

**Rope Skipping Canada – Athlete Development SKILLS MATRIX**

	AS 0-6	FUN 6-8 F 6-9 M	L2T 8-11 F 9-12 M	T2T 11-15 F 12-16 M	T2C 15-21 F 16-23 M 5-8 years to WC	T2W 18+ F 19+ M 4 years to WC	A4L 11+ F 12+M
<b>Purpose</b>	Develop Physical Literacy			Pathway to Becoming World Champion			Develop and Maintain Health
<b>Programming</b>	Active Play Programming	CANSkip			Periodized Programming Development Camps Coach/Judge Certification Leadership Development		School / Community Recreation Programming Coach/Judge Certification
<b>SR Speed / DU (by end of stage)</b>	N/A	Single bounce Running step DU	SRS / DU 50-65 SRE (2 min) 200-275	SRS / DU 65-85 SRE 350-410	SRS / DU 85-99 SRE 400-480	SRS / DU 99+ SRE 480-530	N/A
<b>DD Speed (by end of stage)</b>	N/A	Single bounce Running step Rope turning	DDSR without misses DDPS without misses Rope Turning x 3 minutes	DDSR 450+ DDPS 300+ Rope Turning to accommodate jumpers at this pace	DDSR 500+ DDPS 350+ Rope Turning to accommodate jumpers at this pace	DDSR 550+ DDPS 400+ Rope Turning to accommodate jumpers at this pace	N/A
<b>Freestyle</b>	Acquired through play, games (eg. snake, balancing on rope, etc.)  See PLAY tools	Mastery of level 1 skills, execution of level 2 skills; CANSkip 1-3  Assess and remediate physical literacy where necessary  Demonstrates rhythm and timing with clapping, jumping without a rope	Mastery of level 2 skills, execution of level 3 skills; CANSkip 4-6  Begin to sequence skill sets of 5 skills  Demonstrates rhythm and timing to music while jumping a rope  Execute routines with a partner  Executes skills within a large group  Safely executes skills  Routine duration 30-75 seconds  Routine execution has 2 or fewer misses	Mastery of level 3 skills, execution of level 4 skills; CANSkip 7-9  Includes skill sequences with 1-2 single bounces during transitions  Includes several musical accents with key skills or transitions  Develop routines with a partner and group of 4  Develop SR skills within a large group  Developing technical execution  Routine duration 45-75 seconds  Routine execution has 2 or fewer misses	Mastery of level 4 skills, execution of level 5 skills; CANSkip 10-12  Includes skill sequences using skills or wraps during transitions  Co-ordinates most musical accents with key skills or transitions  Refining routines with a partner and group of 4  Refine SR skills within a large group  Refining technical execution  Routine duration 60-75 seconds  Routine execution has 1 or fewer miss in routines	Mastery of level 5 skills in all domains  Mastery of sequencing of high-level skills with high density  Mastery of musicality, presentation, technical execution  Mastery of routines with a partner and group of 4  Mastery of SR skills within a large group  Mastery of technical execution  Routine duration 70-75 seconds  Routine execution is flawless	N/A
<b>SR Power</b>	N/A	DU	DU Consecutive (2-100)  TU	DU 3 minute consecutive 200-400	TU 100-350	TU 350+	N/A

			TU consecutive 2-100			
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**Rope Skipping Canada – Athlete Development PHYSICAL CAPACITIES MATRIX**

	<b>AS 0-6</b>	<b>FUN 6-8 F 6-9 M</b>	<b>L2T 8-11 F 9-12 M</b>	<b>T2T 11-15 F 12-16 M</b>	<b>T2C 15-21 F 16-23 M 5-8 years to WC</b>	<b>T2W 18+ F 19+ M 4 years to WC</b>	<b>A4L 11+F 12+M</b>
<b>Endurance</b>	<b>Developed incidentally through play</b>	<b>Medium</b>	<b>Medium</b>	<b>High</b>	SRS / DDS - Medium	SRS / DDS - Medium	<b>Develop / Maintain</b>
SRE - High					SRE - High		
SRP - High					SRP - High		
<b>Hand and Foot Speed</b>		<b>High</b>	<b>High</b>	<b>High</b>	Freestyle - High	Freestyle - High	<b>Develop / Maintain</b>
SRS / DDS - High					SRS / DDS - High		
SRE - High					SRE - Medium		
SRP - Medium					SRP - Medium		
<b>Whole Body Speed</b>		<b>Low</b>	<b>Medium</b>	<b>High F - beginning of stage M - end of stage</b>	Freestyle - Medium	Freestyle - Medium	<b>Develop / Maintain</b>
SRS / DDS - Medium					SRS / DDS - Medium		
SRE - Medium					SRE - Medium		
SRP - Medium					SRP - Medium		
<b>Speed Endurance</b>		<b>Low</b>	<b>Low</b>	<b>High</b>	Freestyle - Medium	Freestyle - Medium	<b>Develop / Maintain</b>
SRS / DDS - High					SRS / DDS - High		
SRE - High					SRE - High		
SRP - High					SRP - High		
<b>Relative Strength</b>		<b>Low</b>	<b>Medium (Increase via body weight exercises)</b>	<b>High</b>	SRS / DDS - High	SRS / DDS - Medium	<b>Develop / Maintain</b>
SRE - High					SRE - Medium		
SRP - High					SRP - High		
Freestyle - High					Freestyle - High		
<b>Strength Endurance</b>		<b>Low</b>	<b>Low</b>	<b>High</b>	SRS / DDS - High	SRS / DDS - Low	<b>Develop / Maintain</b>
SRE - High	SRE - Medium						
SRP - High	SRP - High						
Freestyle - High	Freestyle - High						
<b>Explosive Power</b>	<b>Low</b>	<b>Low</b>	<b>High</b>	SRS / DDS - Low	SRS / DDS - Low	<b>Develop / Maintain</b>	
SRE - Low				SRE - Low			
SRP - High				SRP - Medium			
Freestyle - High				Freestyle - High			
<b>Flexibility</b>	<b>High</b>	<b>High</b>	<b>High</b>	SRS / DDS - Low	SRS / DDS - Low	<b>Develop / Maintain</b>	
SRE - Low				SRE - Low			
SRP - Low				SRP - Low			
Freestyle - Medium				Freestyle - Medium			

