



Freestyle Training System

Development Phases Domain

Phase	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
Biological Age	Early Childhood	Early Childhood	Pre-puberty before growth spurt	Puberty and growth spurt	Post Puberty after Growth Spurt	Full Maturation
Chronological Age	2-6 years old	6-10 years old	Girls: 9-13 Boys: 10-14	Girls: 11-15 Boys: 12-16	Girls: 12-17 Boys: 14-18	Girls: 16+ Boys: 17+
Time in Sport	1-4 years in sport	2-5 years in sport	4-7 years in sport	5-8 years in sport	6-11 years in sport	Training age: 10+ years in sport
Training Volume	50 hours per season 1-2 sessions per week	150 hrs/season 2-3 sessions per week	220 hours/season 3-5 sessions per week	360 hours/season 4-6 sessions per week	480 hours/season 5-7 sessions per week	540 hours/season 5-7 sessions per week
Summer/Off season Training	None	0-5 days	10 days	20 days	25 days	30+ days
Coached Freeskiing	75%	65%	45%	30%	20%	15%
Coached Drills	10%	20%	20%	20%	20%	15%
Coached Gate Training	10%	10%	25%	35%	40%	45%
Competition Simulation	5%	10%	10%	15%	20%	25%
Freeski with friends and family	As much as enjoyable	As much as enjoyable	As much as enjoyable	As much as enjoyable while balancing rest, travel and recovery needs.	As much as enjoyable while balancing rest, travel and recovery needs.	As much as enjoyable with necessary balance of rest, travel and recovery needs.
Complementary Training	Trampoline and Tumbling Classes 1-3 days per week	Trampoline, Tumbling and Gymnastics Training 2-3 days per week	Continue Trampoline, Tumbling and Gymnastics. Water Ramp Training 10-15 days per year	Water ramp training 15-25 days per year.	Water ramp training of 30-50 days per year.	Water ramp training of 40-60 days per year.
Complimentary Sports	Participate in many physical activities. Introduction to formal Gymnastics, Trampoline and Tumbling is beneficial.	Play many sports. Participation in formal Gymnastics, Trampoline and Tumbling training is beneficial.	Continue to participate in many activities and sports, and begin to identify with primary vs. complementary sports (late in this phase). Participation in Gymnastics, Trampoline and Tumbling training with emphasis on technique and proper movement patterns.	Continue to participate in complementary sports while identifying clear goals in primary sport. Continue formal gymnastics or TnT. 3-5 days per week of training. Workouts should consist of dryland, gymnastics, and trampoline.	Use complementary sports and activities for variety, and to enhance aerobic conditioning by increasing training volume in all activities. Gymnastics or TnT 3-5 days a week. Heavier focus on trampoline, Sport-specific trampoline training focusing on air awareness and consistency.	Use complementary sports and activities for injury prevention, avoiding burnout, and to maintain all aspects of physical fitness. Focused Trampoline training 4-5 days a week. Focus changing to sport Specific skill sets and manuevers.

