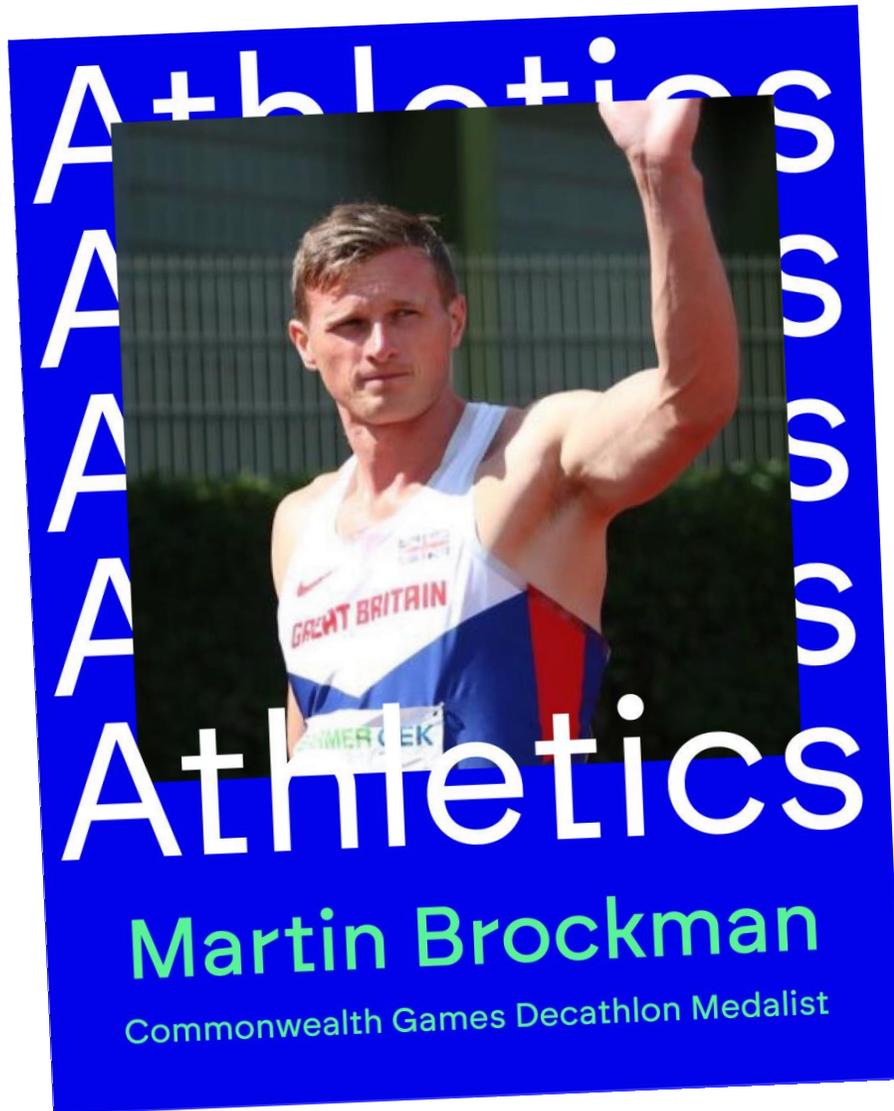


The image features a solid blue background with three thick, dark blue curved lines that sweep across the frame from the bottom left towards the top right. On the left side, there is a large, white, stylized letter 'P'. To its right, the words 'PERFORMANCE' and 'PATHWAYS' are stacked vertically in a bold, white, sans-serif font.

P PERFORMANCE PATHWAYS

P PERFORMANCE PATHWAYS

Elite Performance
High Performance
Gifted and Talented



Welcome

Commonwealth Games Decathlon Bronze Medallist (2010)

Head of Athlete Development at Aspire Academy, Qatar

Director of Performance Pathways



Certificate of Participation
Aspire Academy, Doha, Qatar
Participant Name: [Name]
Event: [Event]

Certificate of Participation
Aspire Academy, Doha, Qatar
Participant Name: [Name]
Event: [Event]

Certificate of Participation
Aspire Academy, Doha, Qatar
Participant Name: [Name]
Event: [Event]

Certificate of Participation
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Participant Name: [Name]
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Certificate of Participation
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Event: [Event]

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Aspire Academy, Doha, Qatar
Participant Name: [Name]
Event: [Event]



