

**FIDAL
CENTRO
STUDI &
RICERCHE**



FEDERAZIONE ITALIANA
DI ATLETICA LEGGERA

Comitato Regionale TOSCANA

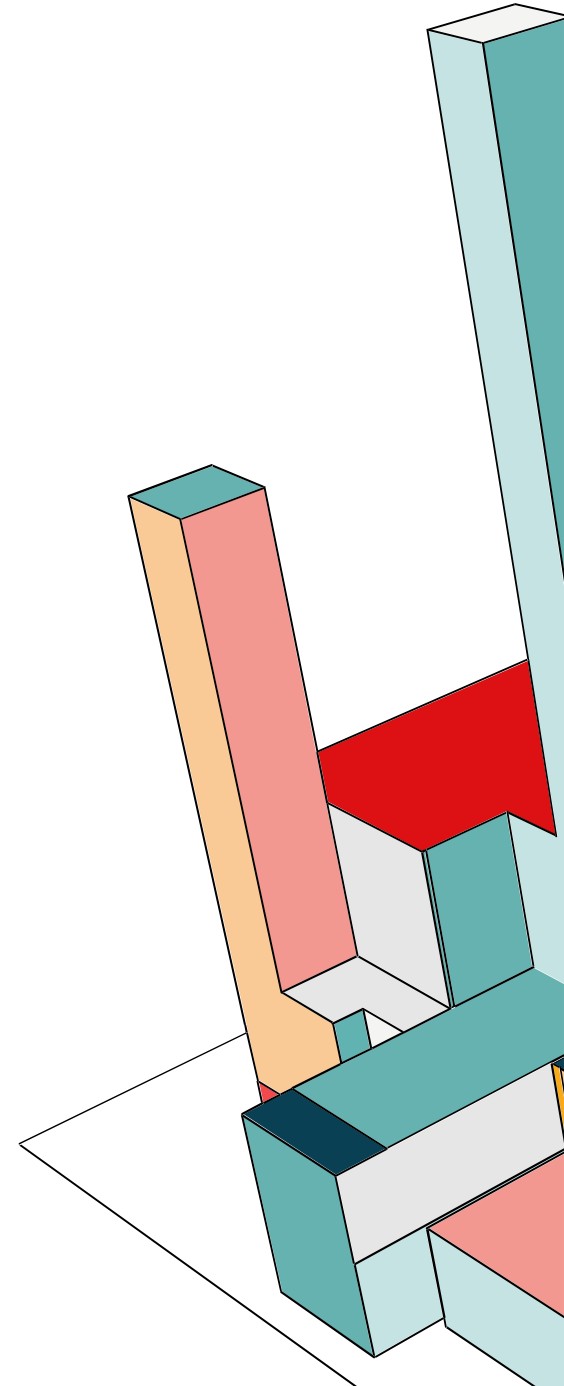
“AVVIAMENTO ALLA CORSA LINEE GUIDA PER L’ALLENATORE GIOVANILE”



**Associazione Italiana Tecnici
di Atletica Leggera**

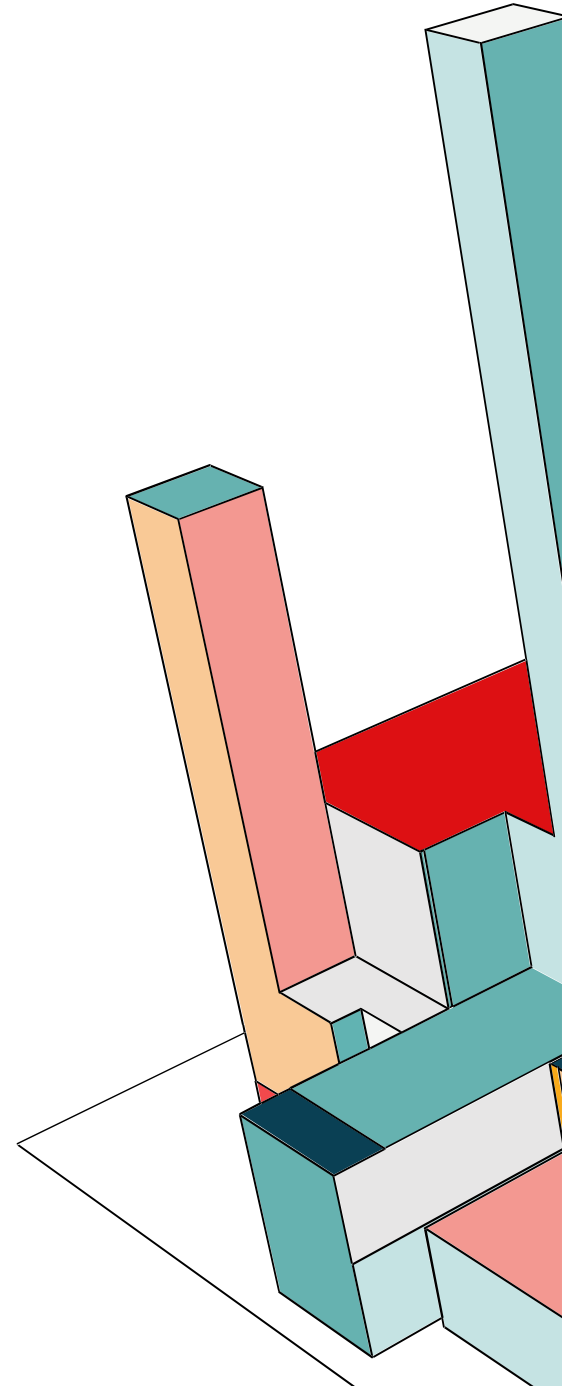
CHI SONO

- DT Giovanile Sisport
 - Marello - Vizzoni - Coslovich
 - Crabolu - Zamperin
 - Binotti - Gaudino
- PhD Fisiopatologia Medica
 - Statistica, ricerca e analisi dati sull'apprendimento in Medicina tramite la Simulazione Medica Avanzata
- Piccolo-Scrittore
 - Riordinare le proprie idee



AGENDA

- Sondaggino
- La teoria fa sempre bene
- Linee guida basate sull'evidenza
- Linee Guida Pratiche





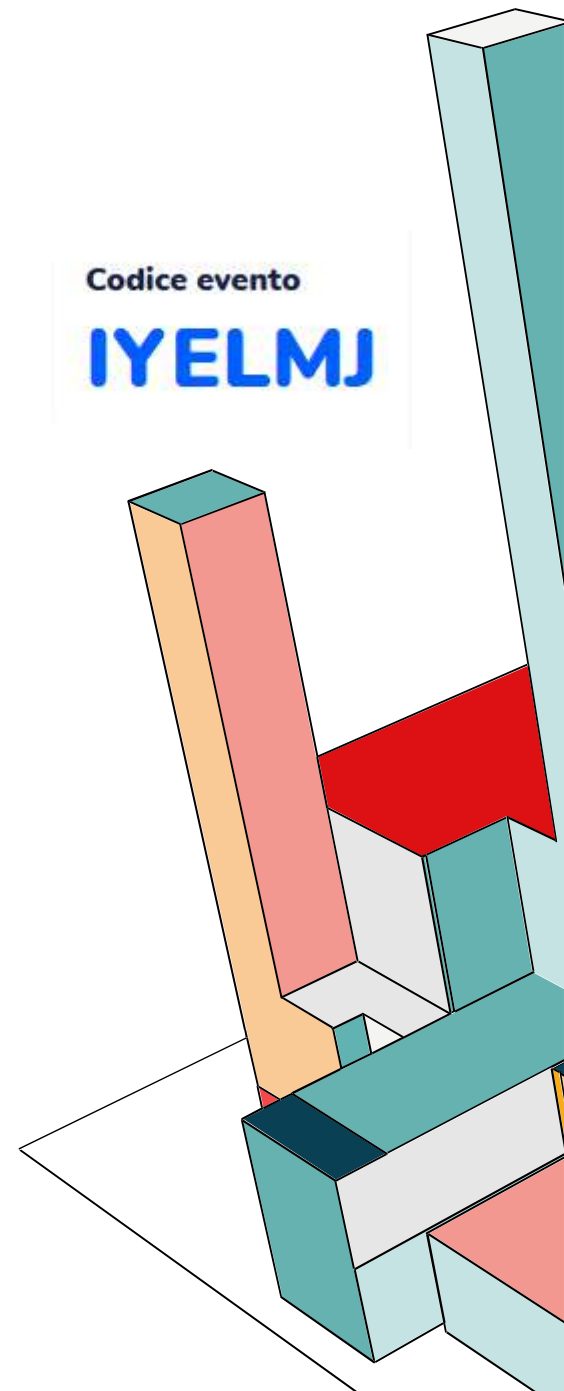
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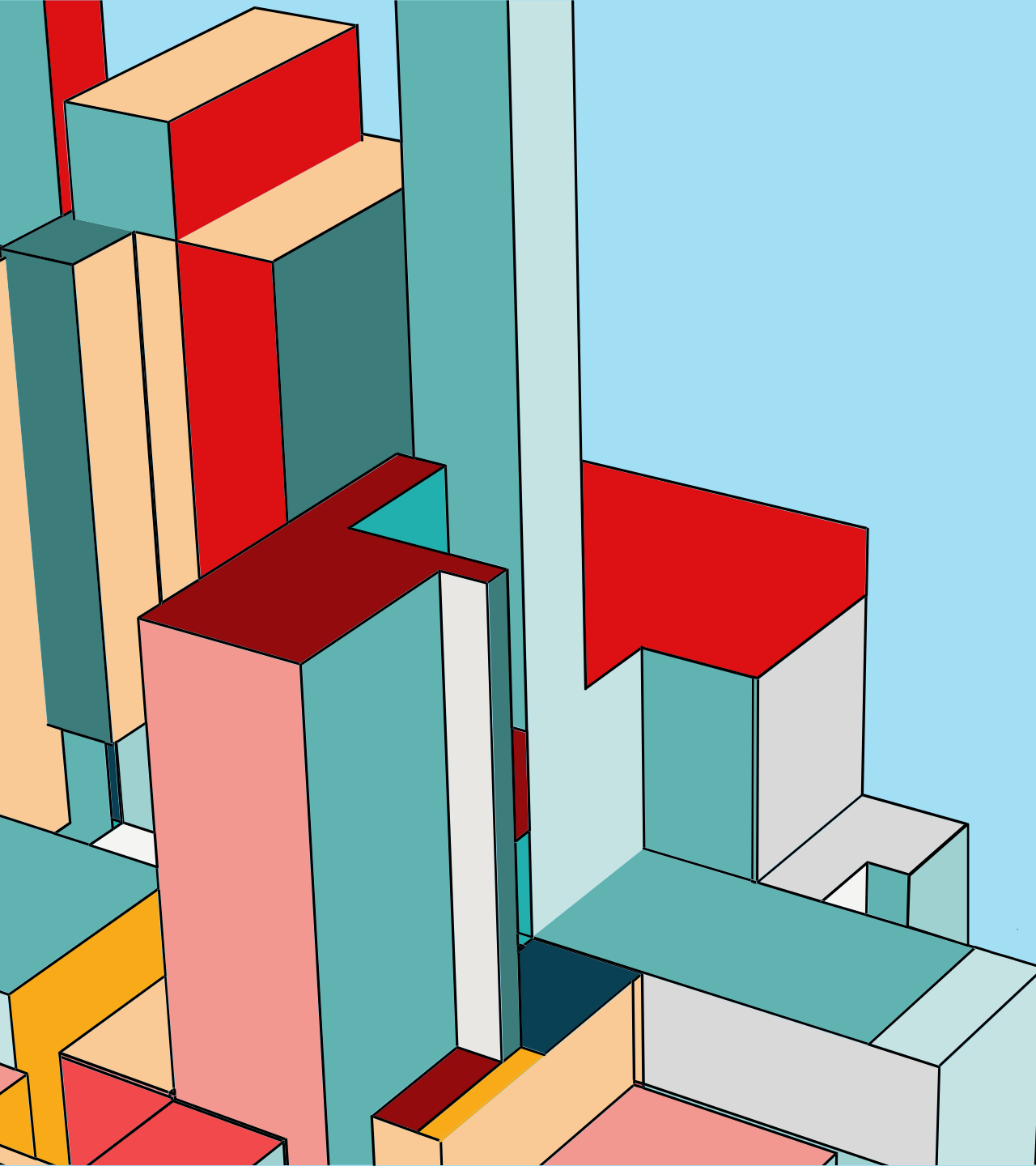
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Immettere il codice dell'evento nel banner superiore

Codice evento

IYELMJ





**LA TEORIA FA
SEMPRE BENE**



OPEN ACCESS

EDITED BY
Kylie Moulds,
University of Canberra, Australia

REVIEWED BY
Gines David López García,
University of Almeria, Spain
Matthieu Stioui,
Faculté des Sciences du Sport, Université de
Strasbourg, France

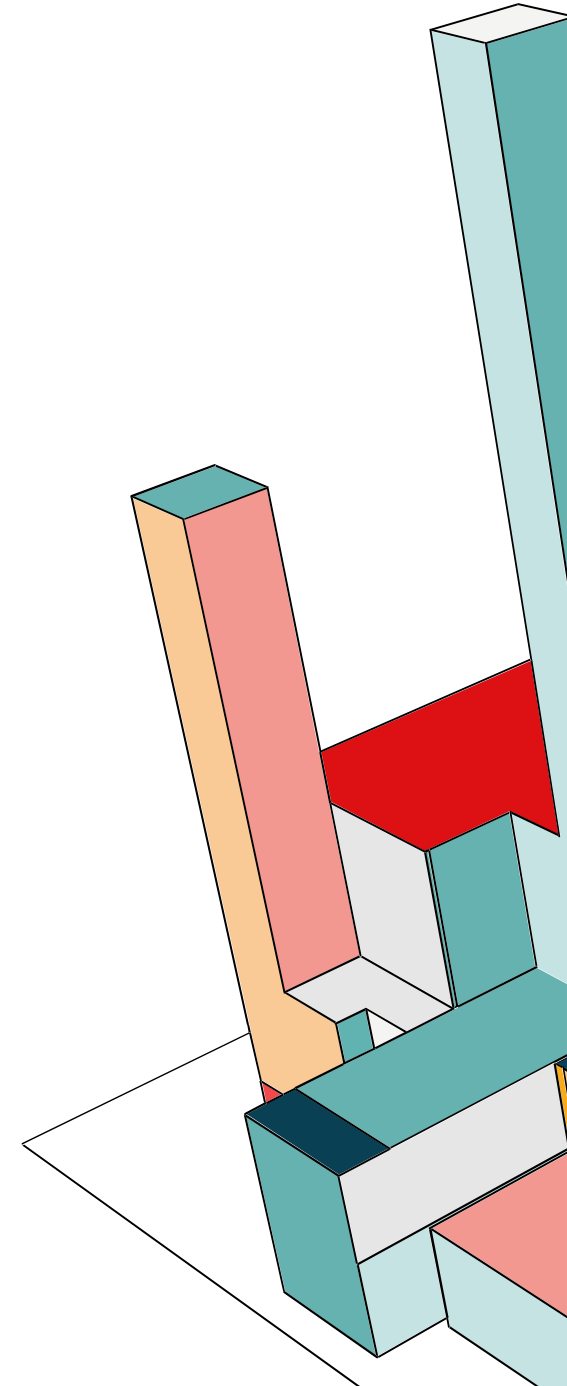
*CORRESPONDENCE
Long Cheng
✉ cheng@henu.edu.cn

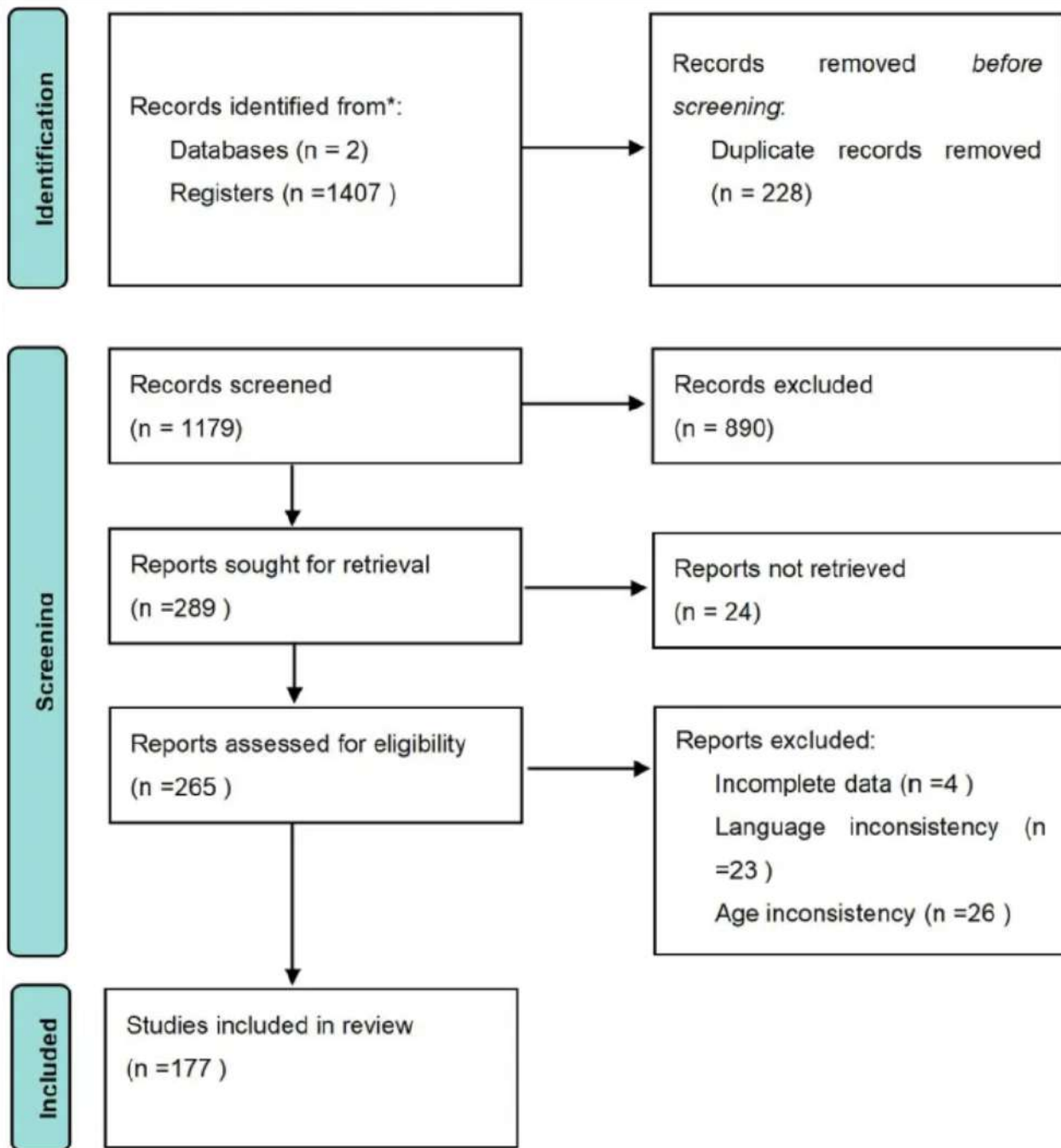
A systematic review and meta-analysis of motivational climate and youth sport outcomes: examining a hierarchical effects model

Yimeng Gu and Long Cheng*

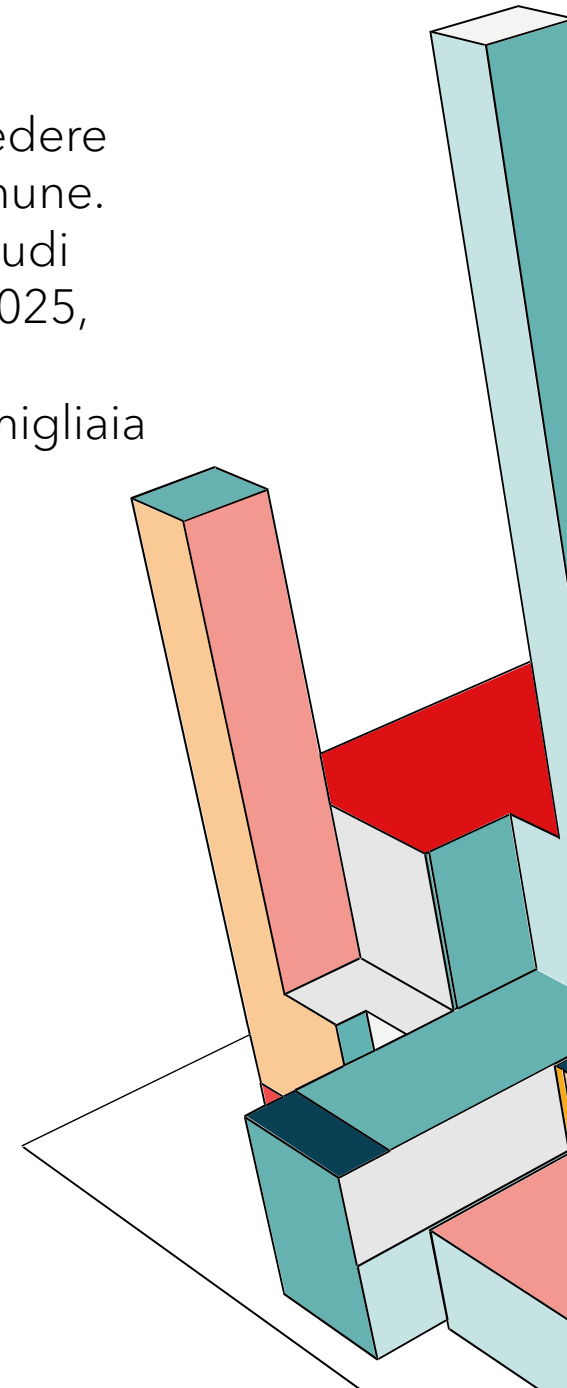
School of Wushu, Henan University, Kaifeng, China

Quando un allenatore lavora con dei giovani atleti,
cosa influenza davvero il loro sviluppo?



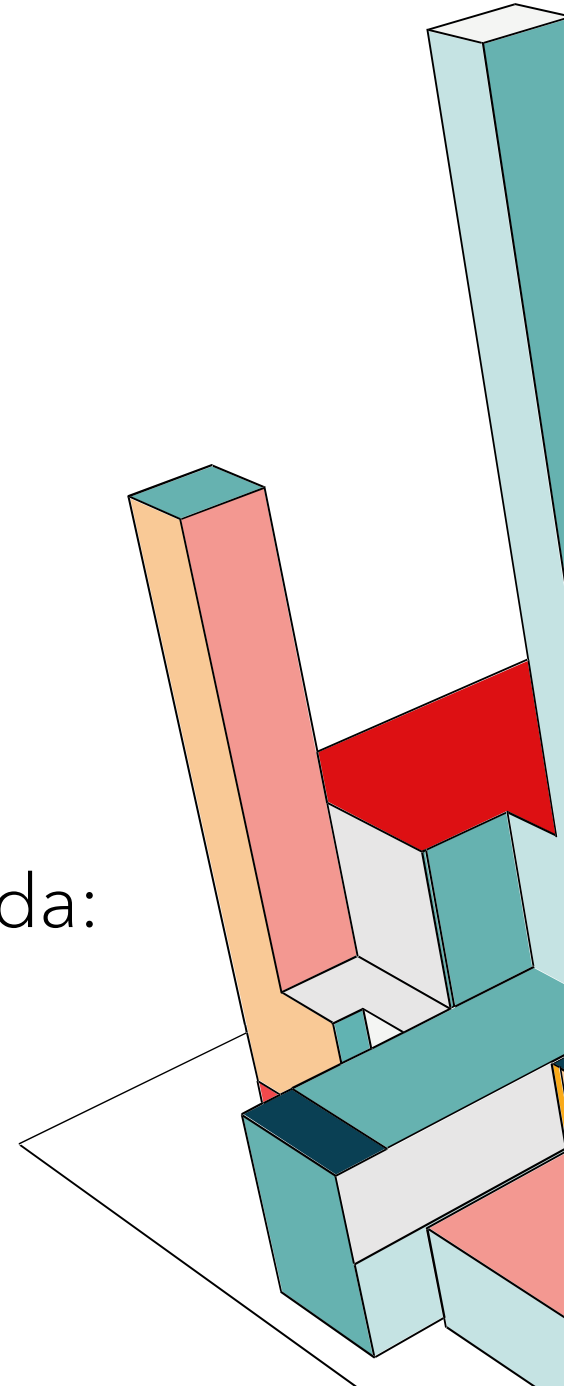


1. Riunisce i risultati di molte ricerche precedenti per vedere se emerge un pattern comune.
2. Sono stati analizzati 177 studi pubblicati tra il 2015 e il 2025, con 334 effetti statistici provenienti da decine di migliaia di giovani praticanti sport.



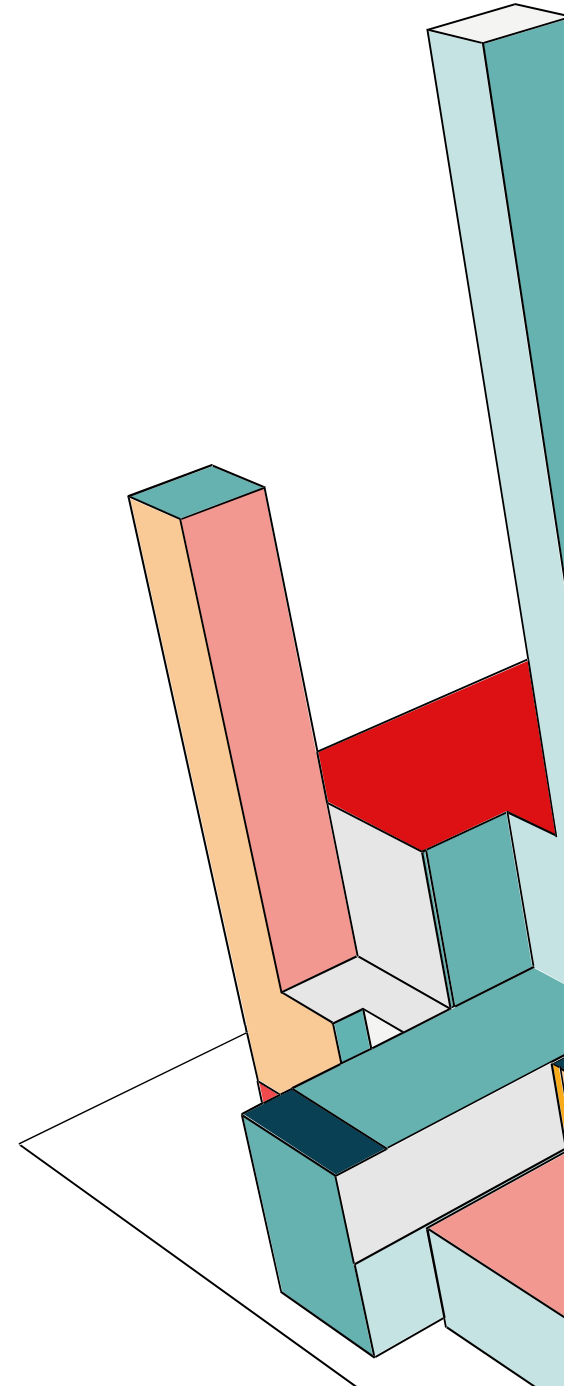
CRITERI DI INCLUSIONE

- Partecipanti: bambini, adolescenti o giovani adulti coinvolti in sport o educazione fisica.
- Variabile indipendente: lo studio doveva misurare motivational climate o ambienti motivazionali creati da: allenatori insegnanti istruttori.



CRITERI DI INCLUSIONE

- Outcome: lo studio doveva analizzare almeno uno dei seguenti esiti:
 - cognitivi (es. motivazione, percezione di competenza)
 - emotivi (es. benessere, divertimento)
 - comportamentali (es. partecipazione, impegno)
 - performance sportiva.



Base teorica

Achievement Goal Theory (Nicholls).

Dimensioni principali:

Task-oriented climate

Il successo è definito come **miglioramento personale**

- enfasi sull'impegno
- apprendimento dagli errori
- cooperazione tra compagni

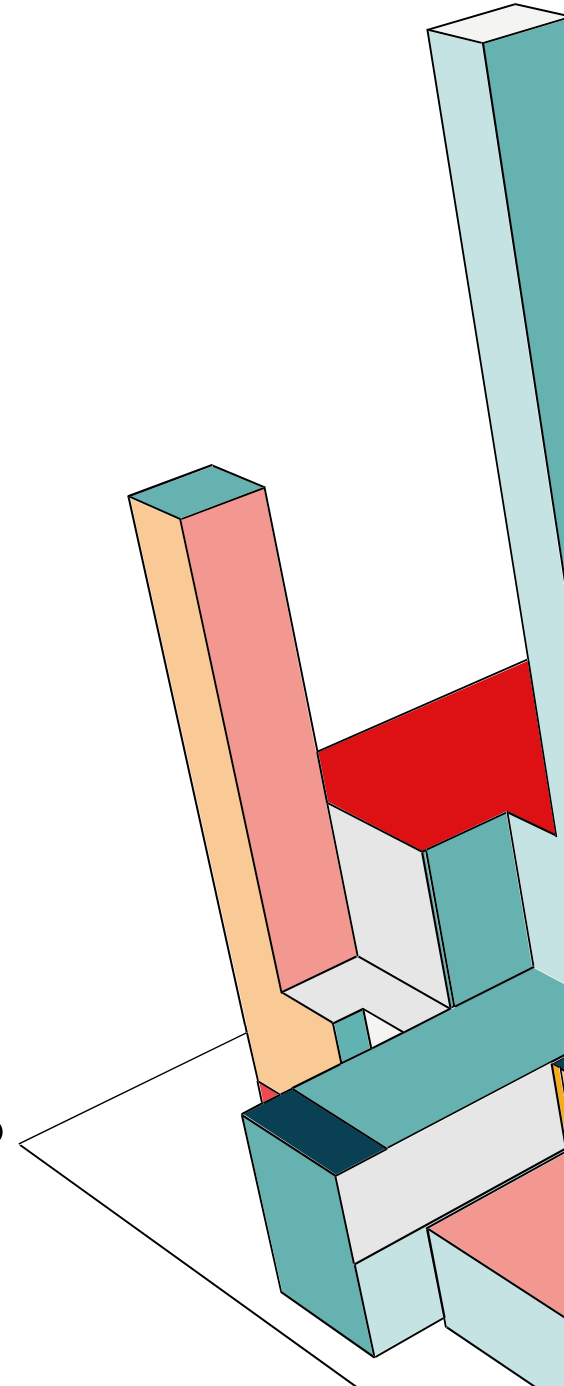
Ego-oriented climate

Il successo è definito come **essere migliori degli altri**

- confronto tra atleti
- attenzione al risultato
- maggiore attenzione ai più bravi

Misurazione

Gli atleti rispondono a item su scala Likert (es. 1-5) che descrivono il comportamento dell'allenatore.



**NELLE CATEGORIE
GIOVANILI SI PENSA
AL TIPO DI
ALLENAMENTO**

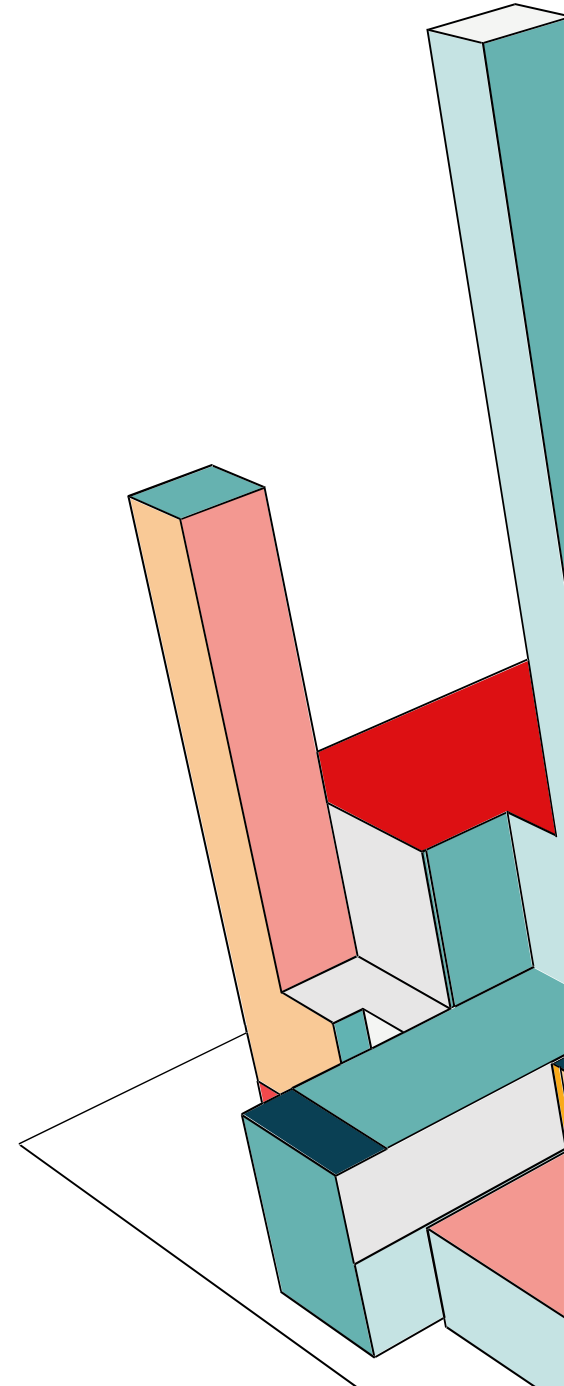


**C'È UN ALTRO
ELEMENTO MOLTO
POTENTE: IL CLIMA
MOTIVAZIONALE
CREATO
DALL'ALLENATORE.**



Il risultato principale è che il clima creato da allenatori e insegnanti ha un effetto positivo significativo sugli esiti dello sport giovanile. L'effetto medio osservato è di circa $r = 0.31$

Tradotto: il modo in cui alleni e gestisci il gruppo non è un dettaglio – influenza davvero motivazione, partecipazione e crescita degli atleti.”



Effetto Cascata

L'effetto è più forte su:

- **motivazione e processi cognitivi** ($r \approx 0.42$)
- **benessere emotivo** ($r \approx 0.27$)

Diventa più moderato su:

- **comportamenti sportivi e partecipazione** ($r \approx 0.26$)

E diventa più debole su:

- **performance e risultati sportivi** ($r \approx 0.19$).

