific to the individual athlete's rate of learning, adaptation and recovery.



This is where the greatest investment must occur – we must be able to translate what is depicted in these figures into repeatable excellence in coaching delivery. It is here at this functional stage that things must improve. It is of no use just writing books or presentations or lectures on this subject. The key is to give the coach repeated practical experiences of how to do this and couple it with near-immediate follow-up in in-house mentoring sessions. It will always be a matter of how well the coach can manipulate all the elements (see Fig.19) like GRS, Simple to Complex, Task Constraints, Progression and Regression, etc, etc that will get the required changes.

It is worthwhile spending a little time looking at the Keystone movements, actions and postures in all the movement journey.

Keystones

Never a wrong time to mention these very special movement patterns, actions and postures. While they are the pointy-end of the journey and must be delivered with repeatable excellence they must never predominate the manipulation of the exercise prescription until all limitations across all movements have been eradicated.

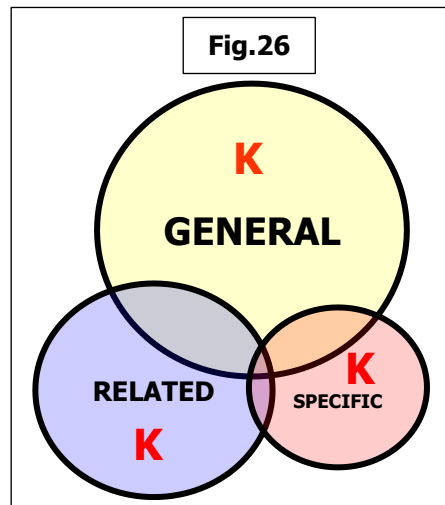
All the previously illustrated layers of the movement journey highlight the ongoing journey to the final 'Keystone' movements of the technical model being sought.

Keystones - "Those foundation movements, actions or postures around which the technical model will be built. Movements upon which other actions and postures depend."

As the General/Related/Specific movement vocabulary is slowly being learned, consolidated and finally fully adapted to, so the chosen 'Keystone' movements also begin their journey. It is probable that while certain foundation and fundamental movements are being experienced so the 'Keystone' elements appear on the scene.

Fig.26 shows that the Keystone movements (K) can be associated with each of the movement components at any time in the journey. Let me offer an example. During the General exercise prescription the athlete may be learning a *Walking Lunge* routine. As this adaptation is progressing the athlete can be challenged with adding a Keystone action from the Running Development sector such as "Heel to Hamstring". As they repeat the Walking Lunge they will now attempt to enter each repetitive Lunge movement with the "Heel to Hamstring" action. This challenge can be cycled in and out of the prescription at an appropriate time. Just about every Foundation Movement (Squat, Lunge, Pull, Push, Brace, Rotate,

Hinge and Landing) can be challenged by the Keystone actions and postures of the required competition-specific technical model. The same goes for the Fundamental Movements where locomotion development using activities like Skipping, Hopping, Leaping and all the related games and relays can be used as vehicles for the Keystone movements.



The syllabus should contain the relevant progressions pertaining to efficiency, consistency and resilience. It will also include the related structures of the progressive journeys of Strength (F/T Continuum), Stability and Flexibility. Also included are the progressive journeys of the related metabolic structures. In essence, this is the majority of information for the Physical pillar of the strategy.

2. Create a Movement Library of videos that allow effective progress along the journeys outlined in the course and workshop structure.
3. Ensure that there is an appropriate balance with the metabolic structures.
4. Create other resources that support this layer of journeys e.g. Physical Competence Assessment (PCA)

For those that need some measurement and statistics to move forward (not always necessary, but an often-required element by the bureaucracy) it would be appropriate to consider a PCA journey in terms of progressive standards through the training ages. Some sports already have examples of these PCA journeys in place.

The bottom-line on all this movement journey recommendation is that the physical well-being / physical fitness / physical literacy of children is getting lower and lower with each generation as we capitulate to the sedentary lifestyle of this 21st century. If all these new discussions on Coaching and Coach Development simply regurgitate what has gone before and only change the titles and words to make it look better then everyone loses. Remember that there are many people involved in such discussions who simply *"don't know what they don't know"*.

