



Leadership in Running Fitness



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Introducing the family...



British Athletics is the National Governing Body for athletics. British Athletics oversees the development and management of the nation's favourite Olympic and Paralympic sport, from grassroots right through to podium.

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I would like to be a Running
Leader because.....



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"From today's workshop
I want ..."



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Leader training

On completion of the course and submission of your UKA DBS check:

- Police records check (or renewal)
 - CPD
- Leaders license
 - 3 years
 - Issued 4-8 weeks
- Qualified and insured leader
- Able to lead a group in safe and fun fitness sessions using running and walking activities.



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Course outcomes

- Identify your roles and responsibilities as a leader
- Plan the components and structure of a training session
- Organise and lead a beginners and mixed ability group
- Adapt activities to the stage of individuals
- Develop and practice your leadership and group organisational skills
- Give individuals a positive, enjoyable and relevant fitness experience
- Gain enjoyment from your leadership experiences.



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However the mind is like a parachute ...



... it works best when open.



Session 1: Role of the leader

In this session you will:

- Recognise what a leader does
- Explore motivation for becoming a leader
- Identify individual centred leadership
- Be introduced to the Athlete Development Model (ADM).



Why people want to be leaders

- To share the enjoyment of running with others
- To achieve personal ambition
- To meet people
- To earn money
- To encourage people into athletics
- Other?



The role of the leader

- Organise and promote the group
- Provide a safe environment at the right level for the participants
- Encourage and maintain involvement in running and walking
- Signpost runners to development opportunities
- Ensure good sportsmanship
- Be *individual centred* leaders.

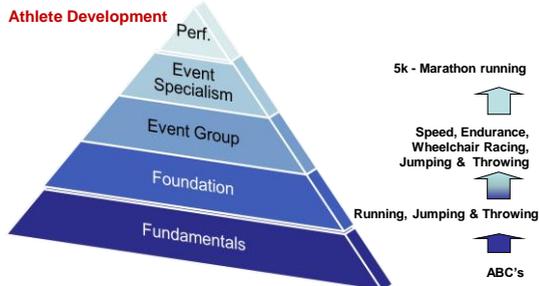


Individual centred leaders

- Place the needs of each individual before the interests of the leader or the group
- All individuals are welcomed to participate, are valued and encouraged to explore their own potential
- Recognise the importance of providing a fun and safe environment
- Encouraging individuals to be involved in their own development and empowered to take greater responsibility for it.



Athlete Development



**Session 2:
Identifying the structure of a safe and fun session**

In this session you will:

- Understand the role of the leader in preparing and delivering a session
- Describe the key components of a typical session
- Identify how age and stage of development affects planning a session .



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What will the leader do?



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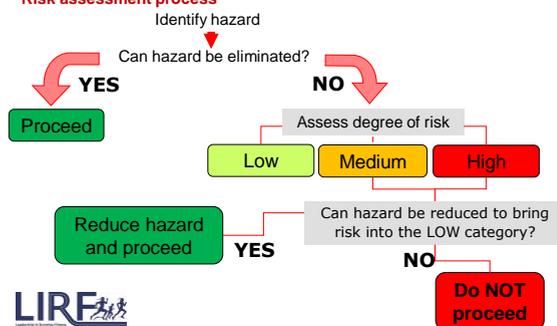
**The session – before
(PLAN)**

- Route and session planning
- Risk assessment
- Know your group
- Contingency plan.



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Risk assessment process



Safety measures

- Count your group
- Check kit ... reflective, layers, shoes
- Carry ... phone, sugar snack, water
- Have a plan to manage injuries and illness
- Have personal medical details and contact no's
- First Aid **only if qualified**.



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**The running session – during
(Do)**

- Warm-up (always)
- Main session
 - running fitness
 - activity
 - skill
 - competition
- Cool-down and basic stretches (always).



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The running session – after (Review)

- Learn from runners and leaders experiences
 - Too hard/easy?
 - Fun?
 - Challenging?
- Advise activities to do during week
- Advise of next week's session
- Check group members safely out of your care
- Make notes for yourself
- Plan the next session.



What are the differences you can see?



Leading young runners

For runners aged 12-18 years there are additional safety considerations including parental consent.

- Ratio of leaders to runners
- Avoid roads and never use roads at night. Use parks, cycle-ways and fully lit areas
- Reflective bibs mandatory
- Keep to distances/sessions suitable for the age of the youngest or least able runner
- Take a 'safeguarding children' course for your own and their protection (Educare online education resources)
- Seek the advice of a suitably qualified coach to confirm your sessions are appropriate.

Session 3: Safe delivery of a warm up and the organisation of a main unit

In this session you will:

- Devise and lead a warm-up
- Make safety checks before the session (How-2 Safety)
- Create and maintain a safe environment (How-2 Organisation)
- Organise and experience managing a group
- Identify technical points for endurance (What-2 Endurance)
- Identify cool down principles.