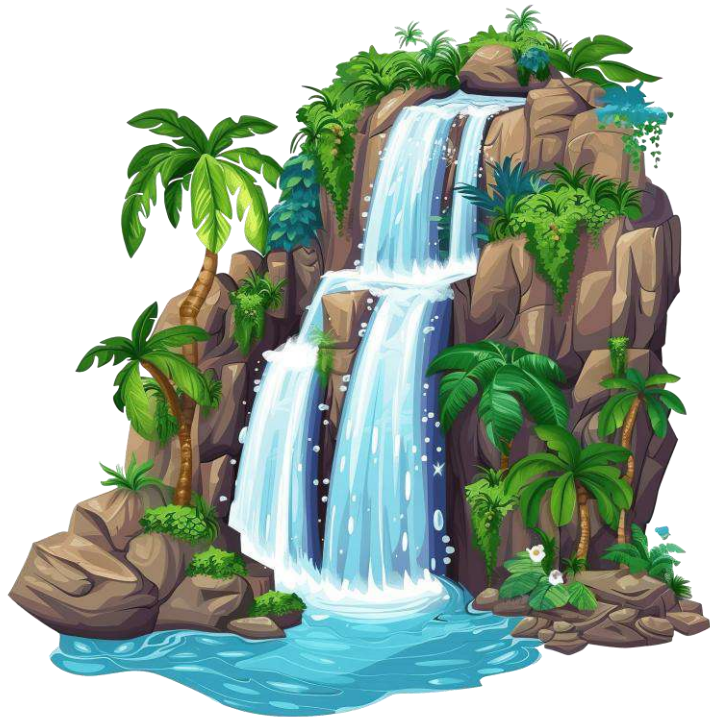
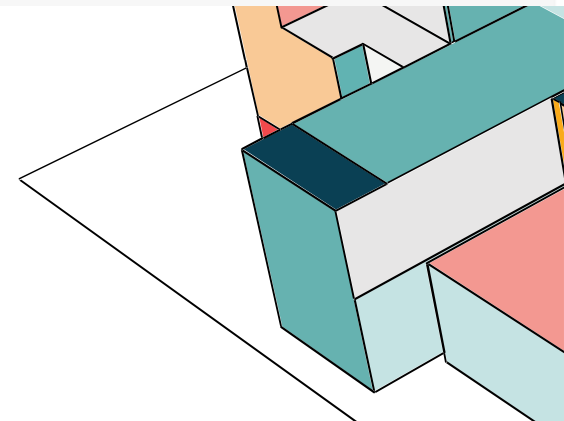


Table 2

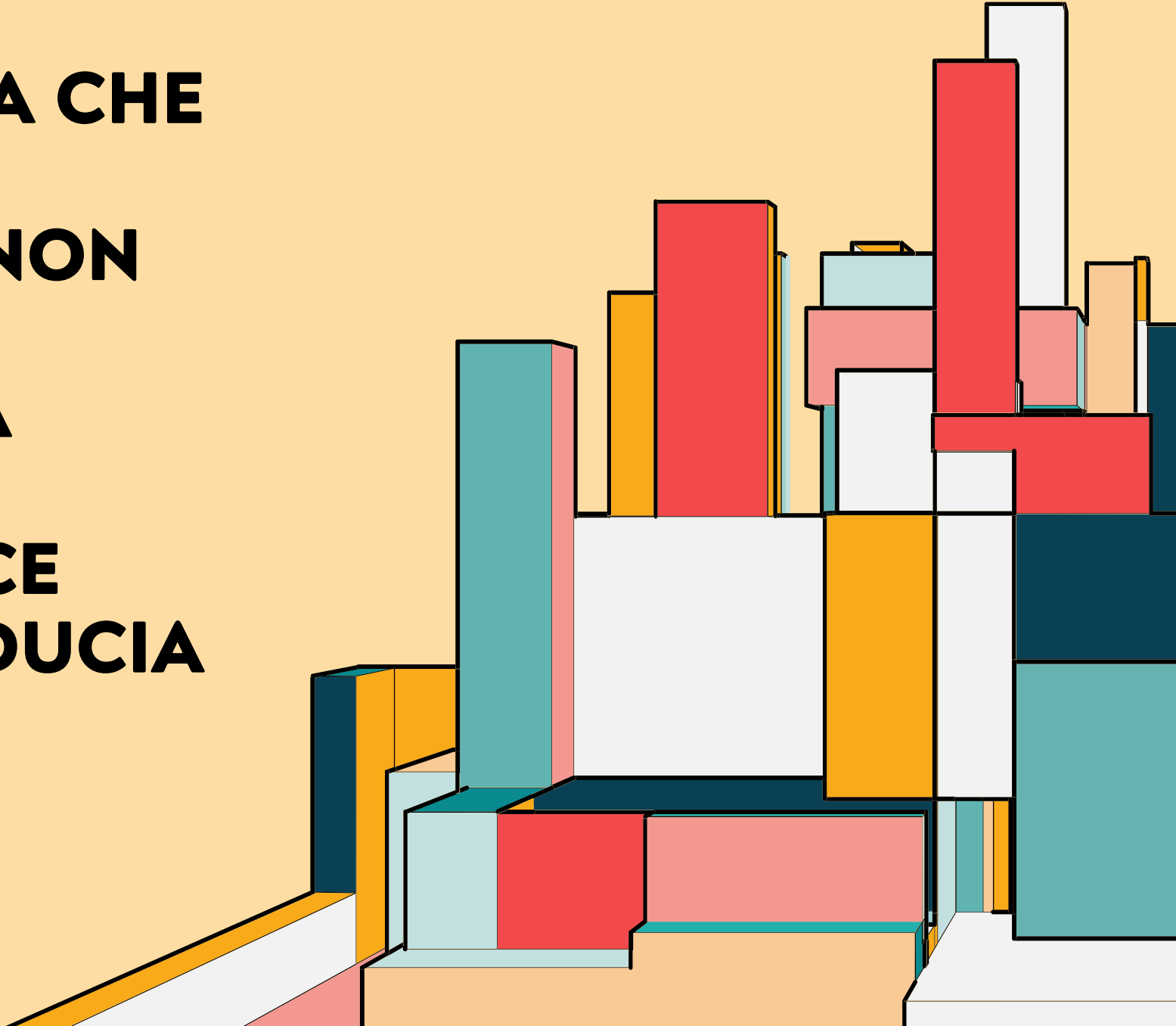


Subgroup (dependent variable)	Number of studies	Average effect size (r)	95% confidence intervals (CI)	Interpretation of results
Motivation and cognition	62	0.42	[0.37, 0.52]	High strength
Emotion and Wellbeing	54	0.27	[0.20, 0.34]	Moderate
Behavioral and engagement	58	0.26	[0.19, 0.33]	Medium to weak
Performance and health	24	0.19	[0.07, 0.30]	Weak strength

Subgroup analysis of dependent variables.



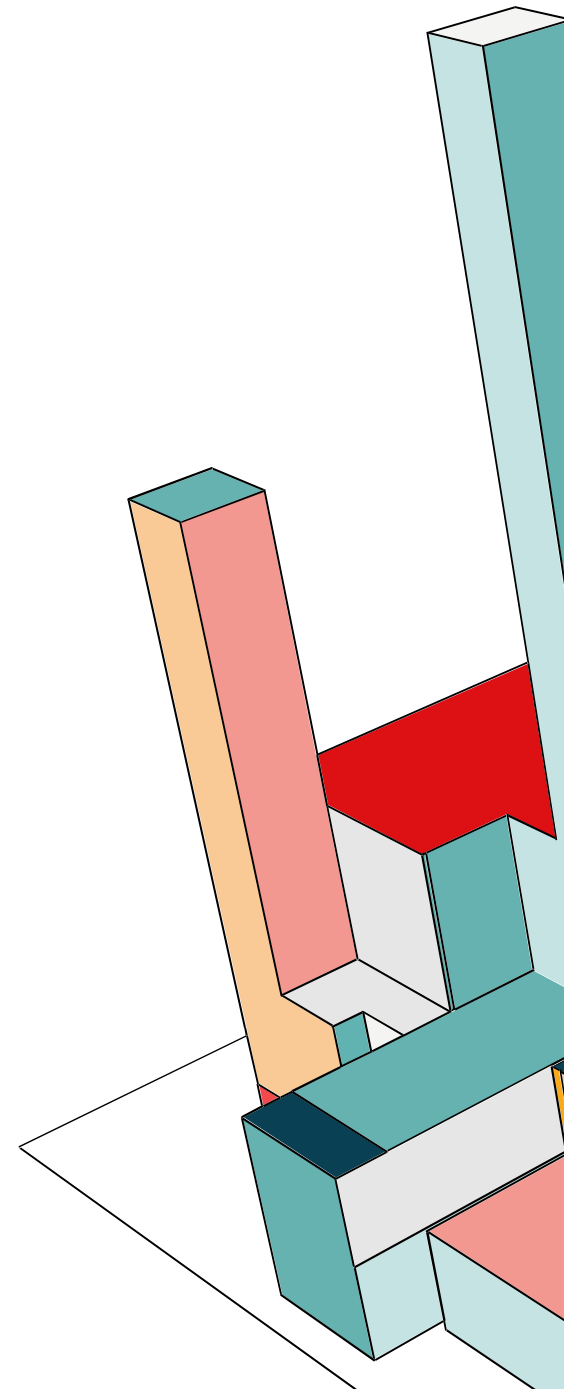
**QUESTO SIGNIFICA CHE
IL CLIMA
MOTIVAZIONALE NON
MIGLIORA
DIRETTAMENTE LA
PERFORMANCE.
PRIMA COSTRUISCE
MOTIVAZIONE, FIDUCIA
E PERCEZIONE DI
COMPETENZA.**



Per un allenatore questo ha un significato molto concreto:
se vogliamo migliorare la performance dei GIOVANI atleti, **non possiamo partire subito performance.**

Significa che:

1. prima costruisce motivazione, fiducia e piacere per l'attività
2. queste portano a più impegno negli allenamenti
3. e solo dopo arrivano i miglioramenti sportivi



ALCUNE CITAZIONI RICORRENTI DI CHI NON USA QUESTIONARI

Clima che funziona

"Vado ad allenamento perché mi piace stare con la squadra."

"Se uno fa fatica, gli altri lo aiutano."

"Quando mi alleno con i miei compagni mi viene voglia di fare di più."

"Se lo fanno tutti lo faccio anch'io." (*effetto positivo del gruppo*)

"Vado in gara perché c'è la mia amica e compagna di allenamento."

"Se sbaglio qualcuno mi spiega cosa fare meglio."

Clima che non funziona

"Vengo solo perché devo."

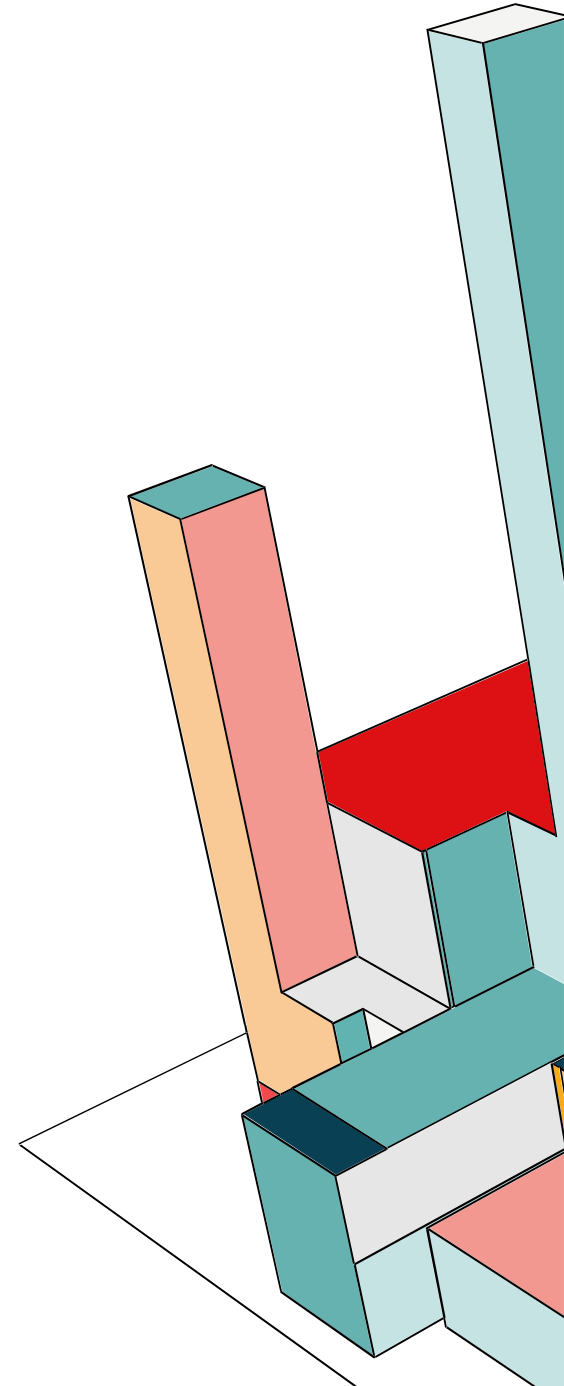
"Se sbagli ti prendono in giro."

"Qui conta solo chi arriva primo."

"Se non sono tra i migliori non vale la pena provarci."

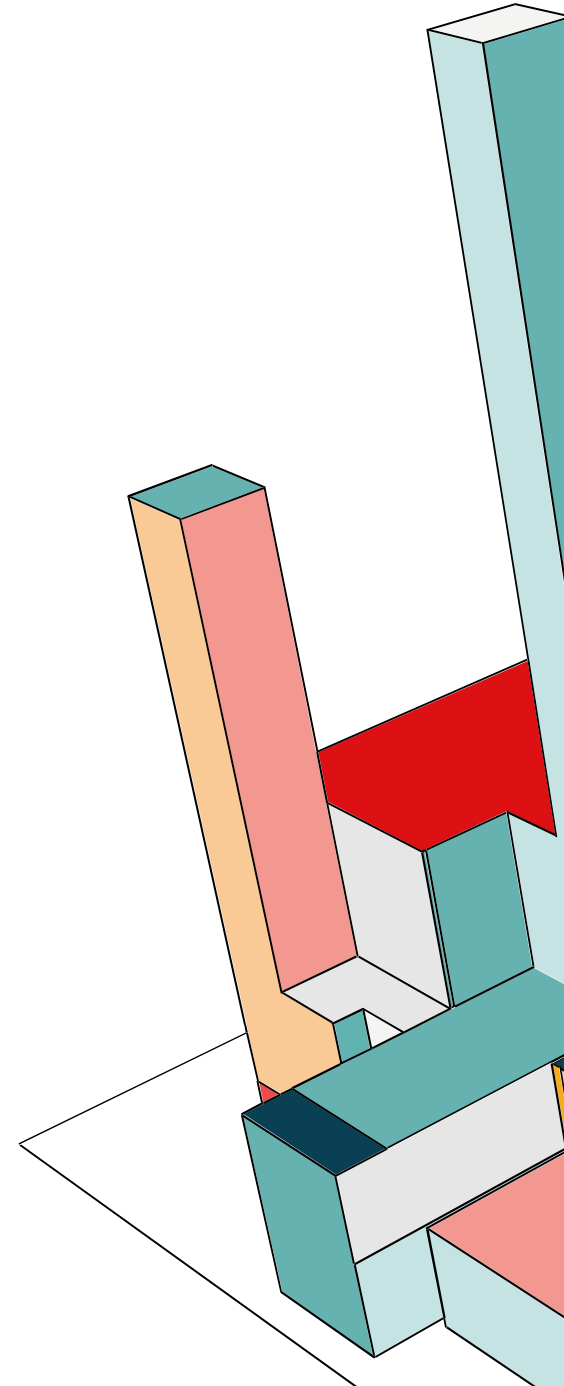
"Se non vinco ho deluso l'allenatore."

"Quando sbaglio mi sento giudicato."

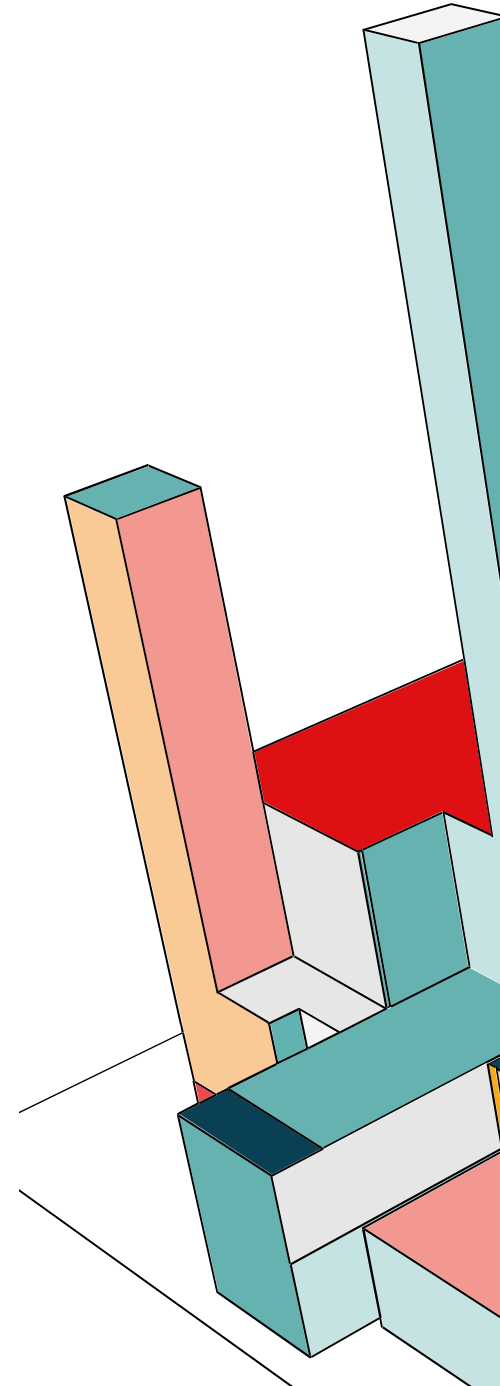
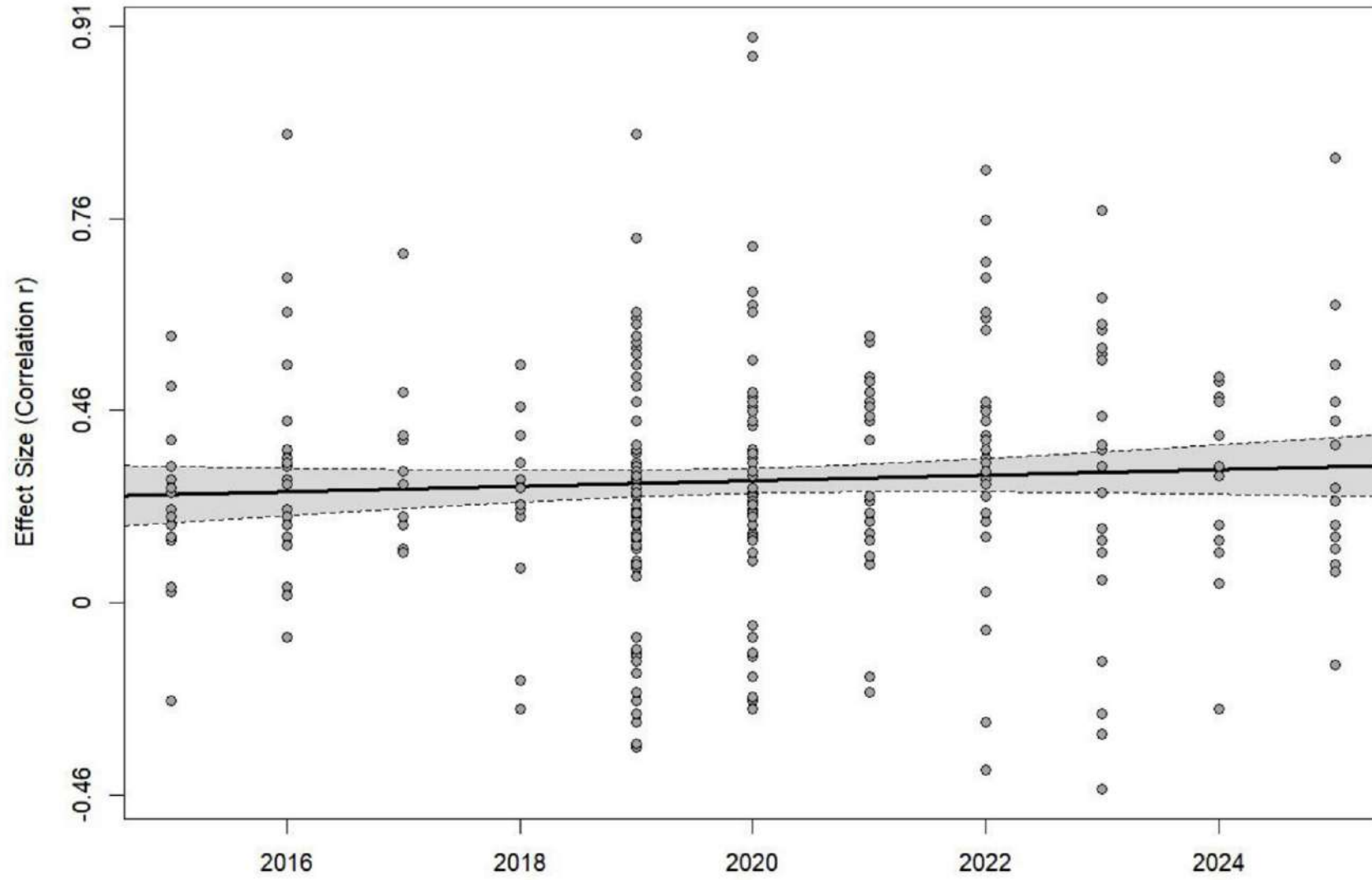


I climi più efficaci sono quelli che:

- supportano l'autonomia - (secondo te cosa hai sbagliato? / proporre degli autoriscaldamenti a gruppo supervisionati)
- enfatizzano il miglioramento personale - (senza guardare i risultati degli altri oggi quali miglioramenti hai fatto?)
- creano relazioni positive nel gruppo.



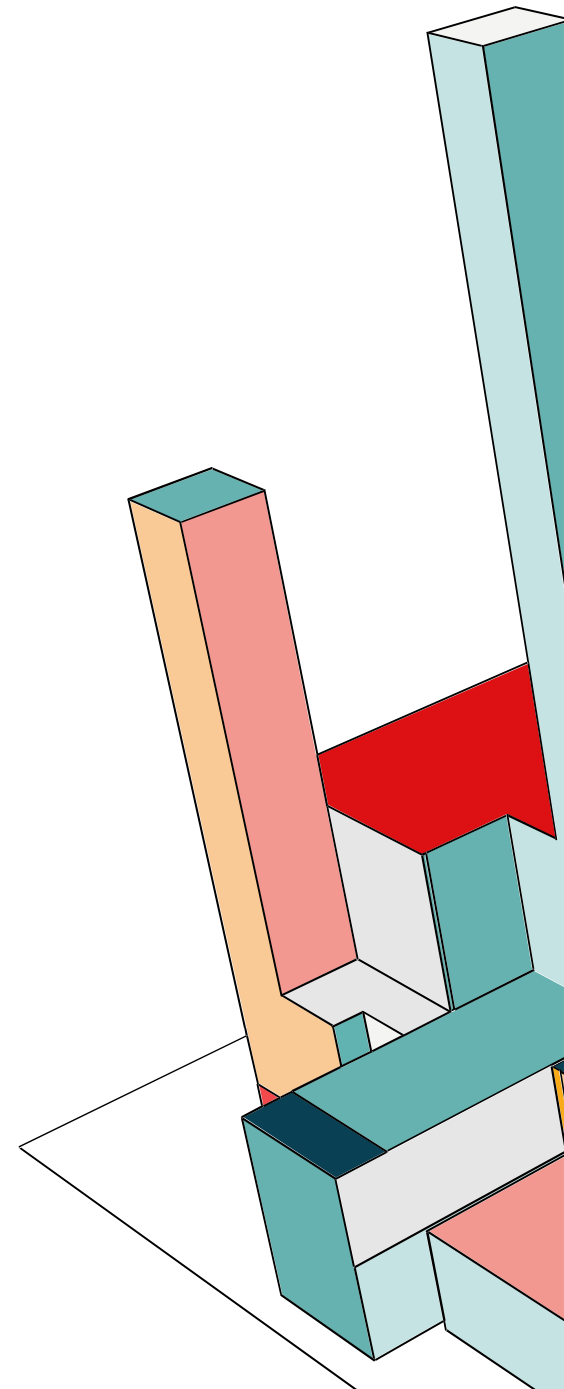
Moderating Effect of Publication Year on Motivational Climate Effect Sizes

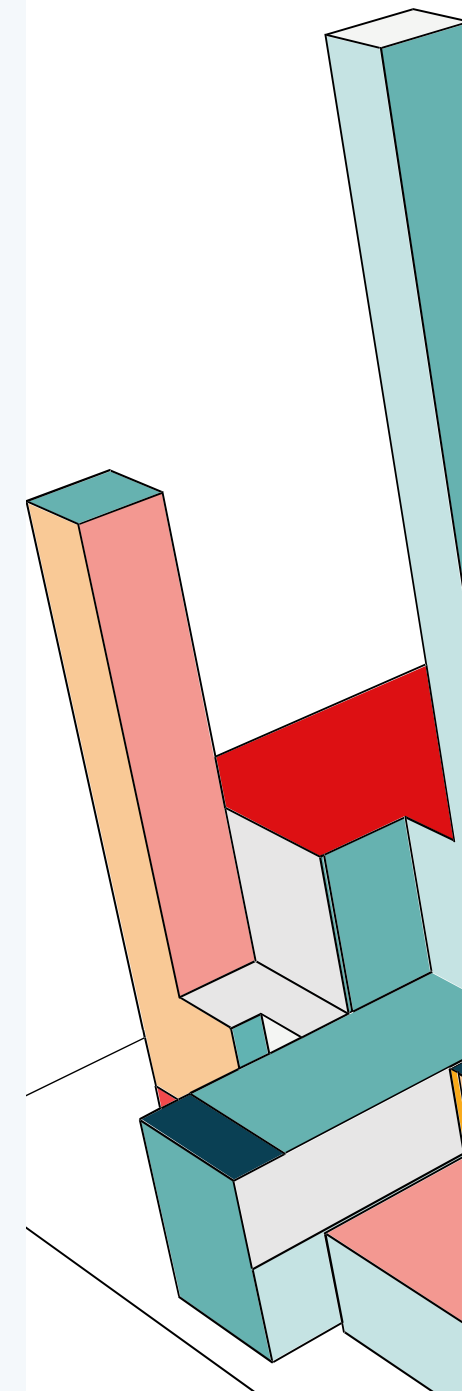


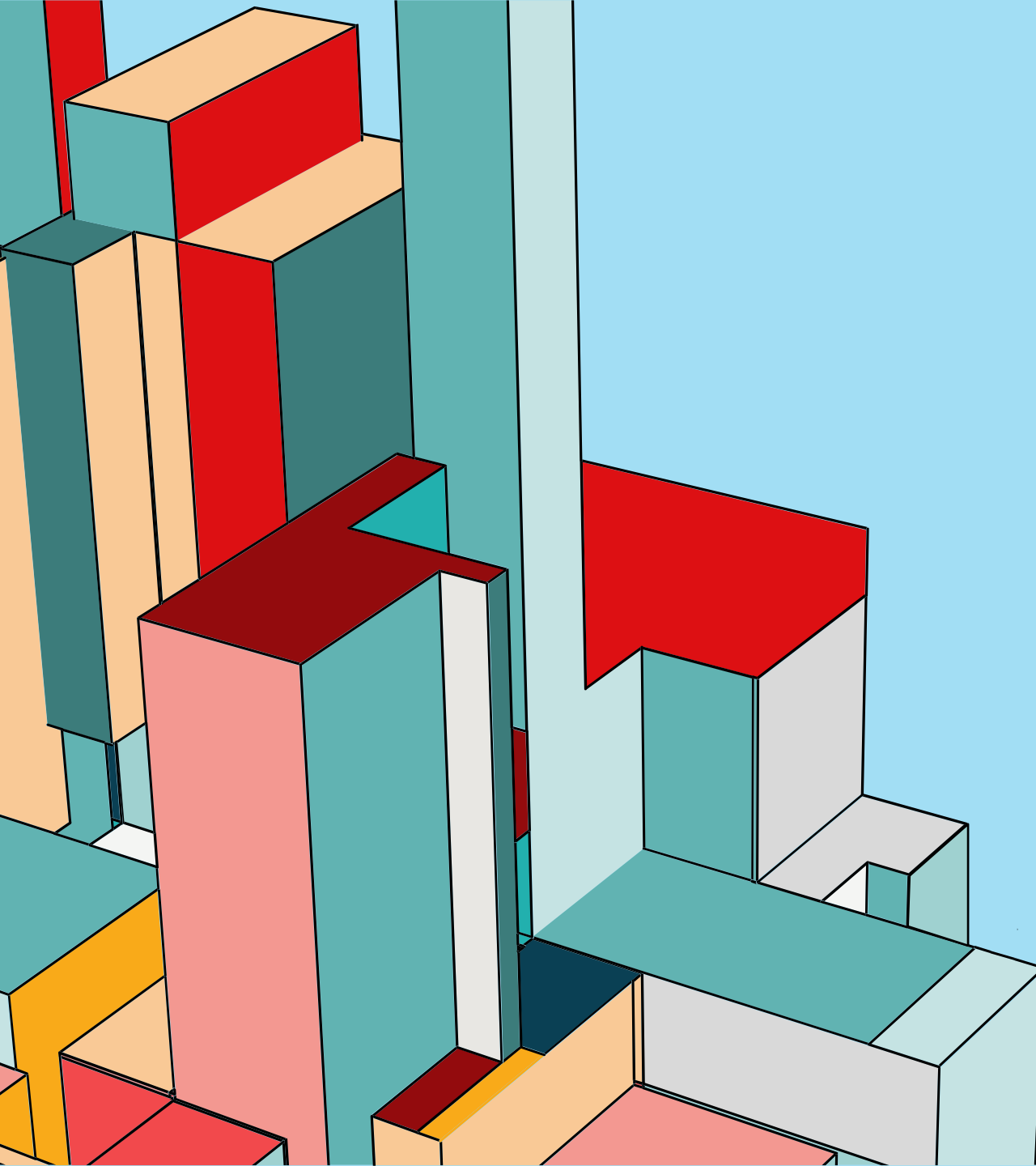
COSA FATE VOI PER CREARE IL VOSTRO CLIMA MOTIVAZIONALE?



@ Copiare il link di partecipazione









**IL PRIMO
ALLENAMENTO
DELLA CORSA
NON È IL GIRO DI
PISTA: È IL GIOCO.**

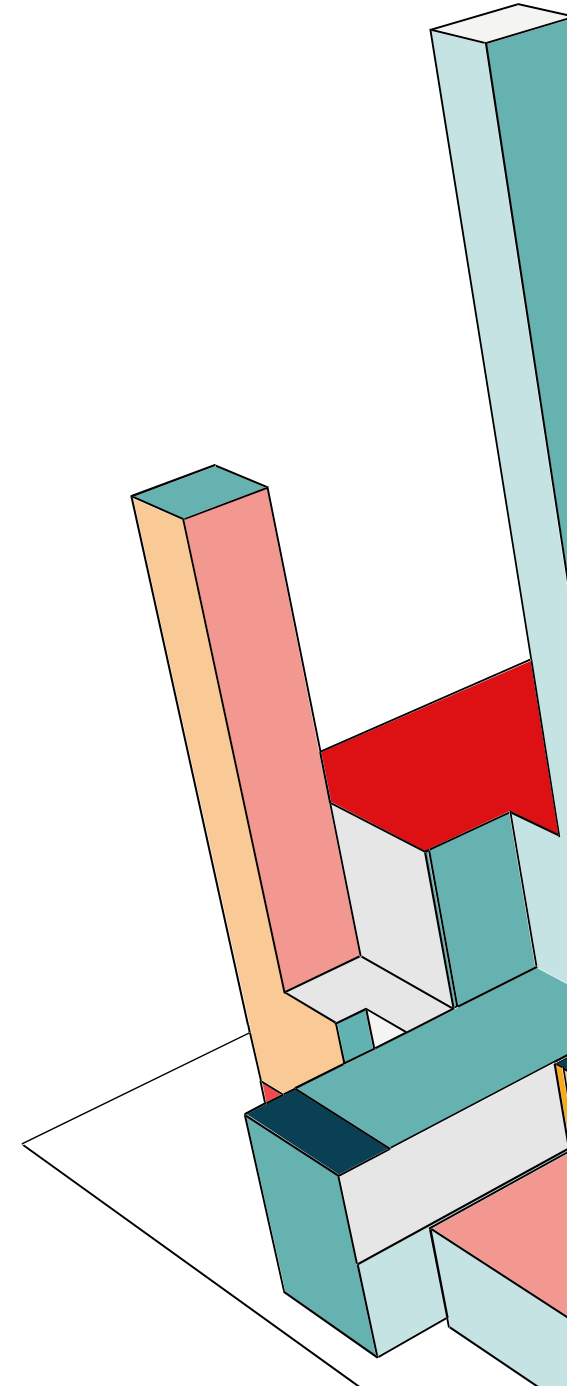
IL RUOLO DEL GIOCO LIBERO NELL'AVVIAMENTO ALLA CORSA

Consensus statement

Youth running consensus statement: minimising risk of injury and illness in youth runners

Brian J Krabak ¹, William O Roberts ², Adam S Tenforde,³
Kathryn E Ackerman ⁴, Paolo Emilio Adami ⁵, Aaron L Baggish,⁶
Michelle Barrack,⁷ John Cianca,⁸ Irene Davis,⁹ Pierre D'Hemecourt,⁴
Michael Fredericson,¹⁰ Joshua T Goldman ¹¹, Mark A Harrast,¹
Bryan C Heiderscheit,¹² Karsten Hollander ¹³, Emily Kraus ¹⁴, Anthony Luke,¹⁵
Emily Miller,¹¹ Melissa Moyer,¹⁶ Mitchell J Rauh,¹⁷ Brett G Toresdahl,¹⁸
Meagan M Wasfy⁶

Br J Sports Med: first published as 10.1136
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QUESTO ARTICOLO NON È UNA META-ANALYSIS, MA UN CONSENSUS STATEMENT BASATO SU REVISIONE SISTEMATICA DELLA LETTERATURA E DISCUSSIONE DI ESPERTI.

1 popolazione

youth runners

età ≤ 18 anni.

