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Manual Version:

#1 Alan Alborn November 2013

Always make sure safety is your #1 priority. For a coach, this means safe ski jumps, trails, environment, equipment, safety plan, and know the Emergency/Accident Protocol.

Guidelines for Training windows (LTAD)

Fundamentals: Age 7-11 Males/Females 6-9

K5 – K20 meter ski jumps / .5 – 2km x-c races (club and some divisional competitions) Young girls and boys are introduced to ski jumping and cross country skiing with a focus on fundamental skill development. Participants learn athletic coordination, balance and agility while continuing to develop strength, flexibility, speed and basic fitness. Fun continues to be the major focus. It is recommended that children take part in a number of different athletic activities during this stage. Soccer, lacrosse, baseball, tennis, alpine skiing, etc. *Females optimal window of trainability occurs at the onset of PHV.

Jumps per year: Summer 150-300/Winter 150 - 300

Endurance Hours: Varies by ability (150hrs per year) * Aerobic capacity training/Flexibility

Physical training: Body weight only, range of motion and fundamental movement skills focus on the ABC'S = Agility, Balance, Coordination, and speed (Flexibility)



Components of Training Youth Athletes

- On hill Jump training: 1-3 sessions per week, focus on basic technique (inrun position, take-off technique, Flight position, telemark)
 - Inrun
 - Inrun needs to be balanced and low
 - Balance needs to be focused on the middle of the foot (*behind ball of the foot*)
 - Upper body stretched long & flat over the thighs, being relaxed enough to focus on balance
 - Position including shin angle should remain consistent throughout the radius
 - Arms should be stretched and long resting on the hips
 - Face angle should be similar to shin angle (*Head and neck relaxed*)
 - Inrun position should be straight and even weight on left and right legs (Symmetrical)
 - Take-off technique
 - Balance should remain consistent from inrun position through the takeoff (*middle of the foot*)
 - Direction of the push should follow the shin angle away from the takeoff
 - Push should be accelerating from start to finish while keeping the energy building after the takeoff far into the flight position.
 - All takeoff movement should be coordinated while head and upper body remain neutral. Arms remain relaxed in line with upper body
 - Timing: hip over the middle of the foot; knee slightly bent on the end of the takeoff
 - Flight position
 - The flight phase is a continuation of the takeoff movement
 - Skis should **gradually** open into full "V" position
 - Legs locked and body extended long over the skis "Toes to the nose"
 - Arms relaxed by the side parallel with body
 - Skis should remain as flat as possible in the flight
 - During the flight phase the line of sight should be focused to the bottom of the hill
 - Telemark
 - In the preparation for landing the upper body remains in an aerodynamic position
 - Flight position opens gradually with dominant foot stepping forward weight distributed evenly on left & right feet
 - Arms fully extended outward and posture upright staying static through the fall line
 - Eye sight looking up and straight ahead
 - Skis remain parallel through the fall line

- Technique training: Muscle memory and correct movements
 - High quality slow imitations
 - Bungee with light resistance attached to a belt
 - Self-imitations slow onto a bed/bench
 - With a partner
 - Full speed imitations with focus on technique & balance “not power”
 - Roller Jump
 - Partner/Coach catch with skis, shoes etc. from ground or box
 - Roller board or winter mini skis
- Flexibility: Practiced every training session
 - Major component of all off hill training sessions
 - Flexibility learned early solves many problems in the future
 - At least once per week this should be the major focus of an entire training session
- Balance: Body awareness and control
 - Allows for simple movements
 - Allows for consistent body positions
 - Creates more speed for inrun position
- Coordination & Agility: Good technique and rhythm in all exercises
 - Teaches body awareness and rhythm
 - Mastery of movement
 - Ability to learn new tasks and exercises, simple and complex
- Athletic training, Circuit training: Basic training, all-around athleticism and conditioning
 - General conditioning exercises
 - Basic endurance
 - Simple use of explosive power
- Understanding of simple mechanics of ski jumping technique
 - Focus on main basic components of good ski jumps listed above
 - Extreme actions are the exception to the rule, not the norm
- Simple Video analysis
 - Basic recognition of feelings to reality (best use is immediate feedback after a jump or immo)
 - Visual understanding of quality ski jumping technique



Youth Warm-Up

10 min light jog to the cooling plant turn and back to the jumps/ or ski around on XC skis for 15 min before moving on.