Examples of a Movement Syllabus

Using the current video Movement Library the General journey is illustrated by the following Foundation movement units and sub-units (Fig.27). Supporting this movement element is the creation of all the related activities, games and relays (Figs.30 & 31) within which the foundation movements can be further explored.

Fig.27 – General & Related – Main Units
(see Figs. 32-34 for detail)

Flexibility
Stability
Body Shaping & Control
Lower Body – Squat, Lunge, Step Up, Clean
Upper Body – Pull, Push, Shoulder, Trunk, Rotate
Jumping
Running Fundamentals
Medicine Ball
Complex Movement Puzzles
5in5
More 5in5

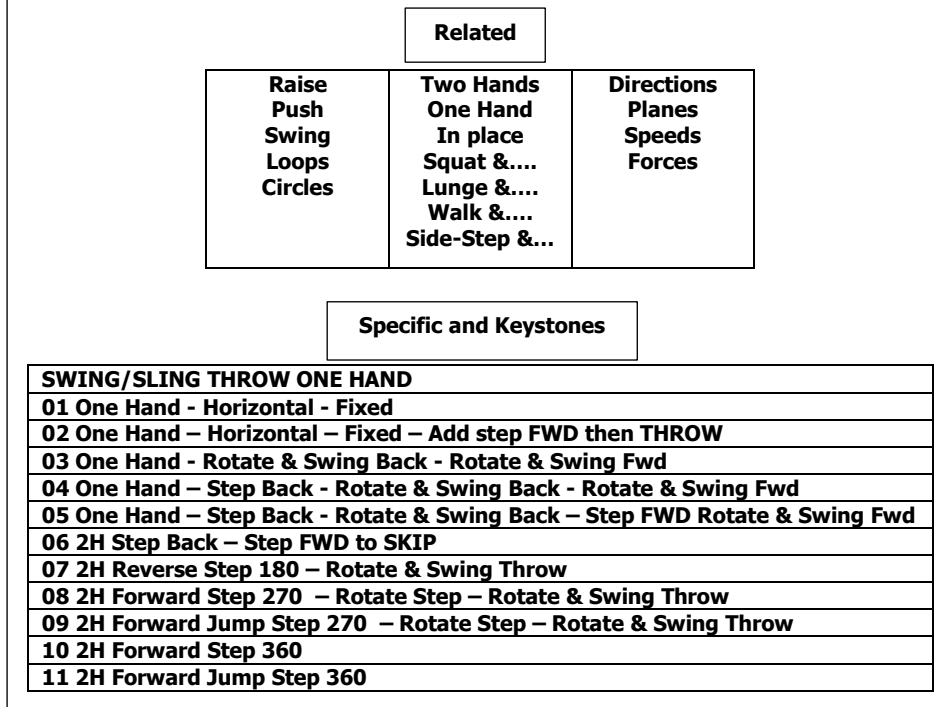
Fig.28 opened further discussion on the matter of a 'journey to sports specific'. This library of 600+ Related movement patterns relates very appropriately to athletes who need to connect from the floor to the hands in complex patterns. Swimmers, Throwers, Goalkeepers, Hockey players, Volleyball players, Handball players, Rugby players, Pitchers, Bowlers, Golfers, Tennis players, etc, all have to produce, reduce and stabilise forces specifically from the contact with the ground right through to the hands. The movement pattern titles illustrate the multi-joint, multi-plane, multi-directional complexity of each one as they have grown from the original Foundation movements.

Fig.28 - General & Related Exercise Syllabus
(see Figs. 32-34 for detail)

Raise	Raise & Squat	Circles	In Place
	Raise & Lunge		Circle & Squat
	Raise & Walk		Circle & Lunge
	Raise & Step		Circle & Lateral Lunge
	Raise & Throw		Circle & Walk
Push	Push & Squat		Circle & Side-Step
	Push & Lunge		Circle & Throw
	Push & Walk	Throws	Connectors
	Push & Step		Diagonal Push
	Push & Throw		Push Throw
Swing	Horizontal		Swing / Sling
	Vertical		Overhead
	Swing & Lunge		Swing Diagonal
	Swing & Wheel	Footwork	Strides
	Swing & Walk		X-Overs
	Swing & Side-Step		Steps
	Swing & Throw		Glides
Loops	In Place		Rotations
	Loop & Squat		
	Loop & Lunge		
	Loop & Lateral Lunge		
	Loop & Walk		
	Loop & Side-Step		
	Loop & Throw		