Gli autori distinguono due gruppi:

preadolescenti → ≤12 anni

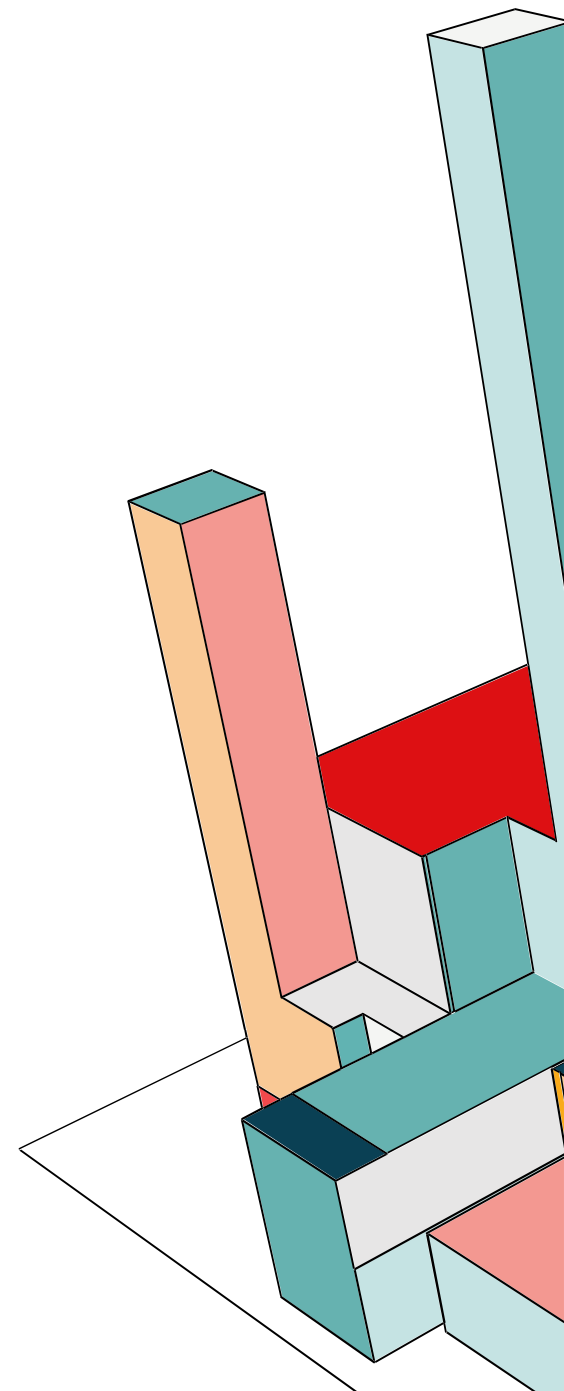
adolescenti → 13-18 anni.

Gli studi dovevano riguardare running come sport principale, ad esempio: track & field, cross-country, road running, trail running.

3 outcome studiati

Gli studi dovevano analizzare almeno uno dei seguenti aspetti:

1. fattori di rischio di **infortunio**
2. fattori di rischio di **malattia**
3. fattori che influenzano la **salute a lungo termine**
4. aspetti di **training o partecipazione alla corsa.**



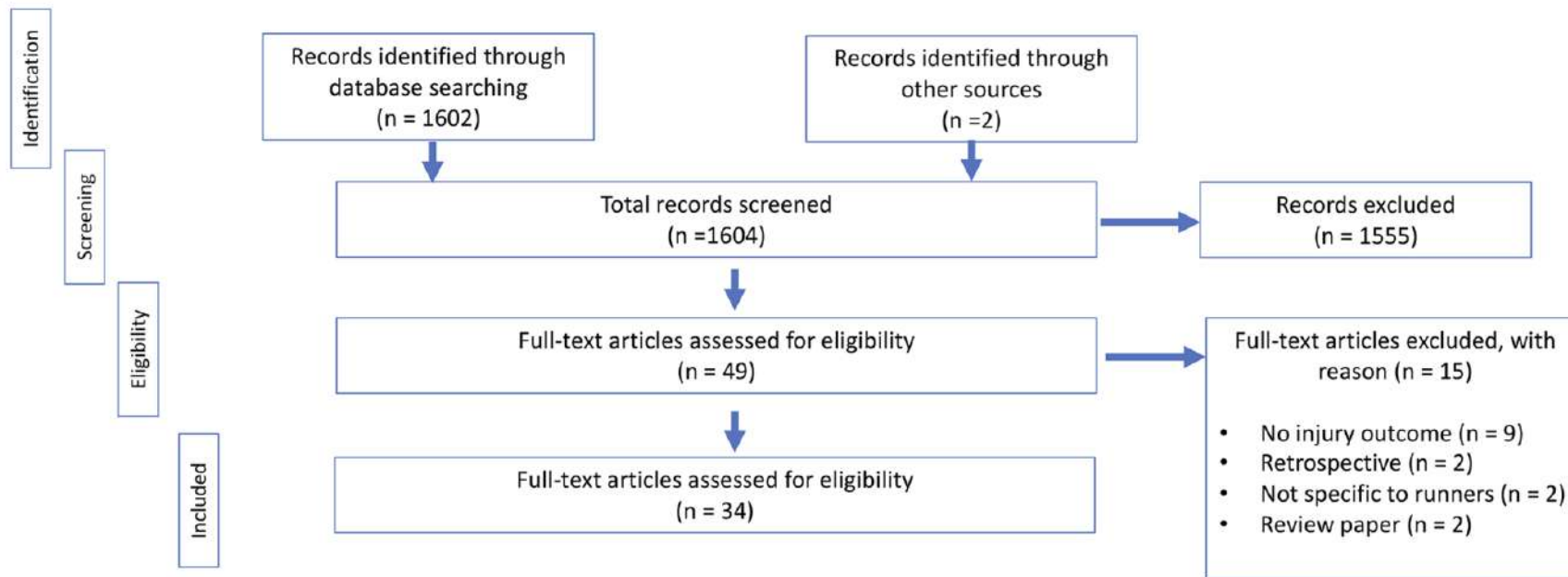


Table 5 Appropriateness of running as a sport for preadolescent children

Topic	Statement	SORT rating
Specialisation	There is limited evidence to support sport specialisation as a risk factor for overuse lower extremity injury in high school cross country and distance track athletes	B
Specialisation	No evidence is available to define an appropriate age to start specialisation in running or to suggest that specialisation in running improves athletic performance	B
Free Play	Free play outside of the sport of running should be encouraged for the overall growth and development of youth runners	C
Age-Appropriate Distances	Early evidence suggests that youth runners physically and mentally prepared through a supervised training programme can participate in long distance events, but may be at low risk of running-related injury	C
Age-Appropriate Distances	There are no studies to support specific distances or training recommendations for youth runners to prevent injury or guide normal growth and development	C

SORT, strength of recommendation taxonomy.

children, play improves energy balance and evolution suggests that the brain will naturally reinforce behaviours like regular vigorous activity that improve brain and body health.^{87 88} Vigorous-free play is better for developing motor skills in children and naturally develops endurance with the stop-start, often high intensity, activities that children pursue when given the opportunity.⁸⁹

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Article

FREE

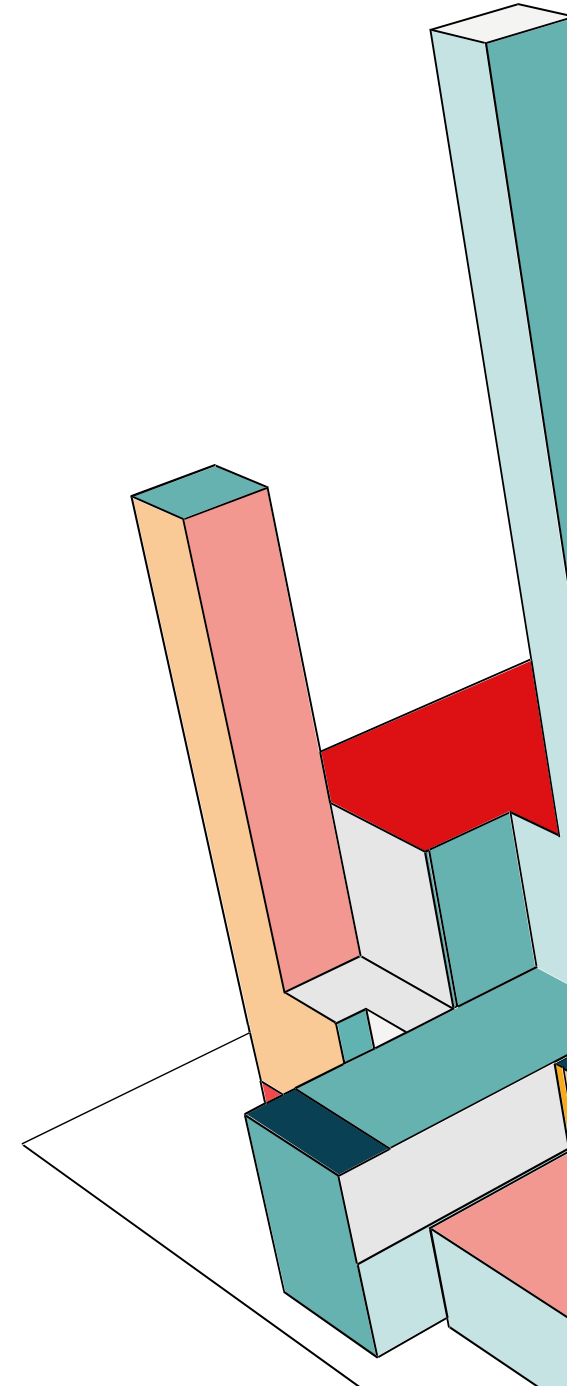
Resurrecting Free Play in Young Children

Looking Beyond Fitness and Fatness to Attention, Affiliation, and Affect

Hillary L. Burdette, MD, MS; Robert C. Whitaker, MD, MPH

[» Author Affiliations](#) | [Article Information](#)

Ranking: Ranked #1 in the Pediatrics category.



Evitare la specializzazione precoce

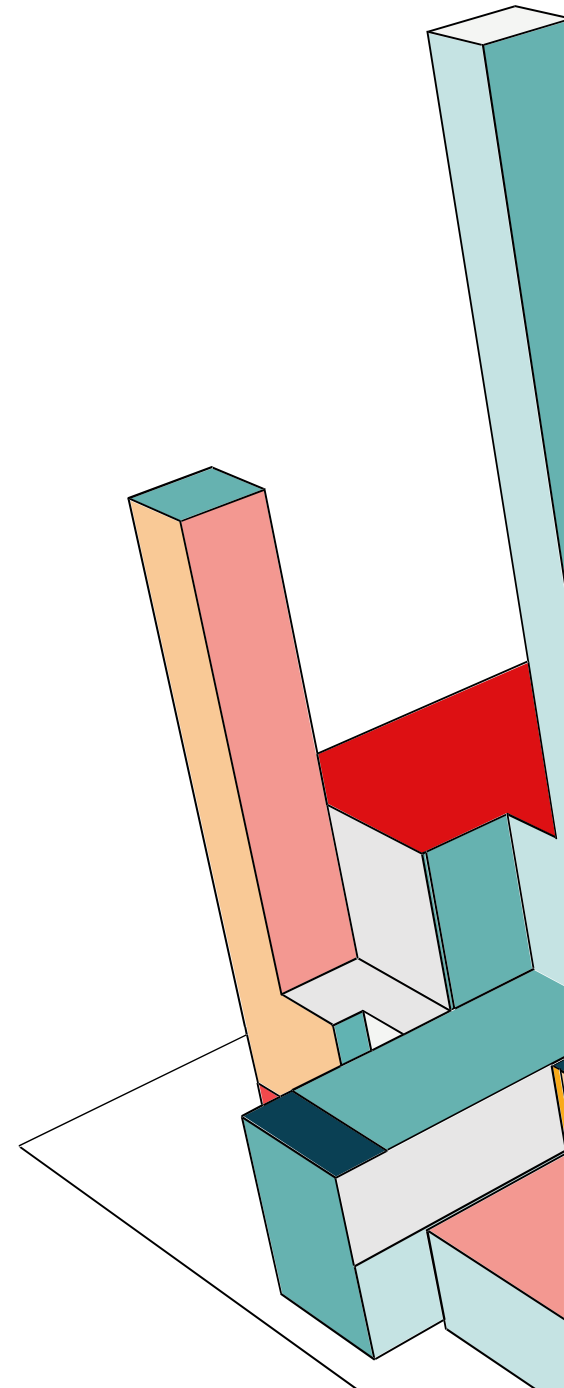
Concentrarsi su un solo sport troppo presto aumenta il rischio di overuse injuries e burnout.

Inserire attività multidirezionali

Salti, cambi di direzione e allenamento neuromuscolare aiutano a sviluppare forza, coordinazione e prevenzione degli infortuni.

Il gioco libero è parte dell'allenamento

Il gioco spontaneo favorisce sviluppo motorio, socializzazione e attività fisica nei bambini.



“PRIMA DI ALLENARE UN ATLETA BISOGNA COSTRUIRE IL SUO VOCABOLARIO MOTORIO.”

- i bambini sviluppano forme rudimentali di movimento spontaneamente, ma la forma matura richiede insegnamento e pratica.
- i bambini non diventano automaticamente bravi a correre, serve istruzione, pratica e feedback.

L'obiettivo è:

insegnare i movimenti corretti.

SPRINGER NATURE Link

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Fundamental Movement Skills in Children and Adolescents

Review of Associated Health Benefits

Review Article | Published: 23 September 2012

Volume 40, pages 1019–1035, (2010) [Cite this article](#)

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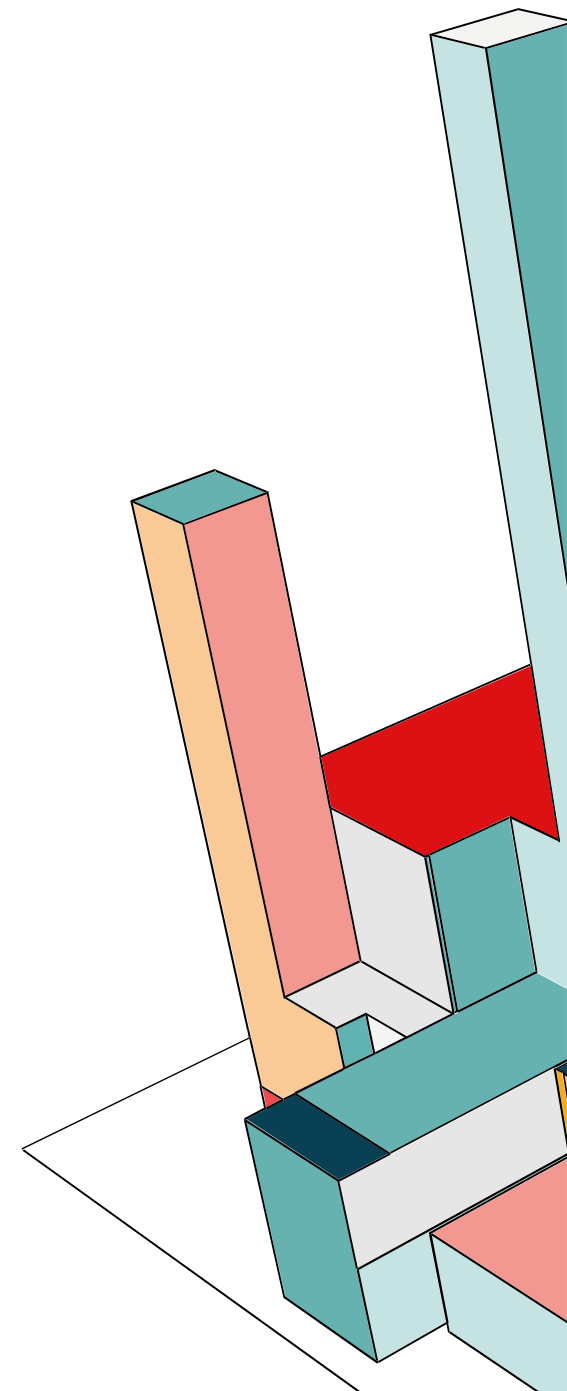
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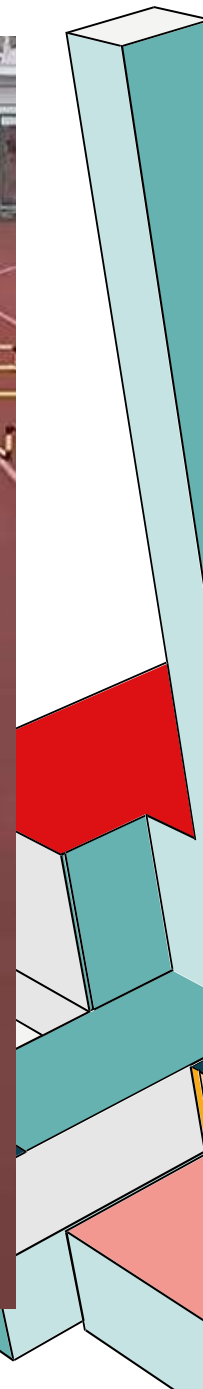
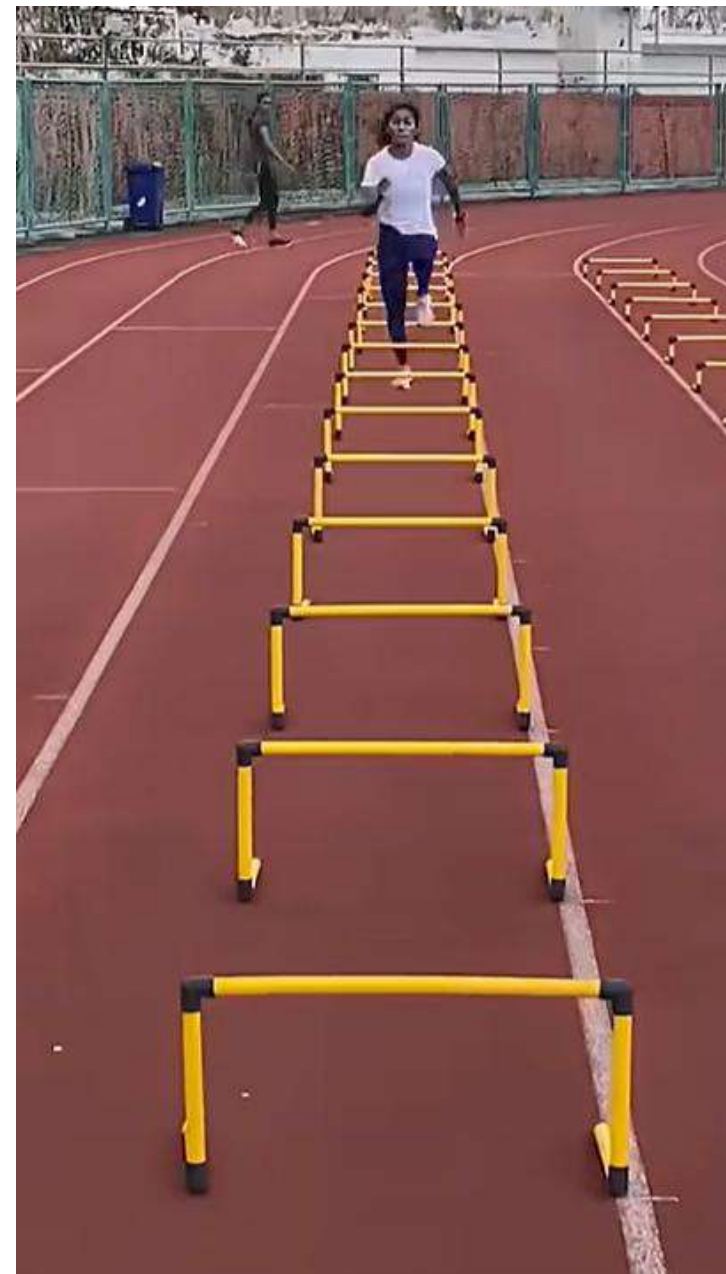


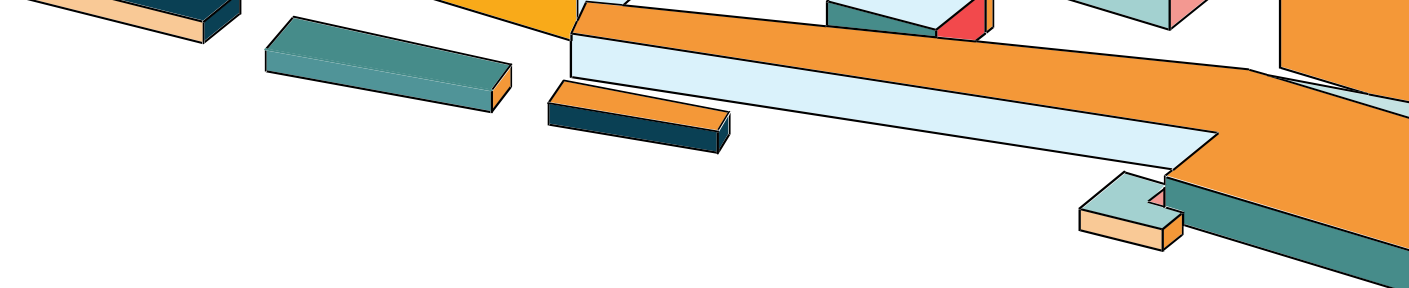
**LINEE GUIDA
PRATICHE
ALLENAMENTO
TRADIZIONALE**

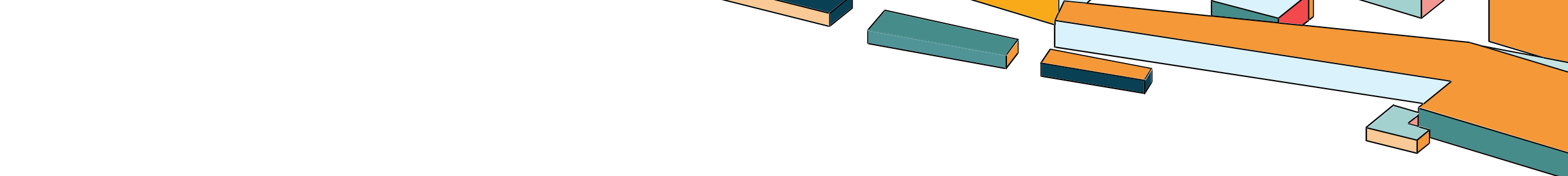
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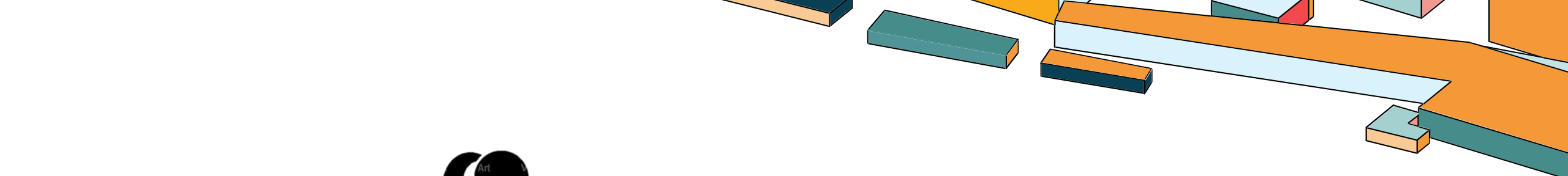


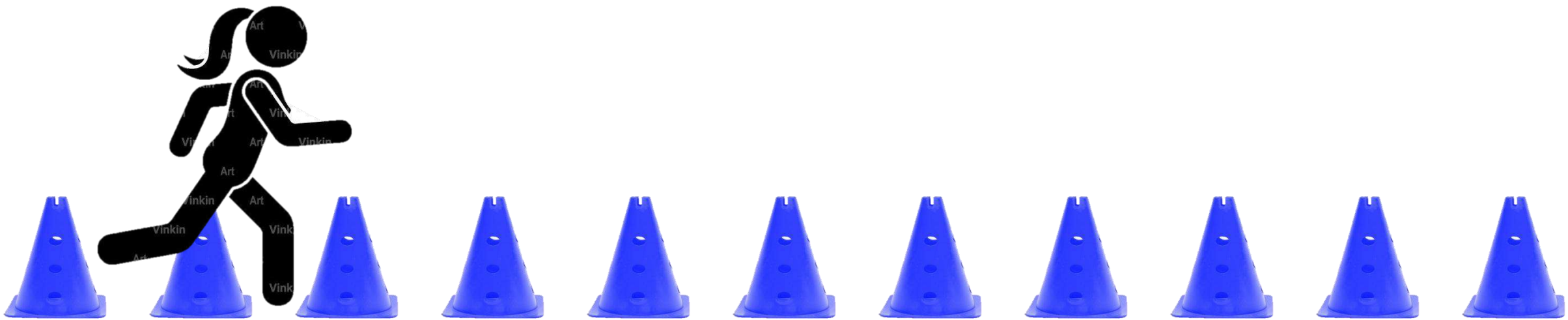
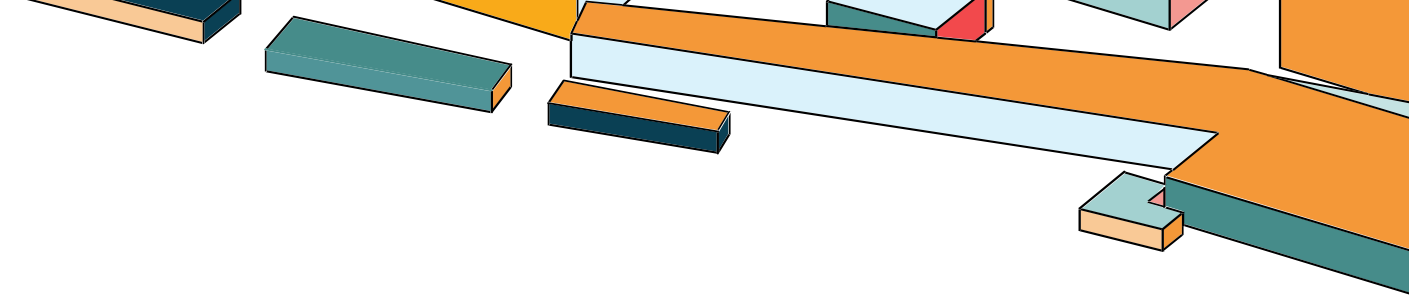
RIGUARDO ALL'INSEGNAMENTO DEI MOVIMENTI CORRETTI...

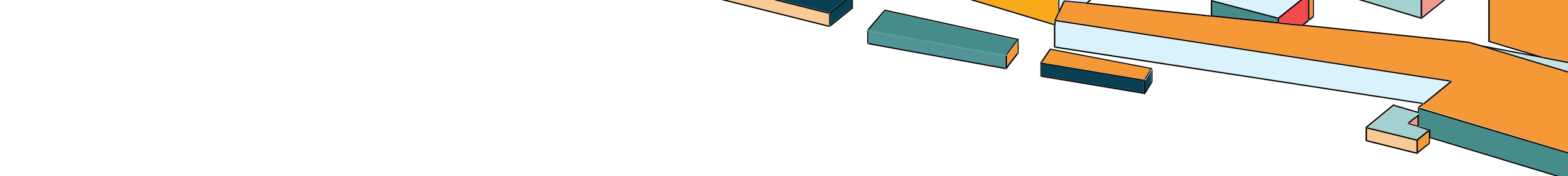


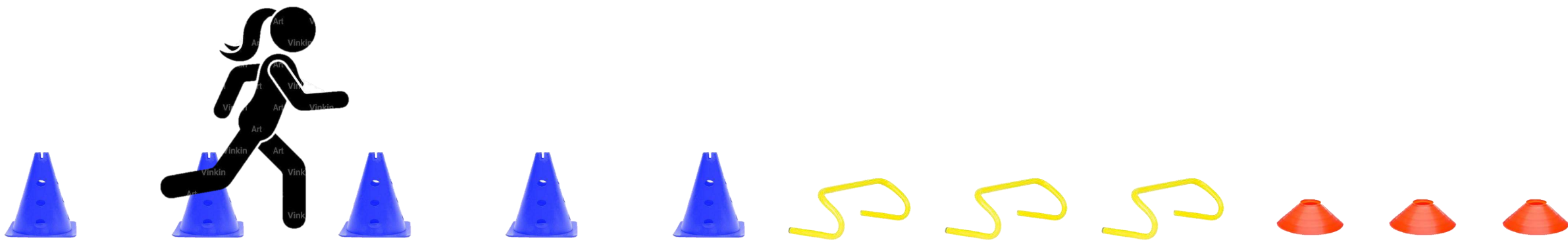
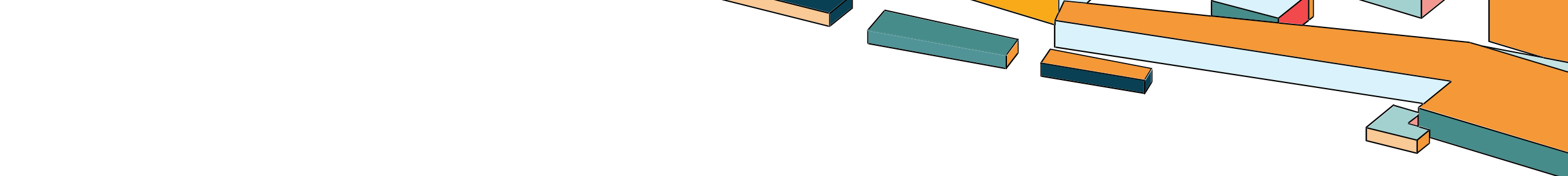


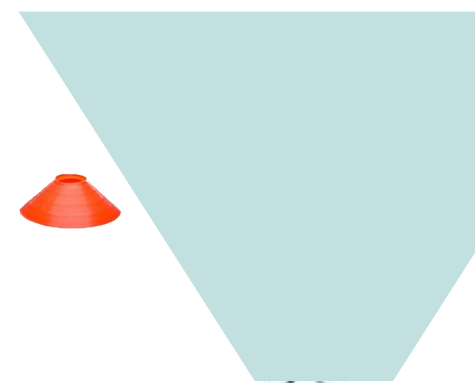
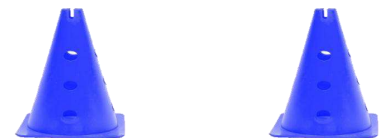
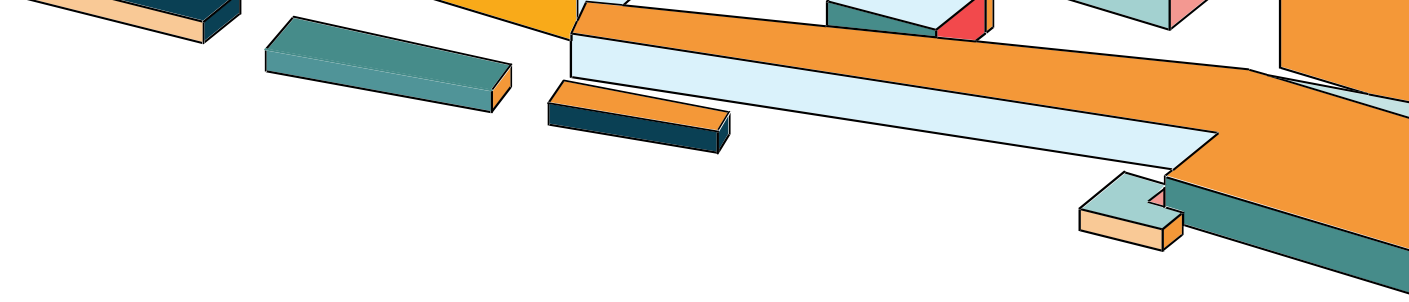


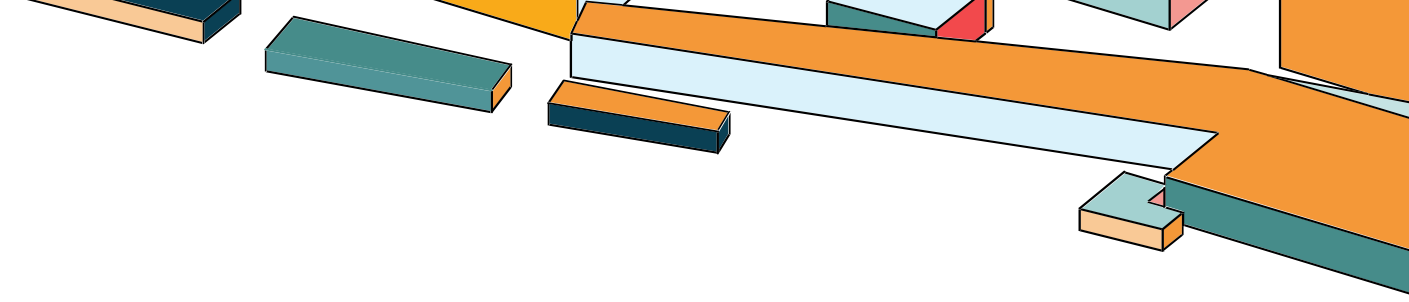


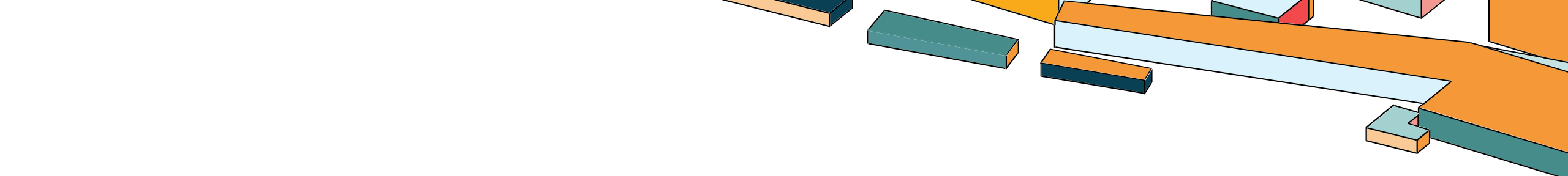












**POSSIAMO
TRASFORMARLO
ANCHE IN UNA GARA**



**MA PRIMA
RICORDA:**

**PRIMA IL
RUMORE E POI LA
TECNICA**



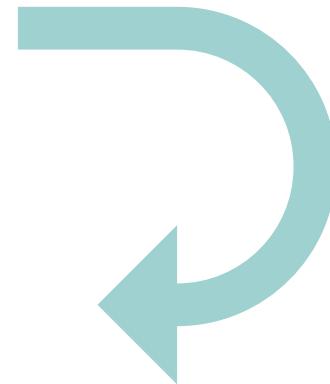
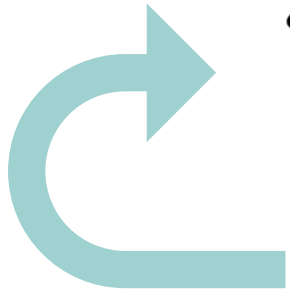
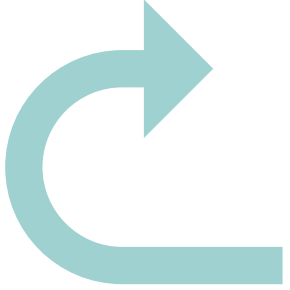