Certificate of Participation
Aspire Academy
ASPIRE ACADEMY



Certificate of Participation
Aspire Academy
ASPIRE ACADEMY

ASPIRE ACADEMY

ASPIRE ACADEMY

ASPIRE ACADEMY





Athlete Ages



800m

1:55

Rank: 6

1500m

3:47

Rank: 2

Chronological

Age 15-16

Grade 9/10

U17 age group



Athlete Ages



800m

2:14

Rank: 238

1500m

4:17

Rank: 129

Chronological

Age 15-16

Grade 9/10

U17 age group

Athlete Ages



800m

1:55

Rank: 6

1500m

3:47

Rank: 2

Chronological

Age 15-16

Grade 9/10

U17 age group



5% of top 10
ranked U15 are
still top 10 as
senior athletes

18% of world junior
athletes compete at
a senior world level

5% of top 10 ranked U15 are still top 10 as senior athletes

95% of the team weren't talented U15s

18% of world junior athletes compete at a senior world level

82% of the team weren't in the junior team

Athlete Ages



800m

1:55

Rank: 6

1500m

3:47

Rank: 2

Chronological

Age

Year group

Age group

Athlete Ages



800m

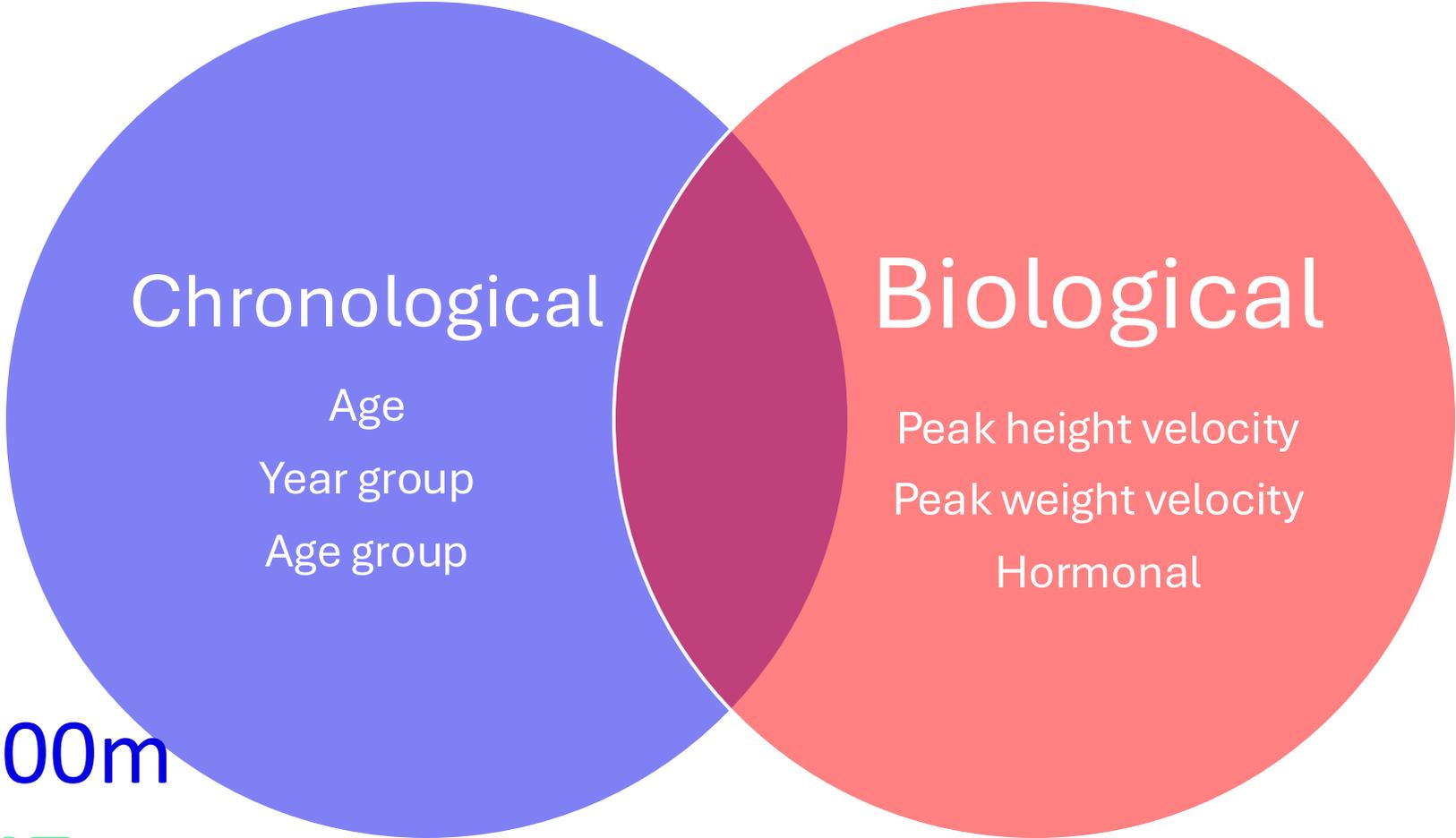
1:55

Rank: 6

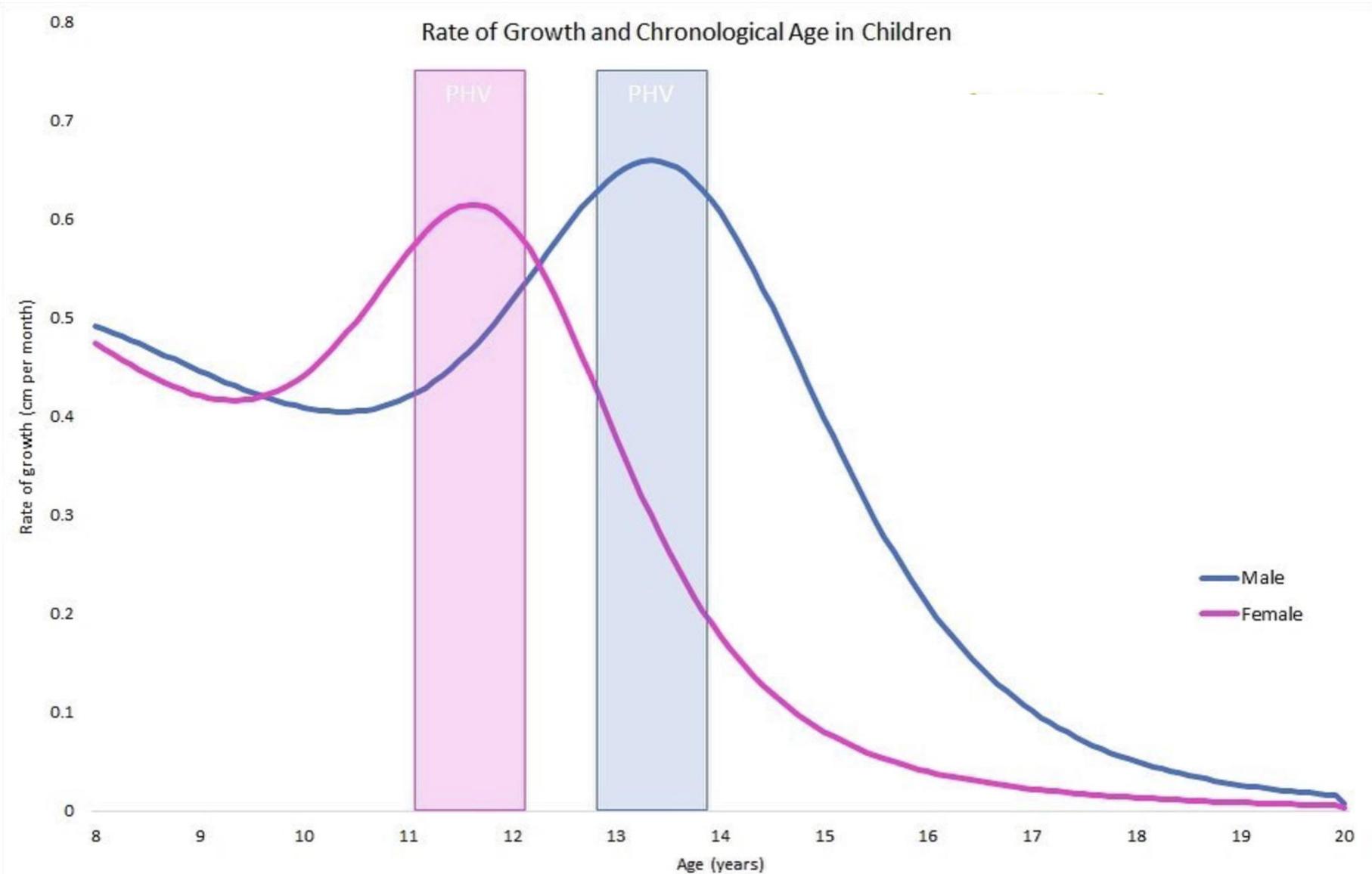
1500m

3:47

Rank: 2



Athlete Ages









The value of the **A** team,
the **B** team and the **C** team

The value of the **A** team,
the **B** team and the **C** team

We don't know who our talented athletes are

The value of the **A** team,
the **B** team and the **C** team

We don't know who our talented athletes are
Give students an opportunity to try many sports

The value of the **A** team,
the **B** team and the **C** team

We don't know who our talented athletes are

Give students an opportunity to try many sports

Compete against players of their standard

The value of the **A** team, the **B** team and the **C** team

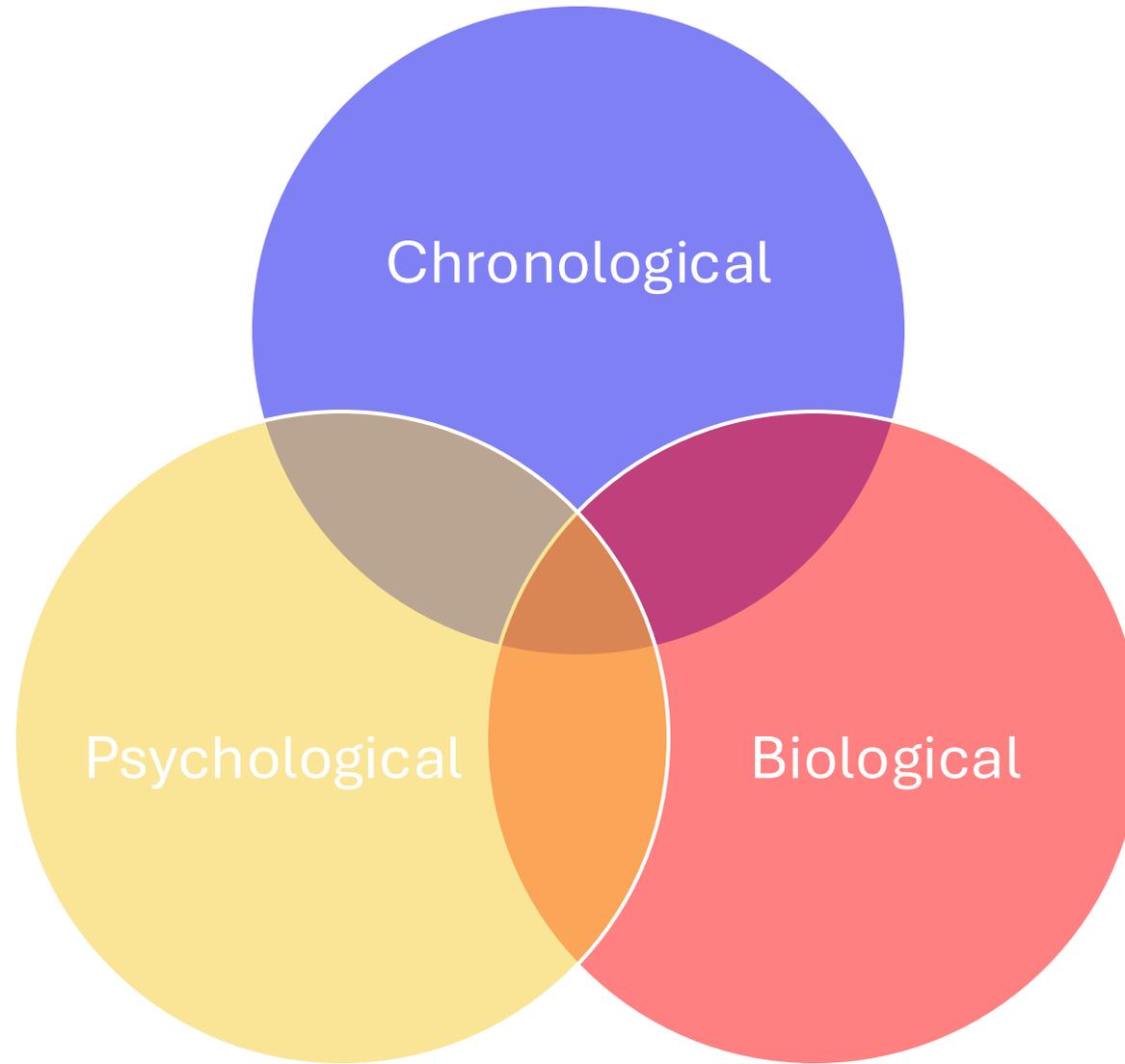
We don't know who our talented athletes are