Physical Fitness Domain

General Concepts	<u>Begin to develop fundamental movement skills through play, fun, novel activities.</u>	Increase play to develop and enhance specific elements of physical fitness in open environments.	Start to incorporate focused dryland training 1-2 days per week. Enhance body awareness, balance, timing of movements and spatial anticipation through games and drills.	Physical fitness is becoming an integral part of the season. 1-3 sessions per week. Increase hours of training with varied volumes and intensity.	Implement periodized training with varying volumes and intensity. Training is now essential to seasonal programming with 2-3 sessions per week and off-season fitness plans.	Multi-year periodized training plans with varying volumes and intensity are essential to prepare for full competition, training loads and long term performance.
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Elements	Growth and Development (Body Composition)	Body begins to develop into adult-like proportions in terms of how various body parts relate to each other. Muscle mass increases and fine motor skills begin to emerge.	Body continues to develop into adult-like proportions. Rate of growth slows, strength increases and ability to perform fine motor skills increases.	Rate of growth increases again in preparation for adolescence. Growth rate may have adverse effect on agility, balance and coordination. Weight and height increases.	Rate of growth reaches peak (Peak Height Velocity). Bodies reach adult heights, muscles grow rapidly while muscle to fat ratios differ between males and females. Heart rate, cardiac output and respiratory capacity increases leading to greater tolerance for exercise.	Growth rate slows and stops. Bodies are adult in proportion and muscle to fat ratios. Very little change in height from this point forward. Muscular, skeletal, cardio and respiratory functions are fully formed with capacity for heavier exercise or training loads.	Body finishes adolescent growth and development.
	Endurance	Foundations of endurance is established through sustained activity and play.	Continue to establish foundations of endurance through sustained activity and play. Add duration to activities and games. Manage duration of activity by introducing time-structured games and activities.	Develop aerobic conditioning with scheduled activities along with increased time spent in games and training	High duration, low intensity activities such as running, swimming, biking or hiking are incorporated into the training plan. Include team sports and multi plane activities such as soccer, basketball, ultimate frisbee, etc.	Develop understanding of the inverse relationship between volume and intensity. Maintain a sport specific and training endurance level.	Develop and/or maintain appropriate energy systems for success in discipline.
	Mobility	Explore activities and games that use a variety of body management, locomotory and object control skills.	Introduce and practice mobility exercises through unorganized play and some structured activities.	Introduce range of motion, mobility drills, general exercise preparation and coordination through semi structured play.	Incorporate daily flexibility training. Limit the loss of mobility, functional strength, balance and coordination during growth spurt through multi joint and whole body exercises.	Practice a variety of core stability exercises. Incorporate mobility training specific to the sport or discipline.	Incorporate varied and sport-specific core stability exercises.
	Strength	Explore whole body movements which encourage range-of-motion and exploration of movement options.	Continue with whole body activities and exercises. Introduce more targeted focus on specific body movements.	Implement structured body weight exercises with proper technique to develop overall strength.	Majority of time spent in movement, mobility, warm up and mechanics. Short duration (20 min) in structured strength and power movements. Light resistance work including bands, med balls, etc.	Practice safety and competence with free weight techniques. As technique is mastered, increase external loads with focus on whole body movements while addressing any imbalances.	Master Olympic lifts and supplemental lifting exercises. Utilize eccentric training for overload.
	Power	Fast movements developed by running, jumping and throwing.	Use fun playful activities to enhance body awareness, spatial awareness and object manipulation. Incorporate activities that develop quickness (0-10 sec bursts).	Appropriate volume and intensity of body-weight training. Use dynamic exercises and movements in multiple planes to enhance power movements.	Practice Olympic lifting technique with no weight. Target all major muscle groups with body weight exercises. Add light weights for biologically advanced athletes. Continue jumping exercises and introduce limited plyometric training.	Continue to incorporate full body movements while increasing volume in jumping, etc. Add duration to strength portion of the workout with continued emphasis on mobility, movement, mechanics and warm up.	Strength and Power programs become more planned and periodized. Workouts become more individualized. Still fun but purposeful in developing the needs of the individual athlete.
	Motor Skills	Create a foundation for agility, balance and coordination (ABC) through participation in multiple sports or physical activities.	Increase ABC through fluidity of movement and range-of-motion in simple activities.	Incorporate multi-plane movements that increase ABC and range of motion across all planes of movement. Begin to use focused exercises to target specific movements.	Limit the loss of flexibility, functional strength, balance and coordination during growth spurt. Use mobility training along with agility, balance and coordination through growth spurt.	Use sport specific exercises and more complicated ABC drills to enhance range of motion that target sport specific movements patterns.	Increase difficulty of balance drills for precision of motor control. Increase flexibility exercises consistent with specific demands of the sport.
	Nutrition, Hydration, Recovery	Well rounded nutrition is practiced by parents, child coaches and club.	Basic nutrition concepts are addressed by parents, child, coaches and club.	Athlete awareness increases about nutrition, and sleep becomes a component of training and physical fitness.	Athlete can identify nutritious from non-nutritious food in their diet, and begin to link nutrition with performance. Hydration is monitored.	Athlete utilizes and plans for a balanced diet to enhance performance. Keep a logbook of all training related activities such as hydration, diet, rest, recovery, sleep, and other factors that contribute to or diminish physical fitness.	Athlete uses diet planning to maximize training and recovery. Utilize physiologic measures and logbook diary to monitor training impulse. Respects ergogenic supplement limitations, and consequences of illegal drug violations.

