

FÉDÉRATION INTERNATIONALE DE GYMNASTIQUE



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**AGE GROUP DEVELOPMENT and  
COMPETITION PROGRAM**  
for  
**Parkour**  
(Speed – Skill - Freestyle)

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Where there is a difference among the languages, the English text shall be considered correct.

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The Philosophy and Overview as well as the overall preparation, design, formatting and editing of this FIG AGE GROUP DEVELOPMENT AND COMPETITION PROGRAM book was done by:

**Hardy FINK**, former Director of FIG Education & Academy Programs.

The program consists of several parts:

### **A. A multi-level competition program with compulsory routines and optional rules.**

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### **B. A multi-level physical and technical ability education and testing program.**

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# PHILOSOPHY and OVERVIEW

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## **FIG Age Group Program Overview & Philosophy**

The rapid increase in the difficulty content of Parkour performances has been the result of ever increasing volume and intensity of training at ever younger ages. At the same time, coaches in leading countries have become more effective in the technical preparation of athletes which causes many less successful coaches and programs to try to copy by taking short-cuts towards difficulty.

This increase in training hours and decrease in training age of children for high intensity training has placed our sport under ever more scrutiny and criticism by the medical, educational and media professions who often use Parkour as an example of abusive and excessive training practices.

It is important for all in the sport to assure that these negative impressions are proven wrong. Too often these impressions are right. The FIG is working vigorously in this regard with changes to rules that have negative consequences and with the education of coaches to improve their knowledge and their effectiveness without causing harm to the athletes under their care.

This FIG Age Group Development and Competition Program is an effort to provide “ready-to-use” physical preparation, technical preparation, and competition programs for countries with little experience with contemporary international athletes and for the many countries that do not have the resources to develop a program of their own.

- The focus is on the safe and perfect long term preparation and development of athletes towards high performance.
- This program provides information to assure gradual and safe progressions.
- This program provides programs that can be recommended for all coaches and all federations.

More detailed information on the theory, technique and methodology for the teaching of all elements presented in this document is available through the three-level FIG Academy Program.

**The philosophy of Parkour** aims to reconcile Man with his environment through natural and instinctive physical activity which allows to reach a state of general physical and mental health .

Confronting obstacles allows you to physically strengthen your self-confidence and develop courage and perseverance, both in sport and in facing the difficulties of daily life.

Basically, Parkour is therefore not an activity whose primary goal is oriented towards competition but rather centered around self development and the construction of a functional body in a healthy spirit.

## Information about the Growing Child in Parkour

This FIG Age Group Development and Competition Program is connected with the educational efforts of the FIG Academy Program. The FIG Academy Program has focused on the safe and healthy preparation and development of young athletes towards high performance excellence. The foundation for this focus comes from the Growth & Development document on the FIG Age Group Program Resource CD distributed by the FIG to all federations in 2001 and again in 2003. Some observations from this important document are presented here.

Paramount for a coach's understanding is that the age period of 11-15 is a critical time for our athletes because it is a time when they are capable of learning complex aerial skills quickly but are simultaneously susceptible to debilitating acute, chronic and overuse physical injuries and to emotional and psychological damage.

- Athletes in that age period have open growth plates (cartilage instead of bone) at the end of every long bone in the body as well as wherever a tendon attaches to a bone. These growth plates are susceptible to injury from torsion and shear forces and excessive or repetitive compression forces.
  - Adequate recovery time must be provided
  - Numbers of high impact loadings must be reduced
  - Incomplete twists and saltos cannot be permitted
  - Soft landing surfaces should be used
- Athletes in that age period will undergo a period of rapid growth (peak-height velocity - PHV).
  - All parts of the body and body systems grow at different rates and this may lead to clumsiness and loss of some skills.
  - They will be less flexible as the bones grow and put the muscles and tendons under stretch.
- Athletes in that age period will undergo a period of rapid weight gain soon after PHV (peak-weight velocity – PWV).
  - They will gain weight faster than strength and thus will temporarily lose relative strength.
  - They should not be put on a restrictive diet; they must eat optimally for optimal and healthy growth.
- Athletes in that age period do not have mature anaerobic-lactic systems; yet the sport of Parkour is predominantly anaerobic.
- Successful Parkour free style athletes are almost always late maturers.
  - Late maturation and smaller size at that age may lead to feelings of inferiority and low self-esteem.
  - Their growth plates are open and susceptible to injury longer.
  - Athletes in that age period should focus mostly on learning and less on competition. International competitions can be introduced but the focus must be important base elements perfectly performed and rules such as presented within this document should be used that modify the difficulty expectations.