Chi fa meno errori

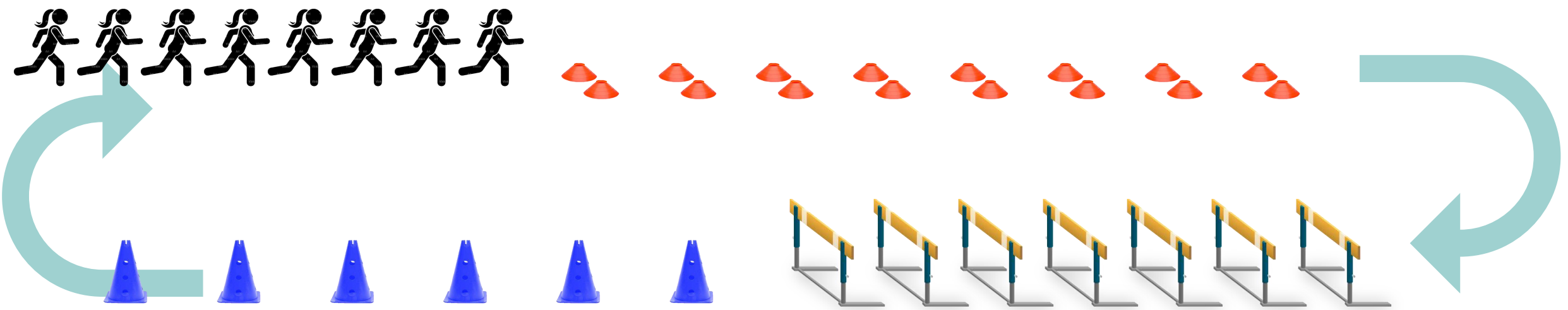
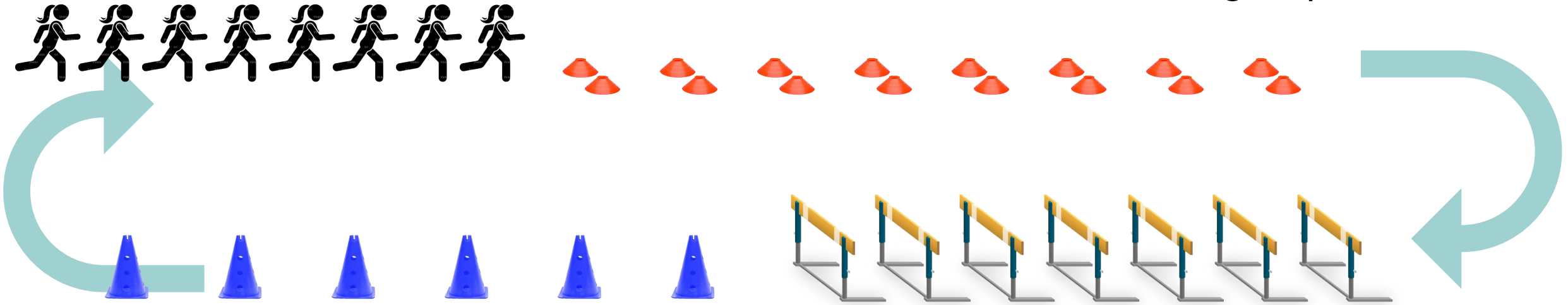
**OPPURE IN UNO
SPORT DI SQUADRA**



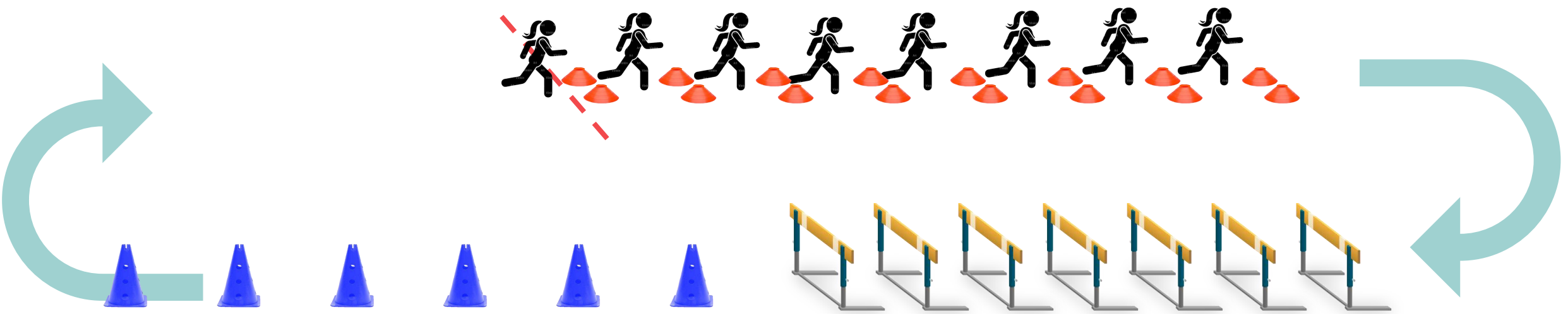
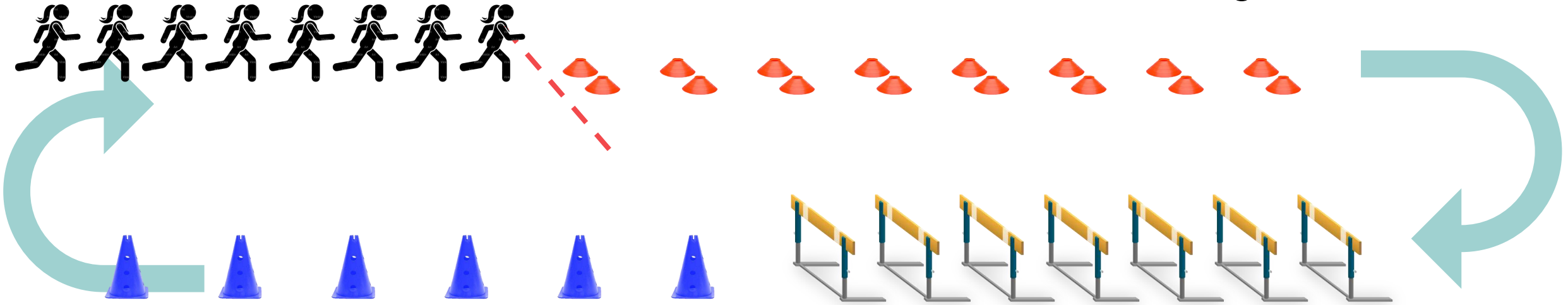
Chi fa meno errori



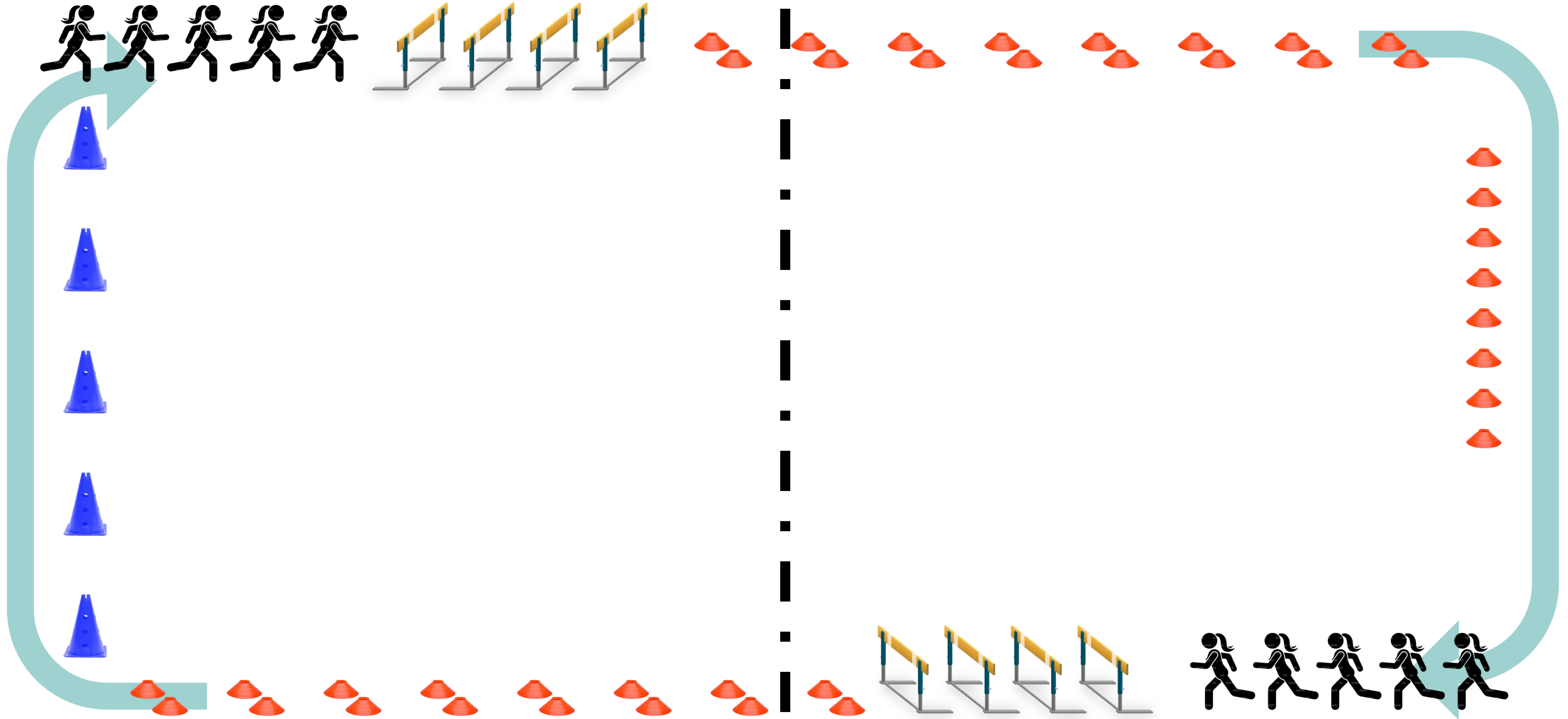
Tre giri quanti errori



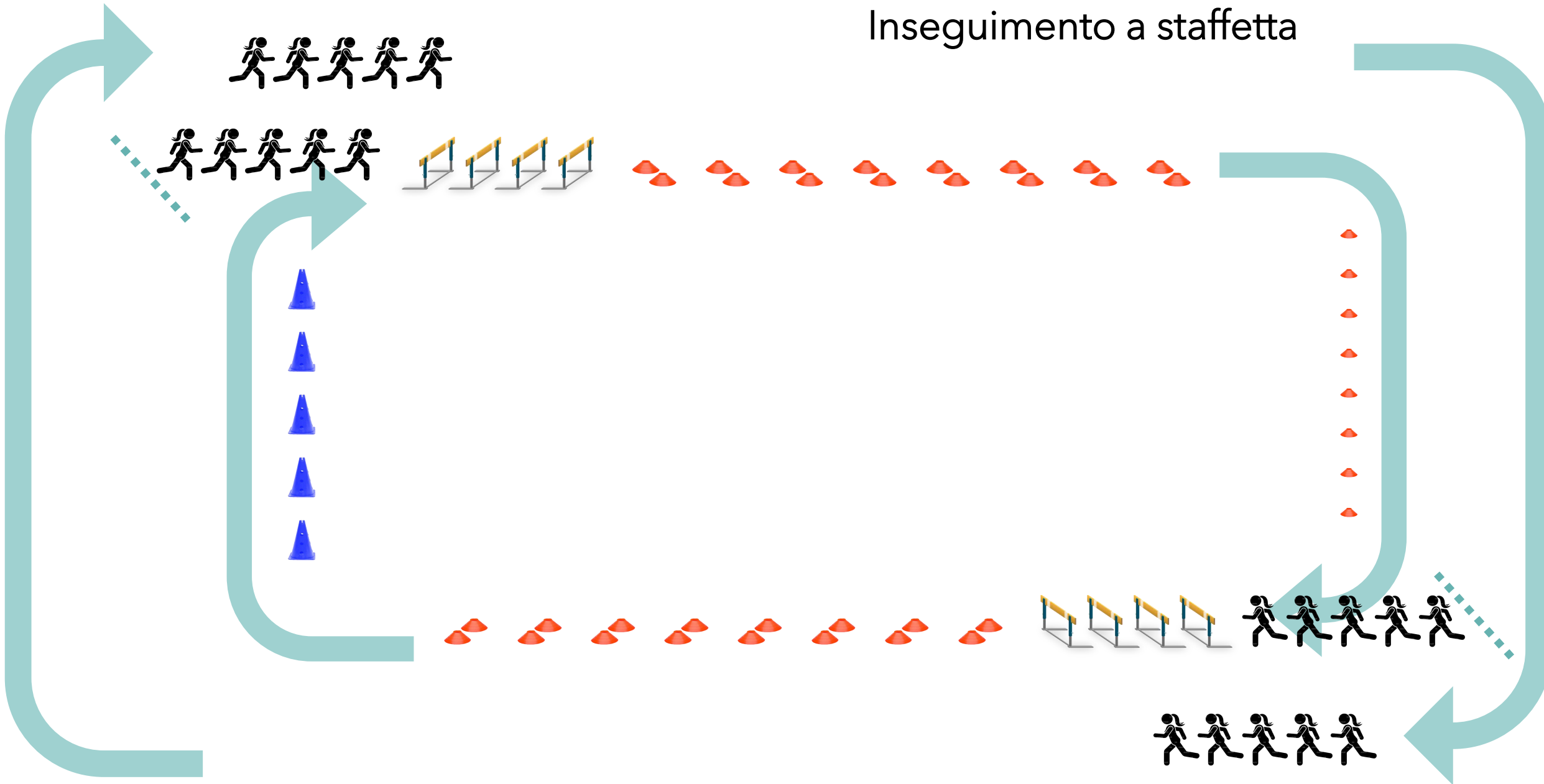
Inseguimento



Inseguimento



Inseguimento a staffetta



INSOMMA.. USA LA FANTASIA



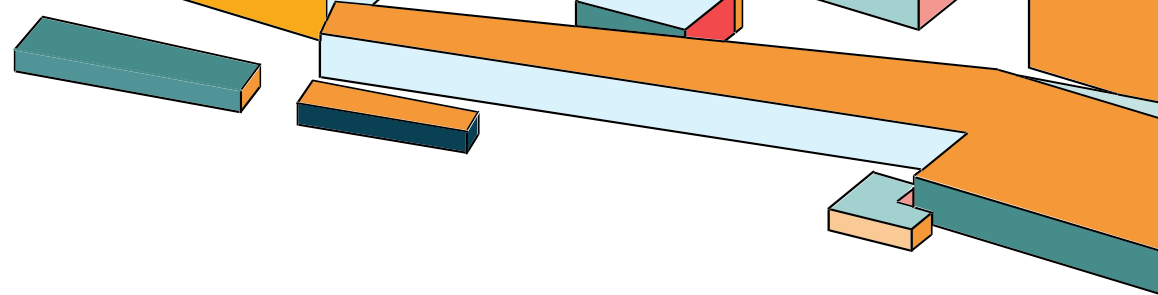


STAFFETTE IN MOVIMENTO



GIOCO DUNQUE PENSO

26 PROPOSTE
per imparare a giocare
in modo intelligente



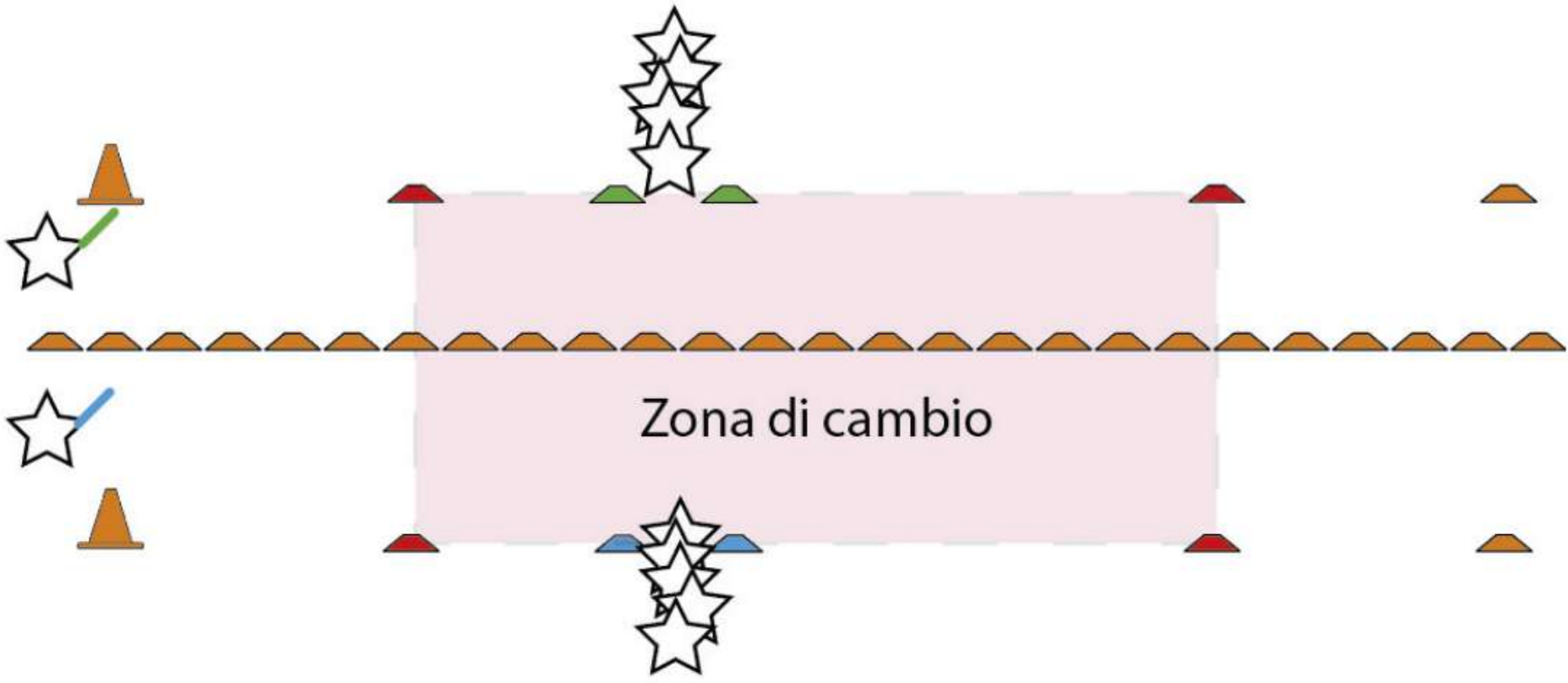
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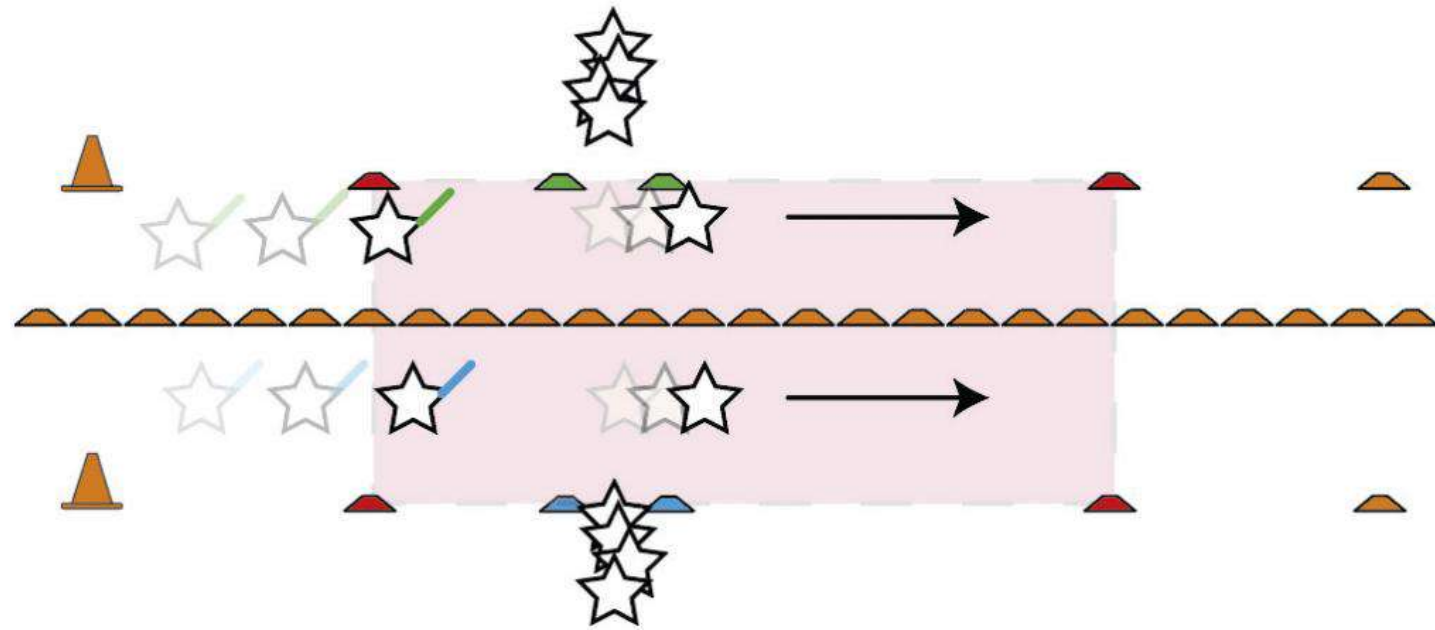
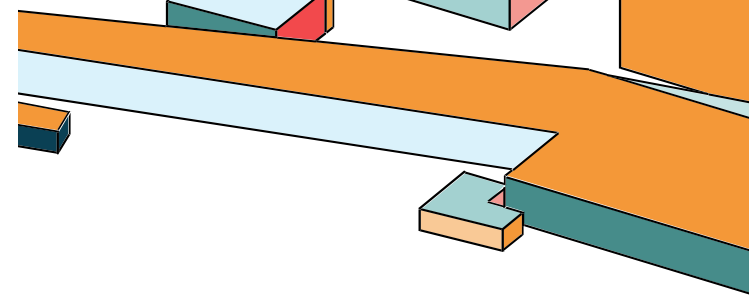
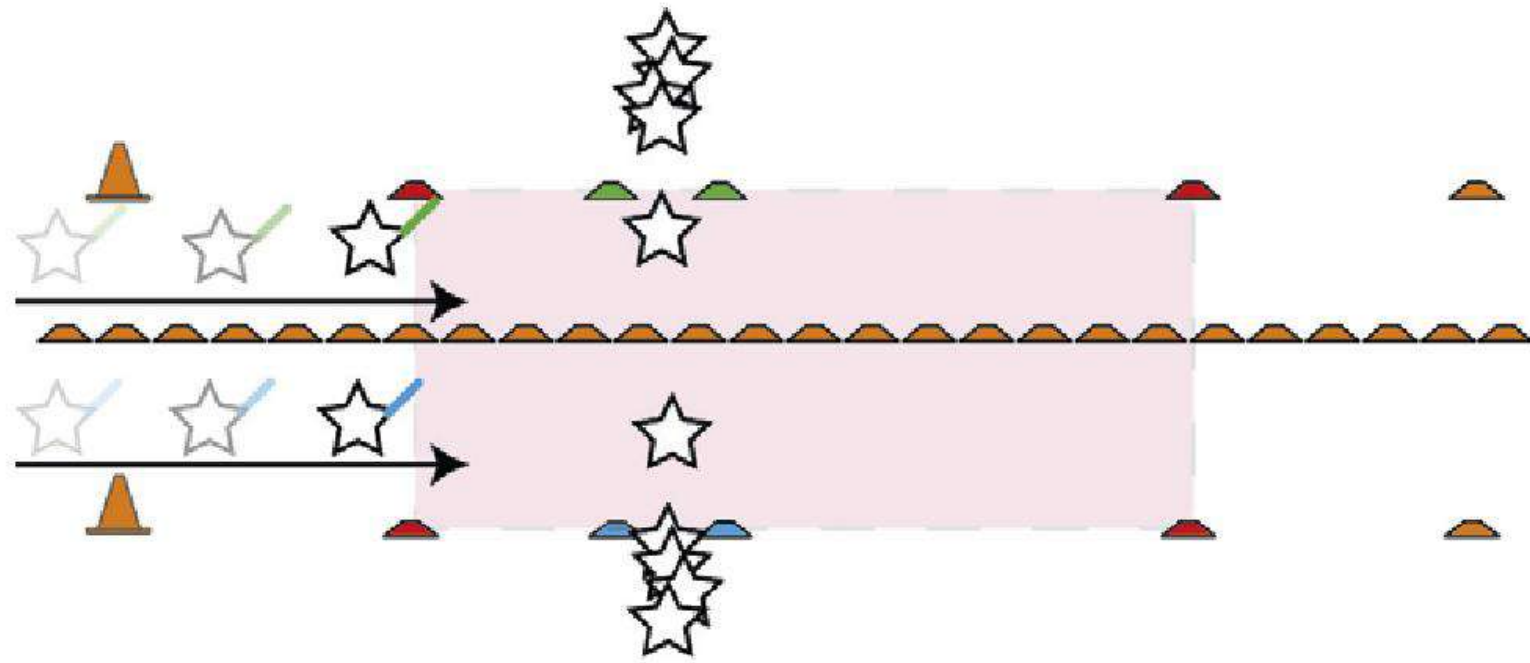
Sono leggeri e possono essere un testimone e lanciato con le mani, può essere afferrato al



Coni

Sono formati da una piastra. Oltre a dei delimitatori come testimoni durante superare o come bersa

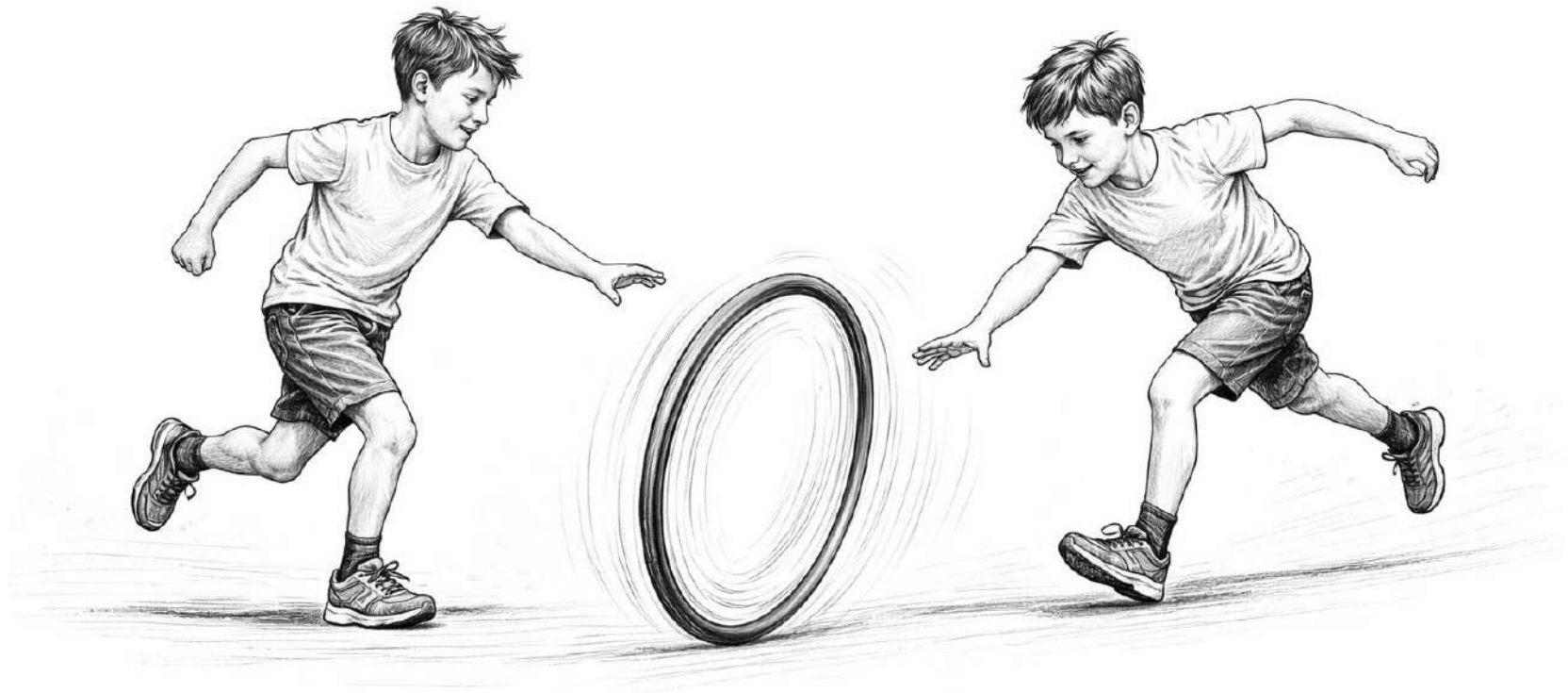






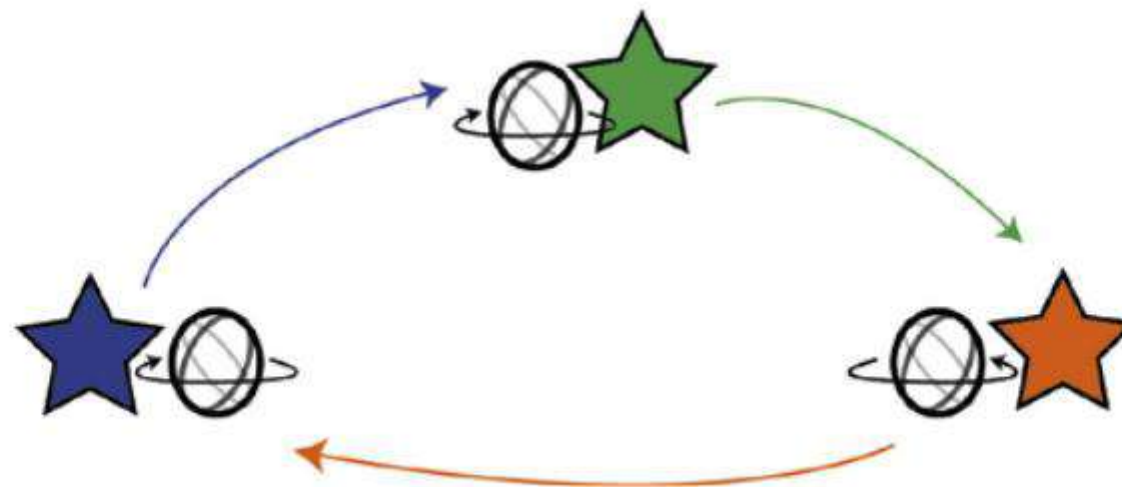
CREARE UNA CLESSIDRA



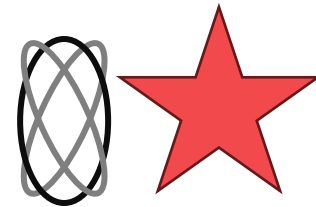
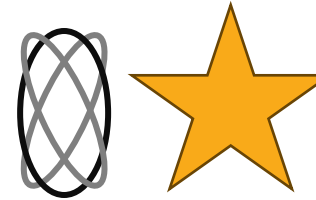
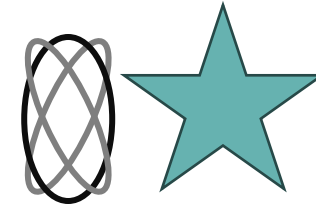
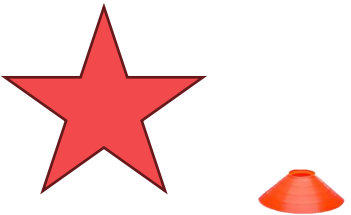
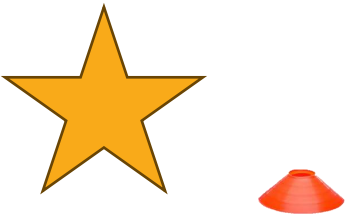
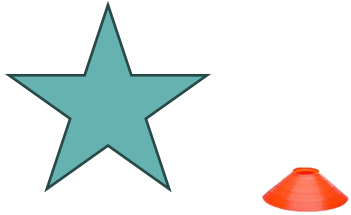


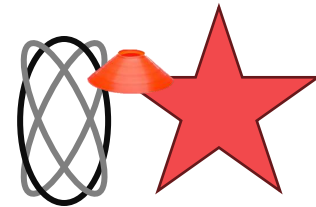
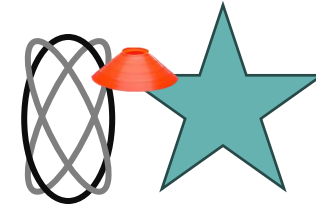
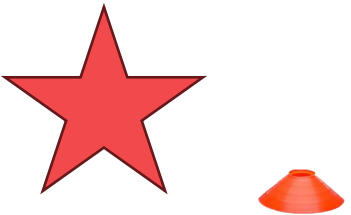
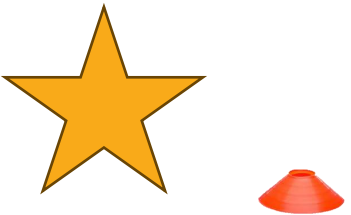
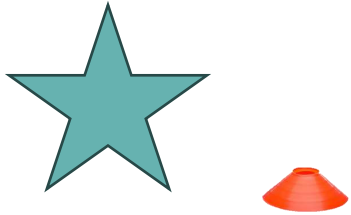


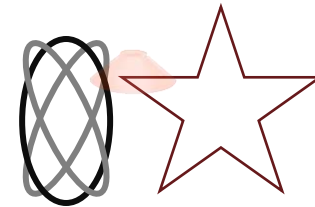
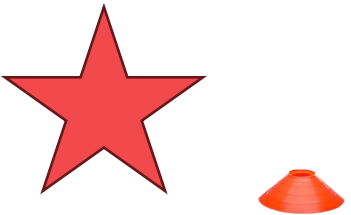
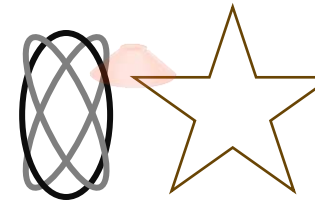
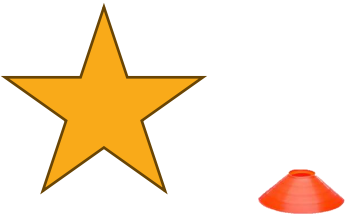
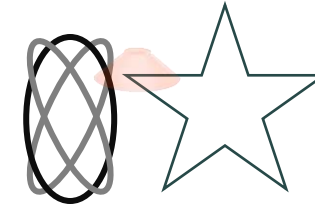
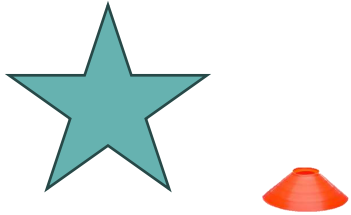
Variante 2: si aggiunge un terzo giocatore e si svolge il cambio in senso orario.



