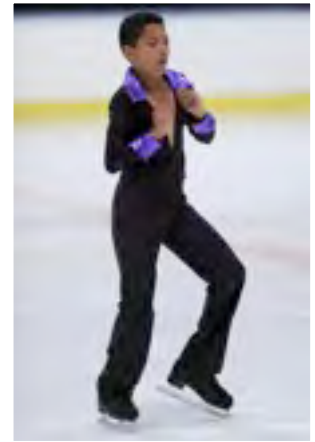
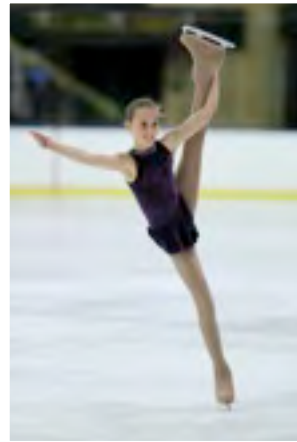
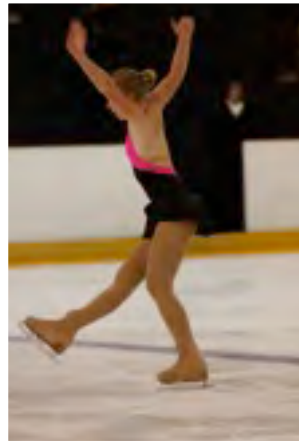


STAGE 6: FLYING WITHOUT WINGS (TRAIN TO COMPETE)

The SIXTH stages in South Africa's LTPD program is, FLYING WITHOUT WINGS (TRAIN TO COMPETE). Here we begin to see the progression of our national-level skaters being exposed to international competitions. Coaches should begin to make use of other expertise in order to provide a solid support team for the athletes. The chronological ages of participants in this stage are:

TRAIN TO COMPETE	FEMALE	MALE
FLYING WITHOUT WINGS'	10 - 16	11 - 17



PHILOSOPHY: *The TRAIN TO COMPETE stage places importance on the need for good national level results. Athletes with the required abilities, will also be exposed to the demands of international competitions.*

General Objectives

- To refine basic skills at competition intensity
- To increase and improve athletes success rate of skills executed in competition
- To develop new artistic knowledge through programs tailor-made for the athlete
- To develop general and physical conditioning through scheduled fitness tests, while further optimising ancillary capacities (knowledge of warm-up, cool-down, stretching, hydration, rest and recovery etc)
- To further develop theoretical knowledge and practice mental skills. The IDEAL PERFORMANCE STATE is developed and refined
- To increase overall number of competitions, providing for opportunities to skate internationally
- To develop the performance capacity of the athlete in order to reach peak performance at specific times of the year

The Sensitive Period

The following physiological factors must be introduced and developed through specific programming and coaching and in accordance with age and gender:

- *Skills (further develop)*
- *Speed (female: 11-13; male: 13-16)*
- *Suppleness (flexibility) (further develop)*
- *Stamina (at the onset of Peak Height Velocity)*
- *Strength (female: immediately after PHV and onset of menarche; male 12-18 months after PHV)*



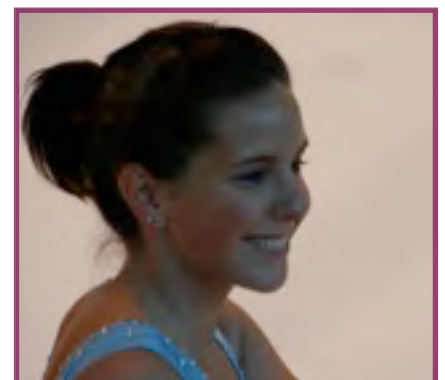
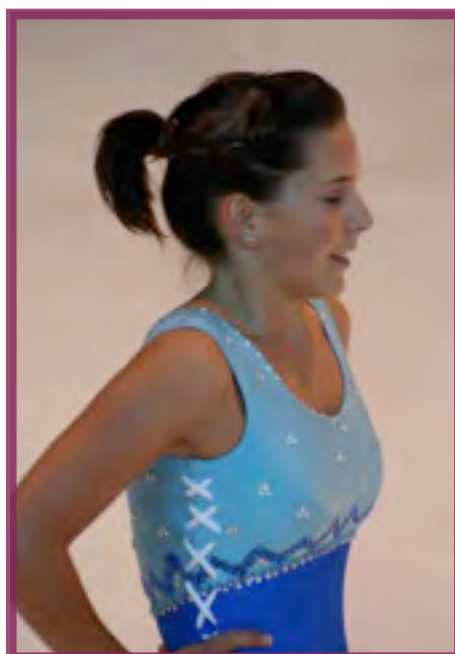
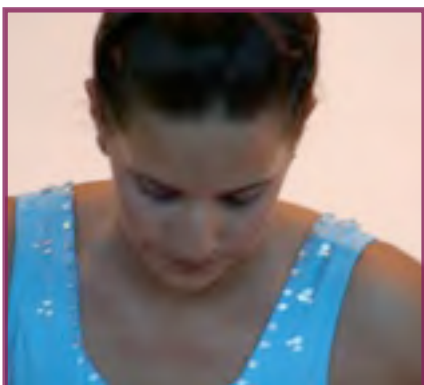
Guiding Principles