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# OVERVIEW OF LONG TERM PERFORMANCE

## DEVELOPMENT OF ATHLETES

*An example from gymnastics for  
Parkour coaches and athletes*

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## **Long Term Performance Development of Gymnasts**

For the preservation and a lasting acceptance of our sport, a systematic long term preparation of gymnasts is required, that takes into consideration the growth and maturational principles.

To deviate from such preparation system by striving for early specialisation or early high difficulty elements, does not serve the gymnasts and contributes to un-aesthetic performances, injury and a rejection of our sport by the public. Coaches who, for whatever reasons, practise such behaviour, can occasionally achieve good results but in the long run such an approach will not be successful and will lead to severe attrition.

During long term performance development, the load ability in general and the load ability of the support and motor system in particular, have a central position. During his previous and current activity as a coach, Dieter Hofmann has made positive experiences with a common point of view towards the systematic performance development of athletes with coaches, physicians, gymnasts and their caretakers.

This common effort should be concentrated on essential aspects:

- A systematic increase of the loads with the purpose to create a long term and lasting load ability of the support and motor system.
- A high development of the prerequisites (flexibility, power, basic structures) to limit the negative load effects of high repetitions of movement and faulty techniques (inefficient position of the joints);
- To promote and encourage the education of all-around gymnasts in order to guarantee the balance of the loads (dismount, support, hang);
- The systematic and gradual use of the "phase of favourable motor learning" in the long term performance development;
- To coordinate with the high responsibility of the personified chain: gymnast – trainer – physician – physiotherapist;
- To guarantee a safe and continuous proportionality of training, competitions and phases of compensation;
- Extensive use of methodical equipment (auxiliary equipment) in the training process and to pay high attention to this matter in the construction of training halls.

**«Training halls are education centres, not competition halls»**

This philosophy of gymnastics has once again touched out sport:

**«Gymnastics is complicated, not because it must be difficult, but because it has to be beautiful »**

The authors of this programme are confident that trainers and athletes will accept this assistance and will find a well-founded support in this document

## Stages and essential characteristics of Long Term Performance Development (LTPD)

	Basic Training (BT)		Preparatory Training (PT)		Advanced Training (AT)		High Performance Training (HPT)
	girls age 6/7	boys age 7/8	boys age - 9/10 girls age - 8/9	age 14/15 age 12/13	boys age 15 girls age 13/14	age 17/18 age 15/16	boys age 18/19 → girls age 16/17→
Practice and learn to train	1. Train frequently 2. Create and learn prerequisites		<b>Training for education</b> 1. Create prerequisites 2. Learning 3. Competitions and controls in athletics and technique 4. Training within the competition program		1. Training for education / learning 2. Training for World Champ. program		1. Training for competitions 2. Training for further development
training unit	1-2 times / week	2-3 times / week	4-5 x 2.5 hrs / week	5-6 x 3 hrs / wk	6-7 x 3 hrs / wk	8x 3 hrs/wk	9 – 10 times / week
training quantity	1.5 hours each	2 hours each	approx. 14 hrs	approx. 18 hrs	approx. 21 hrs	approx. 24 hrs	approx. 27-30 hrs

### Basic methodology in LTPD

	Basic Training (BT)	Preparatory Training (PT)	Advanced Training (AT)	HPT
<b>Prerequisites</b>				
Flexibility	+++	+++	maintain	maintain
Power	++	++	+++	+++
Technique / basic structures	+++	+++	+++	+++...
<b>Learning</b>	motor technical prerequisites	+++	+++	+++
<b>Refining</b>	exact performance of movements	+++	+++	+++
<b>Exercise training / stabilisation</b>	+	++	+++	+++