Sopravvivenza









CREA LA TUA CLESSIDRA



STAFFETTA LANCI



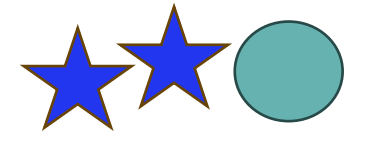






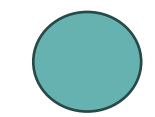
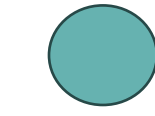
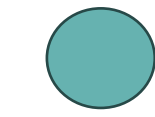
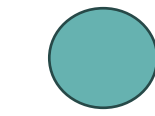
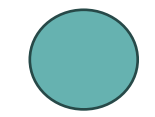
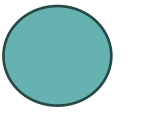
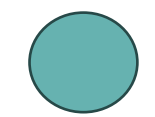
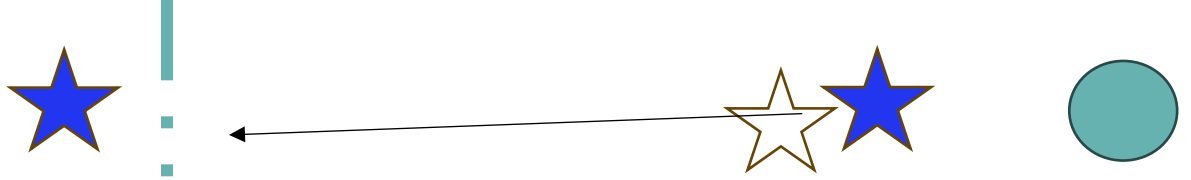
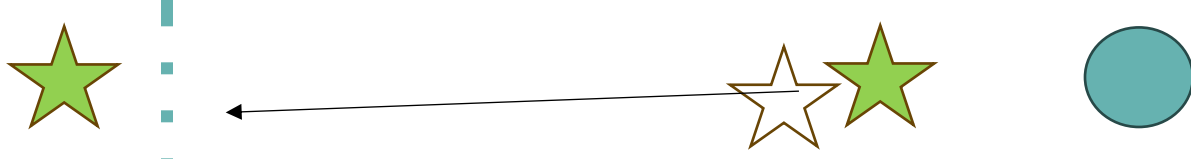
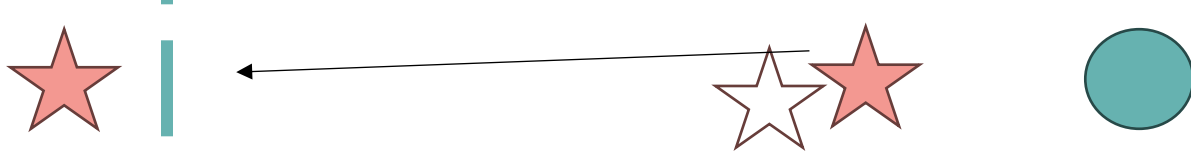
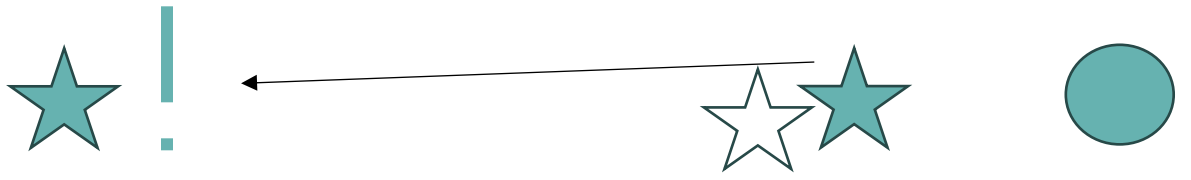
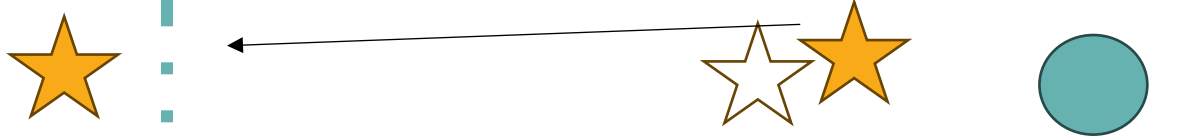
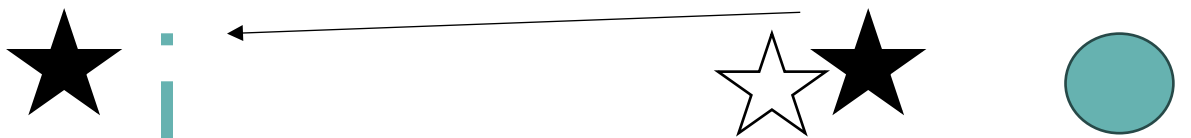
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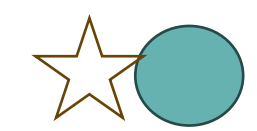
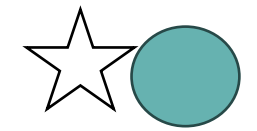
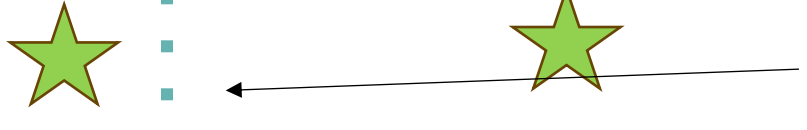
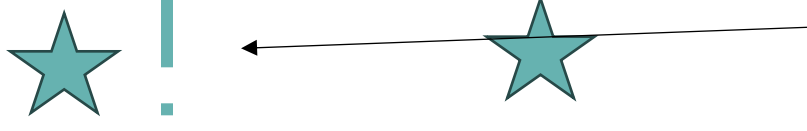


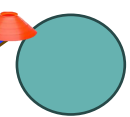
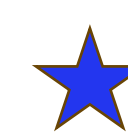
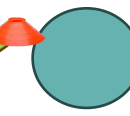
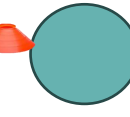
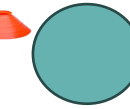
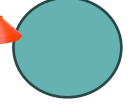
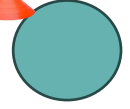




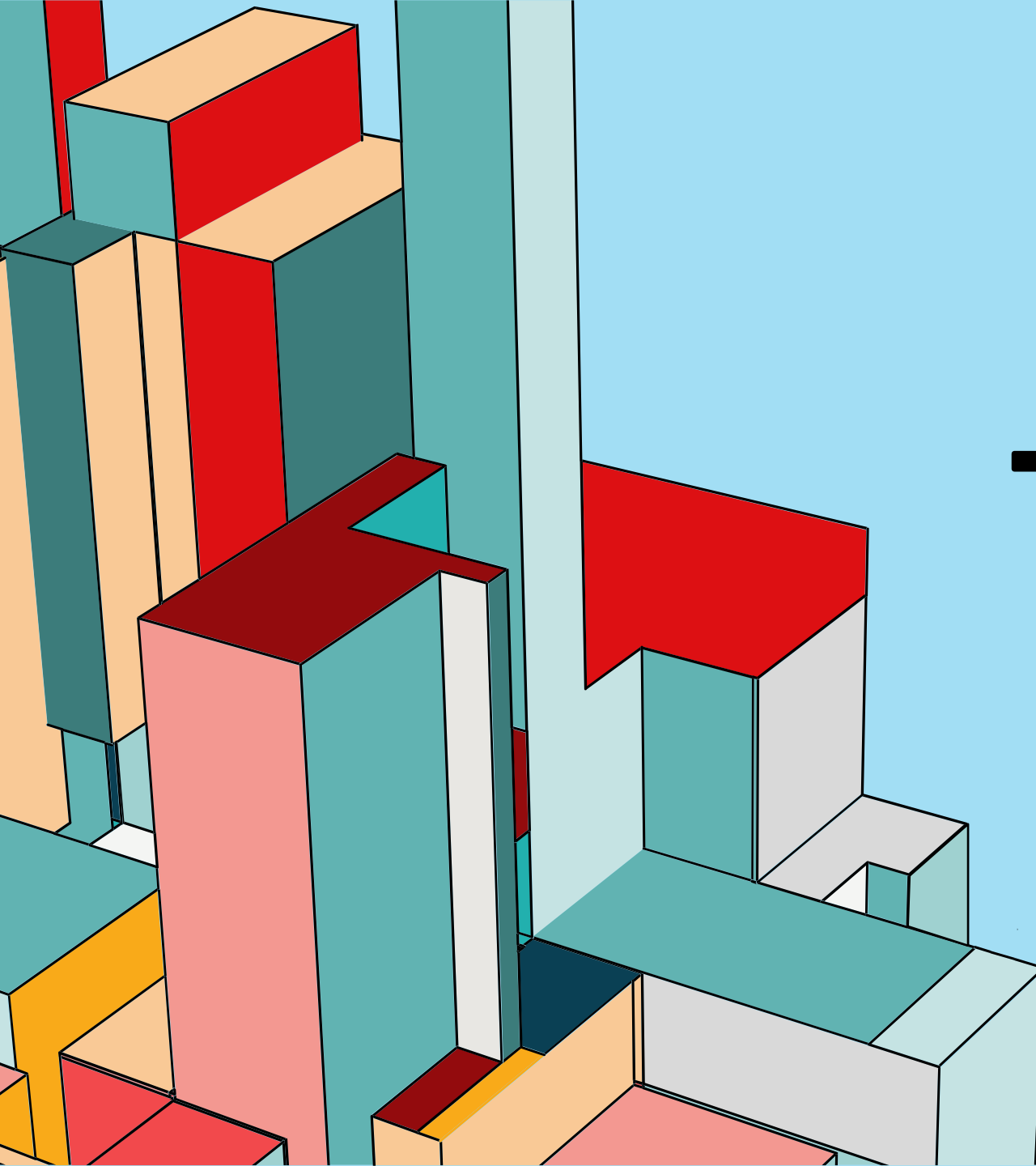

















TAG GAMES

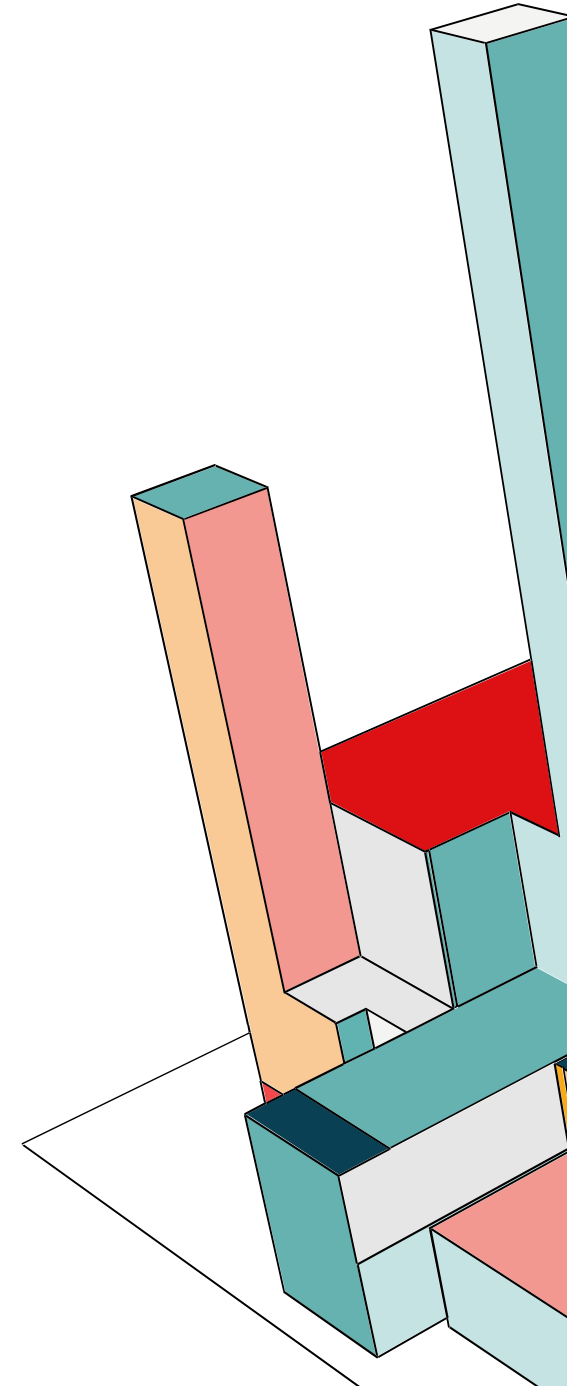


Review

Exploring Recommendations for Child and Adolescent Fundamental Movement Skills Development: A Narrative Review

Wesley O'Brien ^{1,*} , Zeinab Khodaverdi ² , Lisa Bolger ³ , Orla Murphy ¹, Conor Philpott ¹ 
and Philip E. Kearney ⁴ 

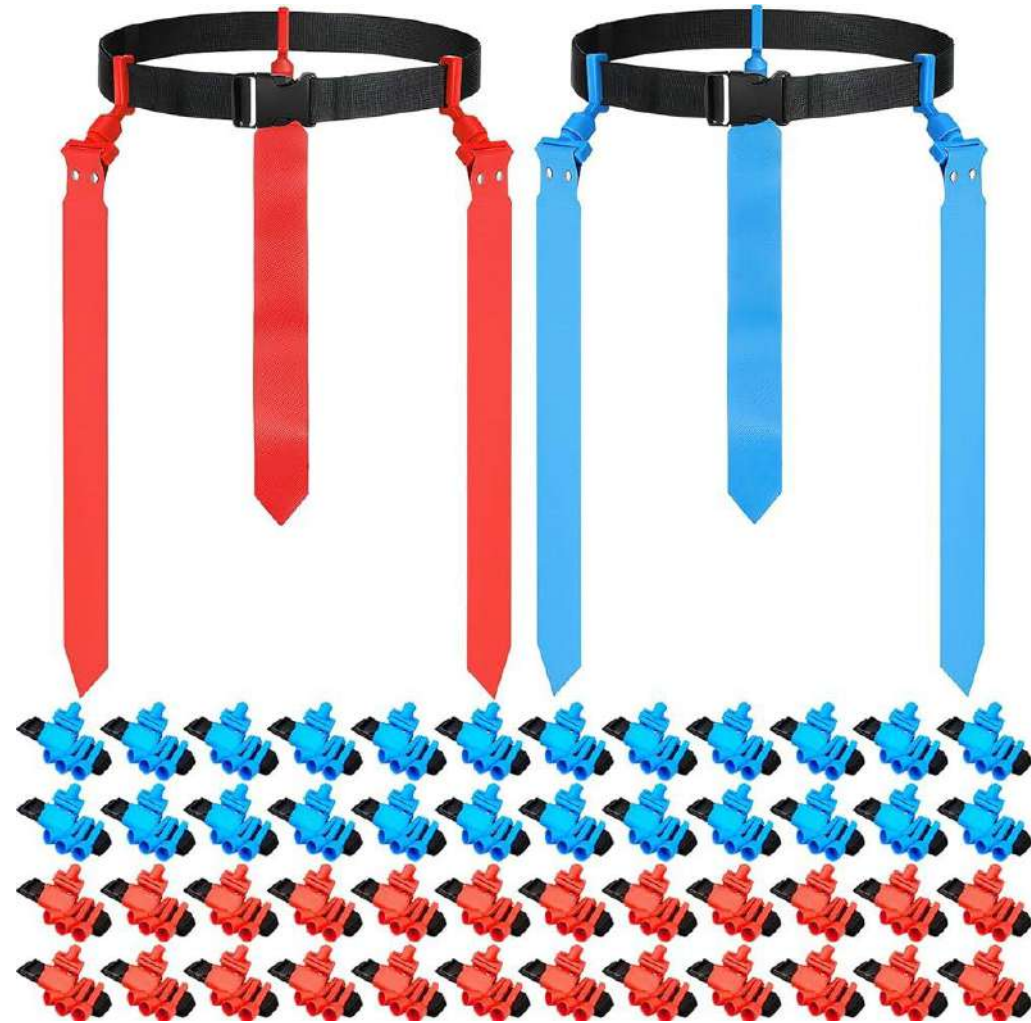
Research comparing technical exercises against games skills have reported mixed results. For example, Jarani et al. (2016) reported that 8-year-old Albanian children showed superior improvements in a range of motor skills tests if they performed exercises as individuals (e.g., gait exercises to improve running speed) rather than as small groups (e.g., tag games to improve running speed) [108]. In contrast, Miller et al. (2015) reported that 10-year-old Australian children showed significant improvements in throwing and catching following a games-based intervention compared with lessons featuring a higher proportion of isolated technical training [59]. Thus, as with learner autonomy, it appears that the question facing instructors is not whether isolated or contextualised activities are most effective but rather how and when each type of practice should be applied in order to maximise learning. Indeed, many interventions incorporate both isolated and contextualised activities [24,109,110]. An implication for researchers is to report the

