



**National Fitness
Department**

***Evaluation of motor skills and
fundamental movements***

Approach and testing method

U10-12-14

Our Approach:

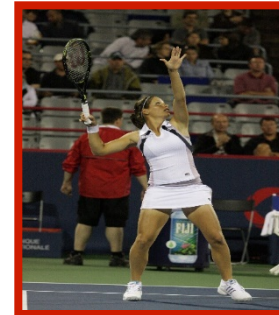
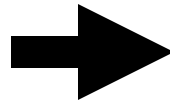
***to have a bigger impact
on development of young athletes***

Our Method:

***Testing motor skills and fundamental movements
for U10-12-14 through measurables and observables***

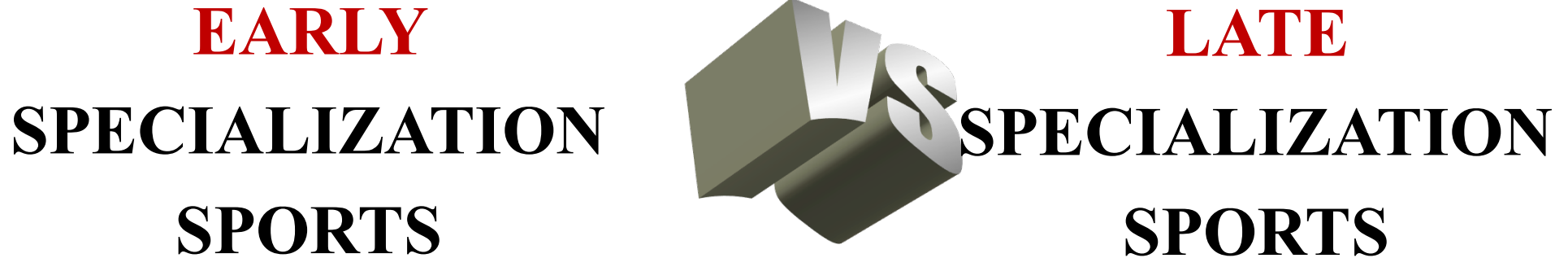
WHY ?

***Because today, the maximum level of performance can't be
achieved and maintained, in high level tennis, unless the foundation
were acquired during childhood and adolescence.***