Session 4: Delivery of mobility, cool down and stretching

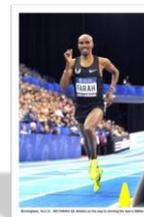
In this session you will:

- Review technical template for Endurance
- Review warm up and cool down content
- Identify the placement of flexibility exercises
- Review best practice for stretching
- Effectively instruct and explain activities (How-2 Instruction/Explanation)
- Demonstrate effectively....using stretching activities (How-2 Demonstrate).



Endurance

- Tall posture with high hips
- Relaxed shoulders with efficient backwards driving arm action
- Rhythm guides optimal speed and efficiency
- Foot lands naturally underneath the centre of mass, moving down and backwards.



The warm-up**Purpose**

- To physically prepare for activity by increasing heart rate and circulation to whole body
- To mentally prepare for activity with variety and challenge
- Warm up should focus on **MOBILITY including agility, balance and co-ordination - A B C's**
- Dynamic and progressive to the level required for the main activity.

**The cool-down and stretching**

- Gentle aerobic activity to reduce heart rate
- Reduce temperature
- Prepare the mind for relaxation
- Static stretching to restore pre exercise muscle length
- Holding the stretch for up to 15 seconds.

**Why do flexibility activity?**

- To increase the range of movement (ROM) that an athlete can operate within – where needed
For up to 30secs after a low intensity session or as a separate session
- To prevent injury
- To improve performance (short term)
- To improve performance (long term)

**What is flexibility activity?****Dynamic mobility exercises**

- Preparing for exercise

**Stretching**

- Restoring muscle length at the end of a session
- Developing range as necessary in a separate session.

**Session 5:****Factors that effect performance and energy systems**

In this session you will:

- Describe the factors that influence fitness
- Identify the components of fitness
- Identify how training works
- Identify differences in energy systems.

**Fitness factors**

Factors that affect performance

- Physical
- Psychological
- Skill.



Physical components of fitness

- Endurance
- Speed
- Strength
- Coordination
- Flexibility.



Why does training work?

- Overload
- Adaptation
- Recovery
- Specificity

F.I.T. factors:

- Frequency
- Intensity
- Time or duration



The Three Energy Systems



P.J.L. Thompson, 2005

- | ALACTIC System (ATP-CP) | LACTATE System | AEROBIC System |
|---|--|--|
| <ul style="list-style-type: none"> • Short, max 10 seconds, high intensity, stored start-up system • Capable of operating with no oxygen, no lactate or acid produced | <ul style="list-style-type: none"> • Linking energy system • Capable of operating with no oxygen, uses fuel stores and produces lactate and acid | <ul style="list-style-type: none"> • Sustained energy system • Uses oxygen and fuel stores |

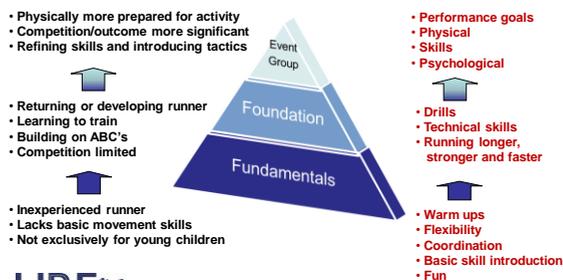
How hard are you working?

The Talk Test: listen to your runners

- Chat in whole sentences... aerobic energy system
- Talk in phrases ... aerobic/lactate
- One word ... lactate/aerobic.



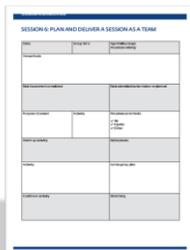
Athlete Development



Session 6
Practical session delivery

In this session you will:

- Plan and Deliver the main units of a session
- Enable mixed ability groups by:
 - organising group
 - leading one unit
 - adapting for mixed ability.



Session 7:
Goal setting

In this session you will:

- Identify the importance of a SMART goal
- Use a variety of sessions to prepare for the first 6 weeks leading your group.



SMART goals

- **S** Specific
- **M** Measurable
- **A** Agreed
- **R** Realistic
- **T** Time phased.



Planning the first 6 weeks with your group

Things you need to know:

- Who are you likely to be leading?
- Will you have the group for a period of time?
- Do they have individual or a group goal?
- What are your own limitations as a leader?