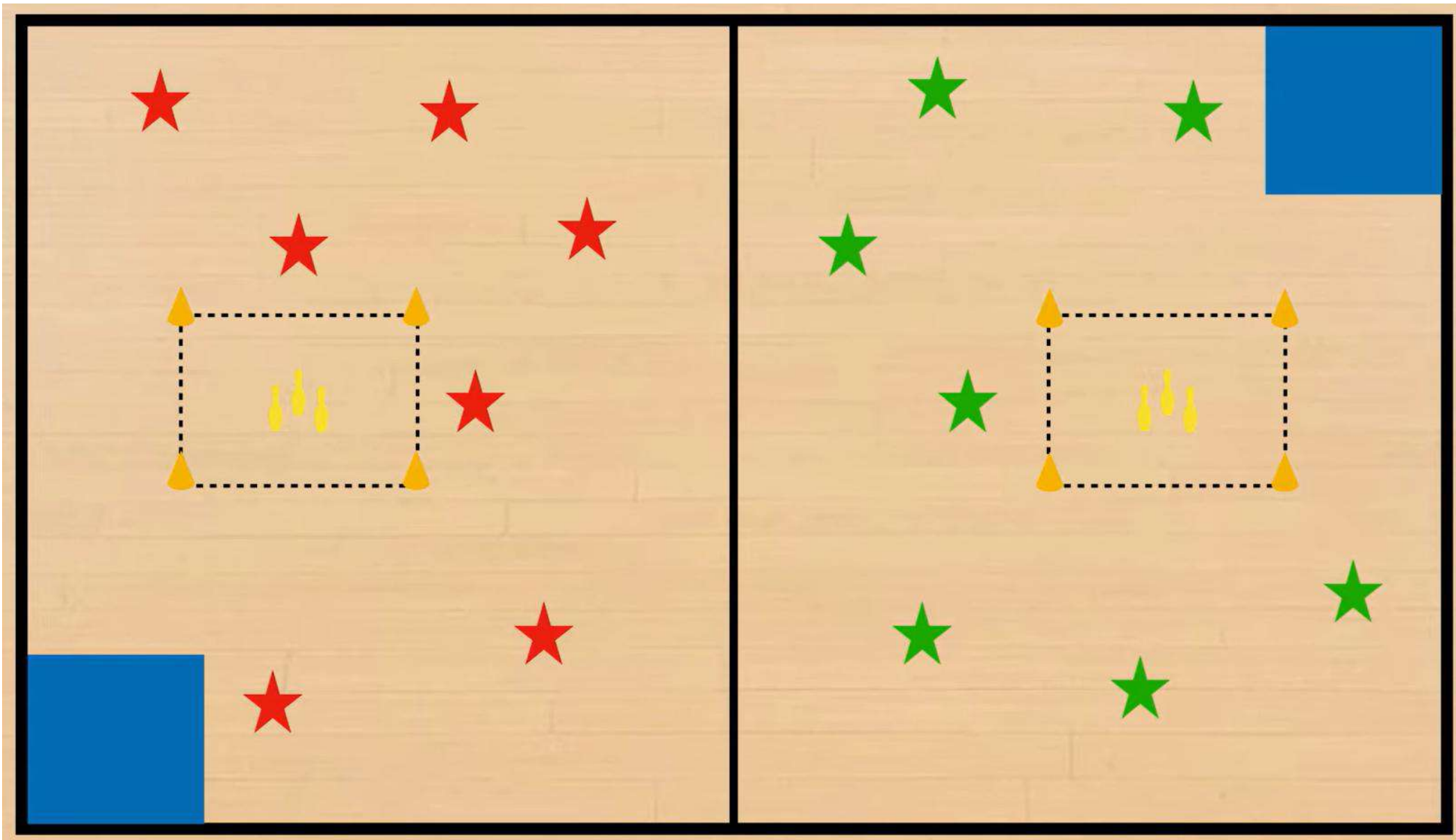


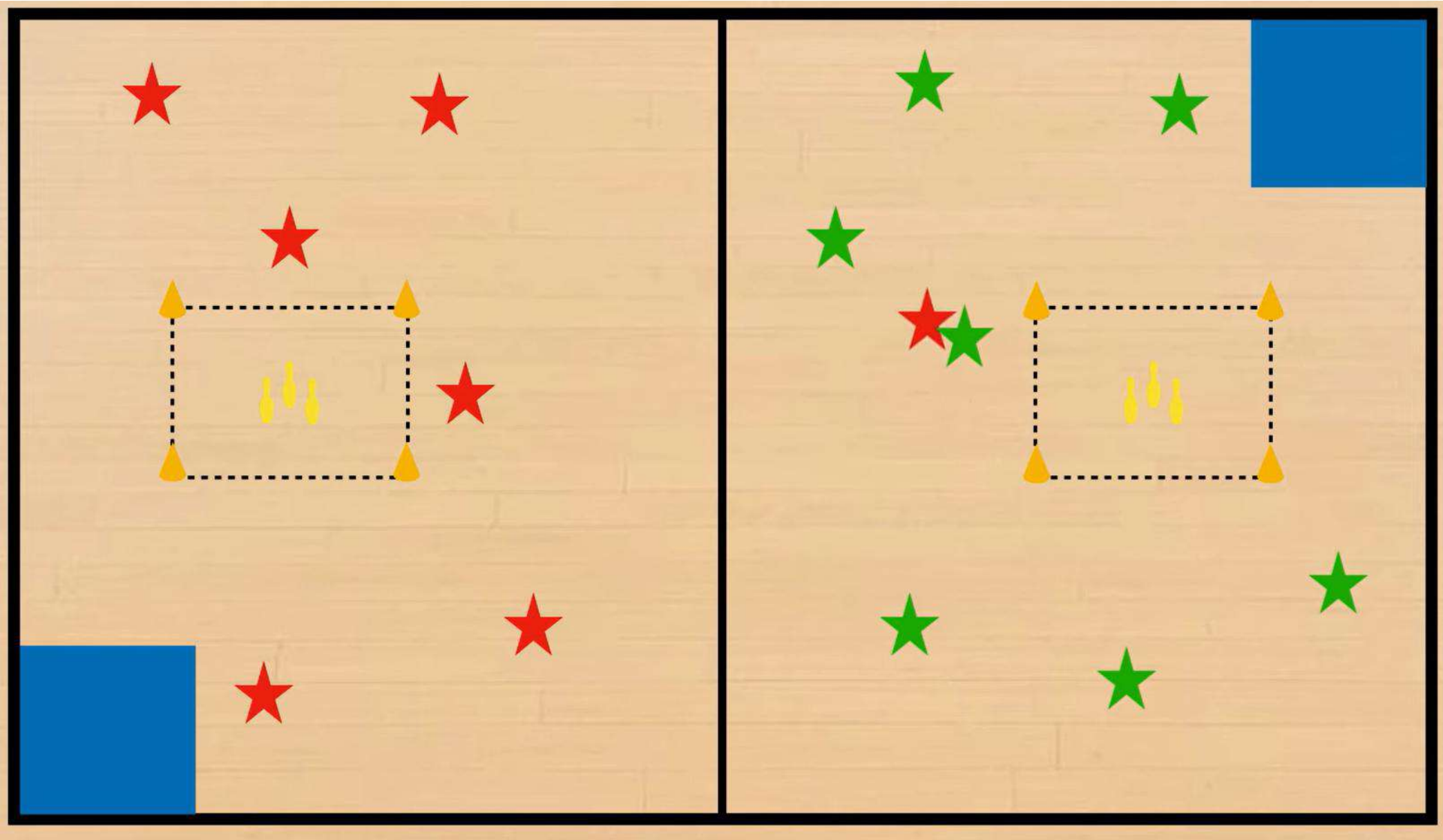


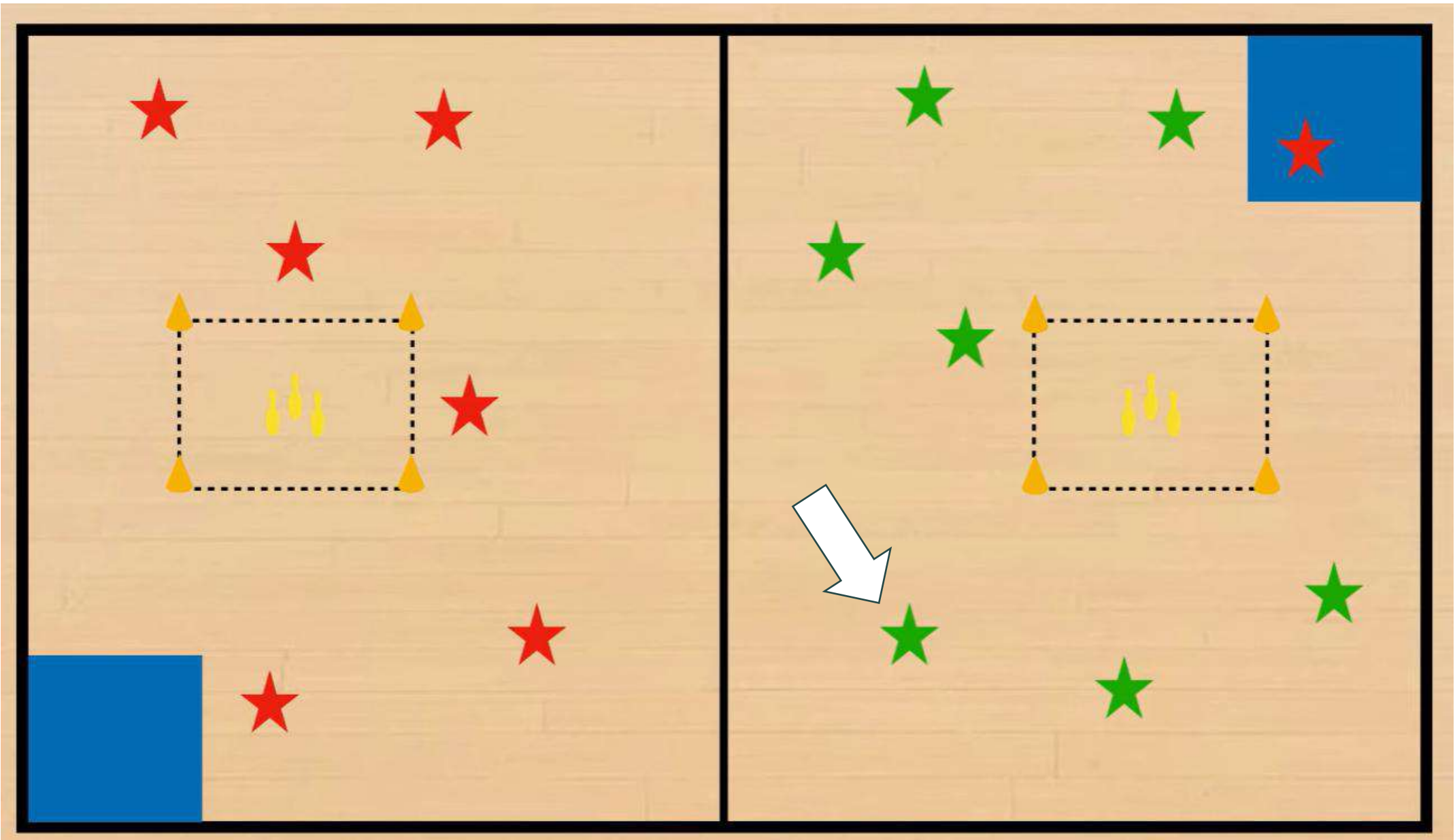


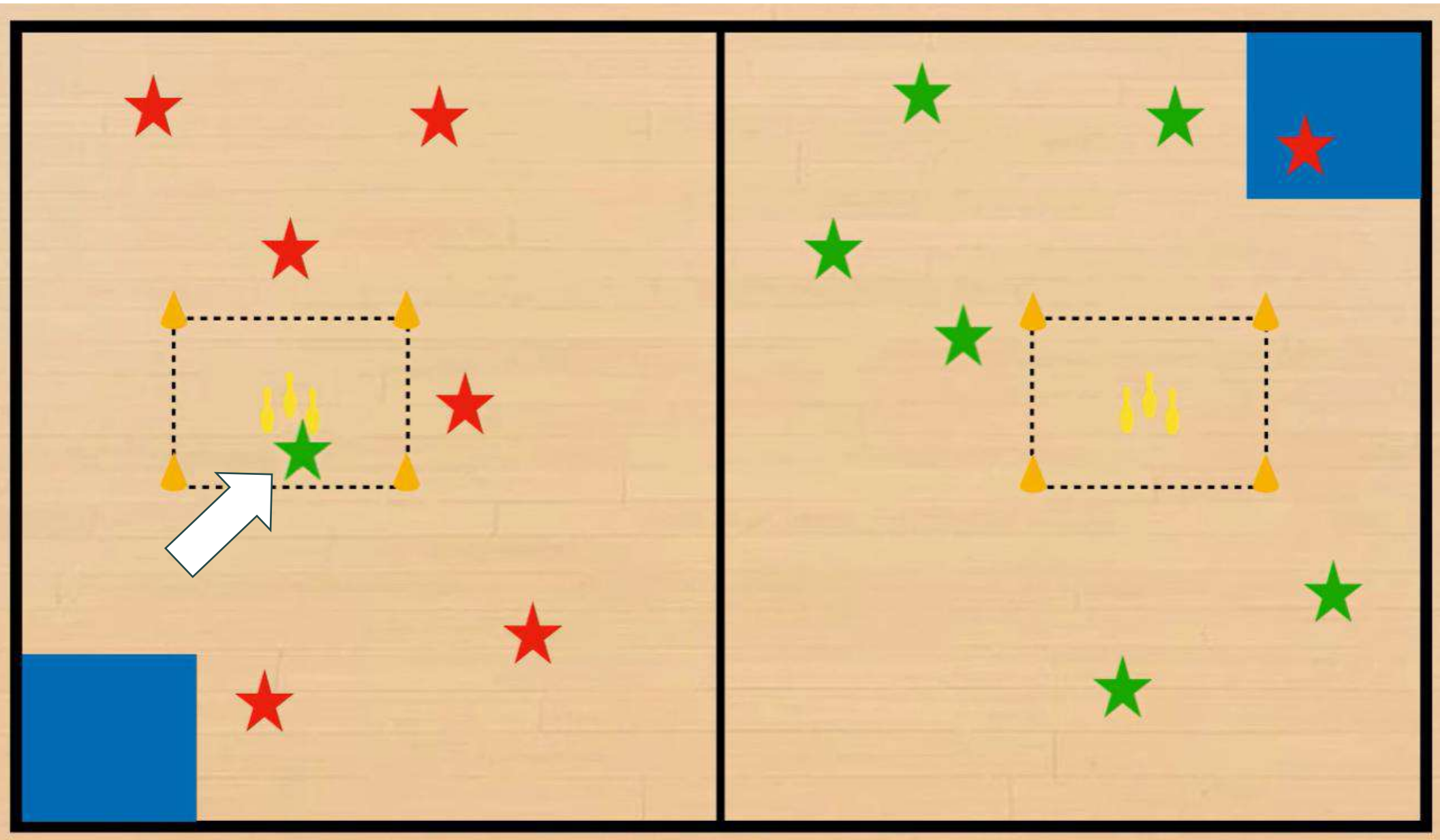


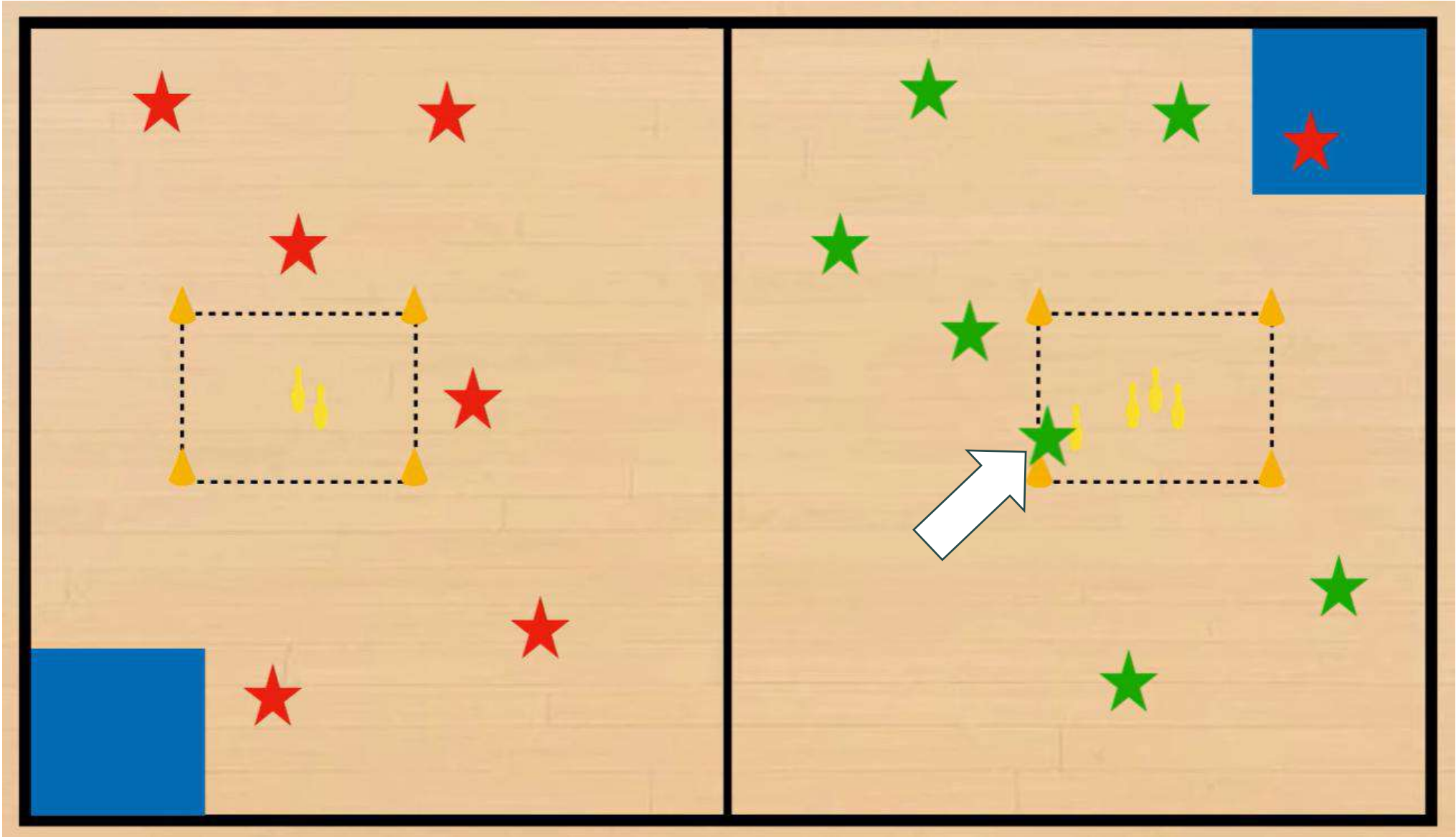


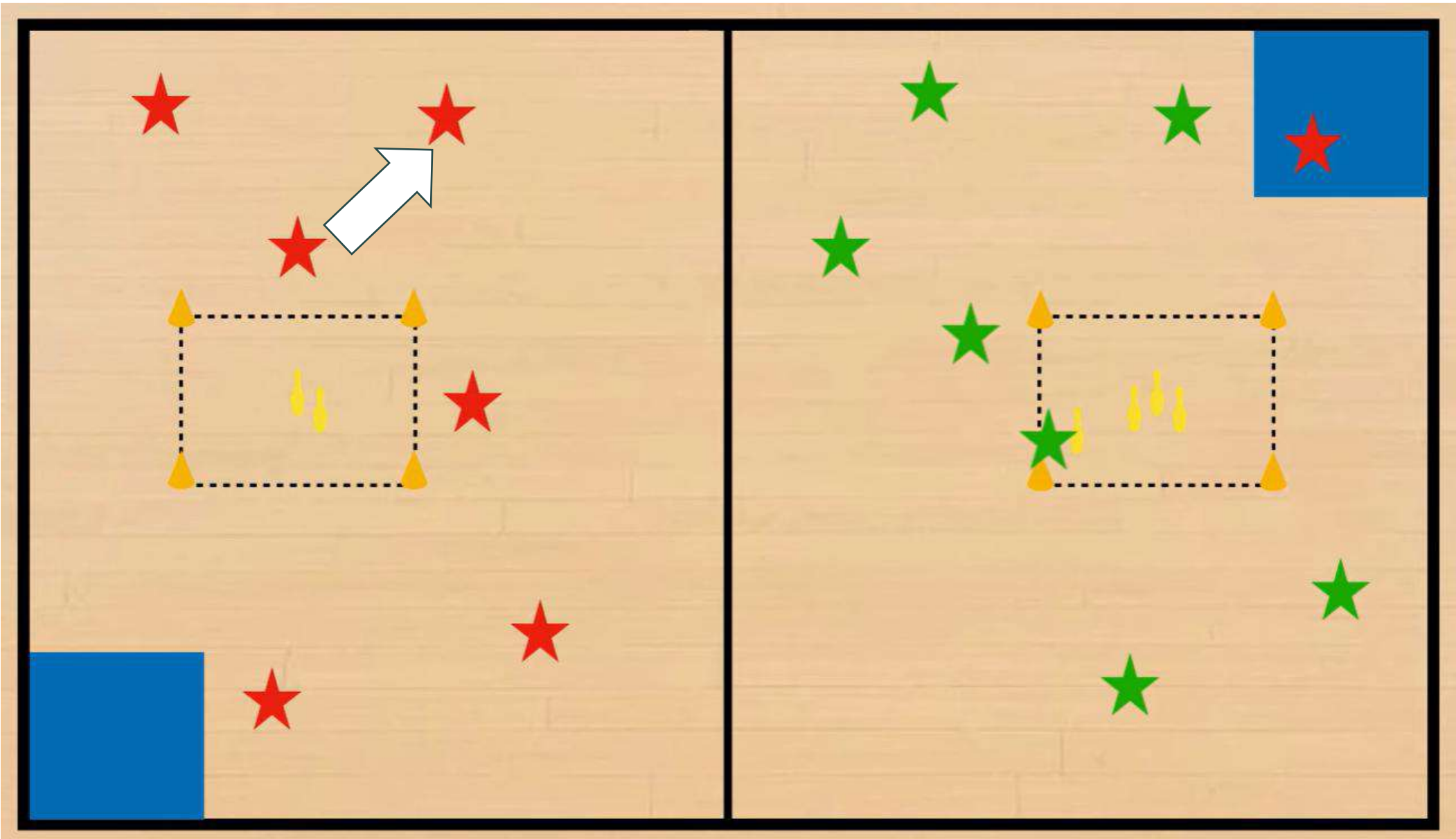


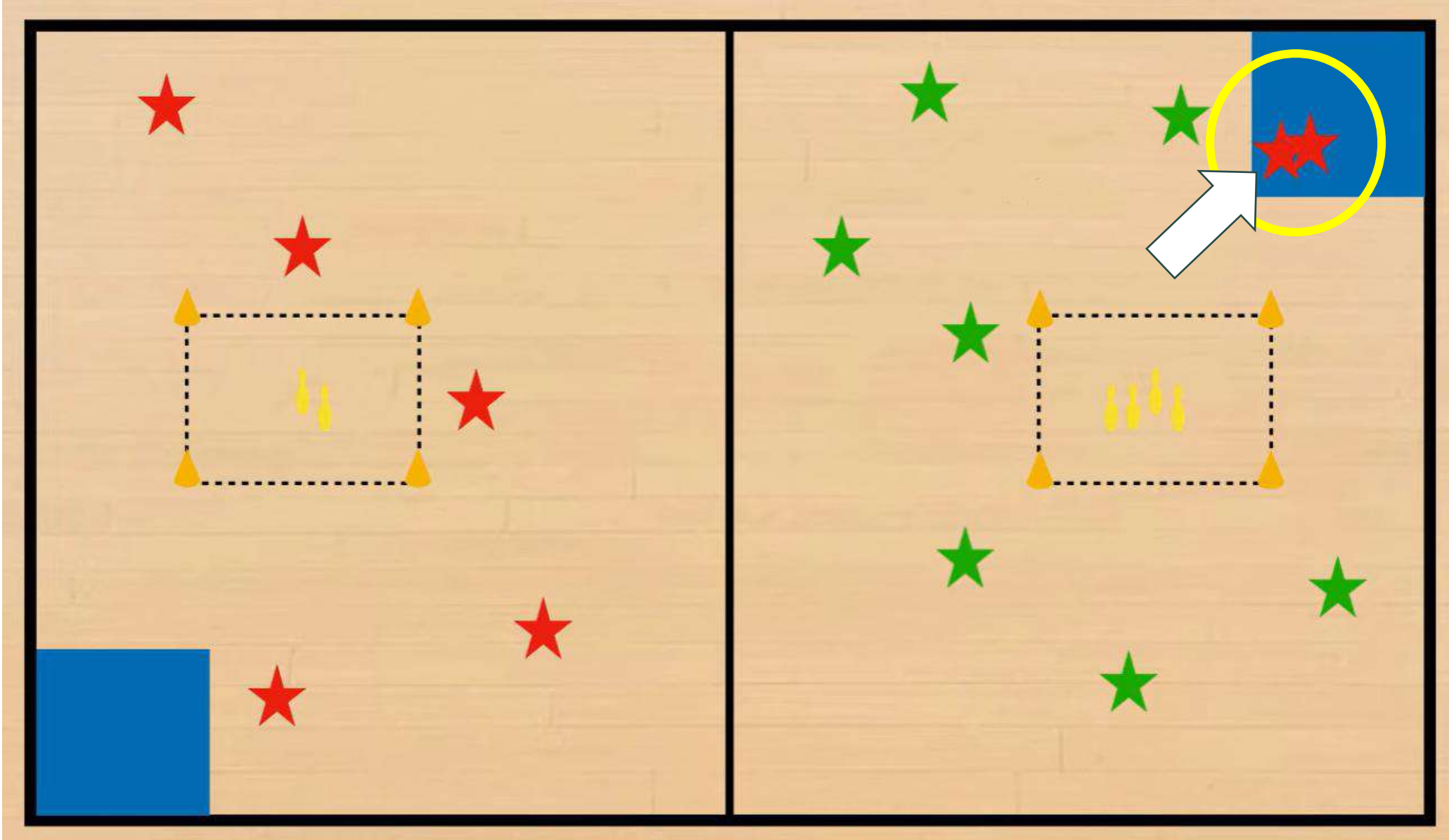


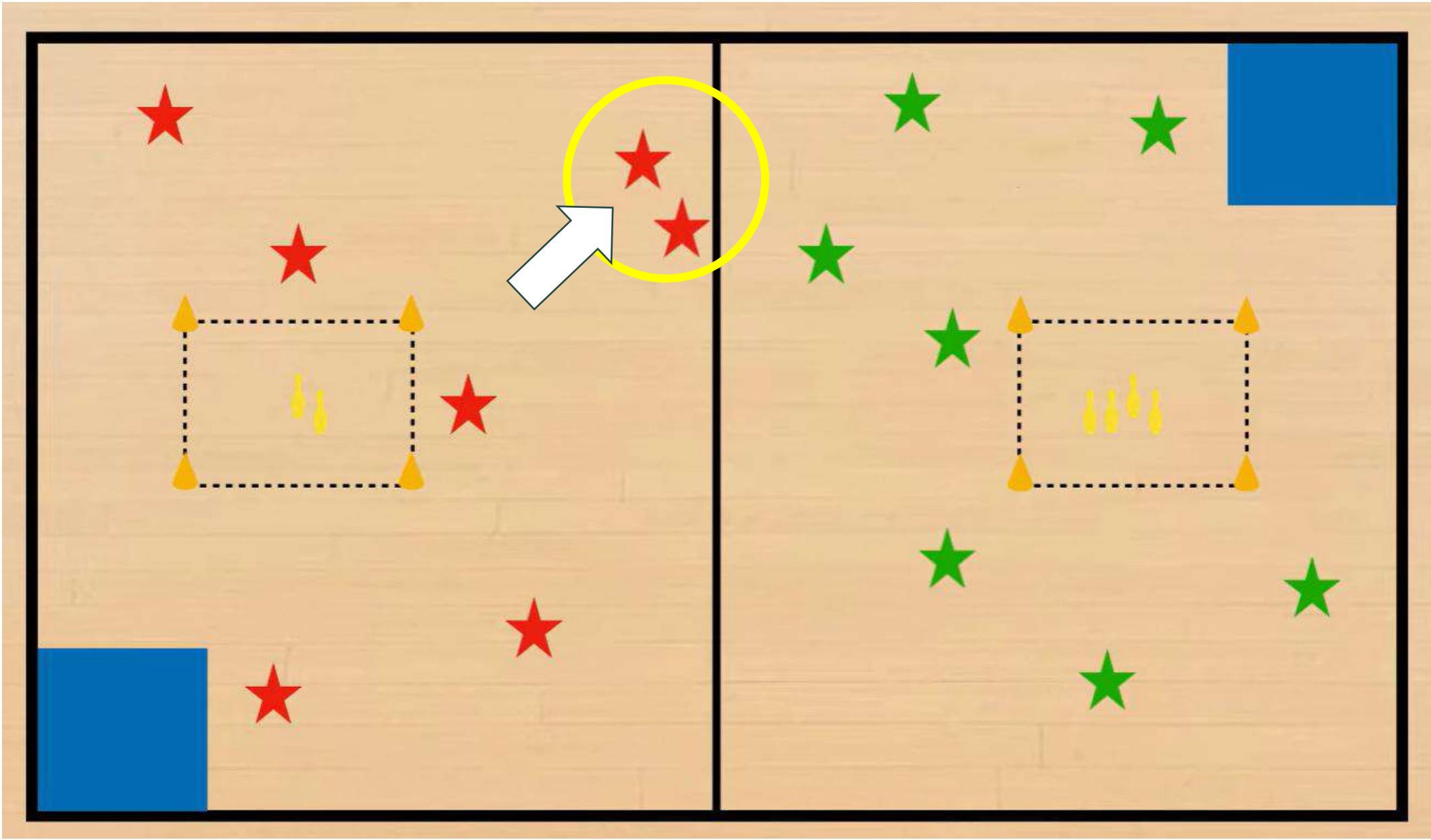


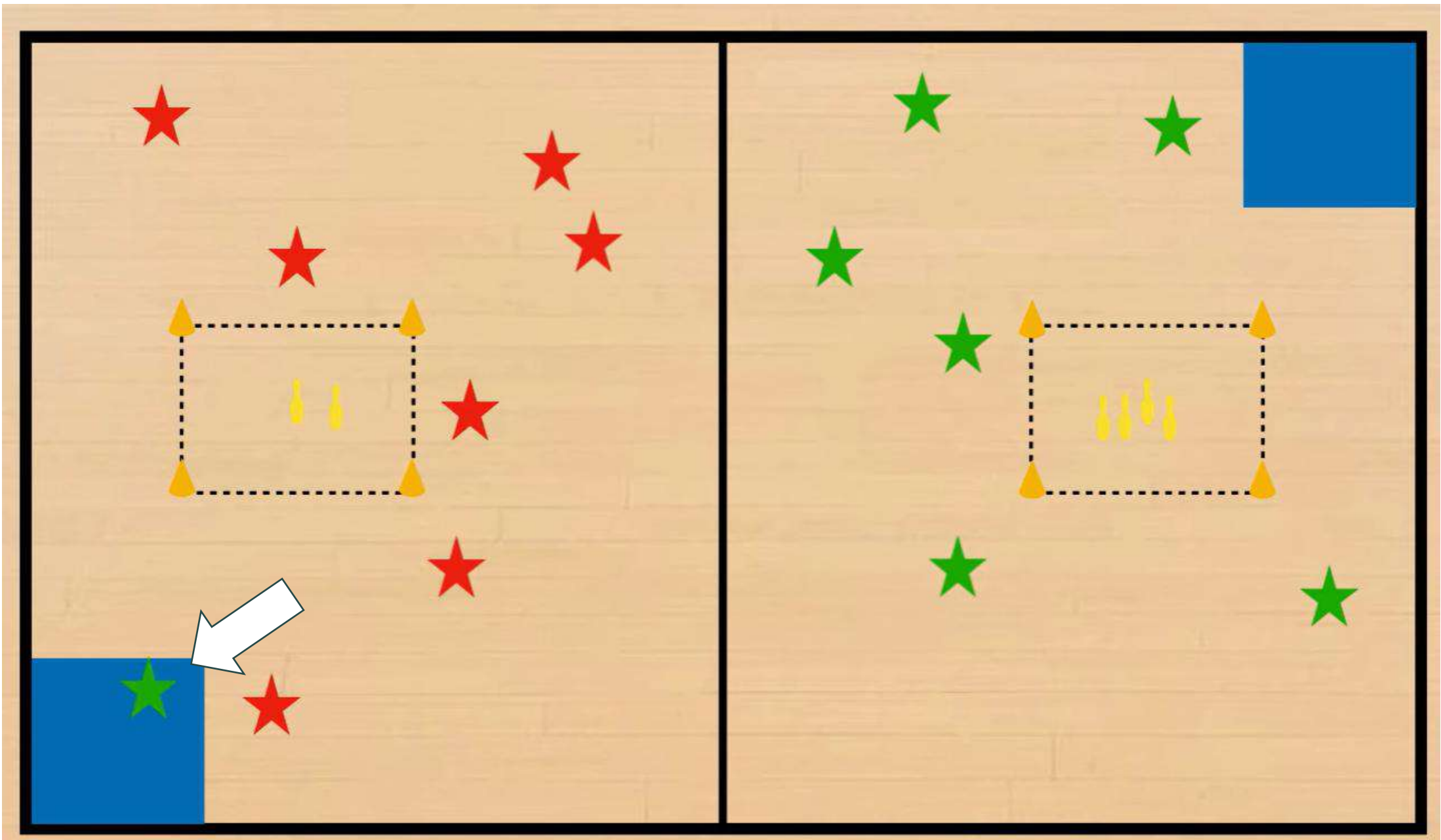


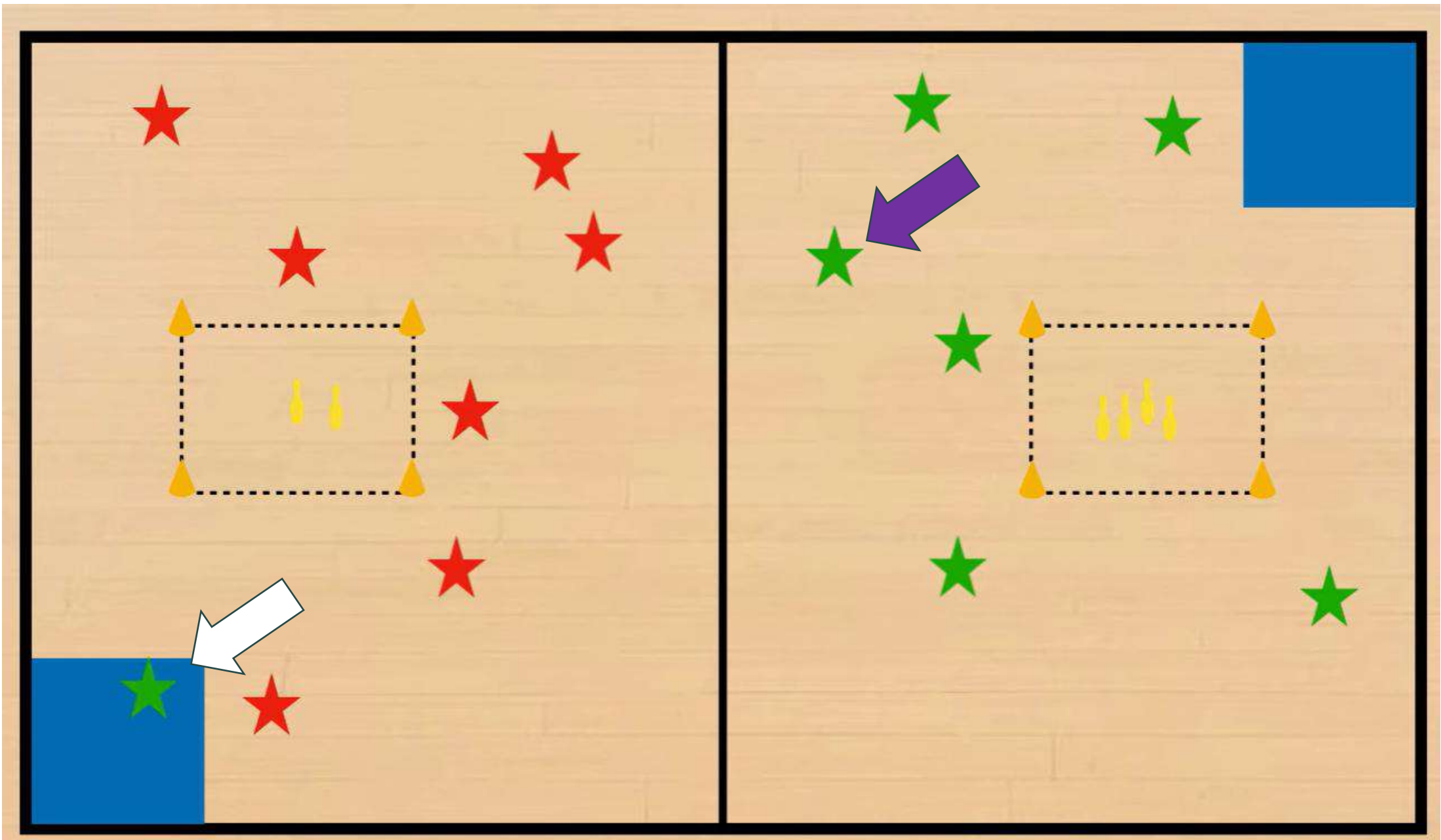


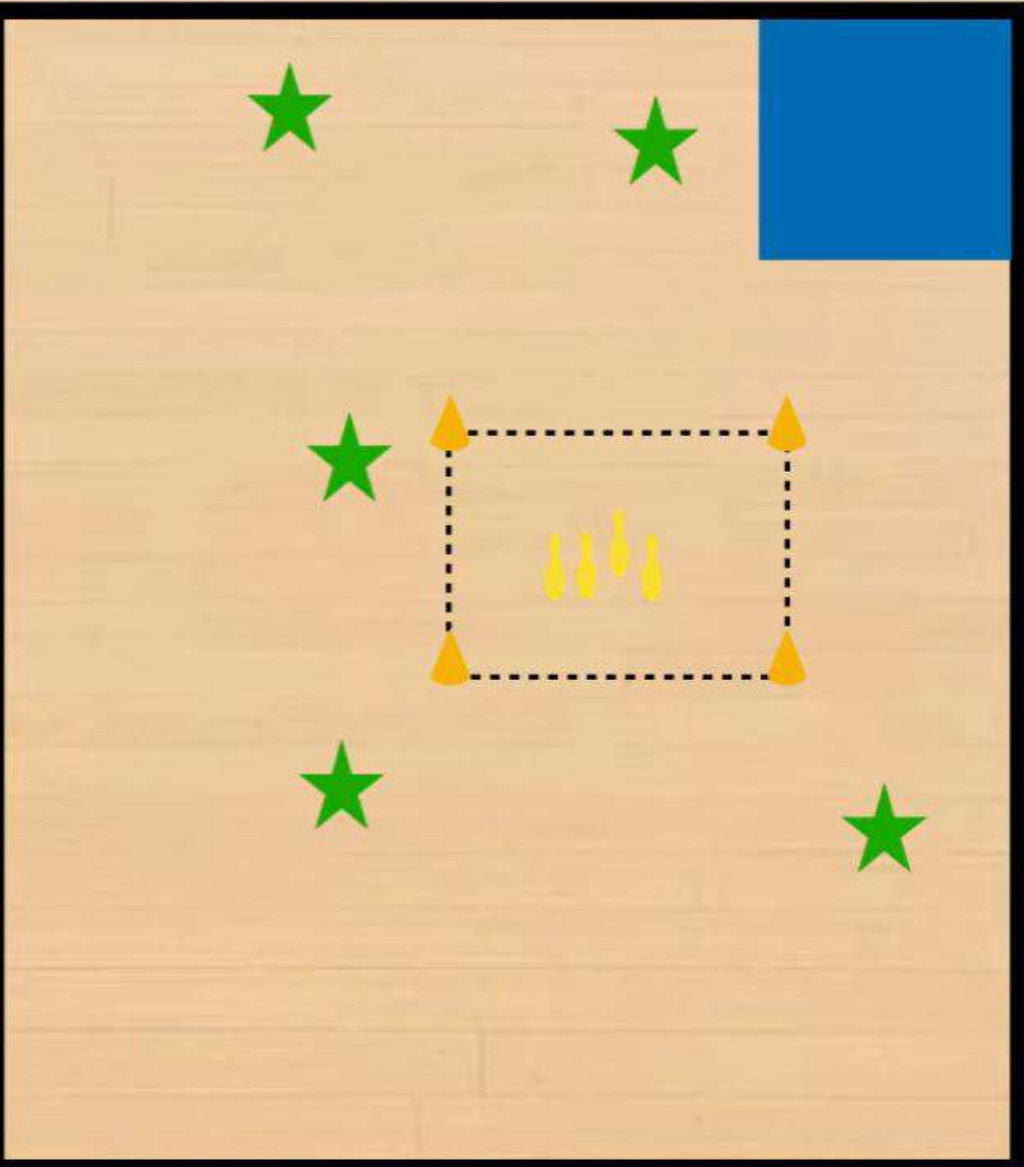
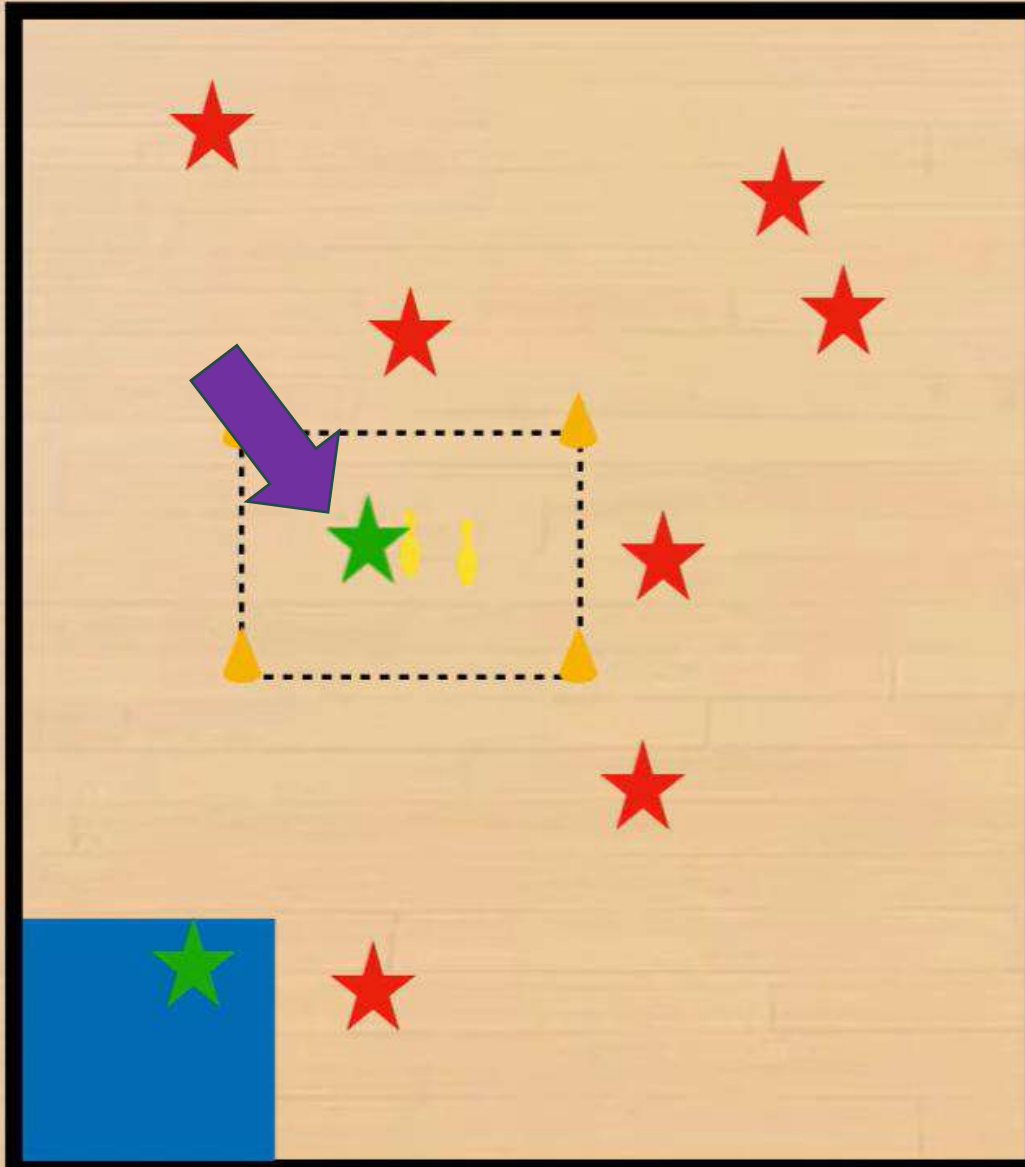


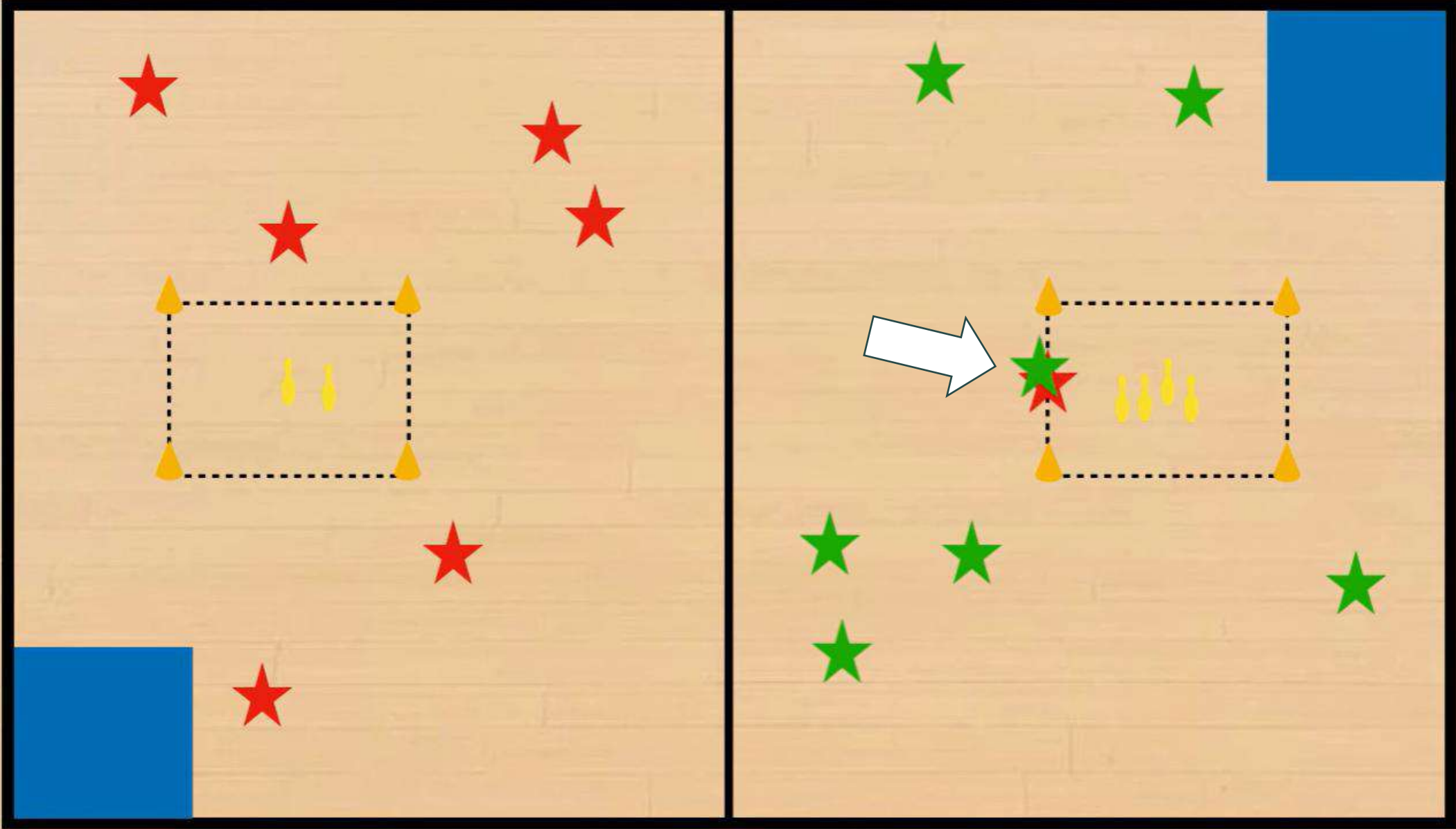


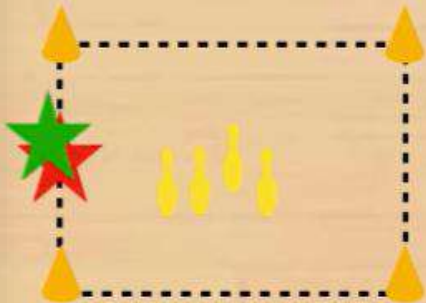
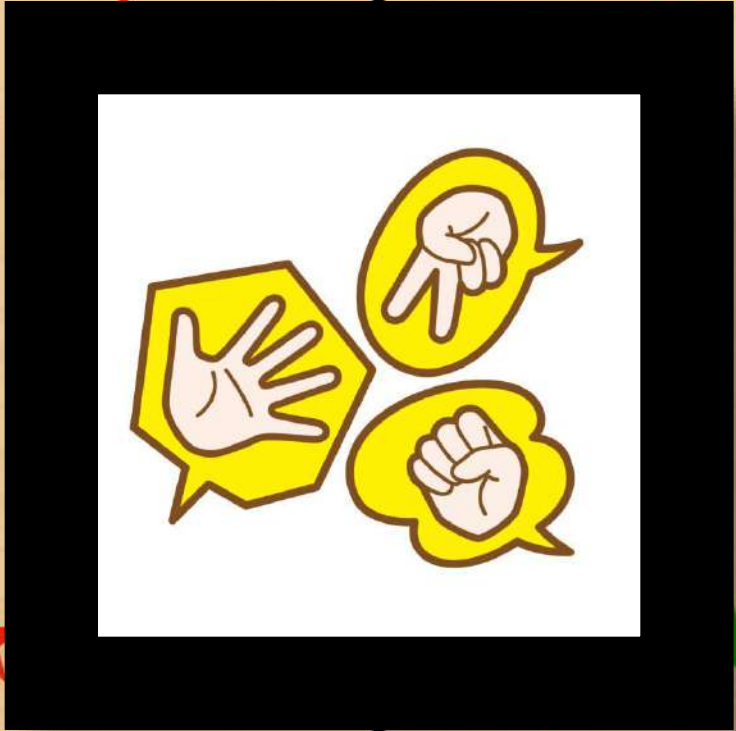