**Rope Skipping Canada – Athlete Development PHYSICAL CAPACITIES DEVELOPMENT METHODS**

Overview of physical capacities, training objectives, training methods, and methods of assessment in Rope Skipping					
Physical Capacities	Training Objectives	Training Methods	Assessment	Relative Importance in Rope Skipping	Normative Data?
<b>Stamina (Endurance)</b>	Aerobic Capacity Aerobic Power	Long Slow Distance Fartlek Aerobic Intervals Interval Training Ultra-short Interval Training  3+ minute intervals of speed jumping (SR and DD) DU and TU endurance intervals	Beep Test  3 minute speed scores Consecutive DU And TU scores	<b>3.</b>  Third most important, with focus on stamina for competitions with multiple events during the same day of competition, multiple days of competition.	Rope Skipping should locate or create normative data for each stage of Athlete Development, and determine the most appropriate assessment method/test.  This should be linked to Own the Podium testing to ensure seamless progression for athletes.
<b>Strength</b>	Maximum Strength Strength Endurance Core Strength Power	Body Weight Stability Ball Medicine Ball Free Weights Olympic Lifts Plyometrics  Power freestyle skills	Chin-ups Push-ups Medicine Ball Throws Crunches Plank time Grip Test Olympic Lifts	<b>1.</b>  Most importance with a focus on power rather than absolute strength	
<b>Speed</b>	Linear Speed Lateral Speed Multi-Directional Speed Anaerobic Alactic Capacity Anaerobic Alactic Power	Sprint Training Skipping Plyometrics Ultra-short Interval Training  10 second SR speed 10 second DD speed 30 second SR speed 30 second DD speed	Vertical Jump T-test 20-40 m Run  10 second SR speed score 10 second DD speed score 30 second SR speed score 30 second DD speed score	<b>2.</b>  Second most important with focus on BOTH body segment (hand and foot) speed, and whole body speed in different directions.	
<b>Suppleness (Flexibility)</b>	Static Range of Motion Dynamic Range of Motion	Static Dynamic PNF	Sit & Reach Trunk Rotation Splits	<b>4.</b>  Fourth most important with an emphasis on dynamic flexibility and range of motion in shoulders, hips, spine	

**Rope Skipping Canada – Athlete Development PSYCHOLGOICAL SKILLS MATRIX**

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<b>Positive Attitude</b>							
<b>Positive Attitude towards Physical Activity</b>	Daily physical activity with positive role models Exploration and free play Being open to new experiences	Broad opportunities for independent physical play	Opportunities for informal Rope Skipping with peers	Rope Skipping that meets participants' physical and social needs with focus on developing acceptance among female participants	Activities that provide intrinsic reward to participants: feelings of competence, progressive success, positive self image, health, vitality, and social engagement		
<b>Positive Attitude towards Sport</b>	Daily physical activity with positive role models Seeing and enjoying sport experiences	Opportunities for independent "Rope Skipping like" play, including informal competition	Opportunities to participate in Rope Skipping including informal, local competitions, and later more formal competitions	Structure sport to develop competence (mastery), feelings of belonging (membership) and shared purpose (meaning)		Opportunities for engagement in a range of sports for health, wellness and social inclusion	
<b>Positive Attitude towards Training</b>	Provide choices in children's activities that enable success		Introduction to formal training that is fun and encourages progress	Training that tracks and rewards progress not immediate results		Training that tracks progress and leads to competitive success	Training that is enjoyable and meets participants' health and social needs
<b>Learn that Attitude is a Choice</b>	Build Executive Function	Build Executive Function and explore ways to achieve desired goals Promote participatory decision making	Build Executive Function and explore ways to achieve desired goals Encourage children to persist	Challenge and help athletes re-frame negative attitudes	Create a sport/team culture of positive approach to problems		Create a positive sport culture
<b>Dealing with Setbacks</b>	Provide alternate activities or routes to success in activity with which child is having problems		Re-frame setbacks in Rope Skipping as learning opportunities	Establish setbacks as a normal part of athletic progress that are to be expected, faced, and where possible, overcome Develop systematic approach to analysis of cause(s) of setback, and possible responses		Develop personal approach to setbacks in sport and life	
<b>Retirement from Excellence Pathway</b>	Not applicable			Plan response to forced withdrawal from participation due to injury, lack of progress or other causes	Recognition of life-cycle of high performance athletes Prepare for inevitable end of high performance Rope Skipping career		Not applicable
<b>Motivation (although the terms used here are mastery, membership and meaning, there are many other ways to describe the same attributes)</b>							
<b>Mastery</b>	Develop competence and confidence in basic human movements	Develop competence and confidence in fundamental movement skills	Develop high level of basic skills in a number of sports including Rope Skipping	Make significant progress in Rope Skipping skill development and competition performance	Demonstrate level of Rope Skipping skill and performance to be competitive at the national level	Demonstrate level of Rope Skipping skill and performance to be competitive at the international level	Demonstrate level of skill and performance appropriate to selected level of participation
<b>Membership</b>	Child feels part of	Active participation in self or peer-led activity with friends	Formal engagement in Rope Skipping, and is	Strong affiliation to Rope Skipping team or club and		Strong affiliation to National Rope Skipping	Engagement in Rope Skipping with self-selected

	family/group Adult supported activity with family and/or small group of friends	under adult supervision Member of a team	member of club or team, plus opportunities for informal play with mutually chosen friends	close links to teammates in and outside of sport Feeling of being accepted by peers (Feeling of acceptance is particularly critical for female participants)	Team and program, and pride in representing Canada on the world stage	teammates or opponents Strong social component of sport participation
<b>Meaning</b>	Learn to share with others	Understand that their actions impact others	Understand your place within a group	Understands personal contribution that is being made to achieving common goals Good understanding of link between personal and group goals	Understand importance of representing Canada and what success means to self, their sport and the country	Develop personal meaning in sport participation
<b>Goal Setting</b>						
<b>Guided Goal Setting</b>	Informal goal setting “Let’s run to the next tree”	Adult-led and guided short term goal setting for skill development and physical objectives, with focus on jumping single rope, long rope, double dutch and turning ropes	Jumpers take part in shared short-term goal setting for Rope Skipping activities under coach’s guidance	Team/group’s short-, medium- and long-term Rope Skipping goals are set through collaboration between athletes and sport leaders Athlete takes on increasing responsibilities for goal setting as career progresses Athletes’ short-, medium- and long-term Rope Skipping goals are aligned with team’s goals		Undertaken by athletes involved in Masters competitions
<b>Self-initiated Goal Setting</b>	Not generally applicable	Engagement in participatory goal setting		Athlete sets personal short term goals in Rope Skipping	Athlete sets personal annual and multi-year goals Athlete sets intermediate goals to achieve longer term goals	Athlete sets quadrennial (or longer term) Rope Skipping and career goals Athlete establishes and works toward intermediate goals to achieve longer term goals
<b>Setting and Tracking SMART Goals</b>	Not applicable <i>Note: SMART Goals is a goal setting framework that helps structure and track progress accurately with goals having the attributes that they are:</i> Specific Measurably Attainable Realistic Time-limited			Guide athlete to set Specific, Measurable, Attainable, Realistic and Time-limited goals and to track progress towards them Consider SMART Tracking	Teach athlete to set and track SMART goals under the mentorship of coach or other sport leader Consider SMART Tracking	Athlete takes on full responsibility for setting and tracking SMART goals and seeks assistance from specialists and sport leaders as required Consider SMART Tracking
<b>Specific Skills</b>						
<b>Positive Self-Talk</b>	Prompt child to “Think aloud” and reframe negative self-talk with positive self-talk	Positive self-talk is externally prompted through questioning Participant asked to provide positive wording	Participant identifies areas of negative self-talk and is guided to replace with positive wording	Participant identifies triggers and keeps track of own and teammate’s negative body language and outwardly expressed talk Participant develops, scripts and tracks implementation of positive self-talk Team develops interventions for externally expressed negative self-talk		Participant identifies areas of negative self talk and replaces with positive wording
<b>Visualization</b>	Child engages in imaginative play and creative expression	Child engages in self- or peer-led imaginative play Participant is prompted to “imagine yourself doing... (task/skill)” Participant is prompted to	Basic visualization skills introduced, and visualization externally prompted and scripted Athlete begins to take responsibility for	Athlete takes on responsibilities for self-prompted positive visualization during times set aside for this in training or on own time	Athlete takes on responsibilities for self-prompted positive visualization Focus on correct execution and time accuracy of visualized skills, tactics and strategies under visualized competition conditions and pressure Visualization of specific plays/formations/races/etc.,	Visualization to meet the needs and aspirations of participant