- 5 min light hops, agility, mixed movements, and sprints
- 5 min active stretching hamstrings, gastrocnemius, thighs and hips

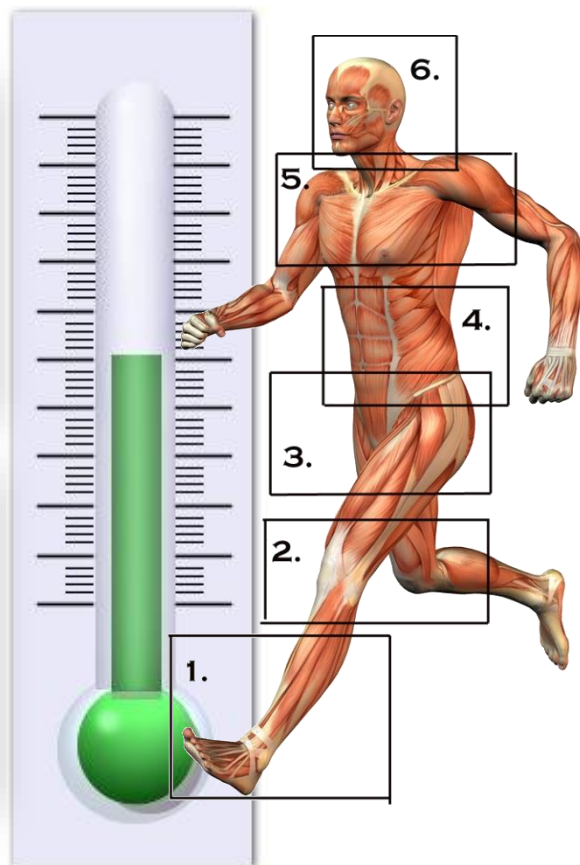
**Mandatory
Must do**

Warm-up

The definition of warm-up in sport terms:












To be mentally and physical ready to perform a strenuous act or movement skill.

Athletes should focus on range of motion movements that prepare them for the sport in which they are performing in combination with mixed movements. Body temperature should be warm to the core not just skin deep. Injury from insufficient warm-up is the most silent enemy of an athlete. Warm up must be the consistent before jumping!!! Do not change due to venue etc.



Example

Design warm-up to be consistent and with safety in mind. Should be able to do warm-up everywhere and in any kind of conditions. Ice, snow, rain, indoor, outdoor etc. Make sure the warm-up is not a workout and add some light sport specific hops such as, squat jumps, counter movement jumps etc. Wake up the nervous system.

<p>1. Run 02106</p> 	<p>10 mins light jogging</p>
<p>2. Deep squat 01212</p> 	<p>1 x 15 bodyweight squats</p>
<p>3. Leg swings 01189</p> 	<p>1 x 15 each leg Forward/Backward</p>
<p>4. Leg swings 01191</p> 	<p>1 x 15 each leg Lateral</p>
<p>5. Hip rotation 02867</p> 	<p>1 x 6 each leg Close the Gate - walking forward</p>
<p>6. Hip rotation 02868</p> 	<p>1 x 6 each leg Open the Gate - walking backward</p>
<p>7. Hip flexion backward walk 01204</p> 	<p>1 x 8 each leg standing RDL stretch</p>
<p>8. Arm swings 02882</p> 	<p>1 x 10 over and back Arm Circles: around once, stop, then go back bigger circles each rep</p>
<p>9. A-skip 01271</p> 	<p>2 x 10m walk back between</p>
<p>10. B-skip 01418</p> 	<p>2 x 10m jog back between</p>
<p>11. Knee lifts 01272</p> 	<p>2 x 10m High Knees backpedal back between</p>

Goals and goal setting

Goals are an essential part of everyday life. Goals can be many things, from calling Mom every week to in 5 years I will be doing.....