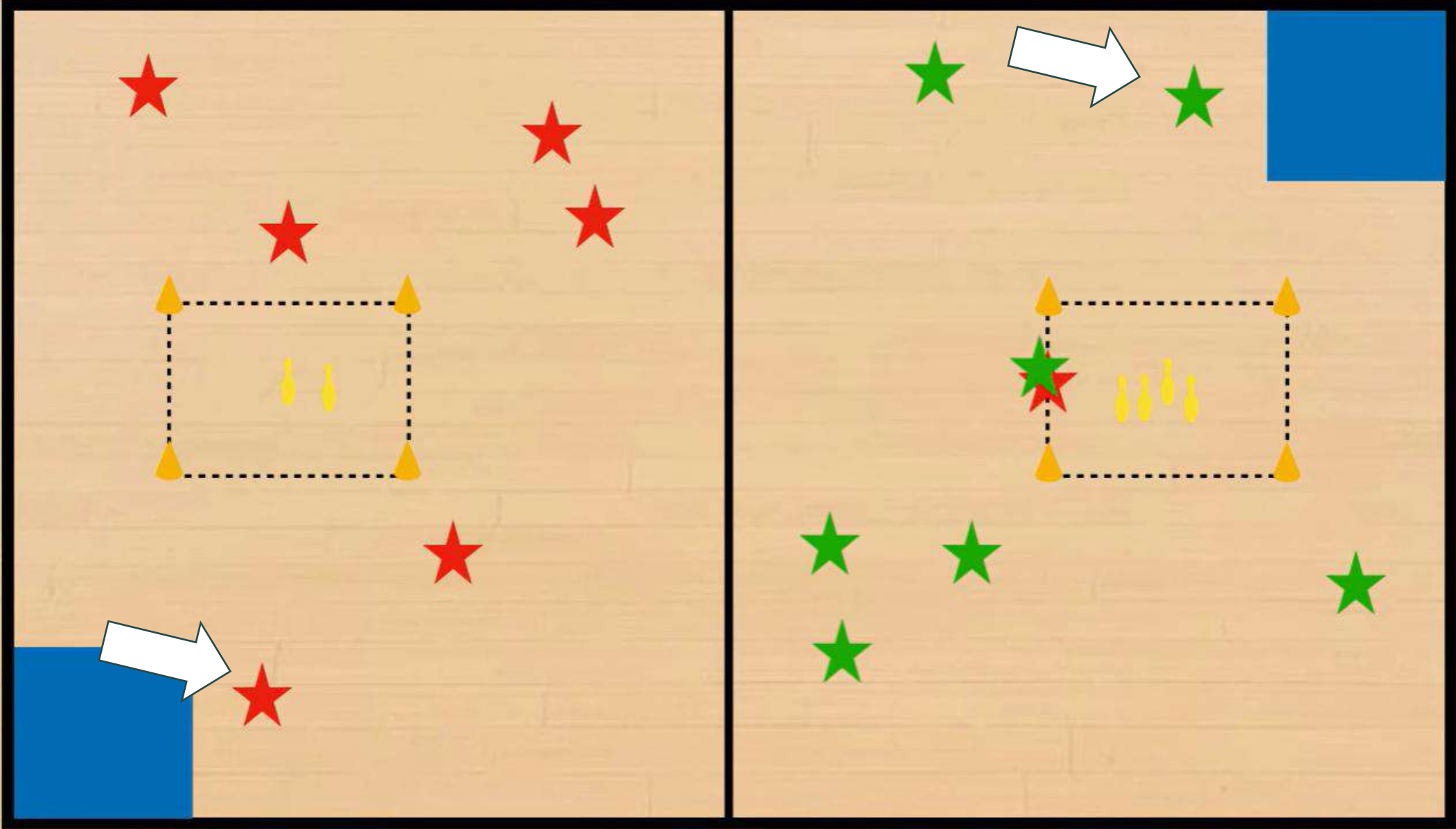


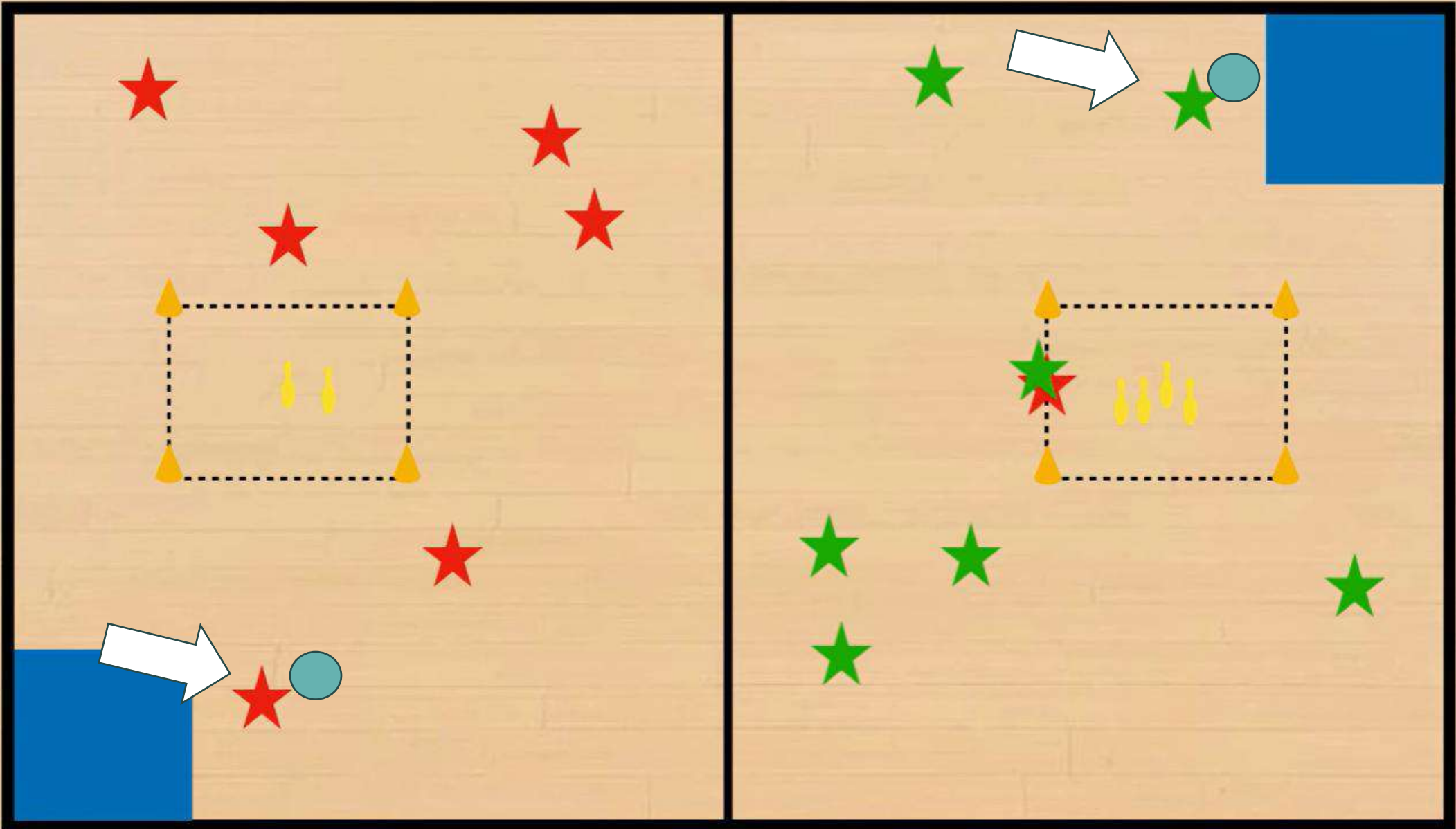


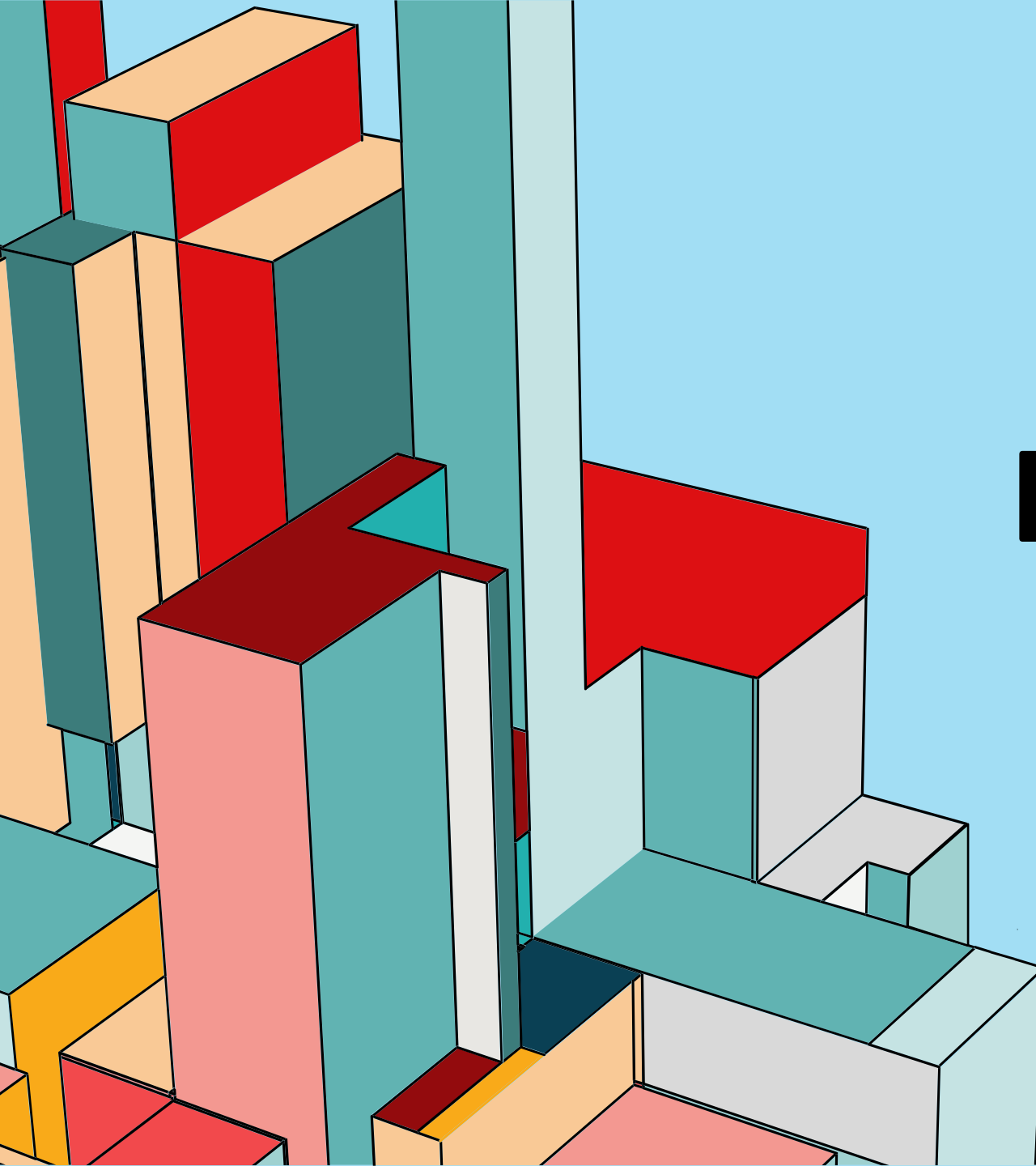












PLIOMETRIA

UKSCA Position Statement: Youth Resistance Training

Rhodri S. Lloyd, PhD, CSCS*D, ASCC¹; **Avery D. Faig**, FACSM, CSCS*D²; **Gregory D. Myer**, PhD, CSCS*D, FACS³; **Stone**, PhD, ASCC, FNSCA, FUKSCA⁴; **Jon L. Oliver**, PhD⁵; PhD, CSCS*D, ASCC, FNSCA⁶; **Jeremy Moody**, PhD⁷; **Brewer**, MSc, CSCS, ASCC⁷; **Kyle Pier**

Preamble

This manuscript will serve as the official position statement of the United Kingdom Strength and Conditioning Association (UKSCA) for youth resistance training. The authorship team for this manuscript were selected from a range of disciplines including paediatric exercise science, physical education, elite sport, and sports medicine. Prior to publishing, the manuscript was reviewed in detail and subsequently endorsed by the UKSCA Board of Directors.



ACSM Sports Medicine Basics

PLYOMETRIC TRAINING FOR
CHILDREN AND ADOLESCENTS



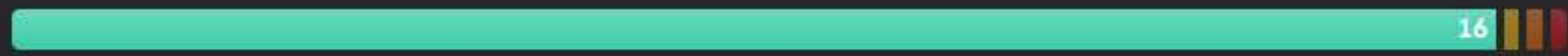
www.acsm.org

**“YES, PROPERLY SUPERVISED,
LOW-LOAD PLYOMETRICS
ARE RECOMMENDED FOR
PRE-TEENS WHEN SAFETY
GUIDELINES ARE
FOLLOWED.”**



Yes, plyometric training meaningfully improves physical fitness in preadolescents when appropriately designed and supervised.

Consensus Meter N = 16



- Yes** 100%
- Possibly** 0%
- Mixed** 0%
- No** 0%

[All details](#) ▾

A SYSTEMATIC REVIEW: PLYOMETRIC TRAINING PROGRAMS FOR YOUNG CHILDREN

BARBARA A. JOHNSON,¹ CHARLES L. SALZBERG,² AND DAVID A. STEVENSON^{1,3}

¹*Movement Analysis Laboratory, Shriners Hospitals for Children Salt Lake City, Salt Lake City, Utah;* ²*Department of Special Education and Rehabilitation, Utah State University, Logan, Utah;* and ³*Department of Pediatrics, Division of Medical Genetics, University of Utah, Salt Lake City, Utah*

ABSTRACT

Johnson, BA, Salzberg, CL, and Stevenson, DA. A systematic review: plyometric training programs for young children. *J Strength Cond Res* 25(9): 2623–2633, 2011—The purpose of this systematic review was to evaluate the efficacy and safety of plyometric training for improving motor performance in young children; to determine if this type of training could be used to improve the strength, running speed, agility, and jumping ability of children with low motor competence; and to examine the extent and quality of the current research literature. Primary research articles were selected if they (a) described the outcomes of a plyometric exercise intervention; (b) included measures of strength, balance, running speed, jumping ability, or agility; (c) included prepubertal children 5–14 years of age; and (d) used a randomized control trial or quasiexperimental design. Seven articles met the inclusion criteria for the final review. The 7 studies were judged to be of low quality (values of

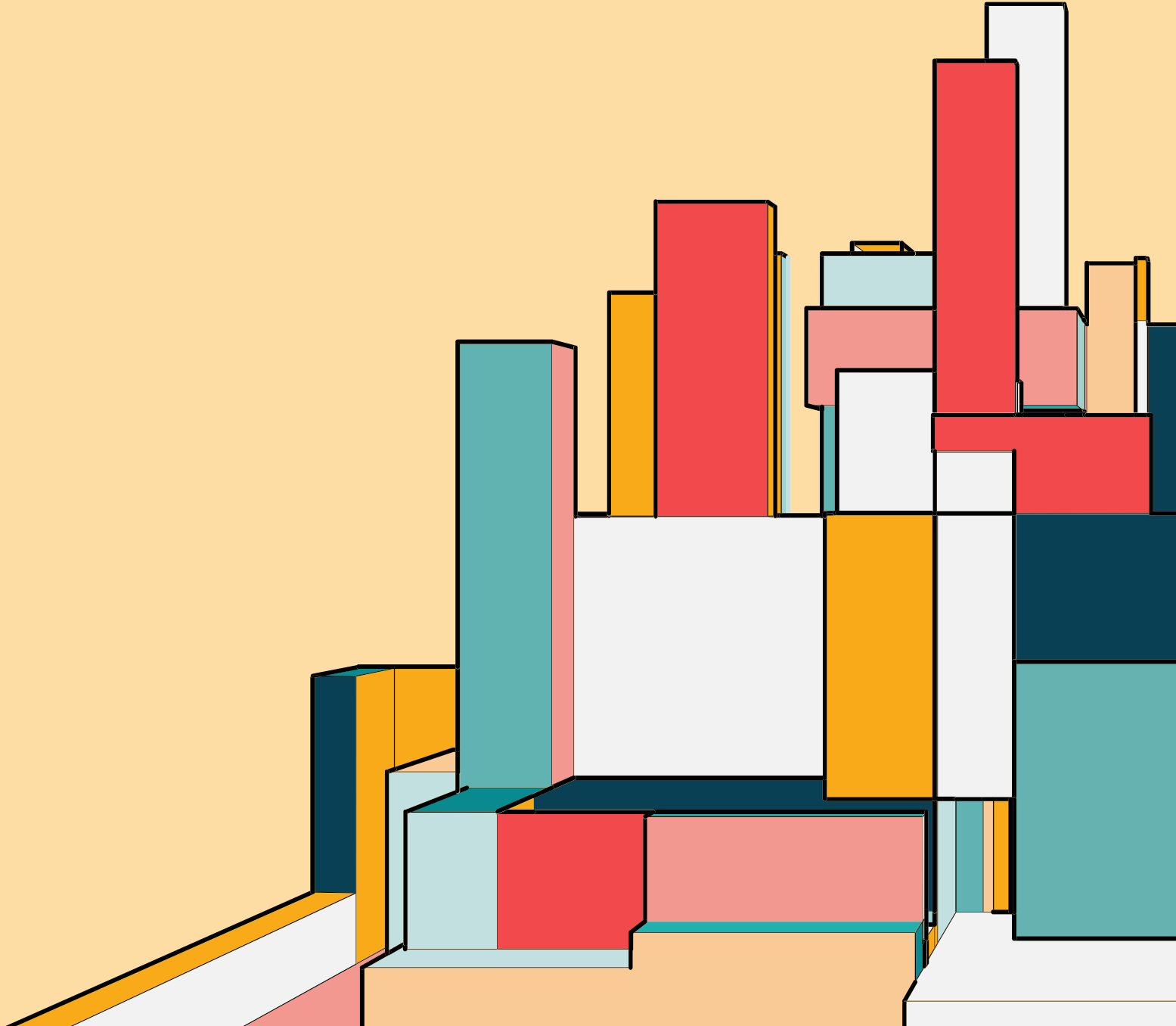
INTRODUCTION

Improving physical activity is a national health initiative for children of all abilities (22). Current national health initiatives recommend 60 minutes or more of moderate to vigorous physical activity most days of the week for school-aged children. The physical activity should be enjoyable, developmentally appropriate, and should consist of a variety of activities. Children have the opportunity to begin playing competitive sports at the age of 7–8. However, before that time, young school-aged children engage in playground games and recreational sports where they run, skip, hop, jump, kick, and throw.

Children with low motor competence have lower levels of physical fitness (13), lower levels of physical activity (24), and participate in fewer organized recreational and play activities (2). Wrotniak et al. (24) suggested that running and jumping are fundamental skills for participation in active games and sports. Therefore, improving running and jumping in children with low motor competence may be an appropriate

- la pliometria è appropriata anche nei bambini
- deve essere a corpo libero
- deve essere progressiva e supervisionata
- l'obiettivo principale è lo sviluppo neuromuscolare e coordinativo.

E QUINDI?



1

Priorità alla tecnica

Prima della potenza: insegnare atterraggi controllati, ginocchia allineate e stabilità del tronco.

2

Solo esercizi a corpo libero

Utilizzare salti, hop, balzi e skip senza sovraccarichi esterni.

3

Progressione graduale

Passare da salti semplici sul posto → hop monopodalici → balzi in avanti → cambi di direzione.

4

Volume moderato

Circa 60-100 contatti con il terreno per seduta, 2-3 sessioni a settimana.

5

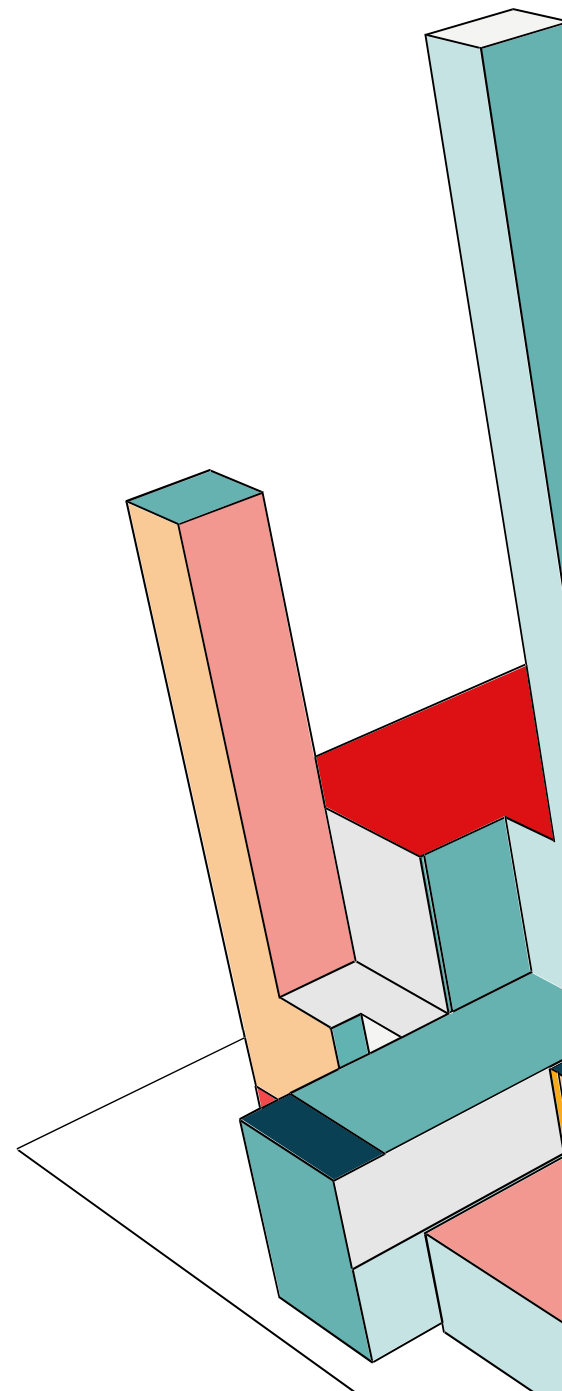
Superfici sicure e recupero adeguato

Preferire erba o pista e garantire pause sufficienti tra le serie.

6

Inserire la pliometria in modo ludico

Usare circuiti, staffette e giochi per mantenere motivazione e qualità del movimento.



Review ⓘ 24 June 2019

Implementing Eccentric Resistance Training—Part 1: A Brief Review of Existing Methods

[Timothy J. Suchomei](#)^{1,2,*}, [John P. Wagle](#)³, [Jamie Douglas](#)⁴, [Christopher B. Taber](#)⁵, [Mellissa Harden](#)^{2,6},
[G. Gregory Haff](#)^{2,7} and [Michael H. Stone](#)⁸

¹ Department of Human Movement Sciences, Carroll University, Waukesha, WI 53186, USA

² Directorate of Sport, Exercise, and Physiotherapy, University of Salford, Salford, Greater Manchester M6 6PU, UK

³ Kansas City Royals, Kansas City, MO 64129, USA

⁴ High Performance Sport New Zealand, Mairangi Bay, Auckland 0632, New Zealand

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Review ⓘ 9 August 2019

Implementing Eccentric Resistance Training—Part 2: Practical Recommendations

[Timothy J. Suchomei](#)^{1,2,*}, [John P. Wagle](#)³, [Jamie Douglas](#)⁴, [Christopher B. Taber](#)⁵, [Mellissa Harden](#)^{2,6},
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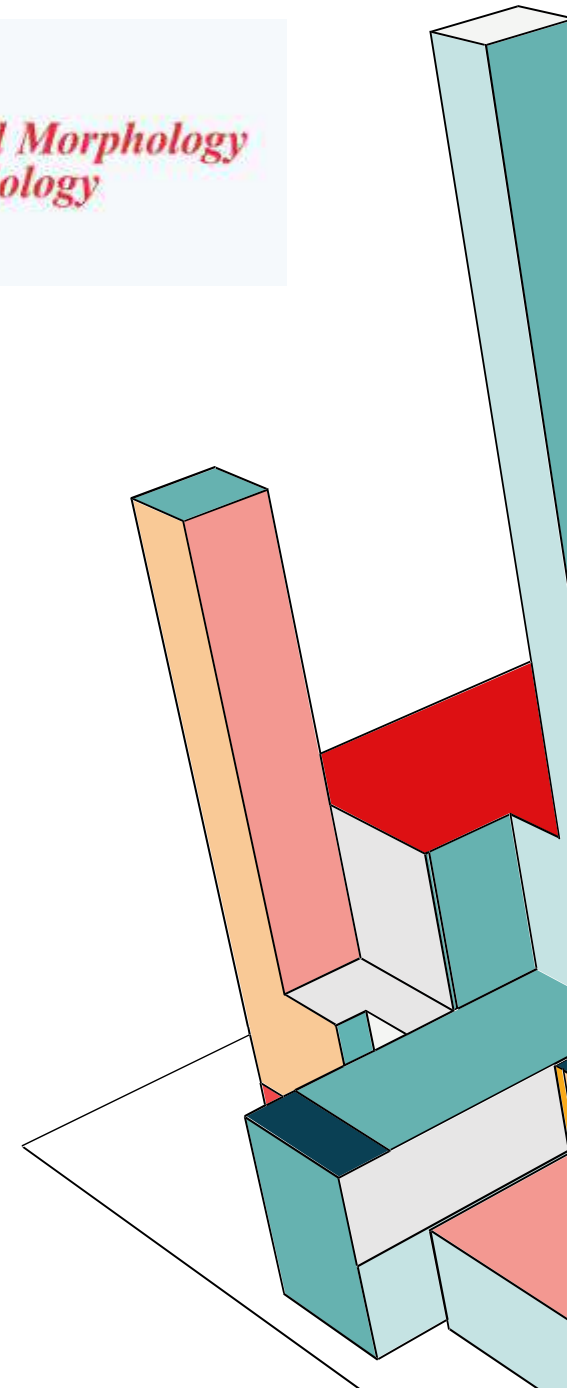
This article belongs to the Special Issue [Eccentric Exercise: Adaptations and Applications for Health and Performance](#)



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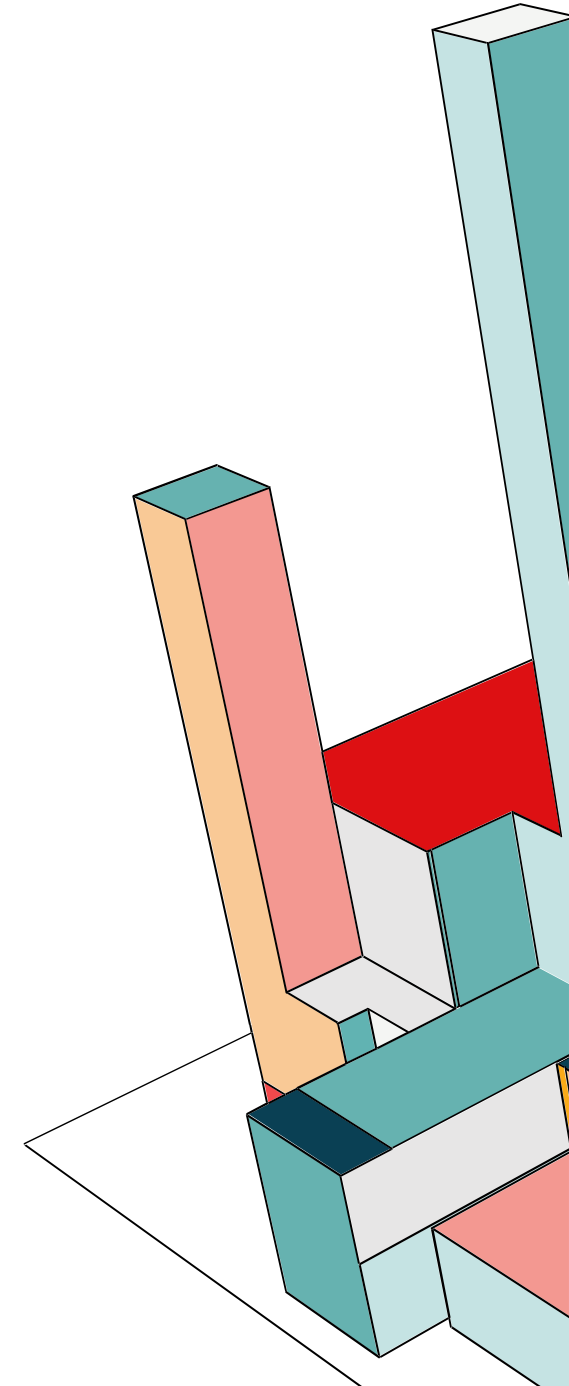
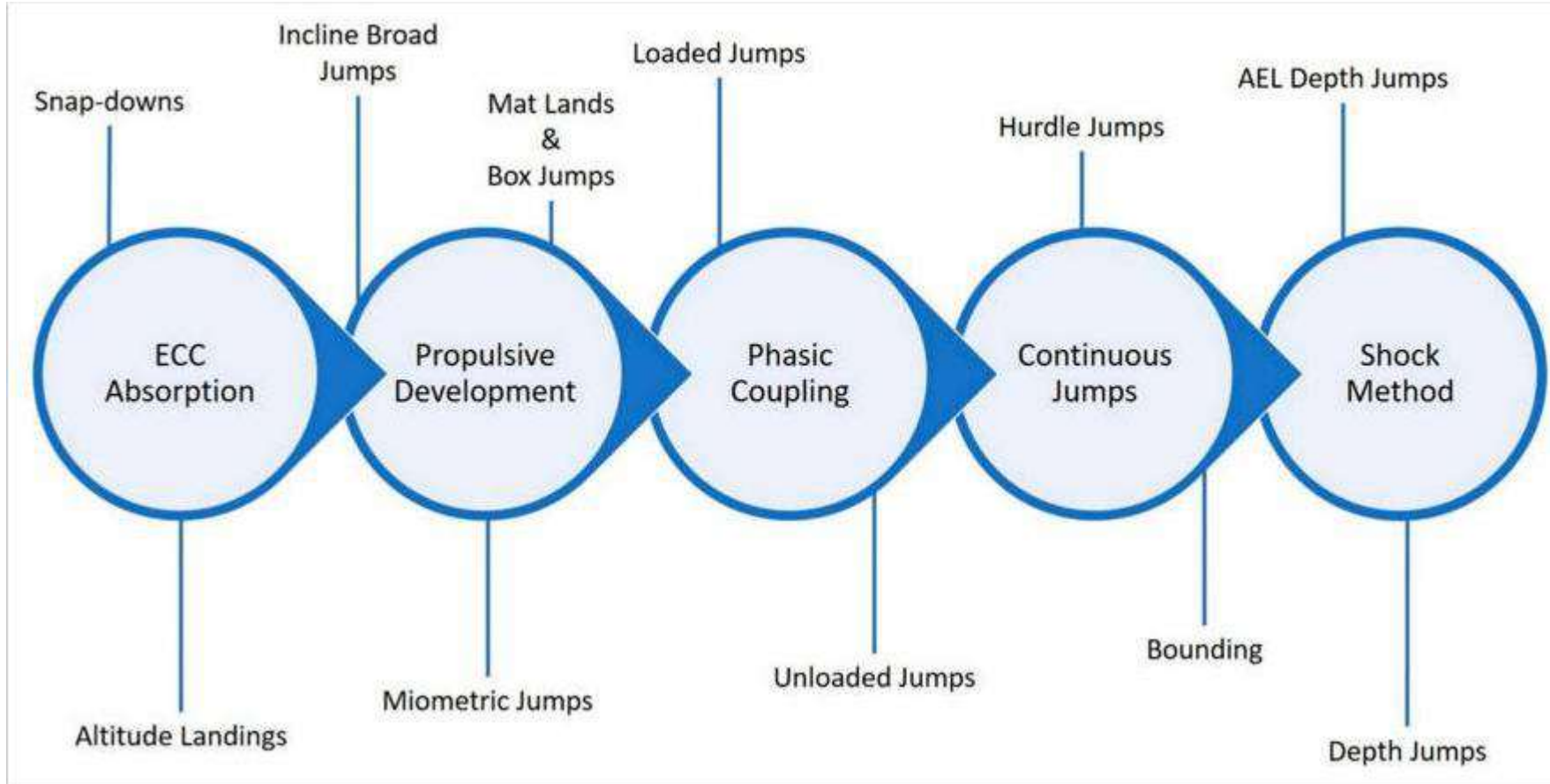
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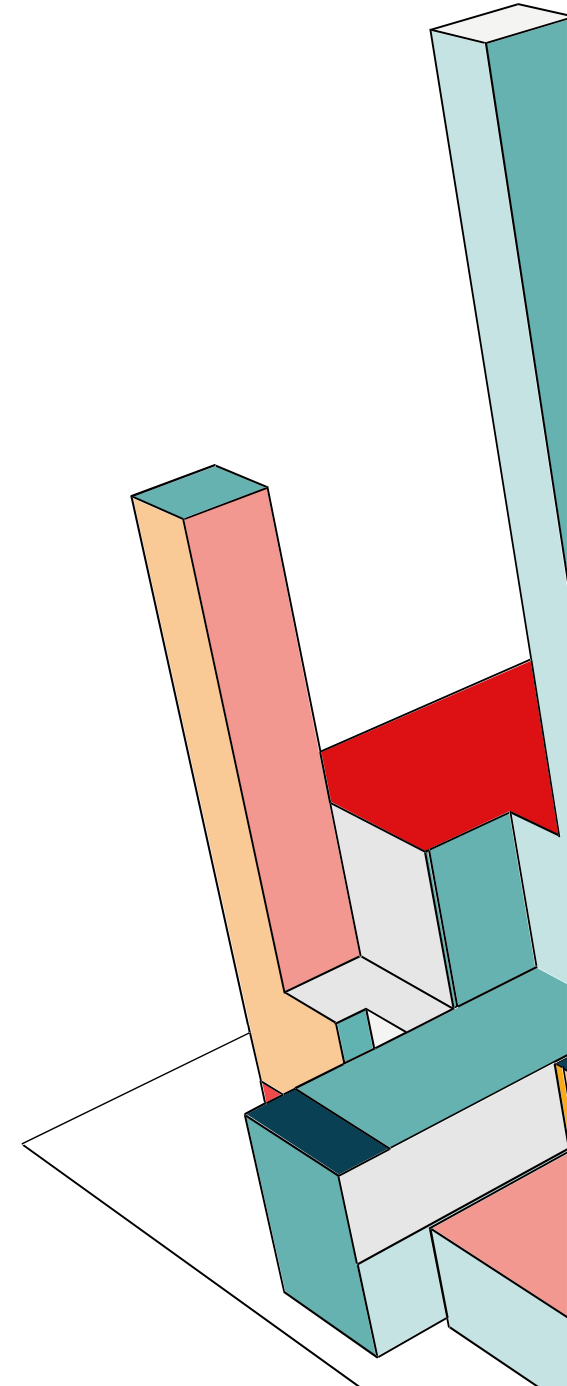
Incline Broad Jumps