Give students an opportunity to try many sports

Compete against players of their standard

Give students a target to strive for

Athlete Ages



Athlete Ages



800m

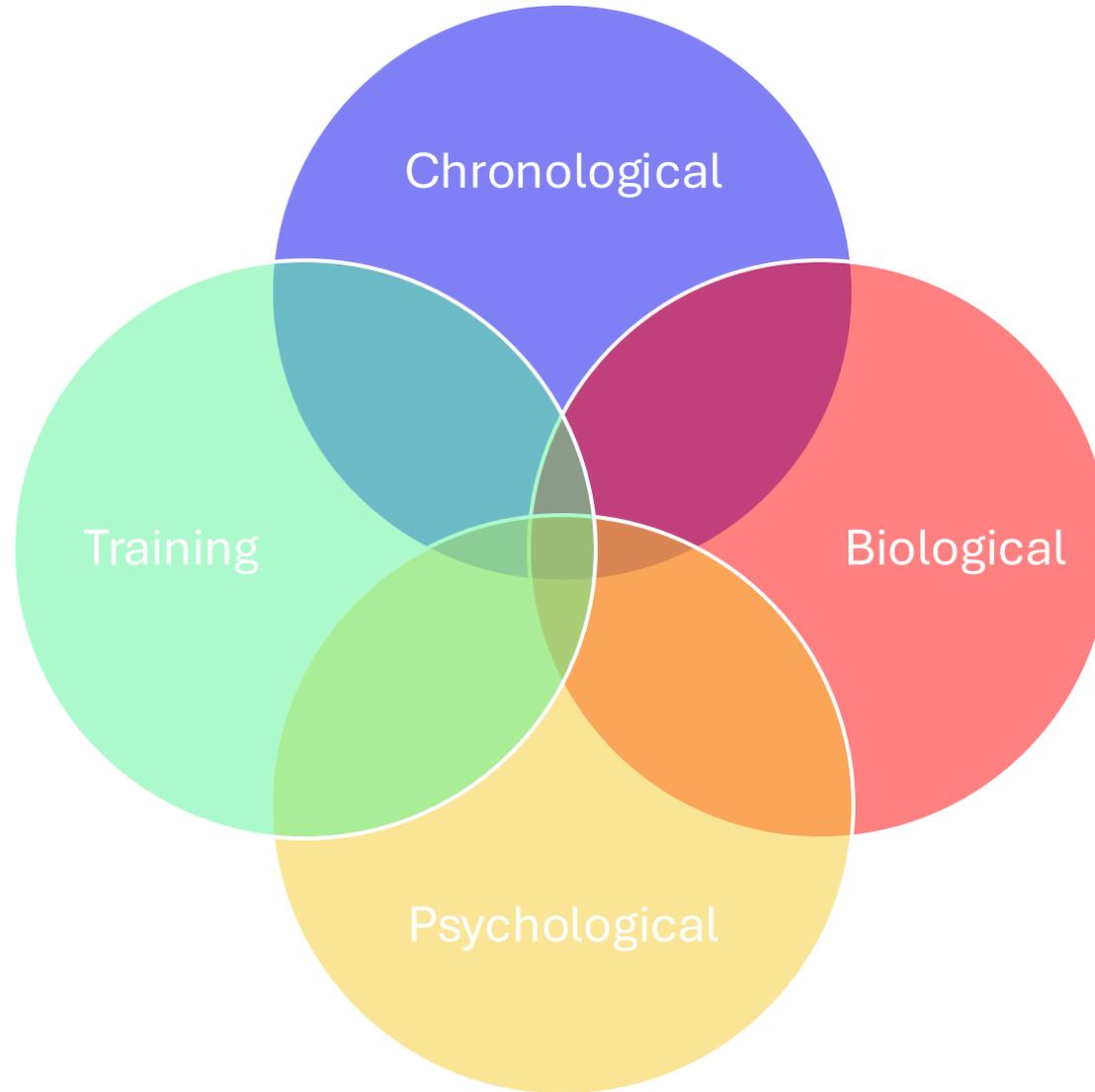
1:55

Rank: 6 or 238

1500m

3:47

Rank: 2 or 129



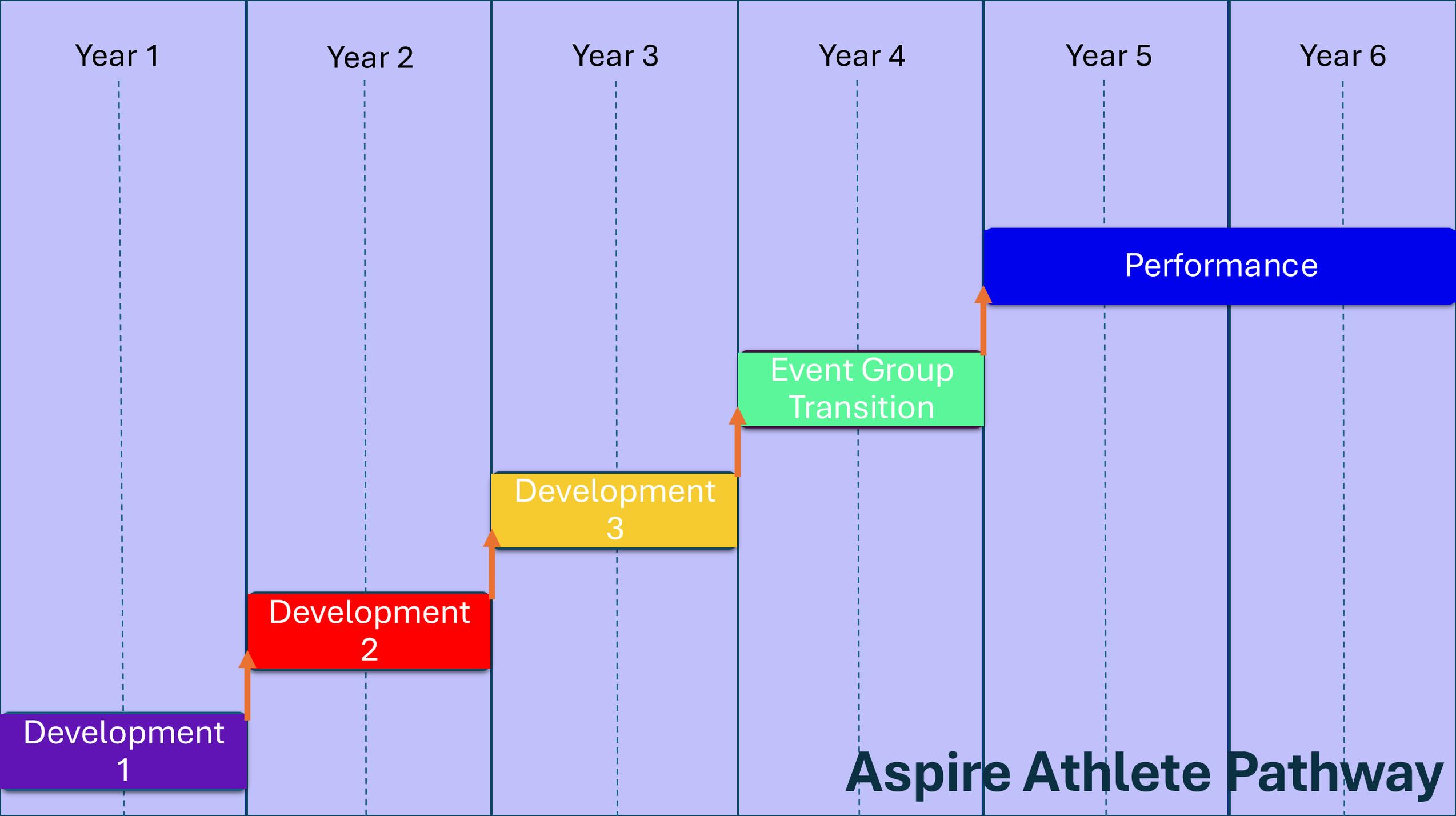
Sports Performance is a **Journey**, not an **Outcome**

We can't find youth talent through performance

Each student will mature in their own time

Each student will find their sport in their own time

We need a **Pathway** to support ALL students



Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Development
1

Development
2

Development
3

Event Group
Transition

Performance

Aspire Athlete Pathway



Certificate of Participation
Aspire Academy, Doha, Qatar
2019-2020 Season
Participant Name: [Name]

Certificate of Participation
Aspire Academy, Doha, Qatar
2019-2020 Season
Participant Name: [Name]

Certificate of Participation
Aspire Academy, Doha, Qatar
2019-2020 Season
Participant Name: [Name]