Goals are an individual's road map to the future for the athlete as well as the coach. A coach must have some goals for each athlete so he or she can better cater the individual athlete. A coach should have his or her goals for the athlete. You truly have to understand the athlete before you can have a goal for him or her. Working together on goals not only builds trust but establishes clear communication between athlete and coach.

Here are some very basic examples of goals for a young athlete.

What do you see is wrong?

1. Jump K-120

- a. Be proficient on the K-90 with jumps past the K point
- b. Solid flight position
- c. Balanced telemark landing
- d. Chest stays low and controlled after take-off

2. Be able to jump over 150 cm hurdle

- a. Stick to a consistent plyometric training plan
- b. Always push my limits in training
- c. Practice good rhythm into the hurdle

3. Make the Junior National team

- a. Attend all Junior National qualifiers
- b. Make all Nordic combined training sessions
- c. Make sure and have all correct junior equipment

The above goals are very outcome based rather than process based.

Goals should be done before each start to a season and post season review for every athlete junior or Olympic level. Keep a record so you can see if the athlete is constantly changing with the seasons or they are staying true to what they set out to do. A coach needs to help keep the athlete on the road they choose to start with and guide them.

Sure things change but look at the big picture as the coach guide the athlete.

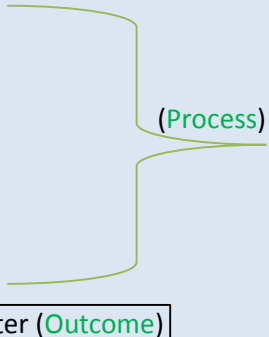
Here are some areas that should be included in a set of well-rounded goals:

1. Sport
2. School
3. Family
4. Friends
5. Other activities

Don't let the athlete just give you goals for sport, they need to understand that the topics listed above are all part of sport as well. There has to be a balance and if we as coaches just let the athlete focus on sport the other areas will unbalance the process and we will not be able to accomplish the goals long term.

Teach the athlete how to create well thought out goals. All athletes focus on the outcome of a goal and not the process. Mentor the athlete and help them create the process of how they are going to take the best steps for them to achieve the outcome goal.

Example of a good goal:

1. Sleep well, at least 8 hours a night
-etc.
-etc.
 2. Eat healthy well balanced meals so I have good energy to be athletic
-etc.
-etc.
 3. Focus well during training and communicate
etc.
etc.
 4. Be able to jump safely and skilled on the HS-20 meter hill by next winter (**Outcome**)
- 

Emergency plan



Always have a Radio & Phone



On-site

- ✓ _____ ? Who do you call (EMT/911)
- ✓ _____ ?2nd Contact
 - a. Any accidents leading to athlete or coach hitting their head needs to be seen by Medical Professional
 - b. Any accidents where susceptible knee, black, neck trauma needs to be seen and reported to medical personal and family
- ✓ 1st report any accident to _____ then:
 - a. _____ ?
 - b. Athlete's Parents need to be notified
 - c. Head Coach _____ ?
 - d. Follow up with athlete and staff at the end of the day.

Off-site

When off- site from Club make sure you know the contacts for the venue medical staff and the nearest hospital. If ever an incident occurs while on a trip always take care of the athlete first. When time allows and the situation is under control then proceed to call parents and staff. Make sure to have a clear as possible diagnosis if reasonably possible before calling family and staff to eliminate confusion and panic. As the coach you role is to stay calm and follow the direction of attending medical staff. If no medical staff is available you are the sole provider for care and need to seek help if needed.

***A team medical kit and athlete medical information should always be carried by the coach at the club and on trips**

Athlete reviews/Report Cards



Review For

Coach

Good Average Needs Work

Attitude

Equipment Care

Attendance

Basic understanding of the sport

Willingness to learn

Ability to take constructive criticism

****Sport Specific Ski Skill***

Inrun Position	
Takeoff	
Flight Position	
Landing	

Comments

What to Work On:

Recommended Program for _____

future Enrollment

Parent & Athlete meetings/reviews

Meeting with athletes & parents is very important for a healthy coach/athlete relationship. Often times coaches just meet with the athletes and this causes a disconnect when the athlete goes home. Kids and young adults often don't communicate with their parents and this makes it very hard to have a cohesive program.