Fig.29 – Offers an illustration of the journey from Related to Specific (Keystones) in the Throwing related environment. They are the connected steps that sees the movements fining down towards the event-specific patterns. It is suggested that when such a journey is followed there is a far greater chance that the final technical model will be not only appropriate but resilient and robust enough to survive all the pressures that the journey through the Talent stages and onto the High-Performance stage will bring. It will be a technical model that was born in the movement patterns experienced in the Engagement stages and honed daily through the Development periods and finally progressed to the High-Performance layers. It will have earned its pedigree along this pathway.

**Fig.29 - Throwing Journey to Sling Throw Progressions (Discus)
(Related and Specific)
(see Figs. 32-34 for detail)**



Figs. 30-31 – Offer a little insight into the role of activities such as games in the movement journey. While we often see these activities in the Engagement stages it must never be forgotten that games offer a wonderful opportunity for the movement pattern to be learned implicitly.

Fig.30 - Example Activities, Games and Relays supporting the Movements

Movements	Name	Individual/ Partner/Group Game	Age	Equipment	Space	Start	Action	Key Points
Balance Single Leg Hopping Brace	Skunk Tag	Game	6 to 12	N/A	Marked grid	Random within a boundary	Simple tag game, players avoid being tagged by holding their nose with one hand and their foot with the other, when tagged you chase	
Balance Squat Pull Push Brace Rotate	Sumo Wrestle	Partner	Any	Markers	Marked grid	Partners face each other 1m apart. Feet wider than shoulder width feet turned out.	Squat down and bend knees to nearly 90 degrees. On "go" command attempt to push/pull opponent out of a 3m ring or square.	Partner will lose is they touch the ground with any body part (except feet).
Balance Squat Pull Push Brace Rotate	Sumo Wrestle with Medicine Ball	Partner	8 up	Markers and ball	Marked grid	Partners face each other 1m apart (one holds ball). Feet wider than shoulder width feet turned out.	Squat down and bend knees to nearly 90 degrees. On "go" command partner with ball attempts to maintain balance and stay in ring, other attempts to push/pull opponent out of a 3m ring or square.	Partner will lose is they touch the ground with any body part (except feet).

Fig.31 - Example Activities, Games & Relays supporting the Movements

Movements	Name	Individual/ Partner/Group Game	Age	Equipment	Space	Start	Action	Key Points
Leap Landing Single Leg Lunge Brace	Leap in the creek	Group, Game	6 to 12	Markers & skipping rope	Markers set out to designate a course.	Children line up side by side behind a line/rope.	On the call "in the creek" students take a big leap into the creek. On the call "on the bank" students take a big leap out of the creek.	Add hoops for stepping-stones. Leap carrying ball, or with arm/s behind the back.
Leap Landing Single Leg Lunge	Washing Machine	Game	6 to 12	Skipping rope and bean bag	Flat surface	Students spread out in a circle around the teacher who holds a long rope with a bean bag attached to the end.	Teacher rotates slowly around swinging the rope. Students run in opposite direction to the rope and leap over it.	Change speed and direction of rope.
Leap Landing Single Leg Lunge Brace	Crocodile Leap	Game	6 to 12	Markers, skipping rope and bean bag	Set up course by having the rope/markers get further apart to make the river get gradually wider.	students lined up Indian file behind a line/rope	Students begin at narrow end of the two ropes and attempt to leap across the 'river' to avoid the crocodiles. As they succeed they move further down to the wider parts of the river.	

Each Element of the journey was discussed in small and large groups so that an outline of the connection between the movement variables and the event variables could be understood and navigated.

The Event development pathways were then detailed to complete the cycle of coordinating the movement journey through to the event-specific actions and postures (Figs.32-34).

