

North West Athletics: Talent Identification Norms

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1.1 ACCELERATION: 20 / 40 Metre Sprint (Modified from: AIS, Esa Peltola, Research Data)

1.2 20m FLYING SPRINT

Purpose: Test the ability to accelerate (Standing Start ► 20m; 40m) and maximal running speed (20m flying).
(20m Flying = 40m time – 20m time)

Equipment: Light gates (3 pairs). 60-70m of grass, synthetic or indoor track that is straight, level, and if there is a wind, that the track be positioned for a cross wind. Running shoes, bare feet, or spikes.

Procedure:

1. Mark 20m and 40m points. Assemble and position starting gates.
2. Athlete stands, one foot behind the other, just behind starting line (gate).
3. Athlete must be stationary at the start.
4. Athlete starts on verbal and visual command.
5. Encourage athlete to run **through** final gate; there is a tendency for athletes to slow down approaching the final gate; place a "target cone" 3m beyond the final gate.
6. 2-3 trials per athlete; complete (appropriate) recovery between each trial.
Select the best performance of each athlete.

Age	Outstanding	Excellent	Very Good	Good
11	Male <2.55	2.55 – 2.90	2.91 – 3.10	3.11 – 3.35
11	Female <2.70	2.70 – 2.90	2.91 – 3.10	3.11 – 3.35
12	<2.40	2.40 – 2.75	2.76 – 2.95	2.96 – 3.20
12	<2.55	2.55 – 2.75	2.76 – 2.95	2.96 – 3.20
13	<2.25	2.25 – 2.50	2.51 – 2.75	2.76 – 2.95
13	<2.40	2.40 – 2.55	2.56 – 2.75	2.76 – 3.00
14	<2.15	2.15 – 2.40	2.41 – 2.65	2.66 – 2.85
14	<2.35	2.35 – 2.50	2.51 – 2.70	2.71 – 2.95
15	<2.05	2.05 – 2.30	2.31 – 2.45	2.46 – 2.65
15	<2.30	2.30 – 2.45	2.46 – 2.60	2.61 – 2.85
16	<2.00	2.00 – 2.25	2.26 – 2.40	2.41 – 2.60
16	<2.25	2.25 – 2.40	2.41 – 2.55	2.56 – 2.80



Flat, firm grass, indoor surface, or synthetic track; no wind resistance / assistance.

Spikes allowed (encouraged) if the surface is appropriate.

Hand timing commences from the first forward movement (off the ground) of the back foot.

When testing add .1 to Hand Times to reflect Electric Times (Times are a Guide Only).

Comparative Data: **Scott Thom:** National 200m U20 Champion, March, 1998; 10.67e, 21.39e, 47.45e; 26/3/'96: Springvale Track; cool-cold; still. (20.97; 46.61; 1998, World Juniors 200m 5th, 4x400 Gold)

30mST	30mFLY	Push-Ups	Bent-Knee Sit-Ups	O/H Shot	3 x Double Leg Bounds
			Feet Held; Max. in 60secs	4kg.	Sneakers; into Pit
3.45h	2.92h	70	71	15.20m	7.58m

Other data available for various Elite Juniors: AIS: 20mST; 40m Time; 20m Fly.
Not definitive: but interesting comparisons and observations are possible.

These are **NOT** *the* tests.

However, they may provide interesting comparisons to help evaluate developmental status.

Youth Training Programs .. Important Aspects

- Significant (primary) emphasis in developing young athletes should be placed on skill acquisition.
Programs should be skill-based (acquisition-application-progression) .. not (solely) evaluated on performance.
- **Learning New Skills is Fun**, and, self-esteem supportive.
- **Skills Testing and Re-Testing**, including an established and recognised (by the athlete) resource strategy that recognises or rewards progression.

2. RUNNING VERTICAL JUMP (Preferred / Non-preferred)

Athlete stands with their preferred side closest to the Vertec, reaching overhead with their inside hand, extending the arm and reaching as high as possible while the feet remain flat on the ground.

The zero point is adjusted to meet the middle fingertip of the outstretched hand.