In order to allow athletes to develop and acquire the skills outlined, the FLYING WITHOUT WINGS (Train to Compete) stage must:

- ☑ Ensure that training intensity is always high to optimal. Anything less will alter the motor coordination of the athlete.
- ☑ Mirror competition requirements as far as possible. Greater time should be modelled around competition conditions
- ☑ Account for growth, development and maturation processes in both females and males
- ☑ Adequately monitor fatigue and recovery
- ☑ Nurture ultimate athlete development through the correct choice of competitions (timing, location, focus, follow-up etc)
- ☑ Make use of other expertise and create an integrated support team: psychologist, dietician, physiologist etc, which is led by the primary coach.
- ☑ Apply single, double or triple periodisation if required to suit the individual needs of the athlete, and the competition calendar.
- ☑ Encourage athletes to be focused on one sport only.

Mission of the Coach

The mission of the coach is to integrate the performance factors in a complex and harmonious blend in order for athletes to perform on a regular and consistent basis at identified major domestic and international events. Personal development is critical at this stage.



FEMALES (10-16) and MALES (11-17)

SPORT SPECIFIC SKILLS:

Athletes should be able to demonstrate a relative mastery of the sport specific skills outlined below at the exit point of this stage.

SINGLES: TECHNICAL

Stroking

- Increased quality of posture and edge control
- Increased power, speed and strength

Jumps

- Females have mastered the double axel and one triple jump and are training all triple jumps
- Males have mastered three triple jumps and training all triple jumps, and triple/ triple combinations are introduced

Spins

- Demonstrate an ability of strong basic positions with speed and ease of transition
- Able to execute difficult and innovative variations in all three basic positions

Step Sequences

- Ability to incorporate all difficult turns and steps with control and confidence
- Beginning to demonstrate the ability to include creative use of turns, edges and steps
- Expanded use of body and levels of movement

Spiral sequences/Field Moves

- Ability to perform a wide variety of difficult spiral variations, on both feet, all edges and in both directions
- Evidence of the development of creative field movements



FEMALES (10-16) and MALES (11-17)

General Skills

General skills (i.e physiological, psychological and social) are developed through involvement in the sport, and determines the overall development of the individual.

PHYSIOLOGICAL	<ul style="list-style-type: none"> • Development of speed, stamina and strength • Flexibility enhanced (particularly through the growth spurt) • Continued monitoring of the onset of peak height velocity (PHV) and growth spurts by the coach
PSYCHOLOGICAL	<ul style="list-style-type: none"> • Athletes must demonstrate knowledge and practical application of the following: <ul style="list-style-type: none"> - Focusing and refocusing (ability to handle distractions) - Effective short, middle and long-term goal setting - Visualization - Self-management (schedules, training, school etc)
SOCIAL	<ul style="list-style-type: none"> • Must have the ability to manage personal relationships effectively (i.e friends, coach, parent, support team) regardless of the scenario • Must have the ability to deal effectively with conflicts • Increased ability to measure success through self-evaluation • Continued understanding that education remains priority

On Ice Training

Because of the wide range of athletes at this stage, a carefully planned off-ice and on-ice training plan must be developed that reflects not only the age of the athlete, but also the specific phase of the yearly training plan. The table below outlines the progression from entry to exit stage. There should be a gradual progression that is reflective of the specific training needs and the athletes individual circumstances.

FLYING WITHOUT WINGS (TRAIN TO COMPETE)

Session length	<ul style="list-style-type: none"> • 45 to 60 minutes on-ice with 15 min warm-up prior • 2 to 3 sessions per day <ul style="list-style-type: none"> - 1 to 2 technical sessions/day * - 1 to 2 sessions on stroking, edges/turns, choreography, presentation etc
Days / week	<ul style="list-style-type: none"> • 5 days / week
Weeks / year	<ul style="list-style-type: none"> • 44 to 48 weeks/year

* Technical sessions should include one program run through of both short and free programs everyday in the pre-competition and competition phase.

Off-Ice Training

Athletes should be warming up for a minimum of 30 minutes per day, but optimally ONE HOUR per day. This should include a full body warm-up, off-ice jumps and mental preparation. It should also include 30 minutes stretching/cool-down at the end of the day. (no static stretching during the cool-down)

In addition to warm-up and cool-down periods, athletes optimal off-ice activity at this stage ranges from 4 hours (for younger ages) to 13 hours (for older athletes). All off-ice activity should be focused on enhancing on-ice performance. This might include off-ice jump classes, dance, movement and theatre classes, core strengthening, flexibility, cardiovascular enhancement and overall strength conditioning

Competition

The focus on technical skill development remains very high. Choreography of new programs should be completed as early as possible following the end of the previous competitive season. Athletes should continue to train and develop program components adding more difficult elements as the year progresses towards the new competitive season.

For optimum athlete development, the recommendation for the number and timing of competitions is indicated in the chart below:

NUMBER OF COMPETITIONS IN THE TRAIN TO COMPETE STAGE		
AUTUMN/WINTER	SPRING	SUMMER
One or Two	Two or Three	As applicable