Week	Activity	Card Number
	High visibility jackets required at all sessions Warm up and drills for each sessions and cool down	
1	Session : 5 x 2 minutes with 2 minutes recovery	LIRF card Fartlek
2	Session: 4 x 4 minutes with 2 minutes recovery	LIRF card Walk/Running relay
3	Session: 3 sets of 4 x 3 x 200 metres with 30 seconds recovery with 2 minutes between sets	LIRF card Fixed point repetitions
4	Session: Continuous run of approximately 25 minutes	LIRF card Loop back
5	Session: 3 sets x 3 repetitions with jog back recovery and 3 minutes rest between sets.	LIRF card Meet and Retreat
6	Session: Continuous effort consisting of 3 miles	No Card Sustained run



One week content (Main unit)

Week	Activity	Card Number
	High visibility jackets required at all sessions Warm up and drills for each sessions and cool down	
4	All set off as a group running at own pace. At various points the leader will indicate to the front runners who will immediately turn back past the group and take up a position 10 metres to the rear of the leader. Quicker runners will gradually progress through the group again. Session is a continuous run of approximately 25 minutes	LIRF card Loop back



Selection of sessions

Continuous

- **Out and back**
Run out for time and back quicker
- **Indian file**
Line run with effort from back of line to front
- **Fartlek**
Varied pace running directed by leader
- **Loop back**
Faster runners loop to back as directed
- **Meet and retreat**
Opposite directions to meet and return

Non continuous

- **Bean bag challenge**
Steal opponents' bean bag in relays
- **Fixed point repetitions**
Trees, lampposts, out and back in relay
- **Hills**
Up for effort down to recover
- **Relays**
Teams run a circuit varied distances
- **Parlaur (pairs running)**
Half circuit, recover across middle.

Session 8: Role of the leader in injury prevention and management

In this session you will:

- Identify common running injuries
- Recognise the role a leader plays in injury prevention.



Common injuries

- Strains
- Sprains
- Sore muscles, especially lower leg
- Very tight feeling muscles
- Pain along the front of the shin
- Pain in the achilles tendon area.



Common causes of injury:

- Poor footwear
- Poor running style
- Too much too soon ...F.I.T.
- Not strong enough for the demands of the activity
- Not enough rest between efforts; sessions or even a weeks training
- Returning to running too soon after injury.



How the leader can help

- Check shoes or refer to a specialist
- Improve running style with games and tips
- Work on one thing at a time
- Ask them to keep a diary of how much training they are doing
- Vary sessions to address all fitness elements
- Keep sessions short and develop progressively
- Use some balance and co-ordination games to improve posture (warm up)
- Maintain or improve flexibility (cool down/stretching, advise other activities e.g. yoga or Pilates)
- Get feedback
- Keep your own notes.

Session 9: Personal development and runner participation

In this session you will:

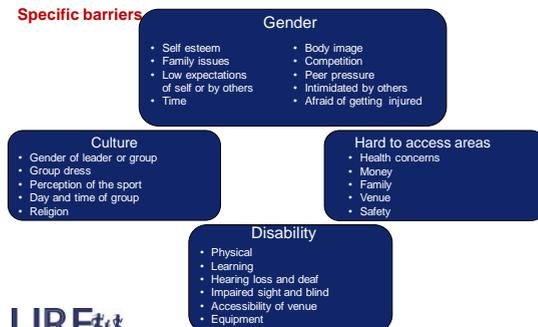
- Identify running motivation and barriers
- Explore how a leader or group might overcome these issues
- Identify impact of leadership on group
- Action plan for continued development as a leader.

Health reasons for running

- Reduces risk of coronary heart disease (CHD), cancer, stroke, type 2 diabetes, high blood pressure and osteoporosis (*British Heart Foundation*)
- Can increase emotional well-being and confidence (NHS)
- Decreases levels of stress, depression and anxiety (MIND)
- Helps with weight loss and weight management (NHS)
- Increases muscular efficiency
- Helps you to enjoy better sleep
- Gives you more energy.



Specific barriers



Overcoming barriers

Different types of leader to reflect target

Safe welcoming venue

Mixed gender or unisex groups



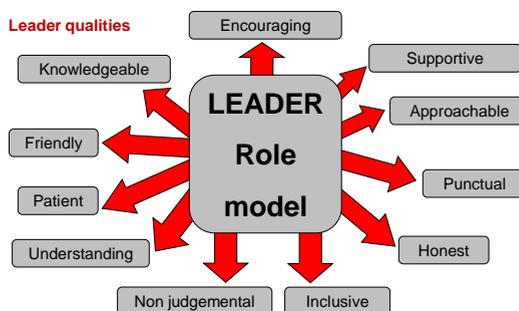
Marketing materials to reflect all



Inclusion



Leader qualities



Where now?

In small groups discuss:

- How to get started
- One thing you will do in the next week.



How has the course helped you to understand how to:

- Identify your role and responsibility as a leader?
- Plan the components and structure of a training session?
- Organise a group?
- Adapt activities to the stage of individuals?
- Develop your leadership/group organisational skills?
- Give individuals a positive, enjoyable and relevant fitness experience?
- Gain enjoyment from your leadership experiences?





Disability Athletics Contacts

ENGLAND

www.englandathletics.org/disabilityathletics
www.efds.co.uk

SCOTLAND

www.scottishathletics.org.uk/index.php?p=221
www.scottishdisabilitysport.com

WALES

www.welshathletics.org
www.disabilitysportwales.org

NORTHERN IRELAND

www.athleticsni.org/Development/Parallel-Success
www.dsnl.co.uk



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Congratulations, good luck and enjoy the rewarding job of helping runners get started.



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