Record the distance from the zero point to the ground.

The athlete stands at or behind a mark approximately 5m from the side of the Vertec (allowing an approach that is in a straight line). The run-up may be longer than 5m, but should not be shorter.

Using an approach run-up, the athlete jumps vertically off the outside leg and reaches as high as possible with the inside hand. The rotating fingers of the Vertec are "tapped" to the side with the outstretched hand at the maximum height of the jump.

Best of two trials from **both** preferred and non-preferred sides.
Record the height of the jump (cm.) from the last unmoved finger.

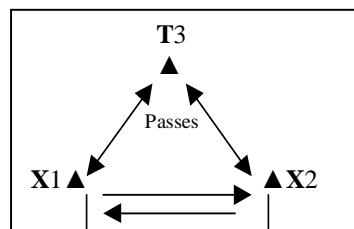


3. Side to Side Passes (Netball, Basketball, Football)

(From: Gillian Lee: netskills .. Coaching Manual 2) T = Thrower (partner); X = Worker (athlete)

Equipment: Partner; Netball-Basketball-Football; cones 1 & 2, 3m apart; third cone 3 metres from midpoint of cones 1 & 2; masking tape can define the Cone 1 & 2 positions.

Athlete moves from side to side receiving and returning a pass from and to the thrower (partner); fast step Karioka side-stepping.
Pass must be received as or after athlete passes the cone, and, returned as or before the athlete passes the cone.
8 passes timed from when first pass is received by the athlete until when the eighth pass is received by the thrower (partner).



Best of two (2) non-slip trials. Time in seconds-tenths, rounded up.

Girls: netball (NB) or basketball (BB); Boys: Basketball (BB) or AFL football hand pass (AFL)
Coach discretion applies on all passes, slips, etc.

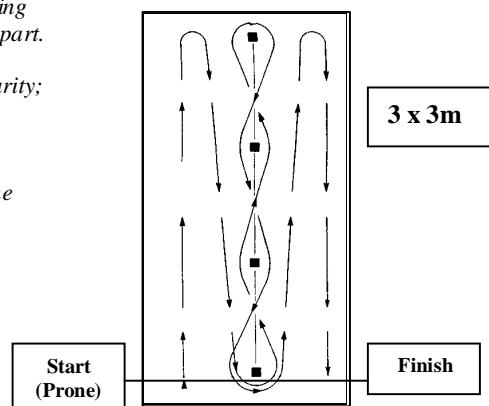
4a. AGILITY RUN (1) .. (Seconds) Test protocols must be strictly applied

Two sets of light gates, one at the start and one at the finish; **or**, hand timing from command (timing interpretation as for 20m Sprint). Cones are 3m apart.

Each athlete should have 1-2 trials at 50% - 75% to ensure course familiarity; **then**, best of two (2) non-slip timed trials.

Athlete starts in the prone position; hands (fingers) behind the line, beneath shoulders (push-up to start). (Head may be beyond start line in the prone start position .. but, not fingers, nor shoulders).
Athlete may start from either side.

Scoring: Time in seconds-tenths; rounded up.



Points	Girls				Boys			
	U13	13-14	15-16	>16	U13	13-14	15-16	>16
6	<16.5	<16.1	<16.0	<15.8	<15.8	<15.4	<14.8	<14.3
5	16.5-18.0	16.1-17.8	16.0-18.0	15.8-18.0	15.8-16.5	15.4-16.1	14.8-15.8	14.3-15.4
4	18.1-19.6	17.9-18.4	18.1-18.6	18.1-18.6	16.6-18.0	16.2-17.4	15.9-16.9	15.5-16.5

4b. AFL AGILITY RUN (2) .. (Seconds)

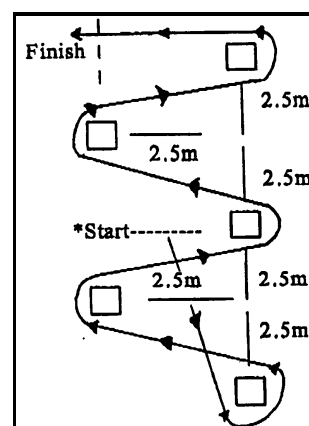
Test protocols must be strictly applied

Two sets of light gates, one at the start and one at the finish; or, hand timing from first step (timing adjustments as for 20m Sprint).