		create stories in their mind and describe them in increasing details	repeating visualization exercises on own	Focus on correct execution and time accuracy of visualized skills  Begin to visualize non-skill elements (tactics, strategy, contingency plans)	depending on sport  Begin to visualize body responses (arousal, calmness)  Use multi-sensory approach (add sound, smell, touch, texture)  Visualize contingency plans for errors, equipment failures or poor officiating  Visualization to prepare for large crowds and international differences in sport venues	
<b>Anxiety Reduction</b>						
<b>Creating a positive environment</b>	Child experiences free, independent play within a safe and supportive play environment	Positive learning environment where child can play with an absence of judgment  Understanding by adults that there is NO learning without errors, that errors are to be expected, and experimentation encouraged.  Focus is on process rather than outcomes  Mini-games should not eliminate players, particularly the less skillful players		Creation of a positive training environment where errors are seen as opportunities to learn and improve – not failures  Coach interventions aimed at explanation, and key changes to improve play/performance	Positive competition environment with demanding but realistic expectations  Personal worth of athlete not directly related to competition performance  Selection of appropriate Rope Skipping tournaments to provide realistic expectation of success	Positive social environment for pre and post activity as well as activity itself
<b>Progressive relaxation</b>	Simple breathing activities – “Deep breath in, deep breath out”  Reduction of external stimuli  Have children feel their heart rate response  Simple Yoga exercises	Establish the link between level of activity (resting vs. vigorous) and body response: heart rate and breathing in particular  Children able to articulate how they are feeling (e.g. butterflies, heart pounding)  Children mindful of the mind-body connection	Introduce relaxation activity during cool down  Athlete learns to recognize body signs of anxiety  Athletes undertake progressive relaxation under guidance of coach  Learns and practices controlled breathing	Athlete tracks and records when they experience anxiety  Athlete practices progressive relaxation in training and on their own  Used to induce sleep at night and is self-initiated when athlete identifies their anxiousness  Controlled breathing well-established	Athlete has fully learned anxiety reduction techniques and can modify anxiety level with some control  Athlete tracks and records anxiety levels and proactively uses relaxation techniques to prevent anxiety in sport and non-sport situations  Controlled breathing a normal part of systematic preparation for performance	Techniques used by athletes in sport and non-sport situations
<b>Emotional Control</b>						
<b>Regulation of One’s Own Emotions</b>	Recognize one’s own emotions  Help child recognize the facial expressions associated with different emotions using mirror or photographs  View self and others	Ability to describe one’s emotional state and articulate it to others	Understand and predict one’s own emotional response to common sporting situations	Recognize training and competition emotional triggers and develop a strategy for response to negative incidents	Recognize training and in-game emotional triggers and develop a strategy for response to negative incidents under high stress	Recognize sport-related emotional triggers and develop a strategy for response to negative incidents
<b>Help Regulate Other’s Emotions</b>	Help child understand that others have	Learn to recognize different	Recognize when team mates are becoming	Develop and implement strategy to help	Develop and implement strategy to help teammates retain or regain emotional control under high stress conditions	Develop and implement strategy to help other

	emotions	emotional states in others Introduce games in which children use facial expressions to depict different emotions and other child read the emotion Question children about how they think others are feeling	agitated or angry and at risk of losing emotional control Teach basic strategies to defuse emotional situations (e.g. timeout, removal from stress situation)	teammates retain or regain emotional control Recognize emotional response in opponents and ethically utilize strategies to have them lose emotional control	and public scrutiny Develop and implement strategy to observe, understand and manipulate the emotional response of the opposing team members under high stress conditions and public scrutiny	participants retain or regain emotional control	
<b>Attention, Focus and Concentration</b>							
<b>Increase Attention Span</b>	Enhance Executive Function and help child refocus when attention drifts Build distraction control through self-regulation	Assist child to remain focused by identifying key areas or items to focus on Build distraction control through self-regulation and introduce mild external distractions	Systematic increase in duration of activities/drills Help jumpers learn the key items on which to focus in order to execute skills Guide child back to activity if attention drifts	Introduce drills designed to lengthen the duration of attention Work with athletes to identify attention-loss triggers Develop and practice attention refocus routine	Identify and track triggers for loss of attention Develop, practice and use attention refocus routine in high stress environment	Identify and track triggers for loss of attention Develop, practice and use attention refocus routine in high stress environments and under public scrutiny	Athlete identifies attention-loss triggers Develop, practice and use attention refocus routine
<b>Narrow Focused Attention</b>	Enhance Executive Function	Assist participant to identify key sport elements which need to be watched carefully: Cues to know when to jump the rope in double dutch and team-based events (e.g. rope position, sound, etc.)	Athlete can articulate the items on which they are attempting to focus during key moments in jumping, turning and musical cues Coach and athlete track incidences of lack of focus and attempt to determine what triggered attention focused on wrong elements	Coach and athlete develop system to track instances of loss of attention, and determine what triggers attention to be focused on wrong elements Refocus routine developed and practiced Strategy to retain correct focus developed, implemented and used	Coach and athlete develop system to track incidences of lack of focus and determine what triggers attention focused on wrong elements Strategy to retain correct focus developed, implemented and used under high stress situations	Athlete knows the items on which they are attempting to focus during key times in sport activity	
<b>Reducing Errors</b>							
<b>Error correction</b>	Not applicable	Coach identification of errors plus feedback to jumper with focus on what needs to be done for better performance (focus on ways to improve performance - NOT on what the athlete did wrong)	When error(s) are made, coach helps participant understands the cause of the error(s) and the jumper can articulate what they will do differently in next attempt at the skill	Through feedback from coach, other players or video, the athlete is able to modify performance to reduce or eliminate error(s)	Based on kinesthetic sensation and knowledge of results, athlete is able to self-determine the source of error(s) and make correction(s)	Based on kinesthetic sensation and knowledge of results, athlete is able to self-determine the source of error(s) and make correction(s) under high stress and under public scrutiny	Through feedback from coach, other players or video, the athlete is able to modify performance to reduce or eliminate error(s)
<b>Error avoidance</b>	Errors are key component of learning, so set up expectations that child will make errors and will try to "do better"	Use the "Think Aloud" process to determine if the child knows what to do but cannot do it, or is confused about what they are trying to	Use the "Think Aloud" process to determine if the child knows what to do but cannot do it, or is confused about what they	Athlete and coach track what errors are made, where they are made, and when they are made	Athlete and coach track what errors are made, where they are made, and when they are made	Athlete and coach track what errors are made, where they are made, and when in a game they are	Error patterns are identified and strategies for elimination or reduction of identified high rate errors are developed, practiced