Fig.32 - RUNNING

LOCOMOTION MODE
Running & Walking

Forwards (Low)
Forwards (High)
Backwards (Low)
Backwards (High)
Carioca (Low)
Carioca (High)
Marching Sequences
Dribble Sequences
Pogo Sequences
TUSOKH Sequences
Side Steps (Height)
Side Steps (Distance)
Skipping Rope (In Place)
Skipping Rope and Run
Skip (Height)
Skip (Distance)
Leap (Height)
Leap (Distance)
Gallop

VARIABILITY

Even Tempo
Increasing Tempo
In and Out Tempo
Distance

Straight
Circles
Curves
Weaving
Zig-Zag
Uphill
Downhill
Surface
Obstacles

Arm Sequences
Dribble Sequences
Wicket Sequences
Pogo Sequences

Games & Relays

Fig.33 - THROWING

THROWS

Push
Sling
Overhead
Underarm

VARIABILITY

Two Hands
One Hand
Bent Arm
Straight Arm

Fixed	Two Feet
Transfer	One Foot
Sitting	Step
Split Stance	Skip
Standing	Turn

Direction – Forwards, Backwards, Diagonal, Lateral

Direction – High to Low, Low to High, Straight.

Implement
Games & Relays

Fig.34 - JUMPING

LANDING

Landing Progressions

VARIABILITY

Double Leg
Single Leg
Static to Dynamic
Direction Changes
Obstacle Navigation
Height Up & Down
Horizontal – Short & Long
Horizontal - Restarts
Surface
Arm Sequence
Combinations
Resistance
Games & Relays

VERTICAL & HORIZONTAL JUMPS

Jump – Height & Distance
Skip – Height & Distance
Hop – Height & Distance
Leap – Height & Distance
Gallop – Height & Distance

VARIABILITY

Double Leg
Single Leg
Static to Dynamic
Direction Changes
Obstacle Navigation
Height Up & Down
Horizontal – Short & Long
Horizontal - Restarts
Flight Actions
Surface
Arm Sequence
Combinations
Resistance
Games & Relays

Appendix

Figs. 35-37 illustrate the content of the current Movement Library available on hand-held devices for direct use in sessions.

Fig.35 - GENERAL LEVEL – Progressive Exercise Syllabus			
FLEXIBILITY	Lower Body	Hip-Quad	
		Gluteus	
		Hamstring	
		Calf	
		Hips	
		Adductor	
	Upper Body	Shoulder	
	Upper Body Trunk	Chest	
		Extension	
		Lateral	
		Rotation	
STABILITY	Horizontal	Front Bridge	
		Back Bridge	
		Side Bridge	
	Vertical	Bodyweight	
		Pushing	
	Pulling	Two Hands–One Foot	
		One Hand–One Foot	
BODY SHAPING & CONTROL		Medicine Ball	
	Body Shaping & Control	Body Shaping	
		Balance on Feet	
		Weight on Hands	
		Hip Strength & Mobility	
		Core Strength & Mobility	
		Shoulder Strength & Stability	
		Tumbling & Vaulting	
		Jumping Fundamentals	
	Rolling Progressions	Forward Roll	
		Backward Roll	
		Log Roll	
	Coordination & Agility	Get Up Progressions	
		Hands & Feet	
LOWER BODY		Safety Falls	
	Squat	Double Leg	Squat
			Squat & Pushing
			Squat & Pulling
		Single Leg	Squat
			Squat & Pushing
			Squat & Pulling
	Hip Rotation	External	
		Internal	

Fig.35 - GENERAL LEVEL – Progressive Exercise Syllabus – (continued)