Make sure and have at least a few opportunities a season and many a year to meet with the parents with athlete present. Make sure the program is transparent for everyone and there are no questions left unanswered.

One of the most important topics during a meeting is the philosophy of the program and what you are trying to do. One of the most frequent questions from a parent is "Why is Jon not progressing as fast as Peter"? This is where we talk about LTAD and that individual's growth and individual plan. Often times us as coaches put an athlete into a group and we look at the group as a unit progressing or not.

We need to step out of ourselves and look at the individual. Parents often look at the group as Jon is coming home telling them how much better Peter, Sam and Tim are doing. They need to understand what Jon's plan is and keep them focused on that. Communicate, communicate is the key to a good relationship with parent and athlete. This has to be the focus from the youngest kids up to 18 years of age.



Lesson Planning

Lesson planning is one of the most important aspects of coaching any age athlete. Without a plan, you as a coach are not offering the athlete a well thought out curriculum that will help him or her succeed in their goals and ultimately not get everything out of the sport.

Some points to remember when planning are:

1. Facility availability
2. Facility perpetration and Safety
3. Age appropriate curriculum for the athlete
4. Individual needs of the athletes (create the program for the athlete)
5. Flexibility in scheduling
6. Equipment/ tools needed
7. Trips/ away events & competitions or camps
8. Weather preparedness, hot/cold
9. Am I following the Long Term Athlete Development model
10. Make it fun

Kids, teenagers, and young adults can see right through a coach when he or she does not have a plan. Sometimes it is good to change plans at the last minute, but show your athletes that you have a plan up front. Give them the confidence that you have put a lot of thought into them as an athlete as well as a person. You must understand the individual goals of the athlete so you can make the best plan for that person.

Of course it is not reasonable at all to have all your athletes doing a different plan but be careful and take time to know the athlete and his or her needs, desires, fears, skills etc. If the environment created by the plan is not fun or challenging enough the kids will lose interest. Keep **Safety** as a #1 priority and the coach must at all times maintain a safe environment. This involves bullying, discrimination etc.

Know your limitations, what is too much and what is not enough. Sport is always evolving and there are new ways to do things. Keep it simple and fun and make sure you check in regularly with your plan to see if there are additions or subtractions based on how the team/individuals are coping with your program. Athletes respect firm coaches but not coaches that are not within reason sympathetic with the athlete.

Respect the athletes and listen to what they have to say. Watch their body language most often you will learn what you need to know about the athlete/situation without any words. When words are needed or being spoken to you, try as often as possible to come down to their eye level to communicate. A coach is in a very powerful position and often uses intimidation/power when communicating. Be careful when working with children and respect the position you are in as well as the position the child is in as your student.

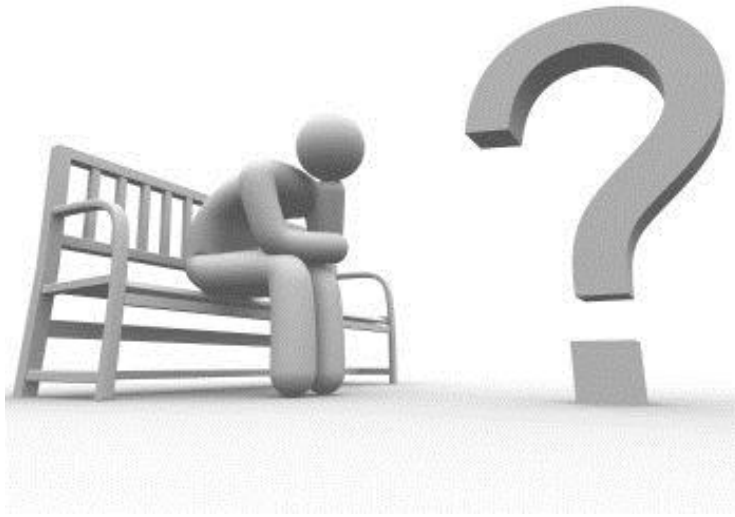
Women's Ski Jumping FLYGIRLS 2014		LESSON PLAN		E-mail: Alan.alborn@wsjusa.com
OBJECTIVES:	SUMMARY OF TASKS/LESSON	SKILLS DEVELOPMENT	OUTCOMES AND TAKE AWAY	MATERIALS AND EQUIPMENT
	minutes	minutes	minutes	minutes
	min session <input style="width: 100px;" type="text"/> ← <input style="width: 100px;" type="text"/> → <input style="width: 100px;" type="text"/>			
OBJECTIVES:				
	minutes	minutes	minutes	minutes
	min session <input style="width: 100px;" type="text"/> ← <input style="width: 100px;" type="text"/> → <input style="width: 100px;" type="text"/>			
OBJECTIVES:				
	minutes	minutes	minutes	minutes
	min session <input style="width: 100px;" type="text"/> ← <input style="width: 100px;" type="text"/> → <input style="width: 100px;" type="text"/>			
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Lesson plans