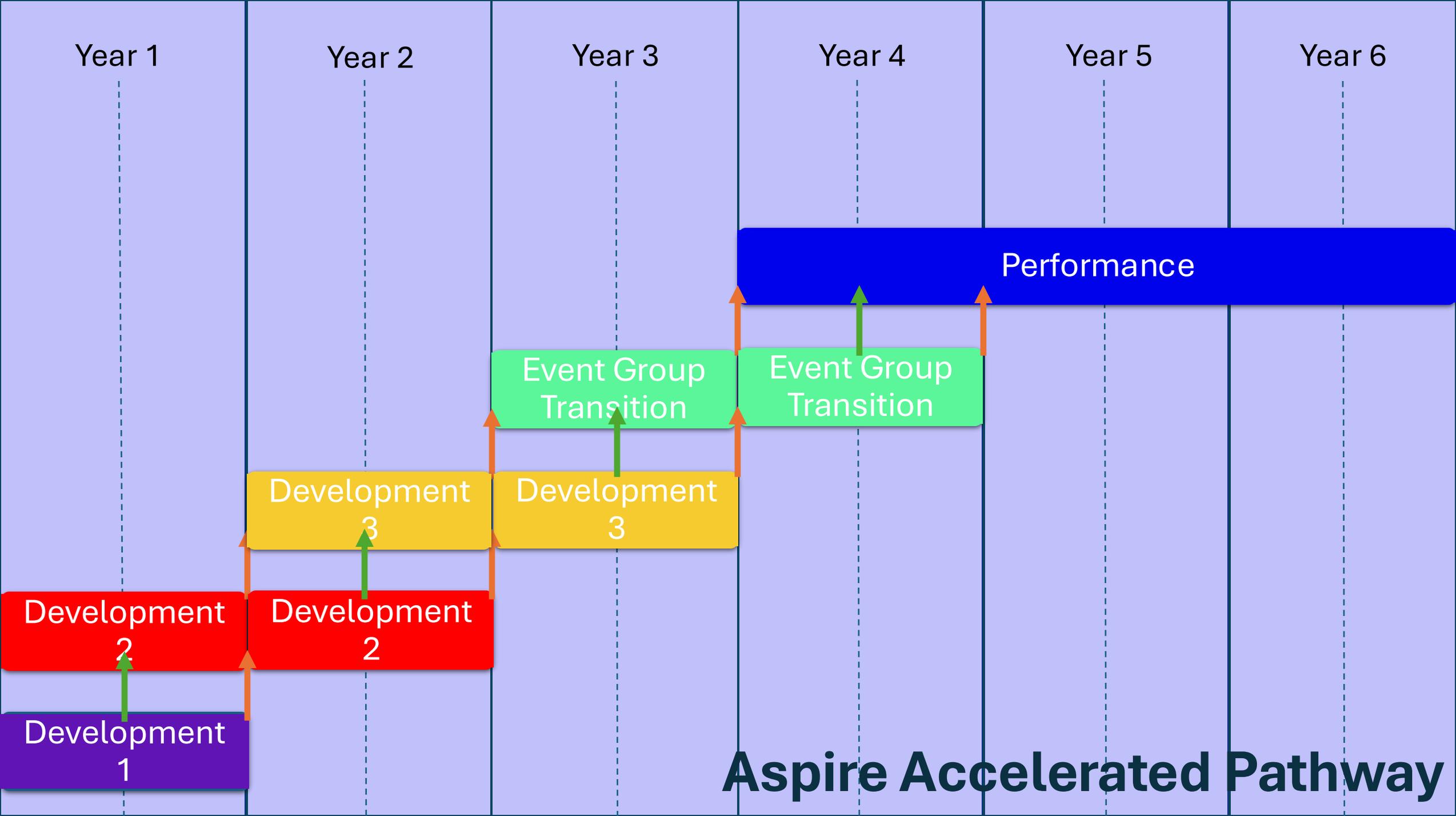
Certificate of Participation
Aspire Academy, Doha, Qatar
2019-2020 Season
Participant Name: [Name]

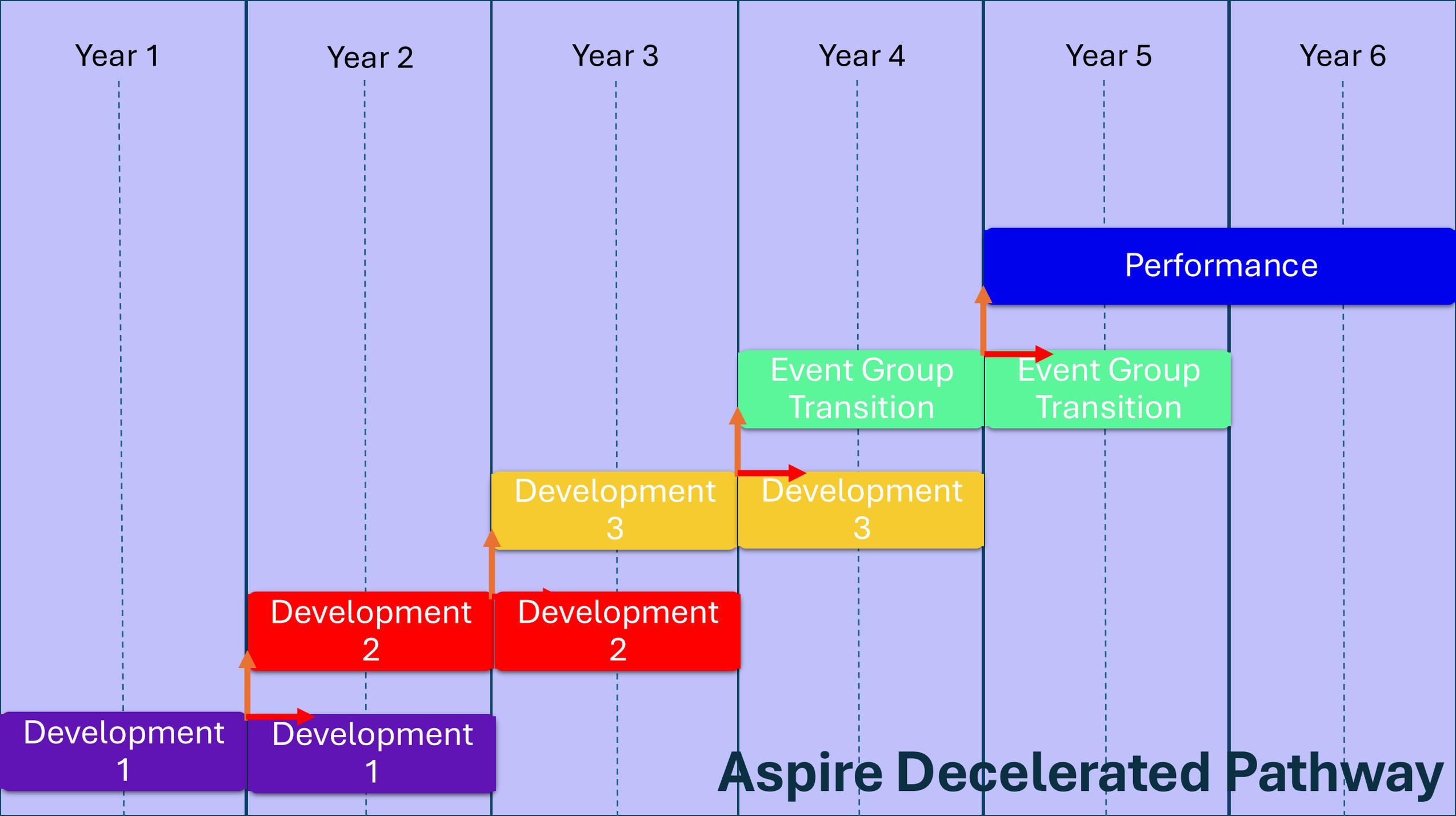
Certificate of Participation
Aspire Academy, Doha, Qatar
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Certificate of Participation
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Participant Name: [Name]

Certificate of Participation
Aspire Academy, Doha, Qatar
2019-2020 Season
Participant Name: [Name]

Certificate of Participation
Aspire Academy, Doha, Qatar
2019-2020 Season
Participant Name: [Name]





Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Performance

Event Group Transition

Event Group Transition

Development 3

Development 3

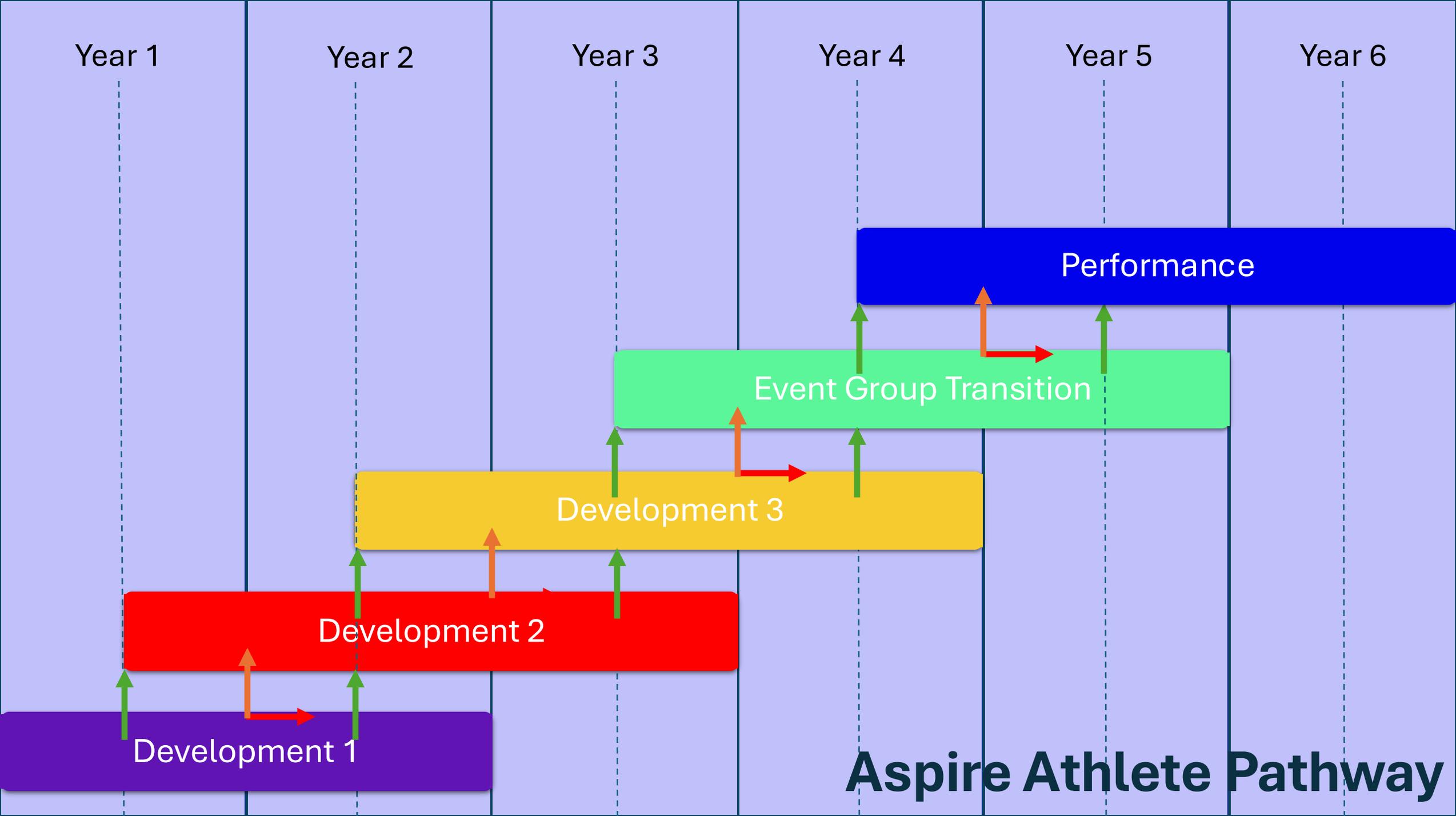
Development 2

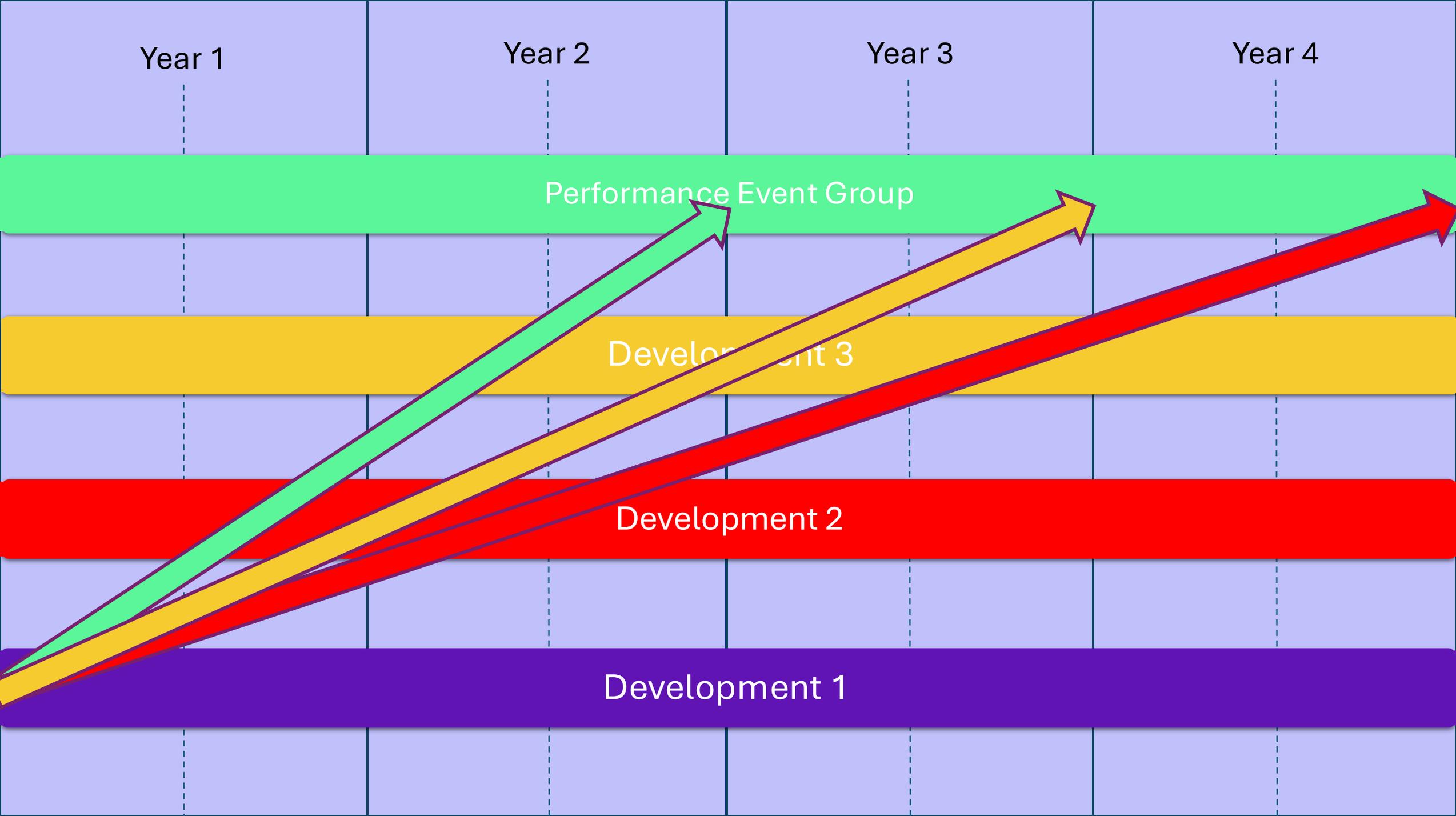
Development 2

Development 1

Development 1

Aspire Decelerated Pathway





Year 1

Year 2

Year 3

Year 4

Performance Event Group

Development 3

Development 2

Development 1

Technical Physical Cognitive



COMFORT ZONES

How to play

Create three concentric circles using cones or lines.

The inner circle is the **Comfort Zone**
The middle circle is the **Learning Zone**
The outer circle is the **Panic Zone**

The teacher should read a range of sporting scenarios and give the students a moment to move into the circle that best represents their feelings in that scenario.

After each scenario students may briefly discuss why they feel that way and the effect it has on their performance.

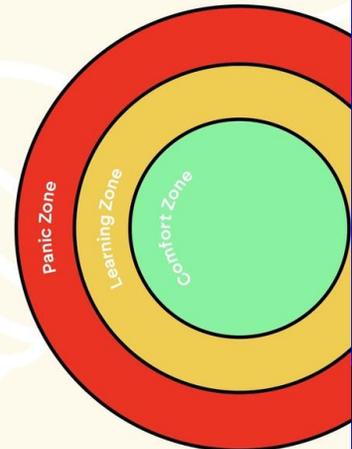
Students should understand that it is important to spend time in each zone in order to continually improve and be successful.

Example scenarios:

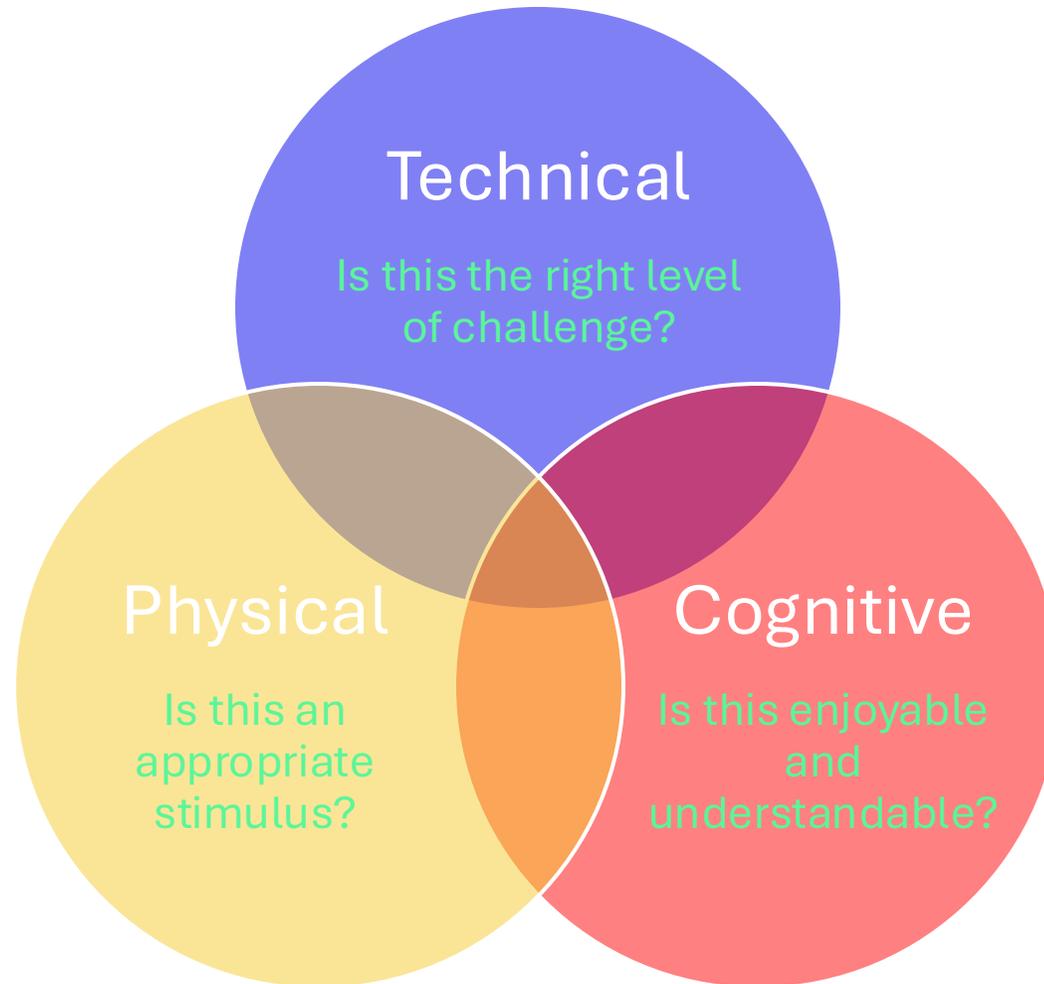
- Trying a new sport you've never played before
- Being the team captain for a game
- Playing in front of a large crowd or audience
- Taking the final shot or penalty in a close game
- Learning a new skill such as dribbling with the opposite foot