LOWER BODY (CONTINUED)	Step Up	Alternate Leg	
		Same Leg	
		High Knees	
		Lateral	
	Lunge	Simple Lunge	
		Walking Lunge	
		360 Lunge	
SHOULDER STABILITY & CONTROL	Clean		
	Shoulder	Isolated Movements	
		Complex Movements	
	Trunk	Flexion	
		Extension	
	Trunk Rotation	Bwt, MB, DB, BB	
		Cable & Tube	Two Hands-Two Feet
PULLING & PUSHING			One Hand-Two Feet
			Two Hands-One Foot
			One Hand-One Foot
			Trunk Lateral
	Vertical Pulling	Bench Pulling	
		Chins	
		Bent Over Row	
		Complex Pull Movements	
	Horizontal Pulling	Two Hands-Two Feet	
		One Hand-Two Feet	
JUMPING		Two Hands-One Foot	
		One Hand-One Foot	
	Pushing	Vertical Pushing	Dips, Push Up, Bench Press
		Complex Pushing Movements	Double Leg
			Single Leg
		Horizontal Pushing	
	Landing & Fundamentals	Landing	
		Box Jump series	
		Early Jumping	
		Skiping	
RUNNING & AGILITY	Horizontal Jumping	Double Leg	
		Alternate Leg	
		Single Leg	
	Vertical Jumping	Vertical Jumping	
	Running Fundamentals		Flexibility & Mobility
			Running Drills
	Acceleration Fundamentals		Posture Drills
			Start Positions
	Agility Fundamentals		Short Distance Drills
			Longer Distance Drills
MEDICINE BALL THROWS	Front Throw		
	Overhead Throw		
	Side Throw		
	Back Throw		
ADDITIONAL MOVEMENT PROGRESSIONS	Additional Movement Puzzles		
	Vertical Stability – Co-contraction		
	Vertical Stability – In Place		
	Vertical Stability – Dynamic		
	Hip-Quad Flexibility		
	Sway Drill		
	The Hinge		
	Leg Circuits		
	Single Leg Journey		
5IN5	24 Modules of 5 videos each		Squat – Floor - Lunge – Floor - Complex
MORE 5IN5	10 Modules of 5 videos each		Balance – Floor – Squat/Lunge – Pull/Push - Complex

Fig.36 - GENERAL & RELATED Progressive Exercise Syllabus

RAISE	In Place - Basic	Raise Forward
		Raise Lateral
		Raise Diagonal
		Raise 'A'
		Raise 'V'
	Squat & Raise	Forward
		Lateral
		Diagonal
		Split
		Alternate
		Single Leg
	Side-Step & Raise	Forward
		Lateral
		Diagonal
		Split
		Alternate
	Forward Lunge & Raise	Forward
		Lateral
		Diagonal
		Split
		Alternate
	Lateral Lunge & Raise	Forward
		Lateral
		Diagonal
		Split
		Alternate
	Walk & Raise	Forward
		Lateral
		Diagonal
		Split
		Alternate
PUSH	In Place - Basic	Push Up
		Push Forward
		Push Lateral
		Push Across
		Push Split
		Push Diagonal 'Y'
	Squat & Push	Push Up
		Push Out
		Curl & Push
		Diagonal
		Push 'Y'
		Single Leg
	Side-Step & Push	Push Up
		Push Forward
		Push Lateral
		Push Across
		Push Split
		Push Diagonal 'Y'
	Forward Lunge & Push	Push Up
		Push Forward
		Push Lateral
		Push Across
		Push Split
		Push Diagonal 'Y'
	Lateral Lunge & Push	Push Up
		Push Forward
		Push Lateral
		Push Across
		Push Split
		Push Diagonal 'Y'
	Walk & Push	Push Up
		Push Forward
		Push Lateral
		Push Across
		Push Split
		Push Diagonal 'Y'

Fig.36 - GENERAL & RELATED Progressive Exercise Syllabus – (continued)

