

## AAI FAMES Model

Stages	FMS	Athletic Basics	Multi-Event Development	Event Group Development	Specialisation
Age	4 to 6 years	7 to 11 years	12 to 13 years	14 to 15 years	16 years plus
	Play emphasis	Sample Athletics	More Specific skill work	Coach structured learning	More intense work
Focus	The main focus should be to develop movement skills in multiple directions. Promoting fun and games like activities is the goal. Coach/Parent led sessions seeking young athletes to explore and development fundamental movement skills, with lots of encouragement.	During this phase athletes should experience a variety of sporting and physical experiences to develop their motor skills. Again, activities should be game based for fun but become more structured. Learning should be in an environment of including all participants to improve skills overtime.	Continue the progression of skill-based activities, with an emphasis on building skill and knowledge around all the Athletic disciplines of running, jumping and throwing.	This is a time for continued improvement. Also, still a focus on participating in a variety of sports. Introduction of a more specific coaching structure, with one coach in general looking after the planning and implementation of training and competition.	Training can now become more intense and focus of Athletics is the athletes main sport. Competitions should become more of a focus as skill base is growing. This period requires greater support from club, coach, parent, to develop lifestyle skills as they enter Senior athletics.
Training	Learning FMS through fun activities and games. Should include Locomotion (running, jumping, hopping) Balance, Agility and Ball skills (throwing-catching).	7-9 years: Start to develop fundamental athletic skills of running, jumping and throwing, with or without specific equipment. Build an environment that encourages fun and friendship. High and Triple jump to be avoided if possible, teaching general jumping skills instead.  10-11 years: Build on skill and technique for the athletic events. Introduce all jumping events. Introduce more squad-based learning sessions.	Start to introduce more athletic specific technical development. Start to develop positive training groups, with coaching groups and attending of training clinics etc.  This is a time of skill, speed, strength and aerobic development in the athlete.	A time of rapid change in the athlete occurs. Physical, emotional and cognitive change so individualised training needs to apply.  More skill event-based coaching can happen with a focus on competition opportunities.	Now the athlete can consider an event group to specialise in. Also, the focus may become an Athletics focus solely.  This time needs to be spent on developing skills to meet educational, social skills, including the demands of training and competition.
Weekly activity	5 hours of activity per week, made up of hourly sessions. 50% child led; 50% parent coach led. Includes free play at school or home	Up to 6 hours of activity per week, for ages 7-9. Made up of 1.5 hours of total daily activity. For ages 10-11, increase to 7-8 hours of activity.	This age could have up to 10 hours per week, with 90 minutes to 2 hours total daily activity, including free play.	Continuation of up to 2 hours of total daily activity. Sport may reduce to one or two sports only. Hours may increase towards athletic specific training. Total 12 hours per week.	2 hours of total daily work. Perhaps more specific to athletic activities. Total hours of structured training of between 12 to 15 hours per week.