Technical Domain

	General Focus	Active start - Learning and fun environments	Adventure stage - Skiing all terrain, exploring the mountain. Free play, guided free skiing and drills are an integral part of development.	Technical stage - Developing precision of basic skills while learning advanced techniques over a variety of terrain and features	Tactical Stage - Application of technical skills to mogul course specific tactics.	Technical and Tactical Stage - Refinement of application of technical skills to mogul course specific tactics.	Mastery and innovation stage - Mastery of technical and tactical skills to maximize competition performance. Innovative in discovery of new techniques and tactics.
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Elements	Athletic Stance and Balance	Is able to demonstrate an athletic stance in a static position.	Demonstrates an athletic stance perpendicular to the slope during skidded parallel turns in large, medium and short radius turns on beginner to expert groomed slopes.	Demonstrates athletic stance in large radius carved turns on easy terrain. Ability to maintain athletic stance in parallel turns with all turn shapes, terrain and snow conditions.	Demonstrates athletic stance in carved turns of all radius on easy terrain. Is proficient at maintaining athletic stance in the moguls.	Demonstrates ability to maintain and recover athletic stance in moguls, in top to bottom runs with jumps.	Mastery of athletic stance and dynamic balance. Excels at entering and exiting the jumps at high speed in a balanced, athletic stance.
	Rotary, Edging and Pressure	Learning basic movements on skis.	A variety of movements are learned such as wedging, side stepping, skating, herring bone, scissor step and parallel.	Learning to use knee and ankle angulation to edge the ski. Using weight transfer with knee and ankle flexion to pressure outside ski.	Ability to dictate line in natural moguls and turn on all facets of the mogul. Demonstrates sound rotary, edging & pressure techniques in mogul courses	Demonstrates strong rotary, edging and pressure skills to control speed in mogul courses and is proficient using this skill set on jump entries and exits.	Mastery of rotary, edging and pressure skills. Can easily adapt to all mogul course pitches, snow conditions, and mogul shape to optimize speed.
	Turn Shape and Technique	Learning to use long radius turns across the fall line to control speed.	Introduction to carving large radius turns. Understands large, medium and short radius turns. Can execute skidded parallel turns in large, medium and short turns.	Can execute linked, carved long radius turns on easy terrain, and is learning to carve medium & short radius turns on advanced terrain.	Ability to execute long, medium, and short radius turns on groomed terrain. Uses carving techniques in the moguls.	Executes carved turn shape in the moguls in which the ski contacts the mogul first followed by the feet. Tail of the ski follows path of the tip.	Mastery of carved turn shape in all mogul course pitches, conditions, and mogul shape.
	Absorption and Extension	Exploring range of motion by moving from a tall to a squatted position.	Learning the concepts of using absorption and extension to maintain ski to snow contact in a variety of terrain and snow conditions.	Demonstrates ability to use absorption and extension to maintain ski to snow contact in a variety of terrain and snow conditions. Is able to maintain athletic stance and ski to snow contact going straight through an absorption tank.	Competence using absorption and extension to maintain ski to snow contact in the moguls. Is able to maintain athletic stance and ski to snow contact while turning through an absorption tank.	Excels at maintaining an athletic stance using absorption and extension to maintain ski to snow contact in the moguls and variable terrain. Is able to make turns and pole plants through an absorption tank.	Mastery of absorption and extension technique in all mogul course pitches, conditions, and mogul shape.
	Upper/Lower Body Separation and Pole Plants		Beginning to use upper and lower body separation during initiation and execution of turns. Is learning to use pole plants in short radius turns.	Is able to use upper and lower body separation in all turn radii, and uses pole plants in short radius turns and in the moguls.	Upper/Lower body separation demonstrated by a quiet upper body in the moguls. Pole plants are placed on the backsides of moguls	Upper/Lower body separation demonstrated by a quiet upper body, arms, and hands. Shoulders, torso, and hips remain square to the fall line.	Mastery of upper/lower body separation demonstrated by quiet upper body, arms, and hands. Pole plants are rarely used for balance.
	Gymnastics	Learn gymnastics basics: front rolls, hand stands, cartwheels.	Refinement of basic body positions: splits, handstands, headstands, cartwheel, etc.	Good handstand, Round-off, Back walkover, Back handspring.	Good handstand, Round-off, Back walkover, Back handspring.	(aerials) U.S. Elite Air Level 2 routine. Standing back flip, back full, double full, double back.	
	Trampoline		Learning proper form through basic bounces, back drop, front drop, tuck, straddle, pike, 360.	Exploring inverted trampoline skills. Back flip in tuck, pike and straight position. Front flip in tuck, pike, straight position. Airplane 1/2 turns. Introduction of off-axis rotations.	Level 5-7 Tramp Routine.	Level 8-9 tramp routine.	
	Water Ramp						