SWINGS	In Place	Horizontal	
		Diagonal	
	Side-Step & Swing	Horizontal	Two Hands
			One Hand
		Diagonal	Two Hands
			One Hand
	Swing & Forward Lunge	Opposite	
		Reverse	
		Open	
		Closed	
		Diagonal	
	Swing & Lateral Lunge	Opposite	
		Reverse	
		Open	
		Closed	
		Diagonal	
	Wheel & Swing	Horizontal	Two Hands
			One Hand
		Diagonal	Two Hands
			One Hand
	Walk & Swing	Horizontal	Two Hands
			One Hand
		Diagonal	Two Hands
			One Hand
LOOPS	In Place	Fig 8	Two Hands
			One Hand
		Triangle	Two Hands
			One Hand
		Up 'V'	Two Hands
			One Hand
		Side 'V'	Two Hands
			One Hand
		Overloop	Two Hands
			One Hand
		Underloop	Two Hands
			One Hand
	Squat & Loop	Fig 8	Two Hands
			One Hand
		Up 'V'	Two Hands
			One Hand
		Side 'V'	Two Hands
			One Hand
		Overloop	Two Hands
			One Hand
		Underloop	Two Hands
			One Hand
	Lunge Forward & Loop	Fig 8	Two Hands
			Two Hands Reverse
			One Hand
			One Hand Reverse
		Up 'V'	Two Hands
			Two Hands Reverse
			One Hand
			One Hand Reverse
		Side 'V'	Two Hands
			Two Hands Reverse
			One Hand
			One Hand Reverse
		Underloop	Two Hands
			Two Hands Reverse
			One Hand
			One Hand Reverse
		Overloop	Two Hands
			Two Hands Reverse
			One Hand
			One Hand Reverse

Fig.36 - GENERAL & RELATED Progressive Exercise Syllabus – (continued)

LOOPS (continued)	Lunge Lateral & Loop	Fig 8	Two Hands
			Two Hands Reverse
			One Hand
			One Hand Reverse
		Up 'V'	Two Hands
			Two Hands Reverse
			One Hand
			One Hand Reverse
		Side 'V'	Two Hands
			Two Hands Reverse
			One Hand
			One Hand Reverse
		Underloop	Two Hands
			Two Hands Reverse
			One Hand
			One Hand Reverse
		Overloop	Two Hands
			Two Hands Reverse
			One Hand
			One Hand Reverse
	Walk & Loop	Fig 8	Two Hands
			One Hand
		Up 'V'	Two Hands
			One Hand
		Down 'V'	Two Hands
			One Hand
		Overloop	Two Hands
			One Hand
		Underloop	Two Hands
			One Hand
	Side-Step & Loop	Fig 8	Two Hands - Lead
			Two Hands - Trail
			One Hand - Lead
			One Hand - Trail
		Up 'V'	Two Hands - Lead
			Two Hands - Trail
			One Hand - Lead
			One Hand - Trail
		Down 'V'	Two Hands - Lead
			Two Hands - Trail
			One Hand - Lead
			One Hand - Trail
		Underloop	Two Hands - Lead
			Two Hands - Trail
			One Hand - Lead
			One Hand - Trail
		Double Underloop	Two Hands - Side Skip - Reach Up
			Two Hands - Side Skip - Reach Down
			One Hand - Side Skip - Reach Up
			One Hand - Side Skip - Reach Down
		Overloop	Two Hands - Lead
			Two Hands - Trail
			One Hand - Lead
			One Hand - Trail
		Double Overloop	Two Hands - Side Skip - Reach Up
			Two Hands - Side Skip - Reach Down
			One Hand - Side Skip - Reach Up
			One Hand - Side Skip - Reach Down

Fig.36 - GENERAL & RELATED Progressive Exercise Syllabus – (continued)

CIRCLES	In Place	Two Hands - Front
		Two Hands - Split Stance
		Two Hands - Hammer
		Two Hands Hammer - Split
		One Hand - Front
		One Hand - Split Stance
		One Hand - Hammer
		One Hand - Hammer Split
	Squat & Circle	Two Hands - Front
		Two Hands - Split Stance
		Two Hands - Hammer
		Two Hands Hammer - Split
		One Hand - Front
		One Hand - Split Stance
		One Hand - Hammer
		One Hand - Hammer Split
	Side-Step & Circle	Two Hands - Front - Half AC
		Two Hands - Front - Half C
		Two Hands - Front - Full AC
		Two Hands - Front - Full C
		Two Hands - Hammer - Half AC
		Two Hands - Hammer - Half C
		Two Hands - Hammer - Full AC
		Two Hands - Hammer - Full C
		One Hand - Front - Half AC
		One Hand - Front - Half C
		One Hand - Front - Full AC
		One Hand - Front - Full C
		One Hand - Hammer - Half AC
		One Hand - Hammer - Half C
		One Hand - Hammer - Full AC
		One Hand - Hammer - Full C
	Lunge Forward & Circle	Two Hands - Front - Half AC
		Two Hands - Front - Half C
		Two Hands - Front - Full AC
		Two Hands - Front - Full C
		Two Hands - Hammer - Half AC
		Two Hands - Hammer - Half C
		Two Hands - Hammer - Full AC
		Two Hands - Hammer - Full C
		One Hand - Front - Half AC
		One Hand - Front - Half C
		One Hand - Front - Full AC
		One Hand - Front - Full C
		One Hand - Hammer - Half AC
		One Hand - Hammer - Half C
		One Hand - Hammer - Full AC
		One Hand - Hammer - Full C
	Lunge Lateral & Circle	Two Hands - Front - Half AC
		Two Hands - Front - Half C
		Two Hands - Front - Full AC
		Two Hands - Front - Full C
		Two Hands - Hammer - Half AC
		Two Hands - Hammer - Half C
		Two Hands - Hammer - Full AC
		Two Hands - Hammer - Full C
		One Hand - Front - Half AC
		One Hand - Front - Half C
		One Hand - Front - Full AC
		One Hand - Front - Full C
		One Hand - Hammer - Half AC
		One Hand - Hammer - Half C
		One Hand - Hammer - Full AC
		One Hand - Hammer - Full C