Sporting Values Pathway | Be a Role Model

performancepathways.co.uk



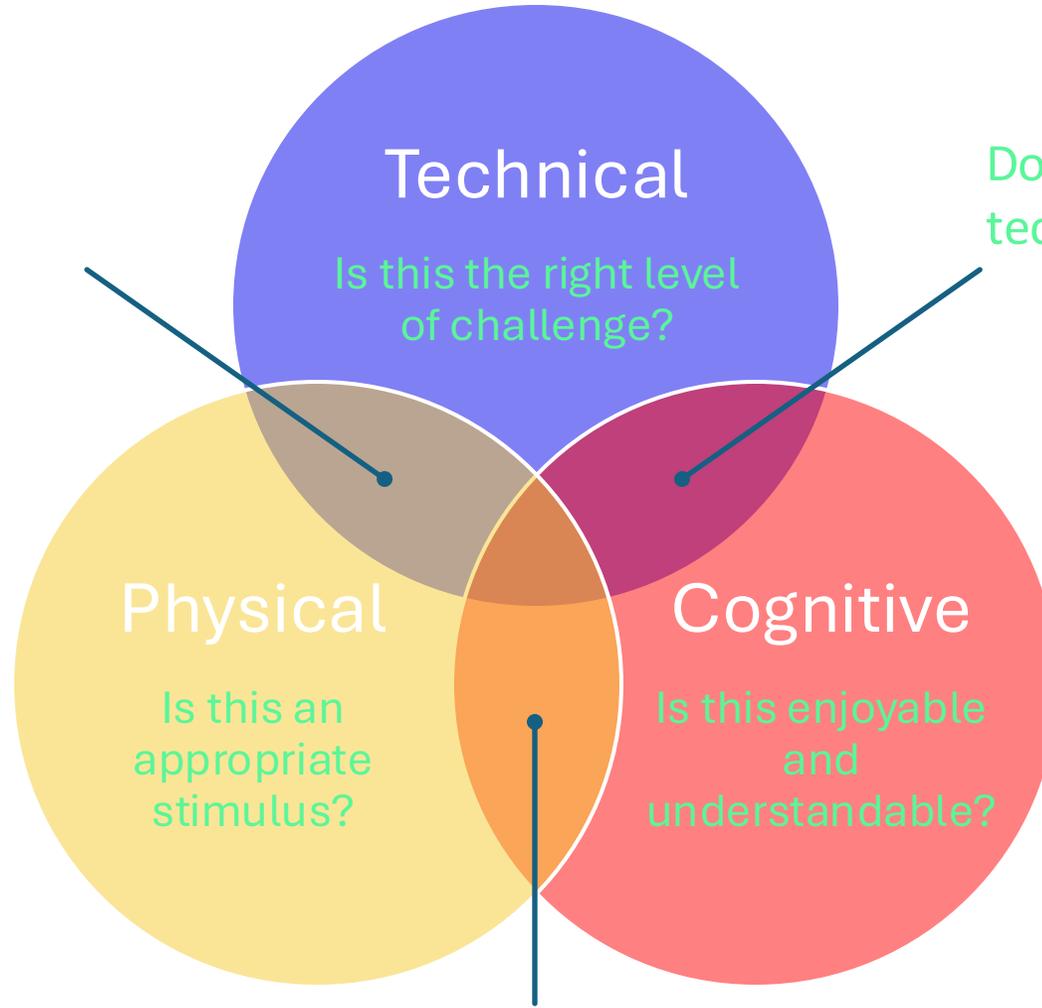
Age-Appropriate Activities



Age-Appropriate Activities



Can I perform this skill?



Do I understand this technique/tactic?

Physical

Is this an appropriate stimulus?

Technical

Is this the right level of challenge?

Cognitive

Is this enjoyable and understandable?

Am I committed to this level of training?

Technical + Physical

Is the student physically capable of performing the skill?



Technical + Cognitive

Does the student understand
what you are teaching them?



Physical + Cognitive

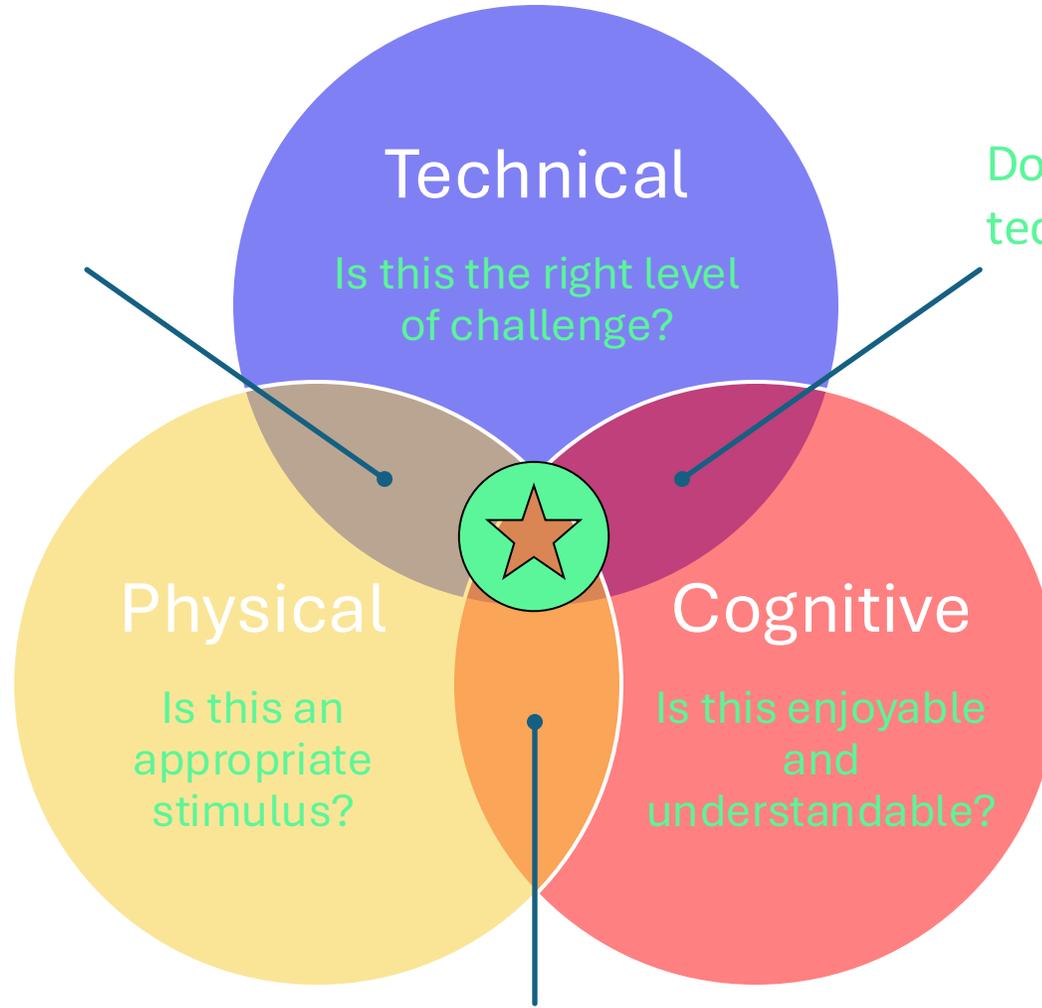
Am I committed to this level of effort?



Age-Appropriate Activities



Can I perform this skill?



Do I understand this technique/tactic?

Am I committed to this level of training?