- Always emphasis the importance of basic fundamental skills (A,B,C'S)
- When explaining the plan for the session, take time to teach the athlete the importance of the skills you will be trenching.
- Use all available facility and/or local resources to make the sessions fun and full of variation
- Always plan time for the unexpected. If you plan to tight on time you will not be able to accomplish the plan of the session.
- The Lesson plan is meant to be a road map and should not be carved in stone. Stick to your philosophy but be able to adapt to the athletes and their needs while staying true to the LTAD model.



Coaching Philosophy



Definition of Philosophy: An analysis of the grounds of and concepts expressing fundamental beliefs.

What is your Philosophy and can it and should it change over time?

One's philosophy is not best expressed in words; it is expressed in the choices one makes...and the choices we make are ultimately our responsibility."

- Eleanor Roosevelt

Coaching Style

- Command/Authoritarian
- Easy going/Submissive
- Cooperative/Nice guy
- Business-like
- Intense

*"Leadership is a matter of having people look at you and gain confidence, seeing how you react. If you're in control, they're in control."
-Pat Riley*

Why might a coach use the “command style” of coaching?

- 1.
- 2.
- 3.

What advantages are there to the “cooperative” style coach?

- 1.
- 2.
- 3.

Types of Learners

Thinkers

Feelers

Doers

Watchers

What learning style would the athlete be if you heard?

"Show me again" _____

"I didn't feel that" _____

"Why do I want pressure in the middle of my feet?" _____

"Let me try" _____

Jugend Cup - Masstabelle für Skilänge und Bindungsmontage						
Youth Cup - Measuring table for Ski length and mounting of the bindings						
ab Saison 2010/2011 - as from Season 2010/2011						
Body Height Körpergröße	Ski length = 140% Skilänge = 140%	Front ski = 57% Vorderski = 57%		Body Height Körpergröße	Ski length = 140% Skilänge = 140%	Front ski = 57% Vorderski = 57%
cm	cm	cm		cm	cm	cm
125	175	100		156	218	124
126	176	100			219	125
	177	101		157	220	125
127	178	101		158	221	126
128	179	102			222	127
	180	103		159	223	127
129	181	103		160	224	128
130	182	104		161	225	128
131	183	104			226	129
	184	105		162	227	129
132	185	105		163	228	130
133	186	106			229	131
	187	107		164	230	131
134	188	107		165	231	132
135	189	108		166	232	132
136	190	108			233	133
	191	109		167	234	133
137	192	109		168	235	134
138	193	110			236	135
	194	111		169	237	135
139	195	111		170	238	136
140	196	112		171	239	136
141	197	112			240	137
	198	113		172	241	137
142	199	113		173	242	138
143	200	114			243	139
	201	115		174	244	139
144	202	115		175	245	140
145	203	116		176	246	140
146	204	116			247	141
	205	117		177	248	141
147	206	117		178	249	142
148	207	118			250	143
	208	119		179	251	143
149	209	119		180	252	144
150	210	120		181	253	144
151	211	120			254	145
	212	121		182	255	145
152	213	121		183	256	146
153	214	122			257	146
	215	123		184	258	147
154	216	123		185	259	148
155	217	124		186	260	148