Fig.37 - RELATED & SPECIFIC Progressive Exercise Syllabus – (continued)		
PUSH	Two Hands	Push Down
		Push Vertical
		Push Forward to Bounce
		Step & Push to Bounce
		Rotate, Step & Push to Bounce
		Circle, Step & Push to Bounce
		Push Down
		Push Vertical
		Push Forward straight
		Step & Push straight
		Rotate, Step & Push straight
		Circle, Step & Push straight
	One Hand	Push Down
		Push Vertical
		Push Forward to Bounce
		Step & Push to Bounce
		Rotate, Step & Push to Bounce
		Circle, Step & Push to Bounce
		Push Down
		Push Vertical
		Push Forward straight
		Step & Push straight
		Rotate, Step & Push straight
		Circle, Step & Push straight
SLING	Push Throw Related - Sequences	Two Hands & One Hand
	Throw Sequence – Diagonal Push	Two Hands & One Hand
	Two Hands	Sling Down
		Sling Up
		Sling Forwards
		Side Sling Forwards
		3-Step Side Sling Forwards
		Diagonal Sling Up
		Diagonal Sling Forwards
		Diagonal Sling Backwards
		Pendulum Sling Forwards
		Pendulum Sling - Sideways
		Full Circle Sling Forwards
		Side-Step Full Circle Sling Fwd
	One Hand	Sling Down
		Sling Up
		Sling Forwards
		Side Sling Forwards
		3-Step Side Sling Forwards
		Diagonal Sling Up
		Diagonal Sling Forwards
		Diagonal Sling Backwards
		Pendulum Sling Forwards
		Pendulum Sling - Sideways
		Full Circle Sling Forwards
		Side-Step Full Circle Sling Fwd
SWING	Horizontal Throw - Two Hands	Fixed
		Transfer
		Rotate
		Step & Rotate
	Horizontal Throw – One Hand	Fixed
		Transfer
		Rotate
		Step & Rotate
	Diagonal Throw - Two Hands	Low to High – Fixed
		Low to High - Transfer
	Diagonal Throw - One Hands	Low to High – Fixed
		Low to High - Transfer
	Special Footwork Sequences	Two Hands & One Hand

Fig.37- RELATED & SPECIFIC Progressive Exercise Syllabus – (continued)		
OVERHEAD THROWS	Two Hands	Slam Down Series
		Bounce Series
		Circle & Bounce Series
		Step & Bounce Series
		Circle, Step & Bounce Series
		Circle Stride & Bounce Series
		Forward Throw Series
		Circle & Throw Series
		Step, Circle & Throw Series
		Stride, Circle & Throw Series
		Complex Footwork Series
	One Hand	Slam Down Series
		Bounce Series
		Circle & Bounce Series
		Step & Bounce Series
		Circle, Step & Bounce Series
		Circle Stride & Bounce Series
		Forward Throw Series
		Circle & Throw Series

Kelvin B. Giles MA, CertEd, AS
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