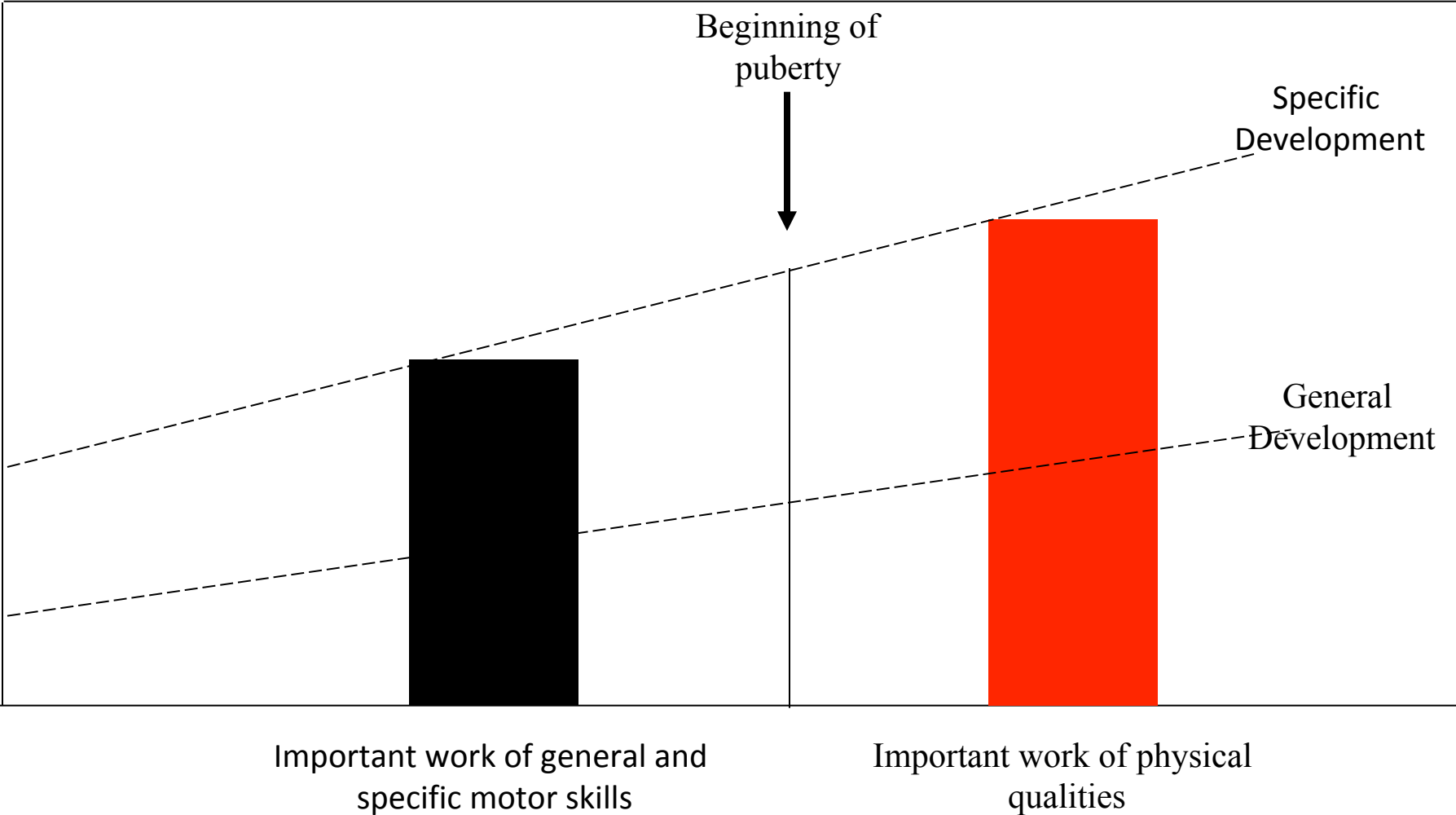
Adapted from Weineck

DIFFERENTIATE

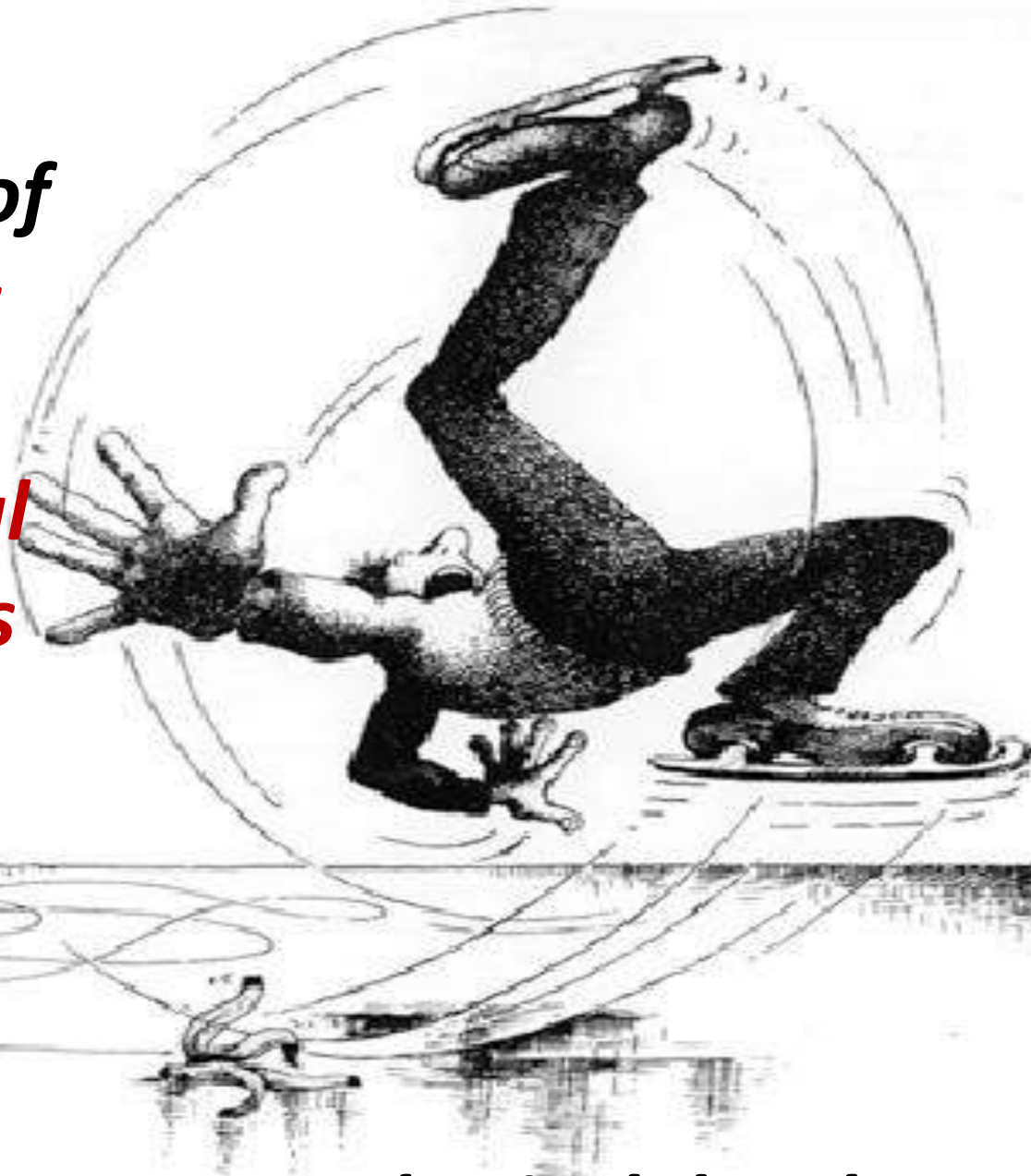


- There are only a few “**early specialization**” sports and everyone should develop a **model** that its **own**. Ex: gymnastics
- **Specialization** before the **age of 10** is not **recommended** for “**late specialization**” sport. *PNCE 2003*

EVOLUTION OF THE GENERAL AND SPECIFIC WORK



The
importance of
motor skills
and
fundamental
movements



for long term physical development



PHYSICAL DEVELOPMENT PATHWAY FOR YOUNG TENNIS PLAYERS

STEP 1

4-5-11-12

FUNDAMENTAL MOVEMENTS

Running, Jumping, Hitting, Throwing, Catching, Sliding

+

STEP 2

5-6-12-14

TENNIS COORDINATION MOTOR SKILLS

*Balance, Reaction time, Orientation, Rhythm,
Dissociation, Differentiation, Dexterity*

+

Speed & Agility (decision making)

+

STEP 3

5-6-13-14

FUNDAMENTAL TENNIS SKILLS

*Basic footwork techniques
Basic stroke techniques*

=

ESSENTIAL REQUIREMENTS TO PERFORM AND MEET THE COMPLEX DEMANDS
OF THE HIGH LEVEL TENNIS

Our Approach

- 1. We must optimize the athletic level of the youth with a focus on the fundamental movements. Jumps and hops, multi-direction runs, throws and catches in place and in movement, **with the goal to improve the technical efficiency of the gestures and the improvement of motor skills.***
- 2. We must use in complement a wide variety of sport activities and games, with different kind of balls in opposition and in cooperation, to allow the youth to develop his creativity, his motor skills and his tactical and strategic senses as well as his competitive spirit.*
- 3. We must understand the difference of maturity possible between individuals of the same age (early, normal or late maturer) Ref. Doc. LTAD.*
- 4. **We must use scientific data indicating clearly that before the peak of growth the results of physical tests are not indicators of performance.** Ref. Doc.*

MATURITY-ASSOCIATED VARIATION IN FUNCTIONAL CHARACTERISTICS

OF ELITE YOUTH TENNIS PLAYERS (Lawn Tennis Association). The use of the results will serve as an advantage to identify through observable the technical elements to improve and through measurable to quantify the physical evolution of the player.

Our Method

What are the objectives of the testing ?

1. *Classify youth, identify the strong potential: **standards, ranking.***
2. *Identify the strong/weak points to individualize training sessions and program development cycles: **physical profile, individualization, progression approach.***

What are the characteristics of the physical tests ?