SKI JUMPING 101



Ski jumping is a sport for athletes with nerves of steel and a desire to always better themselves. There is no perfect ski jump. Ski jumping is judged and awarded points based on total meters flown and a 60 point style system. An athlete is awarded distance points based on hill size. Each size of hill awards a standard amount of points based on the K point or critical point. The K point on a hill is where the landing hill starts to flatten out from an average of 35°. Example: If an athlete jumps 64 meters on a K-64 meter size hill, he or she receives 60 total distance points and 2.4 points less for any meter less than 64. If the athlete jumps 60.5 or any meter +/- half they will receive 1.2 points for ½ of a meter.

Hill markers are looking for where the athlete's feet land and if in a telemark position with (one foot in front of the other) you split the difference. All Nordic sports use free heel equipment which means the athletes feet are attached to the skis but only at the toe. Notice the picture below. The skis are very large, 145% of the athlete's body height in CM. The skis are very wide to catch air and help the athlete fly and create lift. The suits are much like a wet suit but are only allowed to let so much air in and out controlled by FIS regulations. Young athletes starting out will use alpine equipment until the coach transitions them onto Nordic skis with leather boots and large Nordic skis and a ski jumping suit. Warm ski clothes are appropriate in the meantime until the athlete is ready for a real jump suit.

PPM on other hill sizes: (PPM = Points per meter)

Ski Flying = 1.2

K-120= 1.8

K-90= 2.0



Style is made up of nearly half of the total possible points in a ski jump. There are 5 judges looking to deduct points from a total of 20 points possible per judge. There are 60 total points possible which means the jump had no deductions. The low score and high score are thrown out leaving 3 judged scores that count for the overall style points. Judges are looking for the following to deduct: flight, landing and outrun. They can take away from a start of 20 points 5 for landing, 5 for flight and 7 for outrun. From 20 points a possible maximum deduction would be 17 points leaving the athlete with 3 total points from 3 judges for a total of 9 style points. Judges are looking for symmetrical flight positions, arms, skis, and athlete in control. Landing is a big focus as to whether the athlete lands in a telemark or not. No telemark is an automatic -2 points from each judge for a total of -6 from 60.



Fall



Telemark



landing

**Nordic Combined
101**



Nordic combined is a combination of ski jumping and cross country ski racing. The ski jumping is calculated the same as the special jumping (ski jumping only) in most cases. There are some Nordic combined events like the sprint event or World cup competitions where the athletes are scored only on 1 jump. The athletes have to train very hard due to the need to focus on two different sports. They have to be good at ski jumping and good on cross country skis with endurance and technique as the focus. Team U.S.A. has produced the first ever Olympic medals in this sport during the 2010 Winter Olympics. Bill Demong took a gold medal in the individual event right in front of Johnny Spillane silver medalist. The team also took the silver medal in the team event making the 2010 Winter Olympics in Vancouver one for the history books and a new level for Nordic sports in the United States.



How do you calculate Nordic Combined scores? Here is an example from a junior competition:
 The 5km race has the points per minute value of 25. You would divide by 60 (seconds in a minute) by 25 (which is the PPM for the specified race) which will give you the total seconds per point value of 2.4 sec per point. You would then figure the point difference from the leader which in this example is 10 points for Tim. At 2.4 points equals 1 second, Tim Smith would start 0:24 seconds behind John and Bob with exactly 25 points behind John starts at 1 minute. Commonly used race lengths are: 1km, 2km, 3km, 5km, 10km and 15km. The points per minute values that correspond to the race lengths are:(1km =40ppm) (2km =35ppm) (3km=30ppm) (5km=25/15ppm) (10km= 15ppm) (PPM= Points per minute)
 Simply the first one over the line is the winner and you can still win even though you start behind the leader.