The obstacles have a 25cm base and are approx. 1.1m high. Masking tape should be placed at two of the corners in order to accurately mark the location of each obstacle.

*The athlete may have hands inside or outside an obstacle when navigating the course, but should avoid touching or moving the cones **in any way**. If this occurs, the test is stopped and re-started.*

Each athlete should have 1-2 trials at 50% - 75% to ensure course familiarity; then, best of two (2) timed trials. Scoring: Time in seconds-tenths, rounded up.



5. Pivot and Pass

(From: Gillian Lee: Netskills .. Coaching Manual 2)

Equipment: 3 participants: 2 partners / 1 athlete; circle approx. 1m. diameter; Netball-Basketball-Football.

Partners positioned 5m from the circle, directly behind and in front of the athlete, positioned within the circle.

Partner(s) and athlete exchange passes, the athlete pivoting to receive and deliver each pass; pivot side is alternated.

8 passes are timed from the first pass received by the athlete, until the eighth pass is received by the partner.

Best of two (2) non-slip trials; Time in seconds-tenths, rounded up.

Girls: netball (NB) or basketball (BB);

Boys: Basketball (BB) or AFL football hand pass (AFL)

Coach discretion applies on all passes, slips, etc.

Points to remember when pivoting: Turn on the ball of the foot, as if squashing a spider with the toes; push with the free foot; keep the body upright and balanced; bend the knees.



6. SPEED STEPS (10 .. Quickstep Ladder)

The ladder is arranged in a straight line.

The athlete jogs 2-3 steps (choice) leading in to 10 rapid steps along the ladder; one step (foot contact) in each gap. The athlete must seek to avoid contact with rungs of the ladder .. coach has the option to ask for a repeat.

Time is taken from first foot contact until the last (10th) rapid foot contact.

Set up 3 ladders: 2 ladders for practice; 1 ladder for testing.

Best of two (2) non-slip trials.

Scoring: Time in second-tenths, rounded up.



There are many agility ladder variations that can be set-up and tested;
e.g. Ins & Outs – forwards and backwards

7. Cut Back Passes

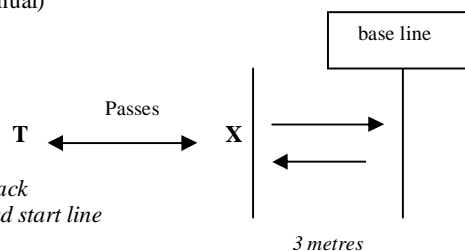
(Modified from: Aust. Netball Assoc. Level 1 Coaching Manual)

T = Thrower (partner); X = Worker (athlete)

Girls: netball (NB) or basketball (BB);

Boys: Basketball (BB) or AFL football hand pass (AFL)

Coach discretion applies on all passes, slips, etc.



Athlete stands 3m from base line - passes to partner - runs back
- touches line with foot - athlete must return to on or beyond start line
to receive (and deliver) pass.

Passes are alternated in their emphasis (i.e. preferred arm, then non-preferred).

8 passes are timed from the first pass received by the athlete,
until the eighth pass is received by the partner.

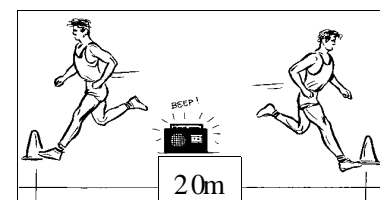
Scoring: Time in seconds/tenths, rounded up.

"BEEP" TEST (Multistage Fitness Test, or Shuttle Run)

Check the speed of the cassette cadence tape using the one minute
calibration period, and adjust the running distance. (Separate manual)

Athletes are instructed to continue until they can no longer keep up with the
progressively increasing pace as determined by the "beep" signal from the tape.

At every "beep", the athlete's foot **must** be on or over the line.
The test is complete when the athlete can not maintain the running speed
for two successive "beeps".



