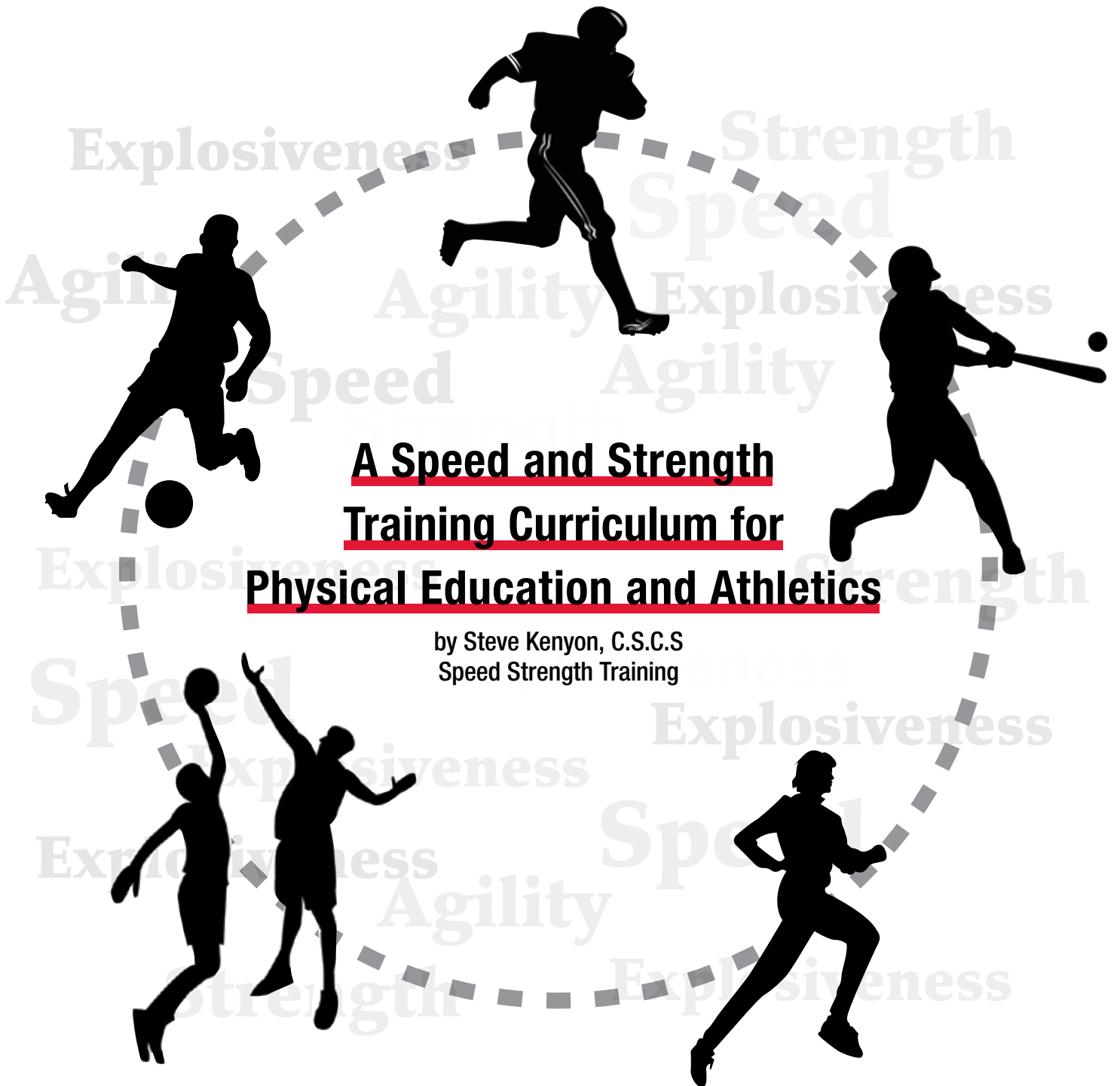




SPEED STRENGTH TRAINING

Optimizing Athletic Performance



A Speed and Strength
Training Curriculum for
Physical Education and Athletics

by Steve Kenyon, C.S.C.S
Speed Strength Training

| Date | Session | Comments |
|------|--------------------|--|
| T1 | PPP - med ball | Testing |
| T2 | PPP - HJ | Testing |
| T3 | PPP - VJ | Testing |
| T4 | PPP - I test | Testing |
| T5 | PPP - 40 yard dash | Testing |
| 1 | Angie | Pull-ups, push-ups, air squat, sit-ups x 100 |
| 2 | | |
| 3 | Barbara | Pull-ups, push-ups, air squat, sit-ups 5 x 20 |
| 4 | | |
| 5 | Chelsea | 5 pull-ups, 10 push-ups, 15 air squats on minute for 30 minutes |
| 6 | Diane | Pulls & push press 21, 15, 9 |
| 7 | | |
| 8 | Elizabeth | Cleans & ring dips 21, 15, 9 |
| 9 | | |
| 10 | Fran | Thrusters & pull-ups 21, 15, 9 |
| 11 | Grace | Clean & jerk 30 reps in a row |
| 12 | | |
| 13 | Helen | 400 meter run x 3; KB swings & pull-ups 21, 12 |
| 14 | | |
| 15 | Isabel | Snatches 30 in a row |
| 16 | Jackie | 50 thrusters, 30 pull-ups and 1000 meter row |
| 17 | | |
| 18 | Karen | 150 Wall balls |
| 19 | | |
| 20 | Linda | Clean, squat and pull 10 x 10 to 1 |
| 21 | Melissa | 500 meter row, bench press & pull-ups 15 x 5 |
| 22 | | |
| 23 | Nancy | 15 Overhead squats x 5, 400 meter run |
| 24 | | |
| 25 | Ophelia | Push-ups & pull-ups 50, 40, 30, 20, 10 |
| 26 | Paula | Russian swing & push-ups 21 x 3; Row 500 meters x 3 |
| 27 | | |
| 28 | Quinn | 400 meter run 50 sit-ups, 50 back extensions x 3 |
| 29 | | |
| 30 | Rebecca | Snatch balance, wall ball, ball slam & thruster 21, 15, 9 |
| 31 | Susan | 100 ball slams for time |
| 32 | | |
| 33 | Tiffany | Snatch pull, Snatch, Snatch press, Overhead squat x 100 |
| 34 | | |
| 35 | Ursula | Clean & jerk x 75 |
| 36 | Valerie | Push-ups, sit-ups, air squats & pull-ups 50, 50, 50, 10 to 10, 10, 10, 6 |
| 37 | | |
| 38 | Wendy | Snatch x 75 |
| 39 | | |
| 40 | Xiong | Five ERE's 10, 20, 30, 40, 50; five BRE's 60, 70, 80, 90, 100 |
| 41 | Yolanda | Push-up, pull-up, squat, box jump 21, 15, 9 |
| 42 | | |
| 43 | Zena | Push press & pull-ups 21, 18, 15, 12, 9 |
| 44 | | |
| 45 | Fight Gone Bad | 3 x 1 minute rounds of row, wall ball, SDLHP, box jump & push press |