	as they continue to play At this age, MUCH learning comes from trial and error, and this is to be encouraged	do Encourage trial-and-error learning	are trying to do Have children watch video of their attempts to better understand what they are doing Use specific positive feedback to tell them what they are doing right, and what they need to do to improve Do not focus on what they are doing wrong!	Error patterns are identified and strategies for elimination or reduction of identified high-rate errors are developed, practiced and used Heavy use of video for feedback	Error patterns are identified and strategies for elimination or reduction of identified high-rate errors are developed, practiced and used under conditions of increasing competitive stress	made Error patterns are identified and strategies for elimination or reduction of identified high-rate errors are developed, practiced and used under conditions of high competitive stress and public scrutiny	and used
<b>Ideal Performance State</b>	Build Executive Function with emphasis on self-control		Have athletes describe how they are feeling before, during and after competition Ask them how they feel when they are performing/playing well	Athlete tracks and records how they feel before, during, and after competition With coach, athlete identifies those feelings before and during competition that are associated with better or good performances, and those associated with sub-par performances	Athlete attempts to replicate the feelings prior to and during competition that were associated with high levels of performance Athlete develops strategies to recreate "high performance" feelings on demand	Athlete develops and practices strategies to recreate "high performance" feelings, and can create them on demand in high stress competitive situations	Athlete understands how they feel before during and after competition when performing well and try to replicate these feelings
<b>Perceptual Cognitive Development</b>							
<b>Visual Perception</b>	Visual exposure to moving objects at various speeds and in multiple directions Object tracking including when object is temporarily occluded	Development of accurate binocular vision and depth perception Higher speed object movement tracking over full visual field	Learn simple sport movement pattern recognition and appropriate responses Learn to discriminate useful from non-useful stimuli	Learn complex sport movement pattern recognition, and discrimination of useful from non-useful stimuli Develop ability to make fast accurate decisions based on pattern recognition Develop effective visual search patterns for critical movement patterns Develop multiple object tracking	Increase accuracy and speed of perception of visual stimuli Increase ability to discriminate between useful stimuli and background noise Develop enhanced visual field search strategies Develop capacity to ignore distracting or non-useful stimuli	Optimum accuracy and speed of perception under high-stress distracting conditions Increase ability to discriminate between useful stimuli and background noise	Ability to discriminate useful stimuli
<b>Sport-based Decision Making</b>	Enhance Executive Function, with the focus on working memory and cognitive flexibility	Have participants develop narratives to describe what should happen, in different sport/activity situations.	Use "Think Aloud" technique to understand if players are making the right decision and not executing, or are making	Drill appropriate tactical decision-making, separate from resulting skill execution.	Reduce time available for tactical decision making in drills. Through questioning determine if tactical errors are due to mis-perception of situation, focus on wrong cues, or decision errors.		

			the wrong decision			
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**Rope Skipping Canada – Athlete Development LIFE SKILLS MATRIX**

	AS 0-6	FUN 6-8 F 6-9 M	L2T 8-11 F 9-12 M	T2T 11-15 F 12-16 M	T2C 15-21 F 16-23 M 5-8 years to WC	T2W 18+ F 19+ M 4 years to WC	A4L 11+ F 12+M
<b>Positive Attitude</b>							
<b>Developing Autonomy</b>	Makes choices related to specific activities	Expresses preference for and chooses participation in different sports	Knows time and location of Rope Skipping practice and games and arrives prepared to participate	Self-motivated to improve Rope Skipping skills and fitness	Takes responsibility for setting performance goals	Takes responsibility for being full-time athlete, and balances sport and non-sport demands	Chooses activities in which to become involved
<b>Develop Self-confidence and Self-esteem</b>	Develops confidence in physical abilities through successful skill development	Develops positive body image, and increased confidence in physical ability	Has well developed self-respect, and is confident that they can participate in Rope Skipping	Develops confidence in performance capacity in Rope Skipping and other physical activities	Develops confidence in performance capacity, and ability to perform well under pressure	Develops confidence in Rope Skipping ability and can produce results under pressure and on demand	Has confidence to learn new skills and to try new sports
<b>Working as Team Member</b>	Introduce sharing activities and games, and learn to take turns	Expectations of sharing and taking turns established  Environment of helping each other created  Can name different Rope Skipping activities and the role of jumpers in different positions	Has opportunity to participate in different positions jumping and turning in different events  By end of stage, starts to develop preference for position on team  Clear expectations of behaviour by team established	Understands role in team, and makes adjustments in own participation to assist other team members  Assists teammates on and off the gym floor	Accepts assigned positions on team and assists teammates through performing assigned role  Encourages teammates through positive interventions	Has finalized choice of role in Rope Skipping (speed, freestyle, singles, team, etc.) and refined specific skills for chosen roles  Actively builds team cohesion on and off the field of play  Puts what is good for the team ahead of what is good for themselves	Works with teammates in the best interest of the team/club
<b>Reduce Conflict</b>	(See section on recognition of other’s emotions, which is prerequisite for understanding that conflict might arise)		Can describe the immediate cause of conflict and understand both sides of issue	Can clearly articulate the other person’s position in the conflict and the other person’s reasons for that position  Listens more than talks	Is able to identify the early signs of conflict and effectively intervene to reduce conflict between team members or team members and coaching staff  Develops mediation skills and manages on-field and in-locker room conflicts		Is able to effectively intervene to reduce conflict between others
<b>Develop Leadership Skills</b>	Learns to follow instructions and has opportunity for small	Understands that there are leaders	Takes on small leadership roles	Independently takes on leadership roles	Takes responsibility for team leadership roles, both on and off the gym floor  Ensures that they are well informed on Rope Skipping issues so that they can		Takes leadership role as appropriate