Note! After the first miss, the athlete is cautioned and told they must make the line by the next "beep".
If the athlete's foot is then not on or over the line by the next "beep", the test (for that athlete) is terminated,
and the score given is the last level attained (**not** the current level they are attempting).

AFL Anaerobic Energy Test details are available on a separate sheet

The tests, details or information are **not** to be reproduced without direct
permission from:
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Leaders in our society can relate to the concept that there is not
one solution to the problem of motivating and involving youth ..
each person, each region, each society, must evolve solutions that
work in their specific context.

An overall (National-Global) Master Plan .. sure,
but,
specific circumstances require specific responses.

NWA: Speed is the Key

A fundamental aim of the ***Speed is the Key*** program is to enhance the **self-esteem** of young athletes .. teach them skills, recognise and value their achievements, seek and reward progression and improvement.

It is up to each sport to market it's positives, but all activities are seeking to broaden their appeal to a larger number of youngsters, in a society that has changed dramatically in the past 20 years, and continues to change at an ever-increasing rate.

Real changes in the **fundamental approach** to sport distinguish the sports that are moving forward.

It's more than coming up with a fancy logo, a lookin' good program, or a computer generated psuedo-link with the younger generation.

Basically, young people have more to do with their lives these days, than spend a whole day being clearly and definitively shown that they are not as good at something as their peers; "well done", "good try", the pat on the back from Dad and/or Mum, has a life span that is becoming shorter and shorter.

e.g. there are many young swimmers and track athletes who drill well, but are unable to convert that motor skill capacity into speed. There are many other factors that contribute to performance excellence. But, **the achievement of motor skill excellence and the enhancement of speed should be recognised, valued, and rewarded.**

All athletes should be encouraged to be proud of their achievements; as "Development Coaches" it is our job to show young athletes that more than their placing in a race or event is valued, and, that is alright to the proud of themselves.

All athletes, in all sports should be encouraged and rewarded for being **be the best they can be.**

The aim of the program is to give every youngster something to be proud of; equip them with skills that their peers cannot perform or wish they could perform; in effect, to become a better person/athlete.

Hence: what do all athletes need .. answer: ***Speed (& Skills)***. In it's various forms ***speed*** is **fundamental to excellence** (or progression) in almost all sports .. you can quibble over the exceptions if you wish; I prefer to move on.

If we teach kids how to enhance their speed, show them ideas to improve their co-ordination and balance, improve their appreciation of sport, recognise and reward their achievements, and, be not afraid to expect the highest standards of which they are capable .. we help them all, not just as sports performers, but as people; young athletes recognise and appreciate this, and will (do) respond.

As **Development Coaches** we can help all youngsters to appreciate their own potential; we can deliver to the coaches of "elite" athletes a more prepared person, and/or, if athletics (or any sport) fails to respond or follow-up appropriately, we have at least enhanced the skills of the youngster in areas that can and will be valued and developed by other sports and in other facets of their lives.

Fundamentally, it is the young person who chooses their direction;

we only present and help guide them towards the target !!

Attached are documents: "Standard Strategies" that form the basis for coaching/teaching in NWA Swimming and Athletics programs.

Seniority has nothing to do with age, Everything to do with attitude.

You are only a "Junior" Coach if you regard yourself as a junior;
you may be a coach of "junior athletes" (that does not make you a "junior" coach).

I prefer the term "Development Coach" .. it expresses more accurately what we are seeking to recognise and support.

I have been fortunate to see **some** of the very best coaches of elite athletes, in action; I have great respect for their knowledge and commitment; among them have been an elite few who possess the skills, experience and empathy required to motivate and develop potential in developing and/or enthusiastic youngsters. But, such skills are not automatically embodied in the coach who can take a relatively developed superior athlete, and make them a champion.

It's the old questions: Do coaches make athletes, or, athletes make coaches?
Should the "best" coach/teacher work with the developing or developed athlete/student?

I make two points:

1. Are we talking about "most appropriate" or "best"
2. *Every athlete* (in every sport) *is an experiment of one.*