1. *Production of simple and standardized Tests.*
2. *Repeatable everywhere.*
3. *Comparable in time.*

Our Method

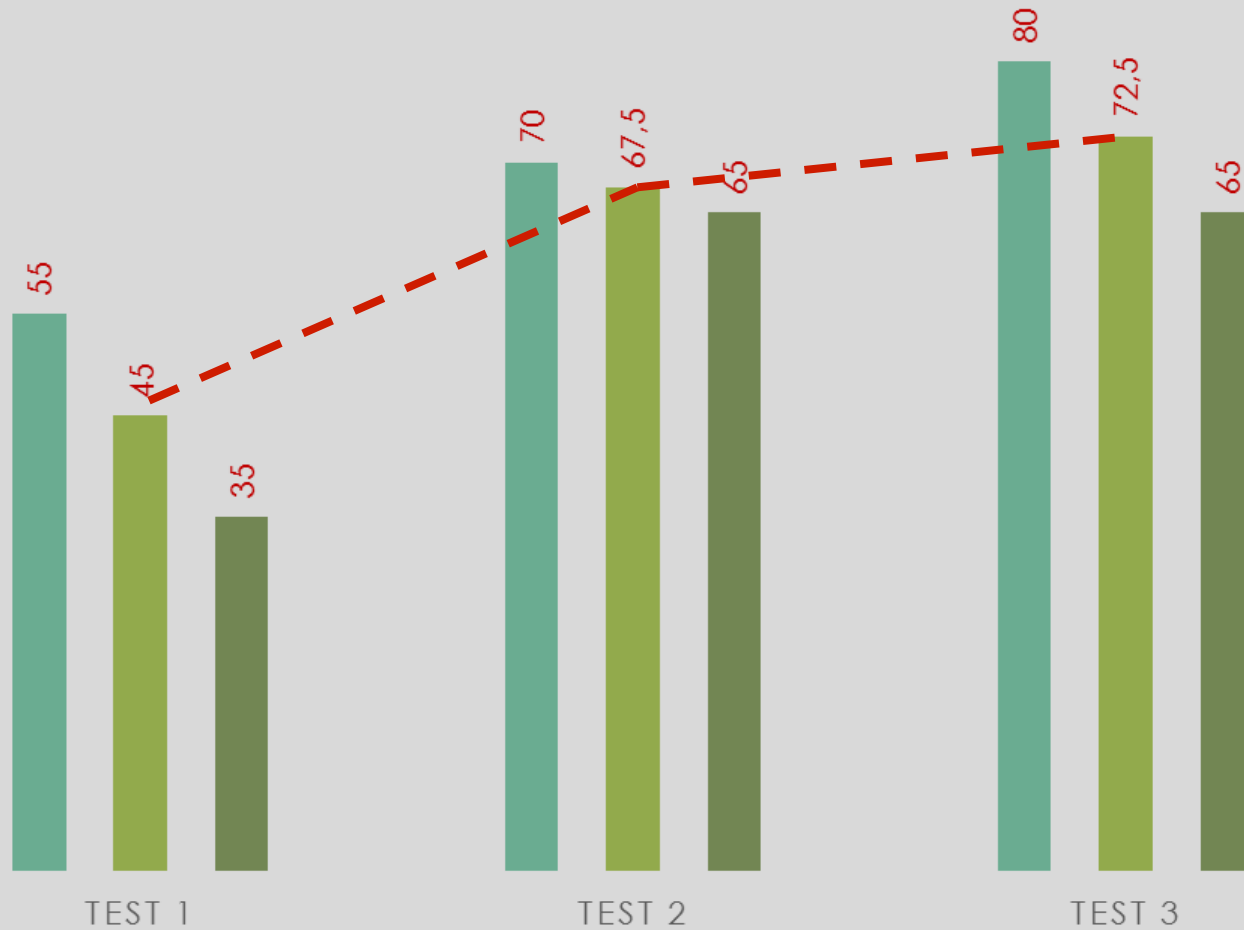
Choice of testing criteria?

1st criteria: Testing performance for runs, jumps and throws by using norms and standards.

2nd criteria: Assessing by observation the level of technical skill using as reference: acquired, in the process of being acquired, not acquired.