	leadership tasks	and followers, and when to lead and when to follow	under guidance of coach	Increases responsibilities for self-initiated leadership roles	take an informed leadership role		
<b>Establishing sport-life balance</b>	Participates in creative role-play activities and in many different roles		Understands the individual has multiple roles (sport, family life, friends, etc.)	Determines own role in sport that they are content with	Balances demands of sport, education, work and relationships	Determines and manages role change at the end of career	Takes on different roles to meet own needs as appropriate
<b>Awareness of Diversity</b>	Teach and value that different people make different contributions and play different roles	Explore how individuals differ in their attitudes, beliefs and behaviour, and value those differences  Players at this age are very concerned with "fairness"	Critical time for reinforcing behaviours demonstrating acceptance of gender differences and differences in ability/ disability, race, and sexual orientation  Develops a climate of acceptance of differences in sport	Develops awareness of strategies to increase acceptance of diversity, and prior to overseas travel, becomes informed regarding host culture, laws and attitudes towards diverse populations – particularly, laws and attitudes related to religious observation, clothing expectations, gender differences, and sexual orientation			Use sport participation to break down diversity barriers
<b>Coping with Setbacks from Negative Sport and Non-Sport (Life) Outcomes</b>	Enhance Executive Function  Develop strong self-concept and self-esteem  Understand that failure is a normal – even essential - part of life and learning		Learns to deal with being cut from a team or losing an event through reframing as an experience to learn what needs to be done to succeed  Focuses on training and competition at this stage as a process, NOT an outcome  Understands that negative outcomes are a fact of life, to be reframed as opportunities for learning and growth  Starts developing a support group of friends	Develops plan to deal with training setbacks, being cut from a team, failing to make performance standards, or a catastrophic injury  Having a "Plan B" in sport and in life  Seeks professional help if things are not going well	Planning for end of High Performance career in Rope Skipping, and transition to next stage of life plan  Building strong support among friends and family  Seek professional help if things are not going well	Develop strategy for alternate sport involvement if current sport involvement no longer possible	
<b>Moral Development</b>							
<b>Understanding Rules</b>	Learns about rules through narrative and stories, and can describe the reasons for basic rules		Understands the concept of "Fairness"  Understands the rules of Rope Skipping and the need to have them  Learns the meaning of "Fair Play" and demonstrates fair play during Rope Skipping practice and	Understands the rules of Rope Skipping and the informal culture of expected behaviours in the sport  Understands that doping is cheating	Understands the concept of strict liability and takes full responsibility for all substances in their body  Makes conscious effort to engage in ethical sport  Develops strategies to gain maximum competitive advantage within both the letter and the spirit of the rules of Rope Skipping.		Understands that pursuing sport in an ethical manner is a key contributor to enjoyment of sport

			competitions			
<b>Doing What is Right</b>	Learns expectations through societal actions that are rewarded and actions that are punished - often through trial and error	“What’s in it for me” orientation with emerging ability to describe consequences for others who are hurt by wrongdoing	Social pressure to conform to what is “right”  Understands consequences of not conforming	Understands broad ethical principles  Understands consequences that actions have on other people		Engages in sport at the highest ethical level
<b>Linking Actions and Consequences</b>	Punishment avoidance	Understands the link between sport actions and sport penalties	Understands both short-term and long-term consequences of actions	Links training commitment to long-term performance goals	Makes short-term sacrifice to achieve long-term objectives in Rope Skipping and in life	Understands short- and long-term consequences of actions
<b>Develops Empathy</b>	Enhance Executive Function and recognition of emotions in self and others  Encouraged to support other children who are excluded from group play/activity	Understands that one’s actions have consequences for self and others  Introduce anti-bullying programs/activities	Is able to see incidents from both their own and others perspective  Intervenes to prevent bullying and degrading initiations	Bases actions on careful consideration of the consequences of their actions on other people  Supports victims of bullying  Understands the options/processes available to self and other athletes who are bullied or forced to take part in degrading initiations		Participates in sport with clear understanding of the link between their actions and consequences for others
<b>Making Ethical Decisions</b>	Enhance Executive Function	Understands well the position of others (often through narrative) who are in difficult life situations or who make difficult sporting decisions	Can define a problem and articulate alternate solutions	Can accurately assess the consequences of alternate solutions for themselves and others	Makes decisions based on what is right, rather than what is in their own best interest	Applies universal moral principles to sport decisions
<b>Relationships</b>						
<b>Developing Positive Relationships with Adults</b>	Develops trust in parents/caregivers and new adults who enter their lives	Become comfortable with the expanding range of adults they deal with (parent to caregiver to teacher and others)  Understands what is appropriate in child-adult relationships	Clearly understands the boundaries in athlete-coach relationships  Has positive relationship with coach/sport leader and other “new” adults they engage with	Understands boundaries and has strategy for dealing with inappropriate physical, psychological or sexual actions of coach, teammates, or other sport personnel  Develops stable relationship with a positive adult role model (a key component in teen resilience)	Can separate personal from professional relationships and negotiate boundaries	Positive interaction with other adults as equals
<b>Developing Relationship with Teammates</b>	Takes turns and shares with others and develops Executive Function – with focus on self-control  Develops empathy for others which requires ability to recognize emotions in others	Understands the importance of positive relationships with teammates and both expresses own needs and accommodates the	Develops strategies for supporting positive interactions and reducing negative interactions among teammates	Takes responsibility for intervening to create positive team environment and acts accordingly		Positively interacts with teammates and opponents