	Mogul Aerials						
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Tactical Domain

Elements	Terrain	Have fun with skiing and gaining confidence on skis. Mileage around the mountain is maximized with an emphasis on fun, freeskiing with friends.	Tactics are learned through self-discovery by skiing around the mountain and adapting to different terrain. Respects and rides challenging terrain or difficult snow conditions.	Sound fundamental technical skills are in place. Skills for all freestyle sports are introduced. Athletes should be comfortable in all aspects of freestyle terrain.	Tactical stage-begin event specific technical and tactical skills. Maintain Technical skills through the growth spurt and refine tactical skills.	Specialize and refine technical and tactical skills to specific freestyle sports.	Mastery of technical and tactical skills based on the individual's freestyle discipline of choice. Consistency of training and progression of advanced skills will be mastered in a competition environment.
	Strategies	Milage is maximized for the time allowed with creative, fun, follow the leader (coach) type games. Coach should demonstrate sound technique at all times.	Respects and skis challenging or difficult snow conditions..	Fundamental inverted jumps are introduced and athletes should focus on form and consistency.	Begin to specialize but athlete should continue progressing in all freestyle disciplines.	Refine event specific technical and tactical skills (takeoffs, landings, stance, angulation, etc). Focus on qualification of sport specific jumps.	Mastery of technical and tactical skills based on the individual's Freestyle discipline of choice. Optimizes skiing and acrobatic ability. Qualification of sport specific jumps and competition skills are priority.
	Moguls		Emphasis is placed on skiing natural moguls. Fall line mogul skiing tactics introduced such as turning on the tops, cross rut, and cross trough.	Fall line skiing tactics are introduced in mogul courses with an emphasis on jump entries and exits.	Recognizes relationship between line, speed, and take-off to reach target zones on landings. Learning to read mogul course lines in order ski the path of least resistance.	Competent using the appropriate line, speed, and take-off to reach target zones on jump landings. Is adept at skiing the path of least resistance to maximize speed in mogul courses.	Mastery choosing the best line, appropriate speed, and take-off to maximize jump target zones. Mastery skiing the path of least resistance to maximize speed in mogul courses.
	Mogul Aerials						
	Competition Planning						Yearly training plan based on athlete yearly and multi-yearly goals.