The average of the two previous criteria will allow a more comprehensive taking into account of the young player, with a focus on learning and development priorities. See annex 1

PERFORMANCE AND TECHNICAL SKILLS EVALUATION ÉVALUATION DE LA PERFORMANCE ET DES HABILITÉS TECHNIQUES



■ Performance / Performance ■ Global / Globale ■ Technical skills / Habiletés Techniques

Anniversaire/Birthday: / /											Testing Date / /					
Nom/Name:																
Performance Fundamental Movements: Running-Jumping-Throwing Performance Les mouvements fondamentaux: Courir-Sauter-Lancer																
Boys Garçons 08	Running / Courir		Jumping / Sauter				Throwing / Lancer				SCORE /100%					
	/ 100		/ 100		/ 100		/ 100		/ 100							
	Speed - Vitesse 20 m. Sprint Course 20 m. 3 Essais/Trials 'seconds'	Speed-Agility Vitesse-Agilité COD * 3 Essais/Trials 'seconds'	Explosive-Strength Force-Explosive Vertical Jump Saut Vertical 3 Essais/Trials 'centimetres'	Explosive-Strength Force-Explosive Horizontal Jump Saut Horizontal 3 Essais/Trials 'centimetres'	Explosive-Strength Force-Explosive M.Ball Throw 1 kg Lancer de M.Ball 3 Essais/Trials 'metres'	Explosive-Strength Force-Explosive B.Ball Throw 150 gr Lancer de Balle 3 Essais/Trials 'metres'										
Good Performance Bonne Performance	3,90	100	10,75	100	44	100	180	100	9,0	Fe-Cd	9,0	Be-Re	100	30	100	MEASURABLES SCORE / 600 /50%
	3,92	95	10,80	95	42	95	174	95	8,8	8,8	95	29	95			
	3,94	90	10,90	90	40	90	169	90	8,6	8,6	90	28	90			
	3,96	85	11,00	85	38	85	164	85	8,4	8,4	85	27	85			
	3,98	80	11,10	80	36	80	159	80	8,2	8,2	80	26	80			
Average Performance Moyenne Performance	4,00	75	11,20	75	34	75	154	75	8,0	8,0	75	25	75	Age/Âge:		
	4,02	70	11,30	70	32	70	151	70	7,8	7,8	70	24	70			
	4,04	65	11,40	65	30	65	148	65	7,6	7,6	65	23	65			
	4,06	60	11,50	60	28	60	145	60	7,4	7,4	60	22	60			
	4,08	55	11,60	55	26	55	142	55	7,2	7,2	55	21	55			
Weak Performance Faible Performance	4,10	50	11,70	50	25	50	140	50	7,0	7,0	50	20	50	WEIGHT / POIDS: HEIGHT / TAILLE:		
	4,12	45	11,80	45	24	45	138	45	6,8	6,8	45	19	45			
	4,14	40	11,90	40	23	40	135	40	6,6	6,6	40	18	40			
	4,16	35	12,00	35	22	35	132	35	6,4	6,4	35	17	35			
	4,18	30	12,10	30	21	30	130	30	6,2	6,2	30	16	30			
	4,20	25	12,20	25	20	25	128	25	6,0	6,0	25	15	25			
	4,22	20	12,30	20	19	20	123	20	5,8	5,8	20	14	20			
	4,24	15	12,40	15	18	15	118	15	5,6	5,6	15	13	15			
4,26	10	12,50	10	17	10	113	10	5,4	5,4	10	12	10				
4,28	5	12,60	5	16	5	108	5	5,2	5,2	5	11	5				
Technical skills / Motor skills / Coordination - Habiletés Techniques / Habiletés Motrices / Coordination																
Acquired Acquis	3	3	3	3	3	3	3	3	3	3	3	3	OBSERVABLES SCORE /18 /50%			
In the process of being acquired En voie d'acquisition	2	2	2	2	2	2	2	2	2	2	2	* Core drill vs côté gauche Équilibre ou Non-Équilibre				
Not Acquired Non Acquis	1	1	1	1	1	1	1	1	1	1	1	* Right side vs Left side Balance or Unbalance				



CONCLUSION

The development of **general motor skills** are **essential requirements** to the **development** of the **physical qualities** determinants and specific coordination.