			needs of others				
<b>Developing Romantic-type Relationships</b>	Not applicable		Understands body changes at adolescence	Understands one's sexual orientation, contraception, and safe sex	Learns to appropriately negotiate sexual interactions with partner if applicable  Develops stable and mutually respectful relationship with a partner	Learns to balance sport demands with the need to build stable and long-term partner relationships, and relationship with children (if any)	To meet personal needs
<b>Career in Sport</b>							
<b>Career Planning</b>	Children engage in role play of local workers (e.g. fire, police, driver)		Begins to consider a wide range of future career options  Engages in more detailed exploration of potential work through role-play	Balances education and sport goals	Balances education, employment and sport goals and puts non-sport (life) career plans in place	Balances career and sport goals with relationship responsibilities  Plans for end of high performance career	Sport engagement secondary to career and relationship responsibilities
<b>Mentorship</b>	Strengthen executive function and solid self-esteem  Learn to be aware that older children and adults can help you learn	Overcome shyness to ask older participants for help  Ask adults for appropriate help	Support players who help others, and provide them with opportunities to develop their helping/monitoring skills  Encourage jumpers that are helping younger or less experienced participants		Learns from more experienced team members and actively seeks their help	Focuses on own career, and seeks help from peers and other mentors  Assists new team members, and, towards the end of career, takes on more explicit mentor role	Mentors as opportunities arise, and takes on a new volunteer or paid role in sport (e.g. coach, administrator, event organizer, team manager)
<b>Planning, Preparation and Implementation</b>	Enhance executive function and concept of "future"  Have children verbalize how they plan to overcome an immediate and concrete challenge,  "How are you going to reach the box of cookies?"	Model planning process with participants, and break down plans into small components  Encourage verbalization of plans for players to achieve very short-term goal(s)	Support and encourage participants in short-term planning and in articulating longer-term goals	Support and encourage participants in deliberate longer-term planning to achieve personal goals, and encourage them to commit plans to paper  Have participants articulate what they must do (or not do) today to achieve long-term goals (delayed gratification)	Capable of multi-year planning to achieve sporting and career goals, and plans are detailed, specific and written  Regular evaluation of progress towards goals and modification of training to keep plans on track  Can delay short-term gratification to achieve long-term goals		Capable of long-term planning to the extent necessary for personal success
<b>Training Environment (specifically for females)</b>	Since this is the cornerstone for a rewarding and long-lasting female engagement... <ul style="list-style-type: none"> <li>• Build a training environment that creates a climate of acceptance and social connection</li> <li>• Include regular use of role models (more senior female athletes) to demonstrate how progress can be made</li> </ul>						

Travel							
<b>Confidence to Travel Independently</b>	Learns to “cross the road” and, with safety, explore a larger local area Through questioning, have child describe where they are and what is “around the corner”	When children participate in activities, have them take on some responsibilities for the route they are driven or the transport they take Use games to explore the local area	Players take responsibility for getting their own equipment ready (packing), and for being ready on time Help with route planning for more distant events/ activities and follow route on map	Learns to travel independently to training and local events Comfortable traveling with chaperon/team to overnight venues	Can travel independently within Canada, and with support, internationally Has appropriate travel documents and travel interruption contingency plans	Can travel independently internationally and takes responsibility for ensuring travel documents – including vaccination certificates, and passport – are valid for at least 6 months past the travel dates	Travel at the discretion of the athlete
<b>Travel Preparation</b>	Strengthen executive function and as much as possible to prepare for later travel	With help, can prepare own equipment and snacks for practices/ games	Can initiate preparation for practices/games, including packing equipment, hygiene, snacks and drinks Is ready for departure for practices/games in timely manner	Uses checklist to ensure that athlete has everything with them that they need for practice or game Organizes transportation to arrive in plentiful time for activity Has medical card and authorization for emergency treatment on hand Applies for and keeps passport up to date	Systematically checks to determine what documentations will be required for overseas travel (vaccination, certificates, passport, entry Visa, etc.) Applies for documentations in timely manner Ensures passport is valid for at least 6 months beyond the date of overseas competition, and renews passport in a timely manner	Keeps travel documents up to date, and applies for Visa (if required) and vaccinations (if required) in a timely manner	
<b>Travel Jetlag</b>	Not applicable			Adjusts sleep times ahead of time zone travel to minimize sleep disturbance Adjusts caffeine intake to assist in East to West and West to East time zone travel, if appropriate Establishes a well trialed approach to jetlag	Establishes a well trialed approach to minimizing impact of jetlag including pharmaceutical and light-activated interventions Understands personal adaptation to time zone travel and time required to acclimate Plans for full acclimation for major events Works with Integrated Support Team (IST)	Understands body’s response to time zone travel Develops personal approach to time zone travel	
<b>Cultural Awareness</b>	Teach appreciation of different ways that different people do things	Understands that people in different communities in Canada (and in different	A critical time for athletes to learn to	Prior to travel to training/competition in different countries, athletes learn about the laws and cultural norms (including attitudes towards disability) of	Uses sport to increase cultural awareness,		

		parts of the world) have different habits, different clothing, and different ways of doing things	value the contribution that different cultures can make to sport	the host country, and determine if there are any changes in routine needed to ensure local acceptance and avoid difficulties	and inclusion of new Canadians in sport	
<b>Vaccinations for Illness Prevention</b>	All children involved in sport activities should be vaccinated in accordance with Provincial/National standards		If international travel planned, consult with Public Health (travel) office and determine vaccination needs  Gets vaccinated sufficiently ahead of time to prevent impact on performance	During non-competition stage of year, update likely vaccination requirements to ensure that vaccinations are not required immediately prior to departure for important events	All vaccinations should be up to date, and boosters, if required, should be obtained during the off season	Vaccinations as required
<b>Protection</b>						
<b>Infection/Illness Prevention (if there are concerns, seek medical attention)</b>	Basic hand-washing and personal body hygiene  Lack of sensation in body parts below the level of spinal cord injury makes some athlete with a disability susceptible to unnoticed soft-tissue injury that can go unnoticed and untreated, with an increased risk of infection and at times life-threatening side-effects		Develops personal skills around communicable disease prevention and reduction of harm from alcohol, unsafe sexual practices, and illegal or misuse/abuse of recreational or prescription drugs  Builds awareness of blister prevention and care, if that is a problem in your sport	Ensures vaccinations and other prophylaxis actions against illness are up to date, especially if traveling aboard  Understands safe sex practices  Works with Integrated Support Team (IST)	Develop international travel guidelines and strategies, particularly with respect to food intake and intestinal issues  Consults with health clinic ahead of international travel to get required vaccinations, build immunity and overcomes short-term post effects (e.g. Delayed Onset Muscle Soreness (DOMS))  Works with Integrated Support Team (IST)	Develop travel guidelines and strategies, particularly with respect to food intake and intestinal issues
<b>Media</b>						
<b>Social Media Education</b>	Reduce screen time to a minimum and avoid any, if possible  See new Canadian guidelines on physical activity and screen time from <a href="http://www.csep.ca/CMFiles/Guidelines/">www.csep.ca/CMFiles/Guidelines/</a>	Teach participants (in school and at home) both positive and negative aspects of social media	Learns social media etiquette  Have anti-cyber – bullying strategy in places as a part of team/ sport policy for child protection protocols  Collaboratively (players and adult leaders) develop policy on social	Understands that online postings are permanent, and will be carefully scrutinized, if you are successful  Takes care with emails, tweets, Facebook posts, Instagram, etc.  Develops social media skills to build a fan base and media	Understands that as they become more successful, ever greater scrutiny of electronic posts will occur  Negative posts will have an impact on potential sponsors willingness to provide funds  Understands team, league, Rope Skipping Canada, and International Federation’s rules around sexist, homophobic or racist comments/posts  Considers copyright/trademark of name, nicknames, distinguishing images, and quotes for later commercial use	Develops social media skills to advance athlete’s sport