## Specific training characteristics in the stages of the LTPD

BT Basic Training	PT Preparatory Training	AT Advanced Training	HPT High Performance Training
<p><b>1. stage</b> (age 7)</p> <ul style="list-style-type: none"> <li>talent for sport (suitability) – introduce training hours</li> <li>gain interest of healthy, intelligent and physically suitable children for frequent training.</li> <li>yearly selections!</li> </ul> <p><b>2. stage</b> (age 8-9 )</p> <p>More precise definition of goals</p> <ul style="list-style-type: none"> <li>willingness of parents to support.</li> <li>state of health / physique</li> <li>intellectual capacity</li> <li>personal motivation towards artistic gymnastics</li> <li>check to determine capacity to develop general prerequisites.</li> <li>motor ability</li> <li>speed / agility / reaction capacity</li> <li>flexibility, strength and power</li> <li>psychological -pedagogical aspects, such as courage, fear</li> <li>capacity for expression</li> </ul> <p><b>3. stage</b> (age 9, for selections also age 10)</p> <ul style="list-style-type: none"> <li>acquisition of general gymnastic prerequisites</li> <li>development of gymnastic-acrobatic prerequisites by using methodical equipment (auxiliary equipment)</li> <li>development of the first typical skills on competition apparatus.</li> </ul>	<p><b>1. stage</b></p> <ul style="list-style-type: none"> <li>further development of the general prerequisites.</li> <li>shaping of body control with general and specific means during the preferred learning phase (before puberty) taking the development and vulnerability of the support and motor system into account.</li> <li>achieve an overall basic repertoire of skills</li> <li>create the conditions to endure an all-round competition (compulsory + free exercise; 2x free exercise)</li> <li>development of physical fitness for intensive and effective daily training.</li> <li>preparation for competition requirements of the next higher class / stage.</li> </ul> <p><b>2. stage</b></p> <ul style="list-style-type: none"> <li>preservation of the load ability in the juvenile phase with versatile, general and basic gymnastic skills</li> <li>refining of the general and specific prerequisites such as power! → (favourable phase for the development of general and special power potentials → and flexibility, basic technical structures)</li> <li>use of individual conditions for the preparation of all elements of the compulsory and free exercises</li> <li>stabilisation of skills in competition routines</li> </ul>	<ul style="list-style-type: none"> <li>transfer of high level prerequisites to all elements of the gymnastic performance (difficulty, techniques, stability) for international competition</li> <li>high complexity of the all round skills</li> <li>...and development of performances for finals</li> <li>creation of prerequisites for the required increase of training the load (with a systematic increase of all load factors) for the demands of a W.Ch. or Olympic cycle</li> <li>adaptation to W. Ch. content and frequency and the specifics of competitions for men and women</li> </ul> <p><u>the goal is:</u> to prepare and guarantee a successful start for men and women.</p>	<p><u>the goal is:</u></p> <ul style="list-style-type: none"> <li>a successful participation and to secure of the goals for major international competitions O.G; W.CH; continental championships and international tournaments</li> <li>this development is based on the basic prognoses for the W.Ch.performance (difficulty, technique, stability) and its continuous changing specification of the world level and actual application of the codes.</li> <li>high demand of complexity for: prerequisites (power, flexibility, technical base) higher technical level – best technical solutions, ,extreme performances, responsible high level of difficulty, effective use of bonuses, high level of stability / stand.</li> </ul> <p><b>TBS</b> = Technical Basic Structures  <b>TN</b> = Norm for Technique  <b>AN</b> = Norm for Athletics  <b>Pr</b> = Prerequisites</p>

## Summary of information about Long Term Performance Development

- The completion of the tasks in the individual stages and the mental and physical readiness are the criteria for a next higher level.
- The age-related tasks should be considered from the biological development and not from the chronological age.
- The goal of the **Basic Training** is to develop fundamental and sports-specific prerequisites; especially movement regulating and neuromuscular prerequisites.
- The goal of **Preparatory Training** is to increase the level of the general and specific prerequisites (coordination, technique, speed, flexibility, power, etc.) and the increase in load ability.
- The goal of the **Advanced Training** is to develop a systematic transfer from the age group training to the high performance training. It is about securing the connection with the international level through a systematic increase of the specific training demands.
- **Preparatory Training** basically differs from **High Performance Training**
  - It has a specific character. The performance prerequisites for the further sports development are being developed and the prerequisites for the further increase of the training demands and load ability are created.
- The goal of Long Term Performance Planning is
  - to create prerequisites (flexibility, power, basic technical structures), that are necessary for a stable and continuous increase of the specific performance