Equipment Selection & Preparation Domain

	General Focus	Learn about function and variations between types of equipment.	Learn USSA rules for all equipment selection	Adhere to USSA rules for all equipment selection	Adhere to USSA rules for all equipment selection. Learn upcoming FIS rules.	Adhere to USSA and FIS rules for all equipment selection	Adhere to USSA and FIS rules for all equipment selection. Equipment testing including skis, boots, plates, bindings and poles is recommended to maximize performance
	Skis	Chest high with a variation based on height, weight and skill level	1 pair of skis for this age group. Nose height with a variation based on height, weight and skill level.	1 pair of mogul skis should suffice. No more than 85mm width under foot.	2 pairs of mogul skis.	2 Pair Mogul Skis, Optional Freeskiing skis based on skiing preferences.	2 Pair Moguls Skis, Optional Freeskiing skis based on skiing preferences.

Elements	Boots	Proper boot fit with soft even forward flex for ankle movement to facilitate a balanced, athletic stance	Proper boot fit with soft even forward flex for ankle movement to facilitate a balanced, athletic stance	Proper boot fit, flex and performance. Boot flexes and responds as it interacts with the ski. Performance considerations may include flex, cant, forward lean, ramp angle and foot beds.	Proper boot fit, flex and performance. Boot flexes and responds as it interacts with the ski. Performance considerations may include flex, cant, forward lean, ramp angle and foot beds.	Proper boot fit, flex and performance. Boot flexes and responds as it interacts with the ski. Performance considerations may include flex, cant, forward lean, ramp angle and foot beds.	Discipline specific boots may be necessary to maximize performance.
	Protection	Helmets required at all times.	Helmets required at all times.	Helmets required at all times.	Helmet required; back protection, impact shorts, and mouth guard recommended.	Helmet required; back protection, impact shorts, and mouth guard recommended.	Helmet required; back protection, impact shorts, and mouth guard recommended.
	Poles	Poles not necessary. May experiment with poles at the end of this phase	Poles are introduced. When gripping the pole beneath the basket, with the pole vertical and the grip on the ground, the angle between the forearm and upper arm should be between 110 and 90 degrees.	When gripping the pole beneath the basket, with the pole vertical and the grip on the ground, the angle between the forearm and upper arm should be between 110 and 90 degrees	When gripping the pole beneath the basket, with the pole vertical and the grip on the ground, the angle between the forearm and upper arm should be between 110 and 90 degrees.	When gripping the pole beneath the basket, with the pole vertical and the grip on the ground, the angle between the forearm and upper arm should be between 110 and 90 degrees.	When gripping the pole beneath the basket, with the pole vertical and the grip on the ground, the angle between the forearm and upper arm should be between 110 and 90 degrees.