Performance Pathways Levels System

1

**Sports
Foundations**
Age 7-9

The underpinning
skills of sport

2

**Sports
Fundamentals**
Age 9-11

Getting the basics
right the first time

3

**Sports
Development**
Age 11-12

Sport-specific skills &
developing your style

4

**Sports
Performance**
Age 12-14

The skills you need to
perform at your best

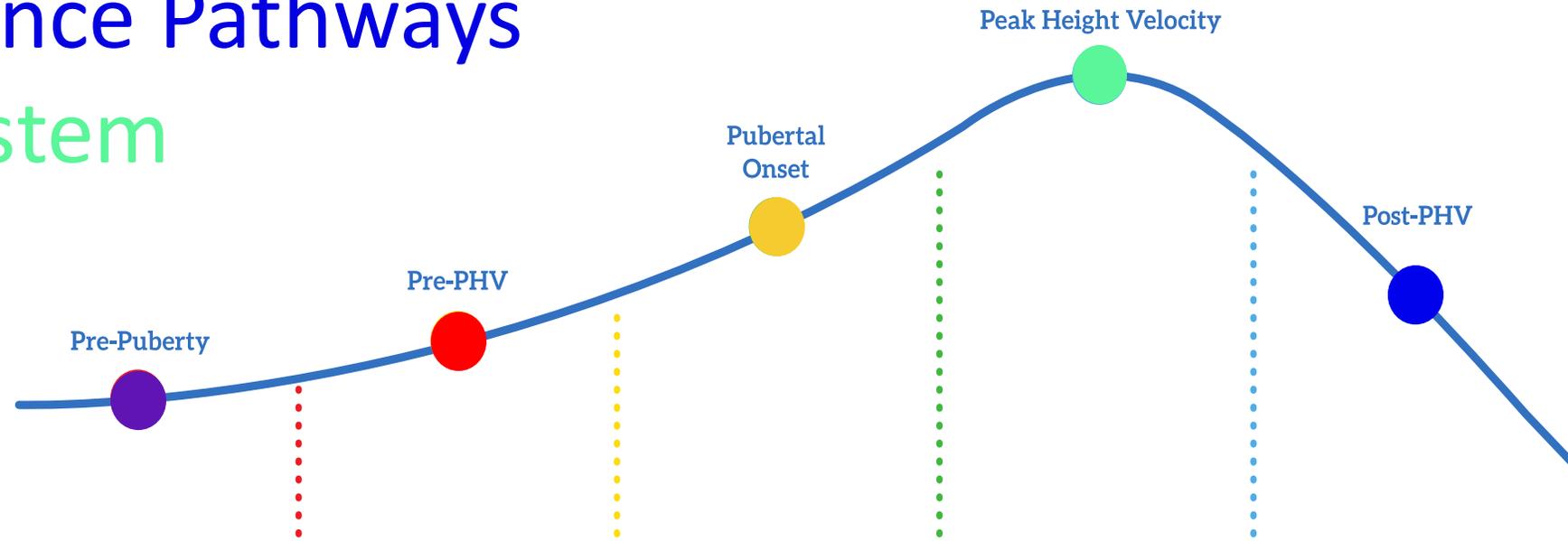
5

**Sports
Excellence**
Age 14-16

The difference
between good & great

Performance Pathways

Levels System



1

Sports Foundations
Age 7-9

The underpinning skills of sport

2

Sports Fundamentals
Age 9-11

Getting the basics right the first time

3

Sports Development
Age 11-12

Sport-specific skills & developing your style

4

Sports Performance
Age 12-14

The skills you need to perform at your best

5

Sports Excellence
Age 14-16

The difference between good & great

Rb Rugby Curriculum



6-week schemes of work with each lesson developing a key skill

	Sports Foundation Age 7-9	Sports Fundamentals Age 9-11	Sports Development Age 11-12	Sports Performance Age 12-14	Sports Excellence Age 14-16
 Evasion	Basic Movement	Change of Direction	Finding Space	Identifying and Manipulating Space	Spatial Awareness & Cue Recognition
 Handling	Ball Familiarisation	Pass and Catch on the Move	Ball Mastery	Passing Over Varied Distance	Manipulating the Defence
 Team Attack	Spatial Awareness	Space for Support	Support Around the Ball	Attacking Scenarios	Kicking to Attack
 Team Defence	Shadow Movements	Introducing Contact	The Safe Tackle	Defensive Scenarios	Defensive Tactics
 Contact Skills	Floor Movements	1v1 Contact	3v3 Contact Scenarios	Contact Decisions	Contact Game Scenarios
 Game Awareness	Multi-Directional Games	Small-Sided Games	Small-Sided Contact Games	Continuity Games	15v15 Games

How can we move across levels within a school environment?





Passing: Tick Tap Passing



Starter Activities (5-15min)

Personal Development Introduction

Lesson theme introduction from the chosen Personal Development pathway.

Tick Tap Passing Warm Up Activity

Teach players the tick tap pass, beginning by gripping the stick with their right hand at the bottom of the grip.

The stick should be resting on the ground, slightly behind the ball.

Standing side on, with the left foot pointing towards the direction of the pass, players should 'tap' their hands through the ball and follow through to the target.

Ensure that the stick stays close to the ground throughout and is not swung above knee height. Players should practice their tick tap passing technique with a partner over short a distance.

Scaffolding & Differentiation:

Provide larger balls for less able students.
Progress by increasing the passing distance.

Learning Activities (10-20min)

Shrinking Goal Key Teaching Moment

Working in pairs, players stand 5-10 metres apart and pass the ball through a goal made of two cones which are 5 metres apart.

After 10 successful passes through the goal, players should make the goal 1 metre smaller. Continue until they successfully complete 10 passes through a 1 metre goal.

Scaffolding & Differentiation:

Provide less able students with a larger ball or increase or decrease the distance to the goal.

Target Passing Skill Practice

Working in pairs or small groups, players stand opposite each other, 8-10 metres apart, with 4 cones lined up at the mid-point.

Players should pass using the 'Tick Tap' technique and aim to hit the cones. After a cone is hit, it is removed.

After all four cones have been hit, increase the passing distance.

Scaffolding & Differentiation:

Increase or decrease the spacing of the cones.
Progress by introducing a competitive element.

Main Activity (10-20min)

Avoid the Defender Game Scenario

Playing within a 10x10 metre square, with 4 attackers and 1 defender.

Players must pass the ball while the defender attempts to intercept the ball or force a mistake from the attacking players.

After control of the ball is lost, or the ball is intercepted by the defender 5 times, change defender.

Encourage players to point their foot in the direction of the pass to increase accuracy.

Scaffolding & Differentiation:

Increase or decrease the number of attackers and defenders as appropriate or increase or decrease the size of the playing area.

Plenary Questions (5-10min)

Rb Rugby Curriculum



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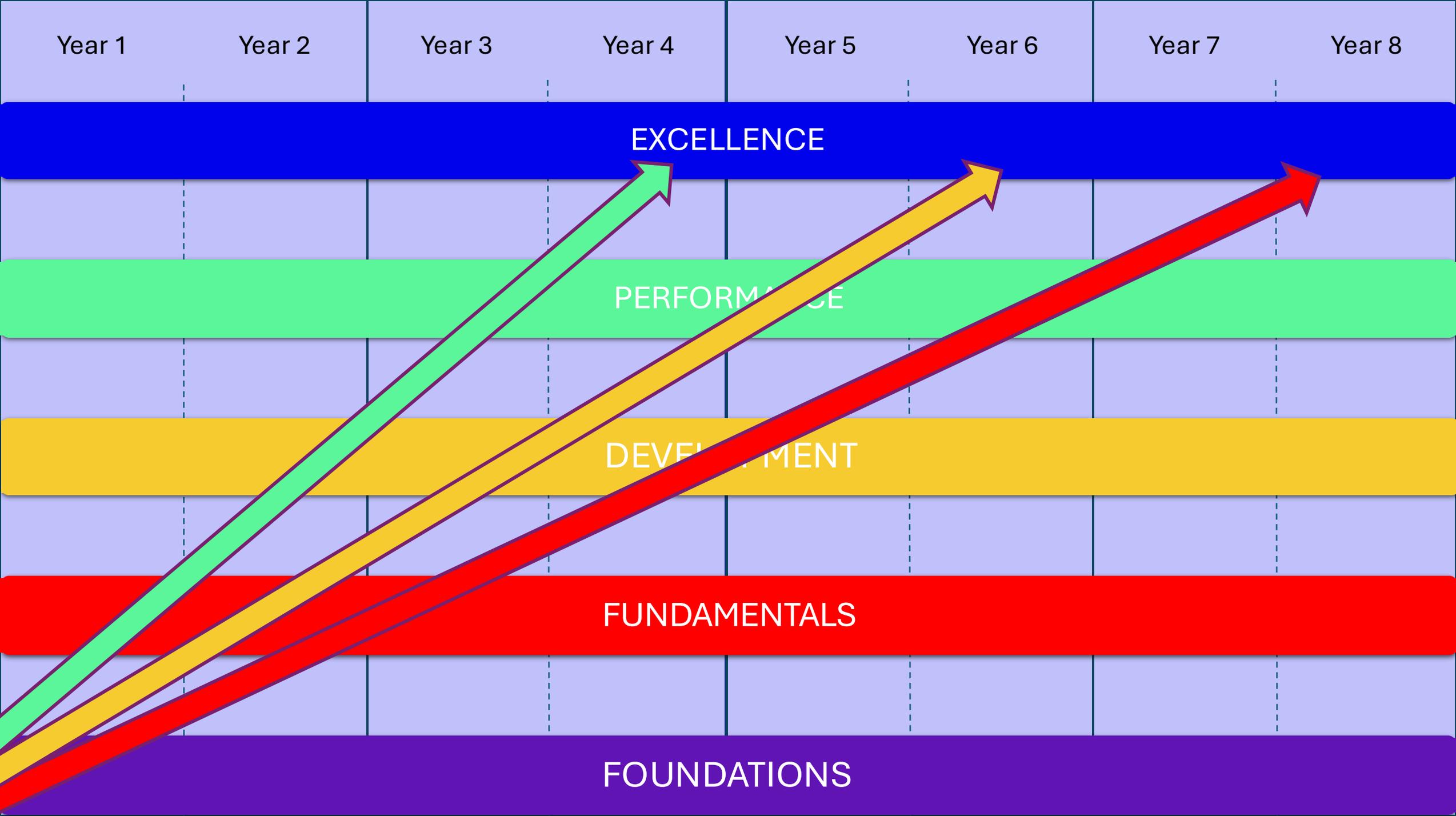
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Scaffolding & Differentiation:

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Plenary Questions (5-10min)



Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Year 7

Year 8

EXCELLENCE

PERFORMANCE

DEVELOPMENT

FUNDAMENTALS

FOUNDATIONS

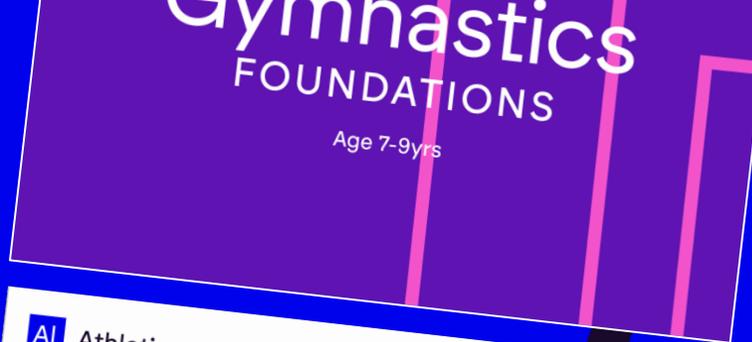
Rb Rugby Curriculum



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6 Core Sports Curricula with 180 lesson plans



A1 Athletics Curriculum

6-week schemes of work with each lesson developing a key skill

	Sports Foundation Age 7-8	Sports Fundamentals Age 8-11	Sports Development Age 11-12	Sports Performance Age 13-14	Sports Excellence Age 14-18
Sprinting	Running Tall	Acceleration Skills	Run Like a Sprinter	Using Starting Blocks	Running with Rhythm
Horizontal Jumps	Hop, Step & Jump	Ready for Takeoff	Mastering the Jump	The Penultimate Step	Effective Bounding
Heavy Throws	Spin with Control	Glide Fundamentals	The Power Position	Creating a Strong Base	The Discus Turn
Hurdles	Introducing Hurdles	3-Stride Hurdling	The Lead and Trail Leg	Effective Hurdling	Starting in the Hurdles
High Jump	Running in Circles	The High Jump Curve	The Fosbury Flop	The High Jump Takeoff	Creating an Arch
Javelin	Throwing for Distance	The Javelin Throw	The Javelin Approach	Creating a Block	Mastering the Withdrawal

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across 7 online
courses



Over 300 teaching resources and assessment tools

Hockey Pathway | Hockey Performance

Knee lift close to parallel at toe-off
Toe is pulled towards the shin (dorsiflexion)

Total /5

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Shooting Technique

'BEEF' SHOOTING

- BALANCE**
feet shoulders width apart and bend knees
- EYES**
always looking at the basket
- ELBOWS**
90 degree and underneath the ball
- FOLLOW THROUGH**
arm straightens and the wrist points down

Basketball Fundamentals | performancepathways.co.uk

Dance Foundations | performancepathways.co.uk

JUMPING TURNING GESTURES STILLNESS

Handling: Passing & Receiving Techniques

1 Passing 2 Receiving

Ball starts on the hip Tick when complete
Passing hand behind the ball with fingers spread Wide feet for balance
Turn the shoulders and follow through with the hands Hands high to create a target
Keep your eyes on the ball

Total /3

Rugby Pathway | Rugby Fundamentals

Team Defence: Drop Off Game

About the Activity

Defending teams look for opportunities to create an advantage in a ruck or in forcing the attacking team into wide channels where their space is reduced. The 'Drop Off Game' activity teaches defensive players to force turnover through these strategies.

How to play:

Two even teams of 6-7 players play on a small pitch with a narrow channel on the edges of the pitch. When the ball carrier is touched, they must pass to a support player.

Once a defender has made a touch they must run to their own try line before returning to the game. If a double hand touch is made, the attacker must fall to the floor and present the ball, giving the defending team an opportunity to steal the ball.

After the 5th touch, or after a dropped ball, the ball is turned over to the defensive team.

If the ball is passed into either of the wide channels, there is a 1v1 duel for the ball between the receiver and the nearest defender. If the tackle is made successfully, the ball is turned over to the defending team.

Key

- Pass
- Run
- Attacker
- Defender
- Cone
- Contact

Rugby Pathway | Rugby Development

Skills Assessment: Gymnastics Development

1 Travelling 2 Rolling 3 Balance 4 Jump & Landing

Score	1	2	3	4	5
STEEPING					
Bent/Straight leg	★	★	★	★	★
Sideways	★	★	★	★	★
LEAPING					
Scissors	★	★	★	★	★
Stag leap	★	★	★	★	★
SPINNING					
On point	★	★	★	★	★
With travel	★	★	★	★	★
BASIC ROLLS					
Log roll	★	★	★	★	★
Egg roll	★	★	★	★	★
SEATED ROLLS					
Side rolls	★	★	★	★	★
Teddy bear roll	★	★	★	★	★
FORWARD ROLLS					
Forward rolls	★	★	★	★	★
Roll transition	★	★	★	★	★
BODY PARTS					
Large body parts	★	★	★	★	★
Small body parts	★	★	★	★	★
PARTNER					
Counter tension	★	★	★	★	★
Counterbalance	★	★	★	★	★
WEIGHT ON					
Knelling	★	★	★	★	★
Standing	★	★	★	★	★
BASIC JUMPS					
Stretch/Star/Tuck	★	★	★	★	★
Landing	★	★	★	★	★
TURNING					
Half turn	★	★	★	★	★
Full turn	★	★	★	★	★
VAULT					
Land from bench	★	★	★	★	★
Squat on/off	★	★	★	★	★

1 Star Not comfortable 2 Stars Working towards 3 Stars Reasonable quality 4 Stars Good quality 5 Stars Excellent quality

Gymnastics Pathway | Gymnastics Development

Peer Assessment: Hurdles Technique

1 Start Position 2 Hurdling 3 Sprinting

Rugby Pathway

Game Play: WIDE ZONAL MARKING

Key

- Run
- Defender
- Attacker
- Ball

performancepathways.co.uk

90 personal development learning activities across 3 pathways



Pf Performance Mindset Curriculum

6-week scheme of work
Each lesson developing a key area

	Sports Foundation Age 9-10	Sports Development Age 11-12	Sports Performance Age 13-14	Sports Excellence Age 15-16
Performance Mindset	Enjoying Sport	Becoming Better	My Personal Best	Optimising Performance
The Hero's Journey	Motivation	Determination	Impossible Goals	Game-Day Hero
Growth Mindset	Practice Makes Perfect	Strengths and Weaknesses	Persistence	Self-improvement
Optimism	Looking For Positives	Courage	Perspective	Spreading Positivity
Resilience	Winning and Losing	Competing Against Journal	Handling Criticism	Overcoming Setbacks
Autotelic Experience	Enthusiasm	Redefining Competition	Coping with Pressure	Playing with Freedom

Performance Mindset: Enjoying Sport

About this lesson

Enjoying sport can increase motivation, reduce stress, and improve mental and physical well-being. Participating in sports and activities that we enjoy also enhances performance as it allows athletes to have a positive mindset, build confidence, and develop a love for the sport, leading to better focus and determination.

Key Terminology

- ENJOYMENT:** Having fun and feeling happy while doing something you love.
- MOTIVATION:** The drive to have fun, improve, and achieve your goals.
- MINDSET:** Having a positive attitude and believing in yourself to do your best.

Activity Time

10 min

Lesson Application

Finding What We Enjoy
Students should play the **I Like To** activity to identify areas of sport that they enjoy and compare and discuss with others what they enjoy about sport.

Enjoying Sport
Throughout the lesson, students will be working with a partner or in a small group to learn new skills and apply their skills to a competitive scenario or performance. Students should be aware of what they enjoy most and look for opportunities to take on these roles throughout the lesson, working with others to ensure that every student also has an opportunity to find a role that they enjoy.

Teaching Resources

I like to... Activity

Learn about Enjoying Sport from Psychologist, Dr. [Name]

My Personal Best

PERFORMANCE MINDSET

Motivation: Self-Improvement

My Strengths

I have good skills in...

- Technical strengths**
Example: Shooting
- Physical Strengths**
My biggest strengths are...
Example: My speed/strength
- Mental Strengths**
My mental strengths are...
Example: Confidence

My Weaknesses

I need to improve my...

- Technical weaknesses**
Example: Tackling
- Physical Weaknesses**
I need to be...
- Mental Weaknesses**
My mental weaknesses are...

Communication

ACTIVE LISTENING

Working with a partner, one player holds 3 beanbags and closes their eyes. Their partner should place a hoop in front of them. They can choose to place it close or far away from the thrower. The throw has 3 attempts to throw their beanbag into the hoop but will need to listen to their partner to help them to throw the right distance!

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[Book a demo](#)

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info@performancepathways.co.uk