			media use by team	presence			
<b>Dealing with the Media</b>	Enhance Executive Function to provide later capacity for good decision making	Simple fun practice of being interviewed	Practices being interviewed post event, and develops standard statements regarding wins, losses, injury or poor officiating	Develops working relationships with local media. With media arm of NSO/ national team, develops and practices pre and post event for “on air” statements  Practices contingency statements (e.g. injury, crisis in sport – doping, poor officiating, sexual assault, other scandals) to be prepared for any ambush interviews	Understands the value of good working relationships with local, national and international media and being available for comments  Develops well articulated positions on major issues within Rope Skipping  Develops and practices strategy for not answering questions the athlete is not immediately prepared to answer	Develops working relationships with local media to promote athlete’s sport and events  Follow-up with media for the results and photographs	
<b>Nutrition/Hydration</b>							
<b>Nutrition Basics</b>	Parents control nutrition and should be encouraged to provide both healthy means and healthy snacks so that children associate healthy snacks with activities	Provide healthy snacks at the end of practice/game  Teach basic nutrition/ food groups  Encourage fruit and vegetable consumption  Do NOT encourage sport drink and supplement use	Educate athletes and parents about the nutrition needs for teen athletes  Encourage athletes to learn about sport nutrition and to make wiser food choices  For females, ensure adequate iron intake  Promote healthy eating over body composition  Athletes keep basic food consumption log	Understands nutrition needs for their Rope Skipping success  Healthy eating promoted over use of supplements  Keeps detailed food consumption log  Be aware of disordered eating patterns with appropriate referral to nutrition professional and/or mental performance professional	Has deep understanding of own nutritional needs as Rope Skipping athlete  Keeps detailed consumption food log  Trials and adjusts nutrition for peak performance as necessary  Implements nutrition plans for international travel	Maintains energy balance and healthy diet	
<b>Cooking Skills and Food Preparation</b>	Parents and guardians encourage children to become involved in food preparation and take responsibility for some meals  Children learn basic kitchen safety		Encourage athletes to become more involved in meal preparation at home  Athletes and their support networks learn basic cooking skills, including kitchen safety, and recipe reading – with focus on simple, quick, inexpensive	Based on individual’s yearly training plan (YTP), focus on food preparation for high volume training, body composition changes, competition nutrition and travel needs  Can prepare high quality food on the road, in hotel rooms and with minimal tools or ingredients  For international travel,	Based on individual’s YTP, focuses on food preparation for high volume training, planned body composition changes, competition nutrition, and international travel needs	Develops cooking skills as necessary	



		and fun meals/snacks Begins to focus on food preparation for training and recovery	athletes focus on food choices available in target countries		
<b>Competition Nutrition</b>	Encourage children to eat and drink (good nutrition) before and after physical activity	Athletes assisted with developing plan for adequate nutrition prior to and during competition, especially for tournament that lasts over an extended period of time  Trials and records nutritional strategies to determine what works well for them	Ensure that athletes are adequately fueled for competition and can manage gastrointestinal (GI) tolerance  Develops and trials nutrition plans for single and multi-day tournaments  Works with Integrated Support Team (IST)	Monitor athlete's competition nutrition planning and implementation to determine optimum strategy for both short duration (events) and longer duration (tournaments/multi-day competitions)  Works with Integrated Support Team (IST)	Understands nutritional requirements of single day and multi-day competitions and ensure adequate nutrition throughout
<b>Travel Nutrition</b>	Encourage high quality nutrition	Athletes plan nutrition requirements for local and regional tournaments, and ensure that nutrition needs are met "on the road"  Educate athletes on impact of alcohol consumption on performance	Educate athletes on nutrition challenges and strategies when traveling, including meal/snack planning and preparation on the road and restaurant/ buffet eating  Provide additional education on: environment, food availability, food choices and food safety where traveling  Athletes plan nutrition during international travel  Works with Integrated Support Team (IST)	Athletes should have well trialed individual strategies in place for travel nutrition developed with support from a Sport Dietitian, if required  Investigates what staple foods are available at target destinations, and if necessary, arranges for required foods to be shipped to sites of international competitions  Works with Integrated Support Team (IST)	Plans for adequate nutrition if traveling to locations where usual foods are not available
<b>Nutrition for Recovery</b>	Encourage high quality general nutrition, with food intake following the end of physical activity	Introduce concept of recovery nutrition post-training  Focus on timing of meals/snacks around training and competition, and goals for nutrient	Through monitoring food records, focus on athletes' recovery nutrition strategies in relation to body weight  Athletes have individual recovery plan which has been trialed and is well	All athletes have a well tested and trialed nutrition recovery plan which they adjust depending on demands of travel, training and competition  Works with Integrated Support Team (IST)	Understands the basic requirements for recovery nutrition including the importance of timing post exercise food intake

			composition of each meal/snack Provide examples of high quality food choices for recovery including a breakdown of macronutrient content	tolerated Can adjust recovery needs depending on their training volume/ intensity and schedule Works with Integrated Support Team (IST)		
<b>Hydration</b>	Ensure that children engaged in physical activity are adequately hydrated using water or diluted fruit juice	Ensure adequate hydration for athletes Introduce basic hydration concepts Teach importance of appropriate fluid choices (sports drinks vs. water, sugary energy drinks, etc.)	Introduce hydration monitoring techniques through monitoring urine colour Provide education on impact of alcohol and excessive caffeine consumption on hydration status	Introduce hydration testing protocols (Urine specific gravity (USG), weight changes, fluid volume), and determine individual hydration needs Develops training and competition hydration plan based on environmental conditions (temperature, humidity, etc.) Works with Integrated Support Team (IST)	Athletes confident in monitoring hydration status, using USG, weight changes and fluid consumption Well tested hydration plan for training and competition in place with athlete's ability to quickly adjust hydration for optimal performance Works with Integrated Support Team (IST)	Understands the need for adequate hydration for both health and performance
<b>Nutrition Supplements</b>	Focus on high quality basic nutrition and avoid both food and hydration supplements Supplements are rarely required in the absence of identified deficiencies	Focuses on adequate nutrition and hydration before, during and after activity Pay attention to adequate fluid intake when temperature and humidity are high	Focuses on athlete selecting high quality foods and building sound nutrition foundations to replace water, energy and electrolytes Teach athletes that supplements are not a shortcut to performance Educate on dangers of inadvertent doping through use of supplements If approved supplements are used, ensure they are well trialed and tolerated	Learns which supplements have verified impact for duration of Rope Skipping games and tournaments Educate on Canadian Anti-Doping Program (CADP) and World Anti-Doping Agency (WADA) codes, and the doping control process Ensure athletes understand the list of banned substance, supplement safety, and the need for third party testing of supplements Works with Integrated Support Team (IST)	Athletes understand the risks of doping infraction with use of untested supplements Has evidence supported, individualized, training and competition supplement plan that has been well trialed and is well tolerated Works with Integrated Support Team (IST) (See: <a href="http://www.ausport.gov.au/ais/nutrition/supplements">www.ausport.gov.au/ais/nutrition/supplements</a> for supplements with strong evidence base for effectiveness.)	Uses effective supplements safely and as necessary