Mental Training Domain

Elements	Goal Setting	Define what a goal is. Remember, sport related activities and experiences are designed for enjoyment. End sessions by summarizing tasks and activities accomplished.	Clarify how to set goals. Describe which sport related activities and experiences cause enjoyment. Collaborate with supportive individuals and groups who can help interpret and organize the goal setting process.	Identify the 'why' for sport participation and deconstruct into goals. Outline each factor linked to training and competition to identify controllables. Utilize reflection of past experiences to build awareness of effects on performance. Collaborate with individuals and groups that support and align with stated goals.	Examine the 'why' for participation and deconstruct into long term goals. Align and apply challenging process goals for factors linked to training and competition. Create a reflective practice to evaluate past experiences, refine process goals and compose routines. Collaborate with individuals and groups that support and align with stated goals.	Clearly understand and define the 'why' for sport participation. Set process and performance goals prior to seasonal activities. Use a reflective practice to assess and refine goals. Form support structures that effectively encourage and assist goal attainment strategies.	Demonstrate a clear purpose and systematic approach to setting and achieving challenging goals for all factors linked to training and competition. Engage a support network to help schedule and prioritize periodization plans.
	Team, Training & Competition	Engage with all team members to learn and model fair and generous behavior. Perform game play that facilitates enjoyment of the sport.	Engage with all team members to demonstrate fair and generous behavior. Perform training exercises that facilitate fun and skill acquisition. Perform in competitions to have fun, acquire skills, and to learn teamwork and sportsmanship.	Engage with and support team members who share similar motivations. Perform training exercises that facilitate overall skill development and goal achievement. Perform in competitions to further develop skills, engage with others and achieve process goals.	Engage with and support team members who share similar motivations. Perform training exercises that facilitate focused skill acquisition and goal achievement. Perform in competitions to demonstrate and distinguish skills in support of performance goals.	Collaborate with team members who share similar motivations and behaviors. Perform training exercises that facilitate mastery of skills. Perform in competitions to demonstrate the mastery of factors linked to goal achievement and performance outcomes.	Challenge team members to share a common motivation for high performance and support one another with training and competing to one's potential.
	Self-Talk	Model verbal cues that generate fun and fair play. Encourage games that highlight positive self talk and positive attitudes.	Describe which thoughts support confidence and motivation. Learn to use an internal dialogue that generates confidence and motivation.	Interpret recurring thoughts that arise during performance related experiences. Identify self talk patterns and their affect on attitude and intensity levels. Assign verbal cues and scripts that support sustained focus and/or a shift in focus.	Develop a supportive internal dialogue that generates confidence, motivation and grit to achieve goals. Use self talk to regulate intensity levels and maintain or shift focus	Continue to monitor and evaluate self talk during performance related experiences. Incorporate self talk into routines and process goals.	Master use of self talk strategies to meet the demands of the moment.
	Mental Imagery	Recall past activities that fostered enjoyment and successful performance of skills.	Visualize the sport environment and how to perform sport related skills. Visualize how to perform training exercises, and in competition, before executing	Identify the benefits of mental imagery. Imagine past successes and future achievements that generate confidence, motivation and grit to achieve goals.	Imagine past performance related experiences to evaluate cause/effect. Use imagery to generate confidence, motivation and grit to achieve goals. Imagine future scenarios to effectively plan and prepare for training and competition.	Continue to develop imagery skills. Master use of imagery for training purposes and pre-performance routines.	Master use of imagery to meet performance needs in all situations.

	Intensity	Learn to take a deep breath before attempting a specific skill, activity or exercise.	Identify when intensity levels increase. Practice taking deep breaths to regulate increased levels of intensity.	Evaluate intensity levels during past performance related experiences to determine causality and effectiveness. Perform mindful breathing techniques and engage in supportive self talk to either increase or decrease intensity levels to maximize performance output.	Continue to develop mindful breathing skills and integrate with supportive self talk. Adjust habits and routines to generate effective intensity levels.	Establish breath control and generate consistency of intensity levels during performance related experiences.	Master all techniques for managing intensity levels to meet the demands of the moment in all situations.
	Focus	Learn attentive body language and non-verbal cues to focus attention on a specific skill, activity or exercise.	Practice body language and non-verbal cues to increase sustained focus during training sessions.	Learn mindful practices to strengthen the ability to focus, refocus and shift attention on demand. Formulate cues that support adherence to goals and focusing on the right thing at the right time	Determine where focused attention should be at any given time for all factors linked to training and competition. Continue to develop mindfulness to strengthen the ability to focus, refocus and shift attention on demand. Formulate cues that support routines, process goals and focusing on the right thing at the right time	Continue to evaluate where focused attention should be at any given time to support process goals. Incorporate mindful practices into daily routines in and away from training and competition	Demonstrate a mindful awareness and engagement to focus on the present moment to meet performance demands in all situations.

Competition Domain

Elements	General Focus	Love the sport for Fun	Compete for fun	Compete for skill development	Compete for skill acquisition	Compete for skill mastery	Compete to Win
	Competitions		Fun, local competitions	4-6 Regional Competitions	6-14 Regional Competitions	10-18 Regional and National Competitions	12 - 24 Regional, National and International competitions
	Train to Event Ratio		Council and league team competition: Athlete can participate in local freestyle junior/development or B circuit events.	1 competition for every 8-10 training days.	1 competition for every 6 training days	1 competition for every 5 training days.	1 competition for every 4 training days.