Photo name



Photo name

California Framework Standards:

Optimizing Athletic Performance

| Unit | Exercise | Sets x Reps | Equipment | Standard | | |
|-----------------|----------|-------------|-----------|----------|-----|----|
| | | | | CI | CII | 3F |
| Dynamic Warm-Up | | | | | | |
| | | | | | | |
| | | | | | | |

End with Dynamic Range of Motion

No assignment today.

Student Workbook



Overhead Squat



Push-Up

California Framework Standards:

Recognize and evaluate the role of cooperation and positive interactions with others when participating in physical activity.

Optimizing Athletic Performance

| Unit | Exercise | Sets x Reps | Equipment | Standard | | |
|-----------------|----------------|-------------|--------------------------------|----------|-----|-----|
| Dynamic Warm-Up | | | | CI | CII | 3F |
| Technical | Overhead Squat | 5 x 5 | Olympic Bar | 2.1 | 3.1 | 1.8 |
| Metabolic | Pull-Ups | 1 x 100 | Pull-Up Bar (Band Optional) | 2.2 | | 2.7 |
| | Push-Ups | 1 x 100 | | 2.5 | | 3.1 |
| | Sit-Ups | 1 x 100 | Ab-Mat | 3.9 | | 3.9 |
| | Air Squats | 1 x 100 | Dynamax Ball | | | |
| Core | Knee-Ups | 3 x 20 | | | | |

End with Dynamic Range of Motion

Coach Kenyon's tips for training:

Angie should take approximately 20 minutes. Make sure every rep is completed before moving on to the next exercise. Break up the 100 reps into sets of 10 or 20 if necessary.

| DYNAMIC WARM-UP | |
|--------------------------|--|
| CROSSOVER SKIP | eyes are focused in a conversational plane |
| | athlete maintains a position on the balls of the feet |
| | arms cross the chest parallel to the ground |
| | skipping motion is rhythmic and continuous |
| KNEE TO CHEST | eyes are focused in a conversational plane |
| | foot is dorsiflexed; knee is pulled into the chest |
| | foot rolls up on the ball of the foot |
| | movement is rhythmic and continuous |
| HIGH FOOT LUNGE | eyes are focused in a conversational plane |
| | high foot is dorsiflexed; foot lifts over opposite knee |
| | elbow is fixed at 90 degrees; arm rotates from the shoulder |
| | downward movement of opposite knee is to the ground and under control |
| CRAB WALK | eyes are focused in a conversational plane |
| | athlete maintains a position on the balls of the feet |
| | lead foot initiates movement; base is maintained |
| | back angle is flat; knees are flexed; shoulders are forward |
| SLOW CARIOCA | eyes are focused in a conversational plane |
| | athlete maintains a position on the balls of the feet |
| | hip joint opens and closes; shoulders remain closed |
| | back angle is flat; knees are flexed; shoulders are forward |
| LATERAL SQUATS | eyes are focused in a conversational plane |
| | athlete maintains a position on the balls of the feet |
| | lead foot initiates movement; knee remains over the toe |
| | weight shift is substantial; feet never cross over |
| LATERAL JACKS | eyes are focused in a conversational plane |
| | athlete maintains a position on the balls of the feet |
| | body is extended and perpendicular to the ground |
| | jumping jack motion is rhythmic and continuous |
| CARIOCA | eyes are focused in a conversational plane |
| | athlete maintains a position on the balls of the feet |
| | hip joint opens and closes; shoulders remain closed |
| | movement is rapid, fluid and continuous |
| HIP SERIES | eyes are focused in a conversational plane |
| | athlete maintains a position on the balls of the feet |
| | foot remains dorsiflexed; amplitude of up and out movement of leg is maximal |
| | movement is rhythmic and continuous |
| WALKING MECHANICS | eyes are focused in a conversational plane |
| | elbow is fixed at 90 degrees; arm rotates from the shoulder |
| | foot remains dorsiflexed and on the balls of the feet; amplitude is maximal |
| | shoulders are upright and perpendicular to the walking direction |



Name: _____

Email: _____

Class: _____

Session #11

Standard: 3F 1.2

Using the SST Performance Model[®], observe and analyze the lifting technique of another student in class:

Exercise: _____

List the techniques that are done well:

List the techniques that need improvement:

Overall score for exercise:

- above
- at
- approaching
- below