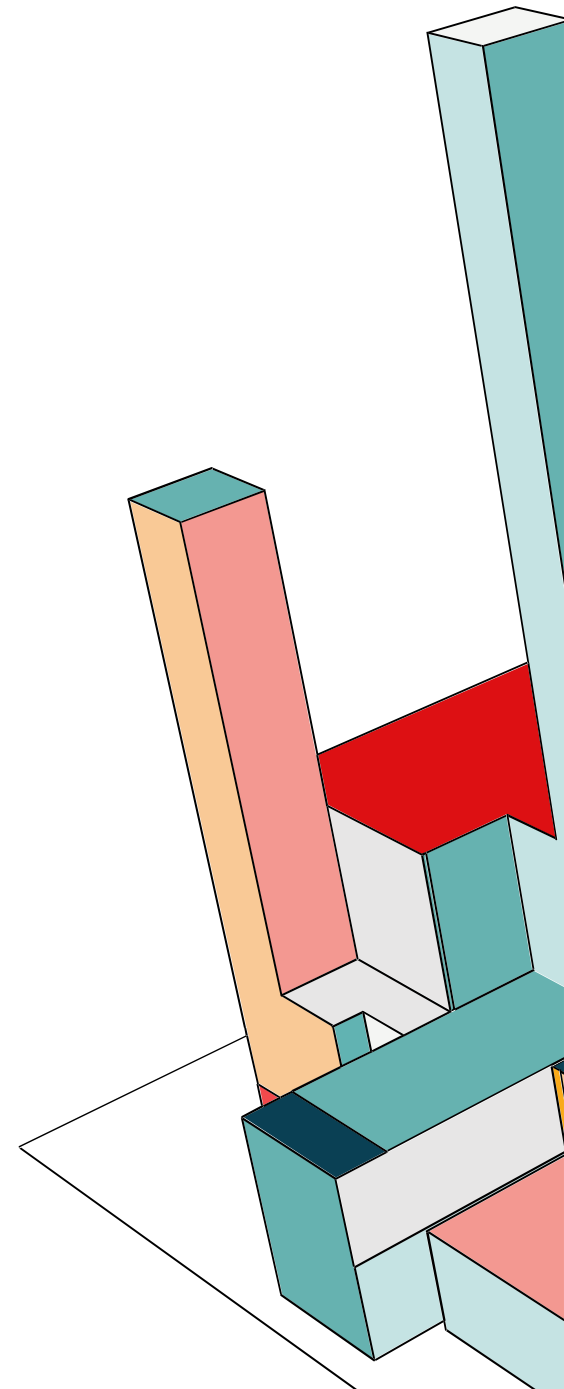
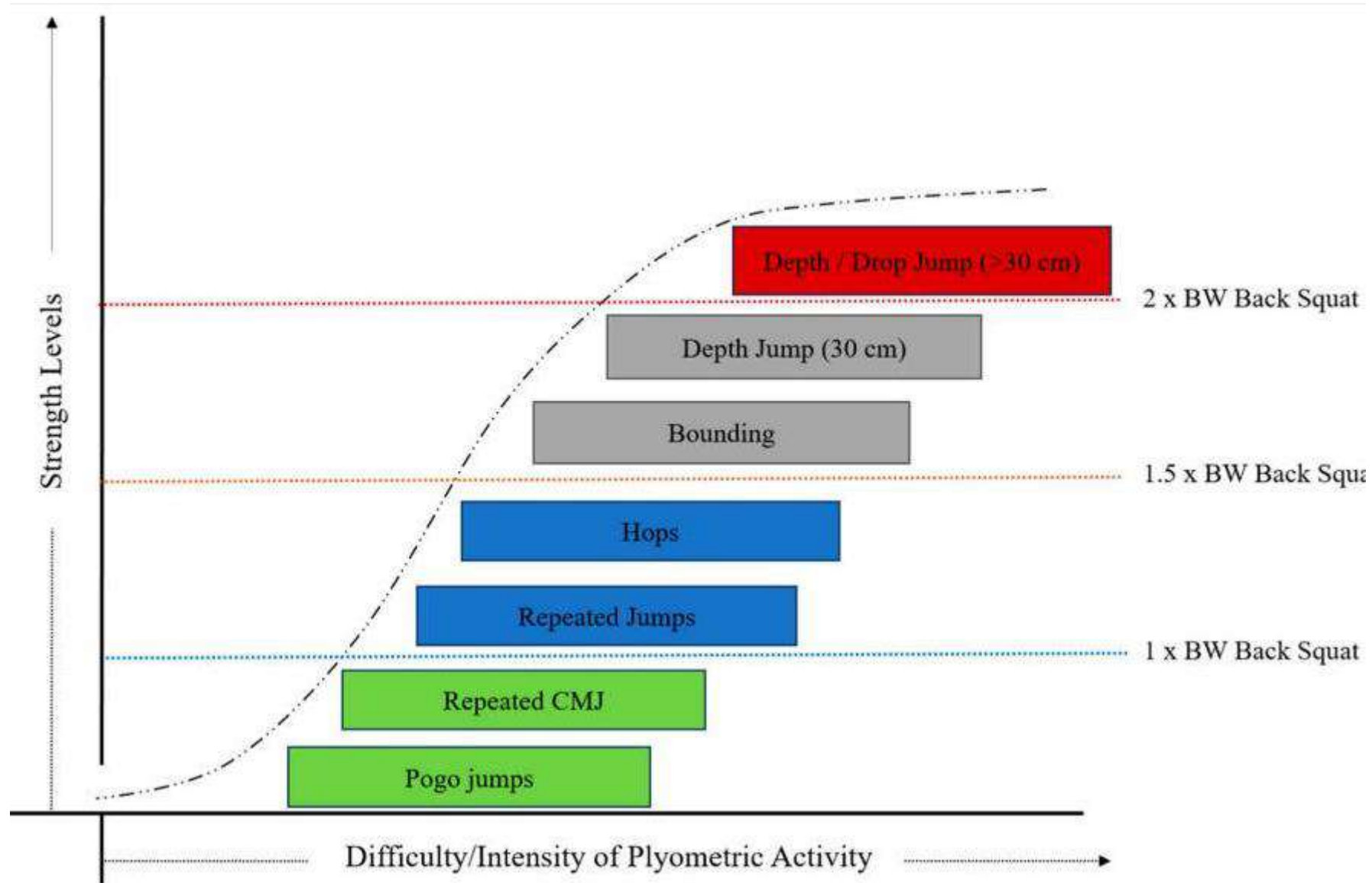
Snap-Downs

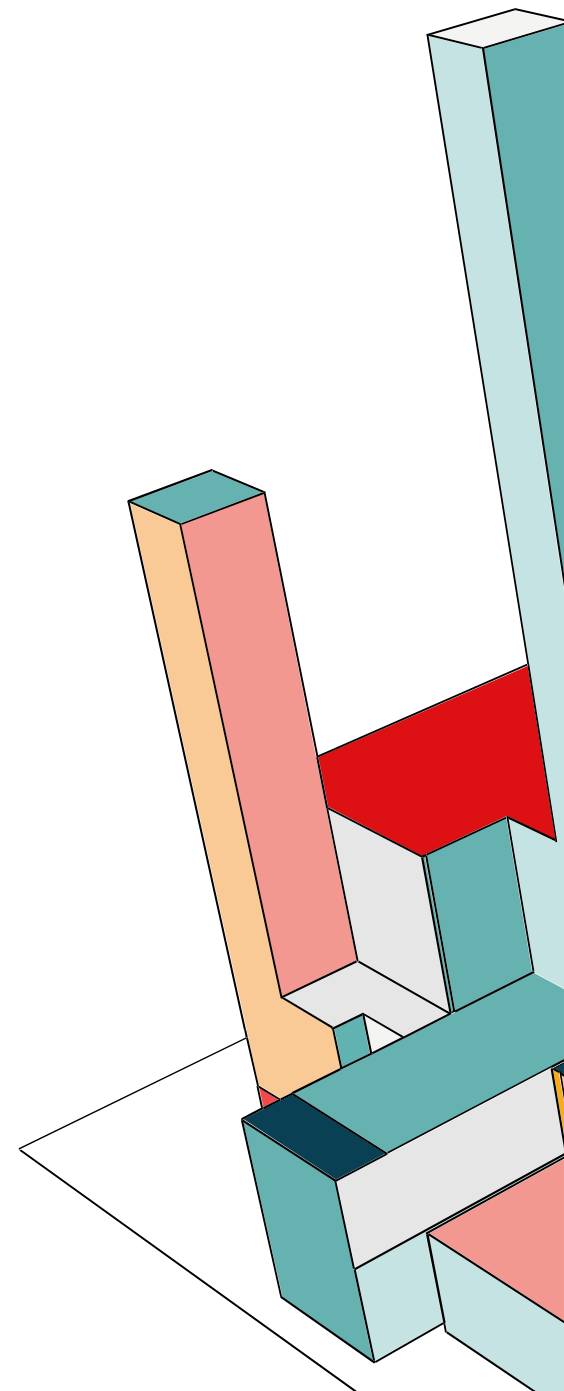


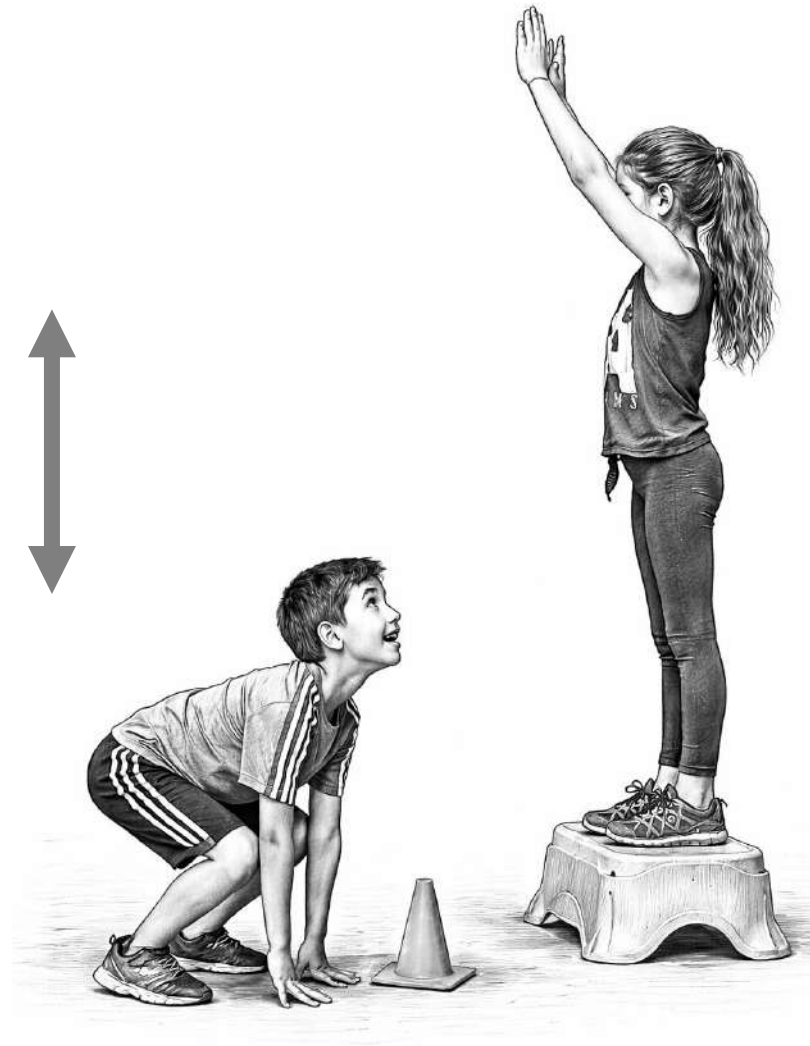
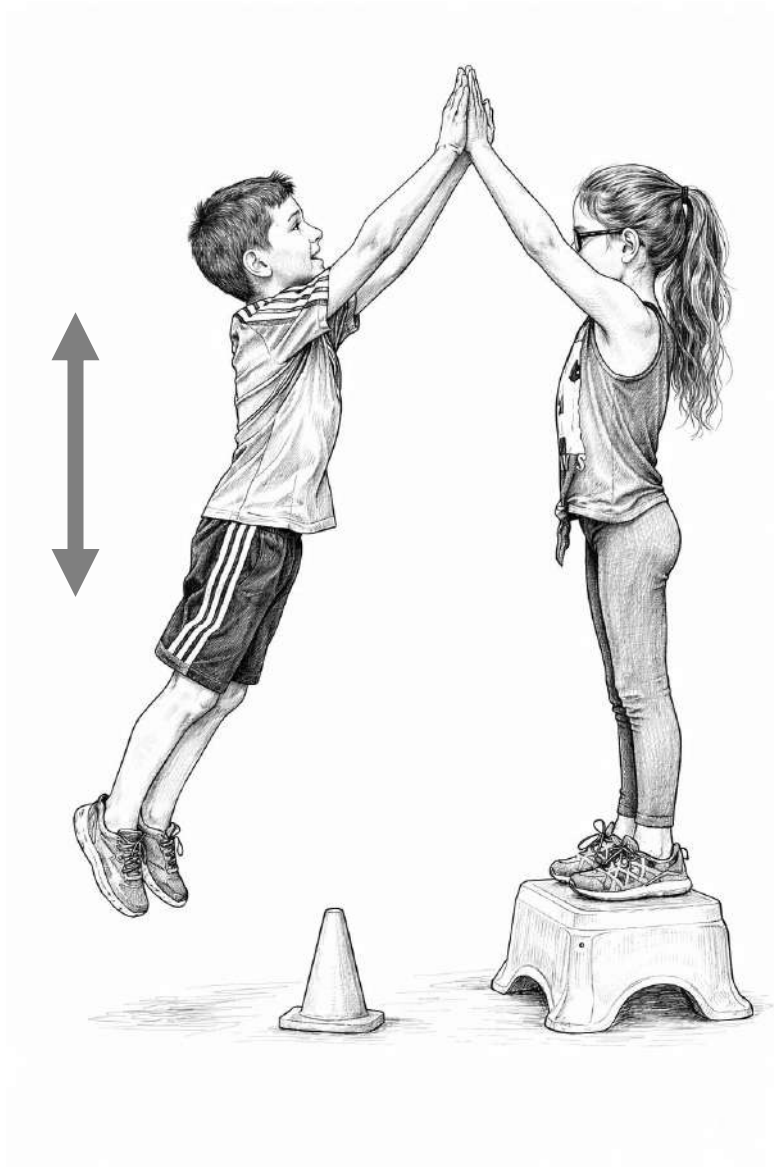
- una progressione logica che sviluppa passo-passo la capacità di usare il **ciclo stretch-shortening (SSC)**, cioè l'alternanza **eccentrico** → **concentrico** tipica di corsa e salto.
- La progressione va **dal controllo dell'atterraggio alla reattività esplosiva**.

- 1 imparare ad atterrare
- 2 imparare a saltare sopra qualcosa
- 3 collegare atterraggio ad atterra sopra a qualcosa
- 4 fare salti continui con assorbimento
- 5 togliere pian piano l'assorbimento fino ad arrivare a balzare con le gambe tese

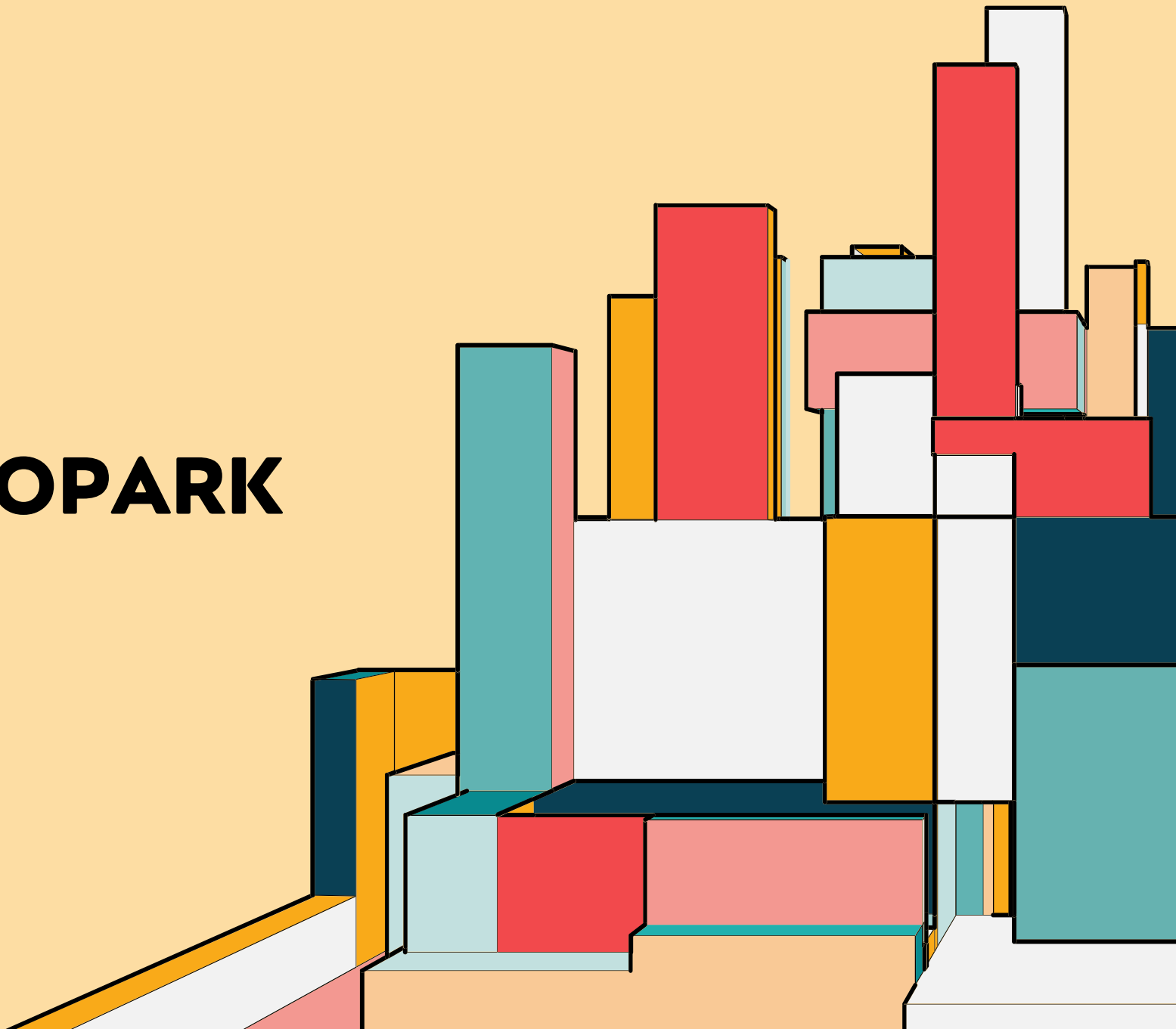








**RAGA OGGI
FACCIAMO PLIOPARK**

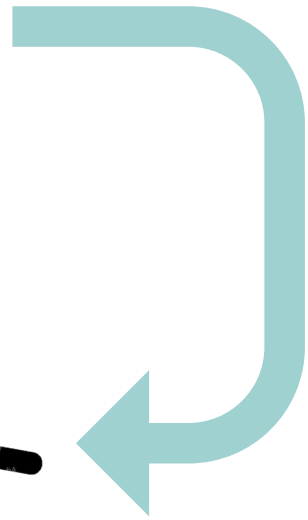
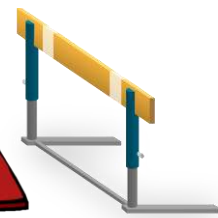
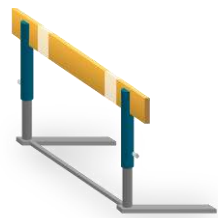












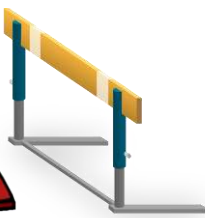
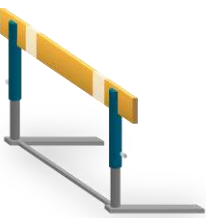
SNAP
DOWN



SNAP
DOWN



+ high ritorno
all'assorbimento



Propulsive
development







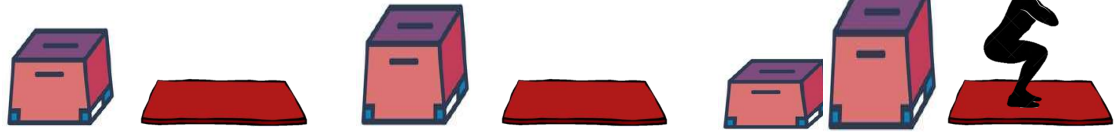
SNAP DOWN



SNAP DOWN



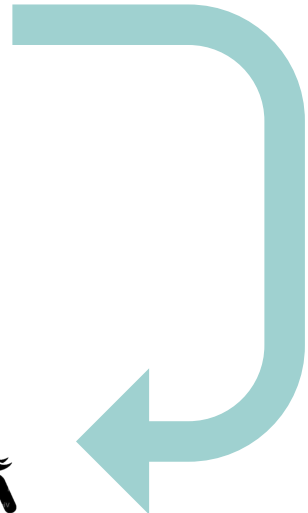
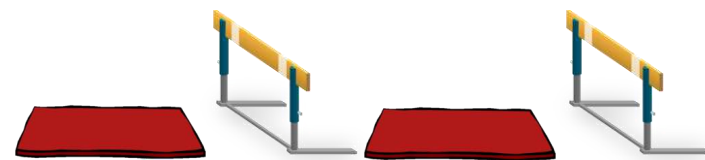
Medium landing



Propulsive development

SNAP DOWN

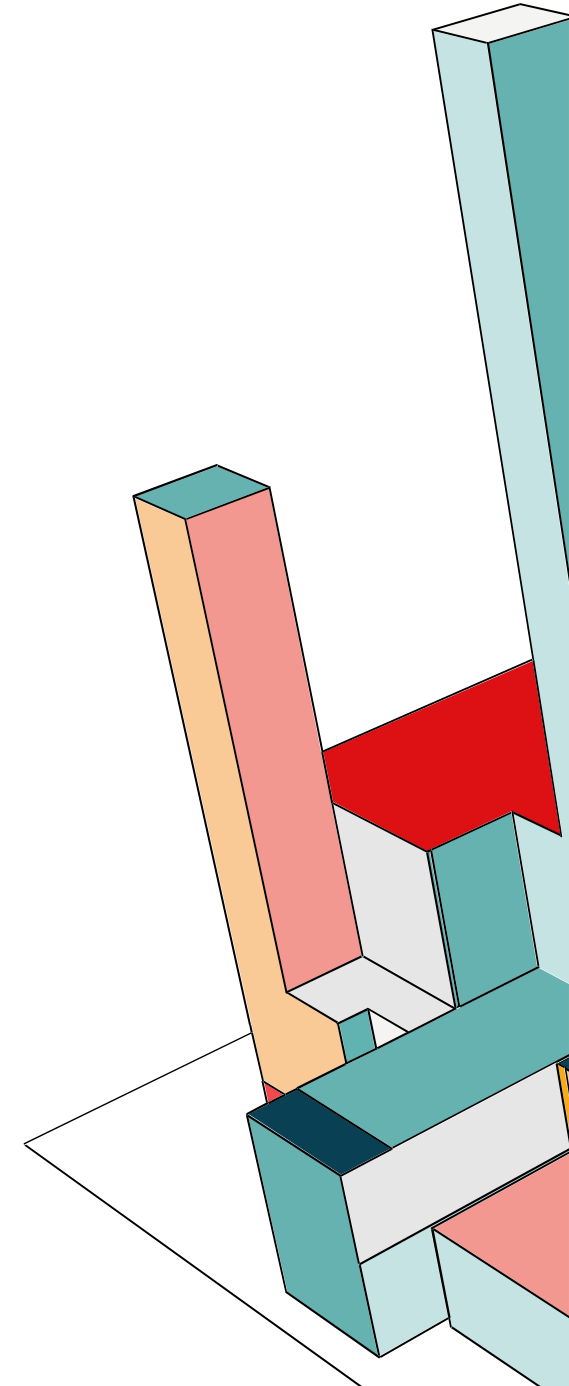
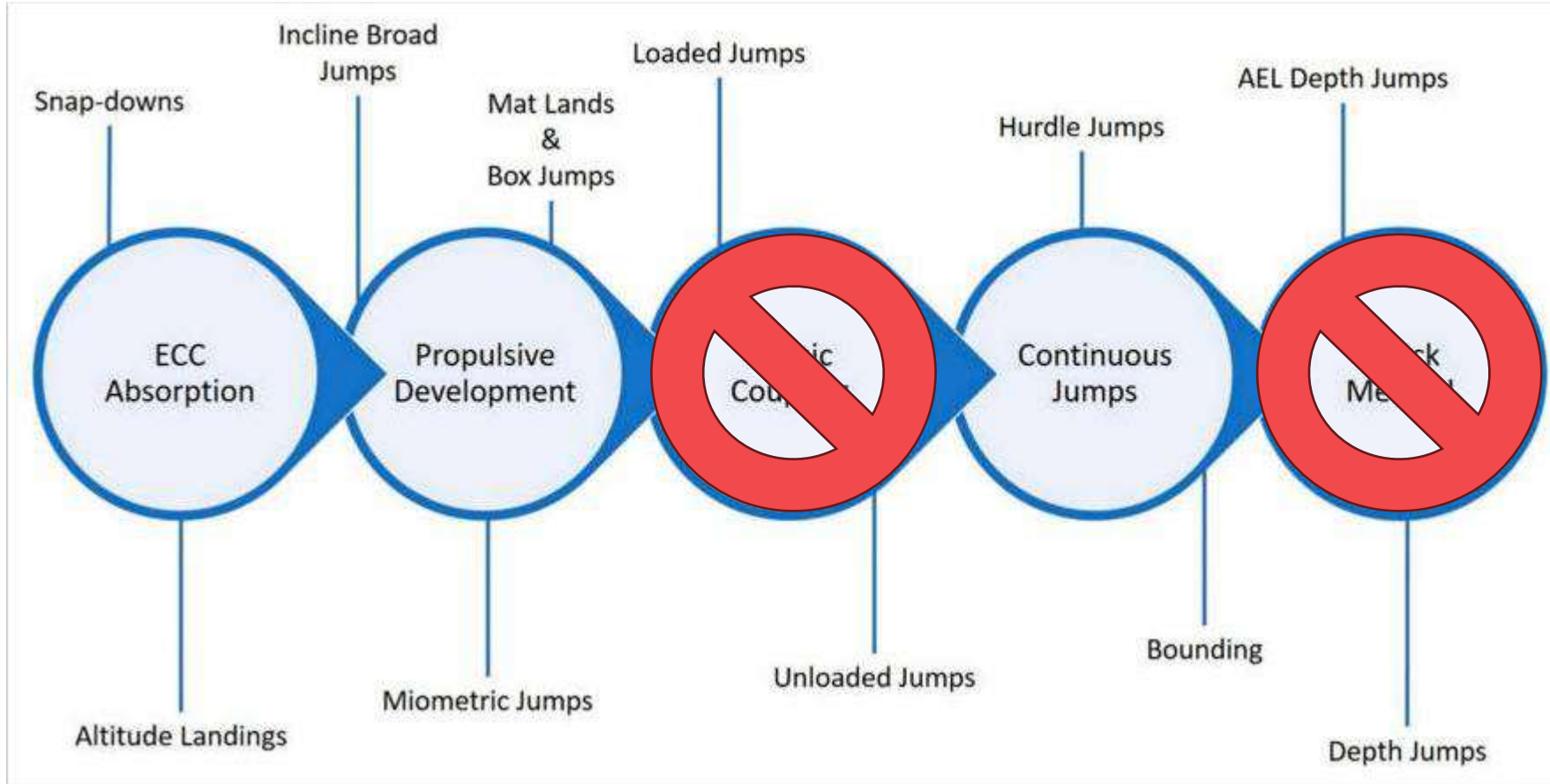
~~SNAP DOWN~~



Incline broad jumps

Incline Broad Jumps

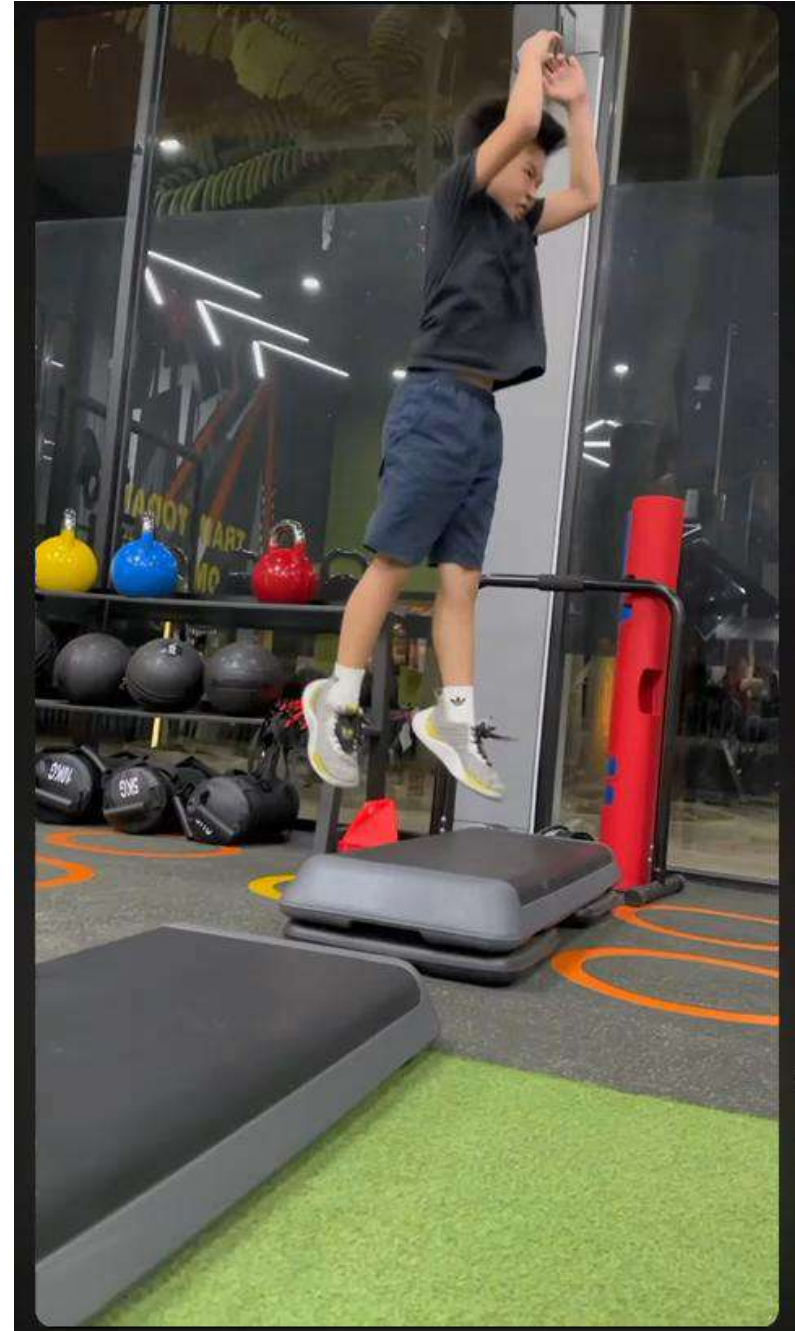
Snap-Downs



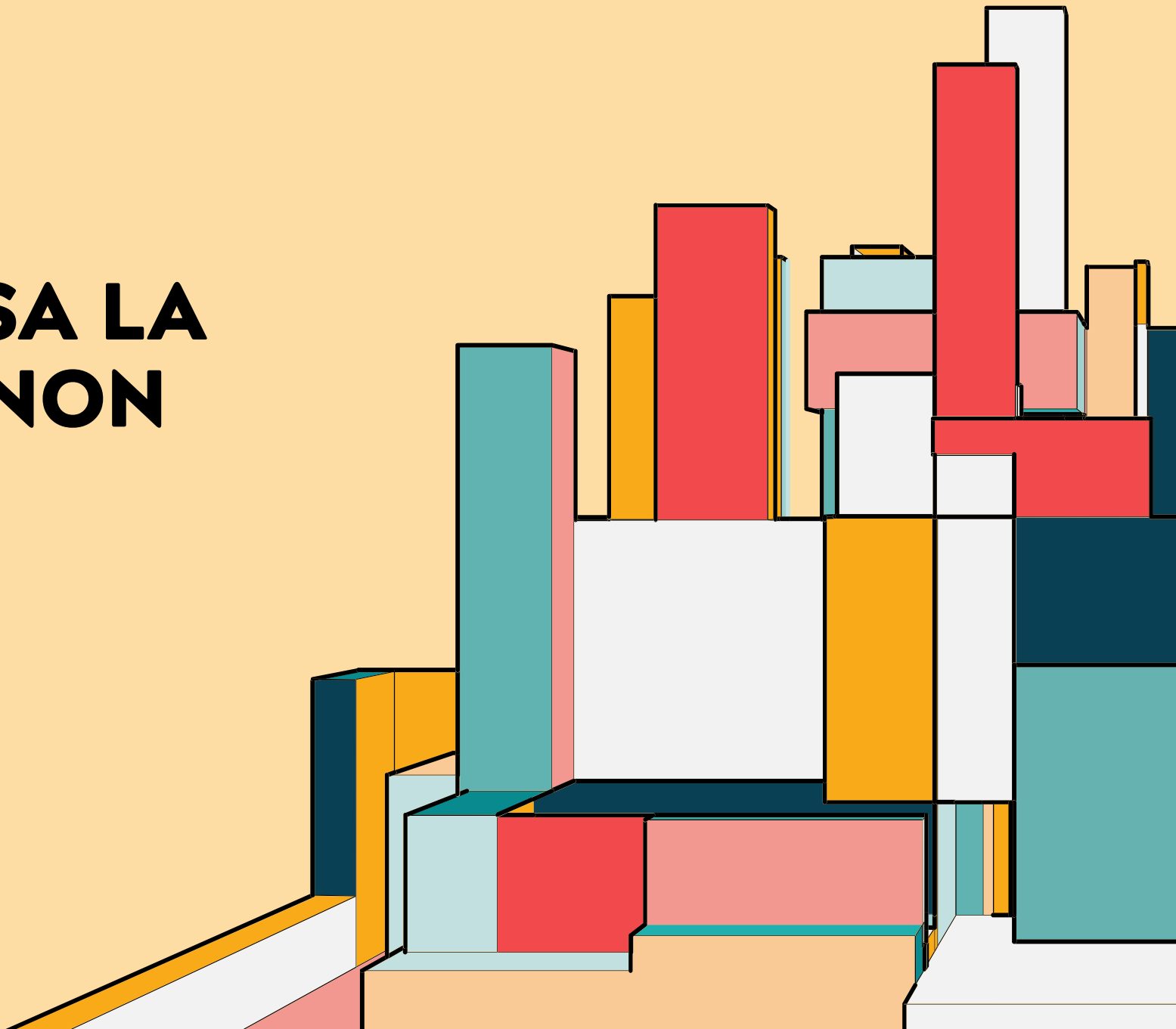
Consigli pratici

- 1 imparare ad atterrare
- 2 imparare a saltare sopra qualcosa
- 3 collegare atterraggio ad atterra sopra a qualcosa
- 4 fare salti continui con assorbimento
- 5 togliere pian piano l'assorbimento fino ad arrivare a balzare con le gambe tese

3 PLYOMETRIC DRILLS



**ANCHE QUI, USA LA
FANTASIA MA NON
ESAGERARE**

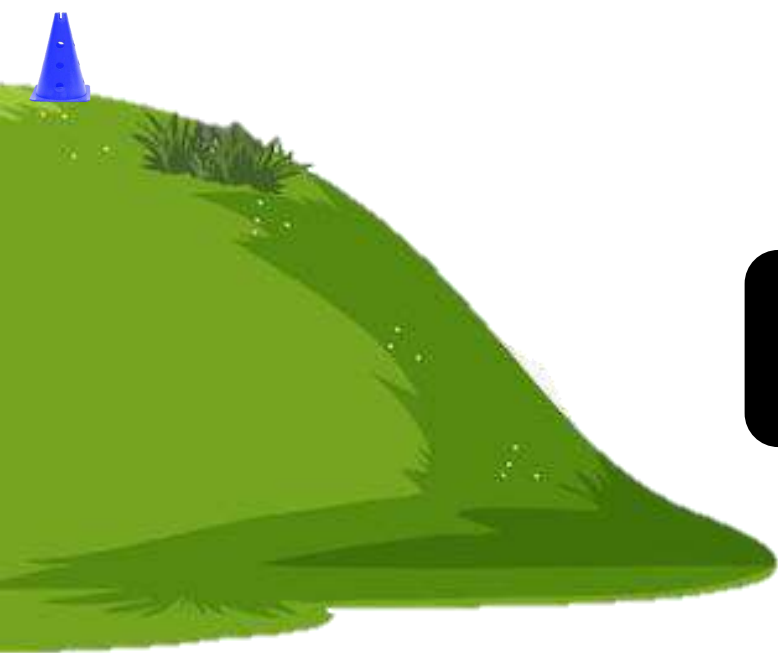




TEST DI ROUTINE FACILI E VELOCI



GRAZIE PER L'ATTENZIONE



Il pliopark
mai più.