<b>Disordered Eating and Eating Disorders</b> <b>(If suspected, contact specialists for help – appropriate first point of contact is likely a family or sports medicine physician)</b>	Encourage parents and other adult role models to focus on healthy eating and physical activity, NOT dieting for body shape modification	Focus on healthy eating habits, energy balance and healthy body image Raise awareness among athletes and coaches of disordered eating and eating disorders in both male and female athletes Educate on signs and symptoms of disordered eating and eating disorders Coaches understand their role as potential triggers of disordered eating (undue focus on athletes’ weight) Know where outside professional support can be obtained (e.g. eating disorder clinics) Develop strategies to identify disordered eating and eating disorders in athletes along with treatment and recovery strategies				
<b>Other Concerns</b>						
<b>Doping Control</b>	Not applicable	Introduce basic concept as part of the rules and ethics of sport	Understands that all competitors are subject to doping control procedures  If prescription drug use is required, work with medical team to ensure compliance with Canadian Centre for Ethics (CCES) regulations, and complete and submit the Therapeutic Use Exemption (TUE) if required	Understands obligations and rights in doping control.  Practices doping control procedures and carries required documentations at all events, including TUE, prescriptions and athlete biological passport if appropriate  Takes only tested and approved supplements	Be fully aware of doping control procedures for in and out of competition testing  Complies with all anti doping requirements, at the same time vigorously defending own and teammates rights  Does NOT sign off on improperly collected samples	Understands anti-doping obligations in Masters events
<b>Classification (athletes with a disability only)</b>	Develop awareness of potential classification and the sports for which that classification is eligible	Obtains temporary classification for sport of greatest interest	Obtains permanent classification for the sport they compete in			

**Rope Skipping Canada – Athlete Development COMPETITION MATRIX**

	AS 0-6	FUN 6-8 F 6-9 M	L2T 8-11 F 9-12 M	T2T 11-15 F 12-16 M		T2C 15-21 F 16-23 M 5-8 years to WC	T2W 18+ F 19+ M 4 years to WC	A4L 11+ F 12+M
<b>Purpose of Competition</b>	Intrinsic motivation through play and self-improvement	Intrinsic motivation through play and self-improvement  “Passing” CANSkip levels at club level and perform though club presentation or local event (end of level 6)	Learn to compete in formal competition  Become comfortable competing  Understand components of competition	Learn national system  Become comfortable competing at major events  Understand personal goals within Rope Skipping		Learn the international system  Consider and prepare for world championships	Win international championships	Intrinsic motivation through competition and self-improvement
<b>Competition Level (Where the athlete should be by end of stage)</b>	No formal competition	Public demonstration, self-comparative competitions, club testing day	Within club  Between local clubs  Provincial Championships if desired	Provincial Championships  National Championships  Exposure to World Youth tournaments		National Championships  Exposure to International-level competition	Continental and International Championships	Older age division athletes  Non-excellence  Fitness focus
<b>Formal Competition Components</b>	No formal competition	No formal competition	<b>U10</b>  SRS SRE (2 min) SRP (DU, non-consecutive, 1 min) SRF (30-60)  SRSR SRPR SRPF x2  DDSR DDFR	<b>11-12</b>  SRS SRE SRP (DU, 1 miss permitted, 2 min) SRF (30-60)  SRSR SRPR SRPF x2 (30-60s) DDSR DDFR SRWF x2 (30-60s)	<b>13-14</b>  SRS SRE SRP (DU, 1 miss in first 30s, 3 min) SRF  SRSR SRPR SRPF SRTF DDSR DDPS DDSF DDPF SRWF	<b>15-17</b>  SRS SRE SRP (TU) SRF  SRSR SRPR SRPF SRTF DDSR DDPS DDSF DDPF SRWF	<b>18-29</b>  SRS SRE SRP (TU) SRF  SRSR SRPR SRPF SRTF DDSR DDPS DDSF DDPF SRWF	Older age division –  Non-excellence  Fitness focus
<b>Informal Competition Components</b>	N/A	Challenges, simulated competition	Challenges to encourage: clean routines, creativity, skill development	Challenges to encourage: clean routines, creativity, skill development, physical capacities				Fitness-based challenges Creativity-based challenges
<b>Number of Events Permitted in One Competition</b>	N/A	N/A	9	10	12	Unlimited as per regulation of event	Unlimited as per regulation of event	Unlimited
<b>Total Duration Performance</b>	N/A	N/A	7 min	9 min	12 min	Unlimited	Unlimited	Personal choice

<b>Time</b>								
<b>Number of Formal Competitions per Year</b>	N/A	N/A	2-3	2-3	3-5	6-7	6-8	Personal choice

## Rope Skipping Canada – Athlete Development ACRONYM LEGEND

Category	Acronym	Full Term
Canadian Sport for Life LTAD Stages	AS	Active Start
	FUN	Fundamentals
	L2T	Learn to Train
	T2T	Train to Train
	T2C	Train to Compete
	T2W	Train to Win
	A4L	Active for Life
Power Events	DU	Double Under
	TU	Triple Under
Singles Events	SRS	Single Rope Speed
	SRF	Single Rope Freestyle
	SRP	Single Rope Power
	SRE	Single Rope Endurance
Team Single Rope Events	SRSR	Single Rope Speed Relay
	SRPR	Single Rope Power Relay
	SRPF	Single Rope Pairs Freestyle
	SRTF	Single Rope Team Freestyle
	SRWF	Single Rope Wheel Freestyle
Team Double Dutch Events	DDS	Double Dutch Speed
	DDSR	Double Dutch Speed Relay
	DDFR	Double Dutch Freestyle Relay
	DDPS	Double Dutch Pairs Speed
	DDSF	Double Dutch Single Freestyle
	DDPF	Double Dutch Pairs Freestyle
CANSkip	CANSkip	CANSkip