Jumping total points	5 KM Race (25 PPM) Start	Finish time	Total race time
1. John Doe 230.0	0:00		
2. Tim Smith 220.0	0:24		
3. Bob Thomas 205.0	1:00		

For more information on how to calculate Nordic combined race start times visit this link:
http://usskiteam.com/sites/default/files/documents/athletics/compservices/2012-13/documents/2013_comp_guide_nordic.pdf



Your Team has partnered with Think Head First to provide increased awareness and education regarding concussion in sport. Think Head First is available to members for questions and support in the event of concussive injury.

Contact Think Head First anytime: www.thinkheadfirst.com 435-659-5932

Possible Head Injury? When in Doubt, Sit it Out!

If you suspect your athlete is injured, please remember all concussions should be taken seriously. If there are any concerns, the athlete should be removed from sport and evaluated by a medical provider trained in management of concussion.

Thankfully, serious problems after a concussion are rare, but can occur. In the initial 24-48 hours post injury, the athlete should be observed for any worsening symptoms. Acetaminophen (Tylenol) may be given for headaches, however, no other medications should be given without consultation with your physician.

RED FLAGS warranting immediate medical help:

- ANY worsening symptoms
- Trouble walking/talking
- Numbness in arms/legs
- Unusual change in behavior
- severe headache
- Increased confusion
- Neck Pain
- cannot be awakened
- repeated vomiting
- seizure activity
- any fainting
- poor memory of NEW events

What to expect the initial days after injury:

Most athletes recover fairly quickly and uneventfully within a few weeks. However, recovery is very individual dependent on many variables. If any of the below problems seem more severe or they persist longer than 2-3 weeks, then consultation with a concussion specialist would be recommended:

Physical	Thinking	Emotional	Sleep
<ul style="list-style-type: none"> • Headache • Nausea • Visual Problems • Light Sensitivity • Balance problems • Numbness/tingling 	<ul style="list-style-type: none"> • Fatigue • Noise Sensitivity • Vomiting • dizziness 	<ul style="list-style-type: none"> • Feeling mentally foggy • Problems with focus/ concentration • Memory problems • Slowed thinking speed 	<ul style="list-style-type: none"> • Irritability • Sadness • Feeling more emotionally reactive or sensitive • Nervous or anxious
<ul style="list-style-type: none"> • Drowsiness • Sleeping more than usual • Sleeping less than usual • Trouble falling or staying asleep 			

Support for a Speedy Recovery:

- Stay Safe – avoid risky behaviors
- REST – MOST important is to really rest from all physical/mental activities to allow recovery and the best in energy replacement. Sleeping is good as long as they can be awakened. Follow daily routine and nap midday if needed.
- Decreased time with Technology → computer, texting, video games
- Reduce Demands on your day – physical, mental (school) and social/emotional
- Relaxation → Reduce Stress → avoid high stimulus environments, NO driving
- Sunglasses, close eyes to rest periodically, avoid gum to relax jaw
- Increased hydration and good carbohydrate replenishment, no caffeinated drinks, no stimulants, no alcohol

What is the Process to Return to Sport?

Once symptoms at rest have improved/resolved, Return to Sport is a process with graduated progressive activity consisting of following steps:

1. Symptoms cleared at rest and with activities of daily living – ie, school
2. Symptom-free with general conditioning – cardio and body wt strength
3. Cognitive function back to baseline (ImPACT Scores within reliable change of baseline levels or acceptable compared to normative data)
4. Symptom-free with light sport specific activity / No contact
5. Progression in sport training with NO return of symptoms

Think Head First can provide remote post-injury ImPACT testing to an athlete when appropriate, as determined by our medical providers.

Think Head First works to facilitate effective management in the recovery process. Our vision is to improve awareness of this common sport injury and educate on the process of appropriate return to sport through utilization of ImPACT testing as a significant tool in the overall assessment of injury and recovery.

Through working together with teams and schools, we hope to reach more athletes to prevent the avoidable incidents that increase the risk of repetitive injury.

Please feel free to contact Think Head First with any questions or comments:

www.thinkheadfirst.com 435-659-5932

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References

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Material References

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Long Term Athlete Development

Dr. Istvan Balyi & Dr. Richard Way

FIS