MOTOR SKILLS AND MUSCLE STRENGTH
THAT NURTURE EXCELLENCE FOR A LIFETIME
MOTOR SKILLS AND MUSCLE STRENGTH THAT NURTURE EXCELLENCE FOR A LIFETIME

Today’s Outline:

▪ Physical Literacy (PL) and LTAD provide framework for Positive Youth Development

▪ NSCA Position Statement on LTAD provides 10 pillars of evidence for incorporating motor skills and muscle strength throughout childhood and adolescence

▪ ABCs of Movement and Composite Youth Development Model provide foundation for implementing PL and LTAD
INTERNATIONAL CONSENSUS STATEMENT ON YOUTH RESISTANCE TRAINING

(LLOYD ET AL., BR JNL SP MED, 2014)

- underscored the importance of including youth resistance training as a means to
  - improve muscle strength
  - motor skills
  - athletic performance

- Youth can begin resistance training when they
  - are interested in playing sports
  - Can listen to and follow directions
  - Want to train
NSCA- US AND CANADA
Long-term athletic development (LTAD) is not merely a blueprint for the aspiring elite athlete; it's an approach to physical activity and development for children and adolescents of all ages and athletic abilities. The backbone of LTAD is to ensure a safe progression of proper movement, physical literacy, adequate motor skills, and foundational muscular strength as a child grows and physically matures. LTAD addresses youth strength and conditioning, early sport specialization, overtraining, and injury prevention.

With the resources on this page, we hope to educate strength and conditioning professionals, coaches, and parents on the importance of long-term athletic development, why youth resistance training should be utilized, and the necessity for fostering a safe path to life-long health in individuals and athletes of all ages.

**Resources:**

- Long-Term Athletic Development Position Statement
- LTAD, Youth Training, and Early Sport Specialization: What It All Means
- An Introduction for Parents: What Is LTAD?
- 10 Pillars of Long-Term Athletic Development (PDF)
NSCA LTAD POSITION STATEMENT (LLOYD ET AL., JSCR, 2016)

PILLAR 3
- All youth should be encouraged to enhance physical fitness from early childhood, with a primary focus on motor skill and muscular strength development.

PILLAR 7
- Long-term athletic development programs should provide all youth with a range of training modes to enhance both health- and skill-related components of fitness.
COMPOSITE YOUTH DEVELOPMENT MODEL

GIRLS

BOYS
PROCESS, NOT PRODUCT FOCUS!
MUSCLE STRENGTH

- Neurological gains primarily until puberty - Technique Rules
- Beware the Age Effect in Promotions!
- Same Age as Play Sports – 6-8 yo
- Variety of Implements and Body Weight Exercises
- Start with one set, 6-8 exercises, RPE 4-6, up to 12-15 reps (Rule of 1)
UKSCA Coach Development Model:

- **Master S&C Coach**
  - COACH/MENTORSHIP TRAINING
  - LEADERSHIP TRAINING

- **Master Coach (Specialist)**
  - By application 1x per year
  - Panel presentation
  - Bespoke/domain sensitive

- **Specialist S&C Coach**
- **Specialist Series**
  - SIG’s
  - Technical
  - Seminars
  - Research

- **Accredited S&C Coach**
- **Coach Science 2**
  - Weight Lifting 2
  - PAS 2
  - PEP 2

- **Assistant S&C Coach**
- **Foundations**
  - Weight Lifting 1
  - PAS 1
  - PEP 1

- **Entry level**

- **Developing expertise**
  - CPD credits
  - Re-accreditation

- **Developed with the ASCC in mind but not exclusively for them, these events and accreditations have been designed to develop credible expertise in the domains specific to the S&C coach**

- **Suitable for anyone who has an interest in S&C whether you are a PE teacher, physiotherapist sports coach or an aspiring S&C coach at the start of your journey. Content will cover S&C fundamental principles and training methodology.**
MUSCLE STRENGTH AND FMS

How Young is “Too Young” to Start Training?

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# MOTOR SKILLS

<table>
<thead>
<tr>
<th>Body Management— <strong>ability to balance your body while still, and in motion</strong></th>
<th>Locomotor— <strong>transport body in any direction</strong></th>
<th>Object Control— <strong>controlling implements</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance (dynamic)</td>
<td>Crawling</td>
<td>Bouncing</td>
</tr>
<tr>
<td>Balance (static)</td>
<td>Dodging</td>
<td>Catching</td>
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<tr>
<td>Bending</td>
<td>Galloping</td>
<td>Dribbling (feet/hands)</td>
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<tr>
<td>Climbing</td>
<td>Hopping</td>
<td>Kicking</td>
</tr>
<tr>
<td>Landing</td>
<td>Jumping (distance/height)</td>
<td>Striking</td>
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<tr>
<td>Rolling</td>
<td>Leaping</td>
<td>Throwing</td>
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<tr>
<td>Stopping</td>
<td>Running</td>
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<tr>
<td>Stretching</td>
<td>Skipping</td>
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<tr>
<td>Swinging</td>
<td>Swimming</td>
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<tr>
<td>Turning</td>
<td>Walking</td>
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</table>
ABCS OF MOVEMENT: ATHLETIC STANCE
ABCS OF MOVEMENT: BODY MANAGEMENT
ABCS OF MOVEMENT:
CARDINAL PLANES OF MOVEMENT
# ABCS OF MOVEMENT

<table>
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<tr>
<th>A - Athletic Stance</th>
<th>N - Not a Talent Identification Plan</th>
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<tbody>
<tr>
<td>B - Body Management</td>
<td>O - Observe Movement</td>
</tr>
<tr>
<td>C - Cardinal Planes of Movement</td>
<td>P - Practice What You Preach</td>
</tr>
<tr>
<td>D - Developing Fundamental Movement (Motor) Skills</td>
<td>Q - Question Everything</td>
</tr>
<tr>
<td>E - Embrace Physical Literacy</td>
<td>R - Reinforce Movement Whenever Possible</td>
</tr>
<tr>
<td>F - FUN-Foster, Understand, Nurture Play</td>
<td>S - Science and Practical Application</td>
</tr>
<tr>
<td>G - Growth and Development Plan - LTAD</td>
<td>T - Take Time for the Kids - Engagement</td>
</tr>
<tr>
<td>H - Health and Fitness First</td>
<td>U - Understand Pediatric Exercise Science</td>
</tr>
<tr>
<td>I - Implement Resistance Training</td>
<td>V - Vary Practice and Training</td>
</tr>
<tr>
<td>J - Jerseys Not Necessary</td>
<td>W - Welcome Parents</td>
</tr>
<tr>
<td>K - Keep the Dream Alive</td>
<td>X - X-body Movement</td>
</tr>
<tr>
<td>L - Love Movement</td>
<td>Y - You are Always Learning</td>
</tr>
<tr>
<td>M - Make Time to Move</td>
<td>Z - Zoom in on Positive Youth Development</td>
</tr>
</tbody>
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BEAST BADGE

- 10-11 y/o; 12-15 y/o (matches Club programming and Fitness Center Rules)

- Level 1: Introduce to Rules of facility, athletic stance, hip hinge, movement in all 3 planes

- Level 2: Introduce basics of program design, variations of Level 1 lifts, spotting, 10% Rule

- Level 3: Design program based on needs and training age, Core of 4, Sport relevance, progressions from level 2

- PRACTICE MAKES PERMANENT
STAY IN TOUCH!

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