**It is not the competition goals, but rather the educational goals for technical and physical abilities that are in the highest priority.**



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# **Parkour Competition Program**

## **Speed – Skill - Freestyle**

### **Competition Rules**

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## Introduction

This Parkour Competition Program was designed to provide competition opportunities for athletes of all ages and all levels. Children and adults participate in Parkour for many different reasons, all equally valid and welcome.

It is complicated with a single set of rules to serve both the needs of recreational athletes who wants to compete occasionally to remain motivated and to test themselves against others and the needs of high performance athletes who wish to represent their country on the international stage. Moreover, some athletes might begin training in early childhood while others have no opportunities or exposure until they are in their teens. It is important to somehow keep all of these athletes by providing meaningful participation and success opportunities for them.

This program divides the competitive participants and opportunities into two streams; a Participation Stream and a High Performance Stream. The Participation Stream has four Competition Classes each divided into multiple age groupings that permit early or late starters to participate successfully. The first two Competition Classes prescribe speed parkour exercises that are also appropriate for the High Performance Stream but only at specified and restricted ages.

The High Performance Stream is divided into two progressive Competition Classes below those offered by the FIG for International Age Group Competition. Class HP1 and HP2 are similar for the Participation Stream but then two more levels of optional competition rules are provided for these athletes. The Competition Classes for the High Performance Stream include compulsory or prescribed skills and obstacles. Experience has shown that prescribed exercises serve to direct the training towards high performance and serve additionally as a form of education for and control over coaches.

### Note:

- The multiple ages in the Participation Levels allow for late entry into Parkour and longer years of participation. That number of age groups may be too many for federations with low participation numbers. Different age groups can compete together and be separated for awards.
- Class 1 and Class 2 expectations should form the very basis of any Parkour competition and should therefore be very similar for the Participation and the High Performance Streams. Some federations may choose to make more simple expectations for the Participation Levels or to eliminate the most challenging skills.

An overview of the competition structure and program is presented below:

## FIG Age Group Program – Parkour Competition Structure & Program

### Participation Stream

### High Performance Stream

<b>Class P1</b>	Age 8 - 9 Age 10 - 12 Age 13 - 15 Age ≥16	1x Speed	<b>Class HP1</b>	Age 8 - 9	1x Speed
<b>Class P2</b>	Age 10 - 12 Age 13 - 15 Age ≥16	1x Speed	<b>Class HP2</b>	Age 9-10	1x Speed
<b>Class P3</b>	Age 10 - 12 Age 13 - 15 Age ≥16	1x Speed 1x Skill			
<b>Class P4</b>	Age 13 - 15 Age ≥16	1x Speed 1x Skill 1x Freestyle (60 sec)			
			<b>Class HP3</b>	Age 11 - 12	1x Speed 1x Skill
			<b>Class HP4</b>	Age 13 - 14	1x Speed 1x Skill 1x Freestyle (60sec)
			<b>Junior</b>	Age 15-16	FIG modified rules 1x Speed 1x Freestyle
			<b>Senior</b>	FIG Ages = 17+	FIG rules

## General Regulations

### Article 1 Competition Ages

- a. The athlete's age eligibility will be based on his/her age on December 31 of the year of competition.
- b. It is recommended that athletes under age 8 do not participate in formal competitions.
- c. An athlete who is below the minimum age for his/her Competition Class may participate in this category with approval of the appropriate technical committee. Such permission should be confirmed before the registration deadline for the competition.

### Article 2 Special Age Group Rules for Each Format

(The competition track for speed, skill or freestyle can be in a gymnasium or an urban structure at the discretion of the organizer)

#### a. Speed

**Class P1 Speed** - track length 20m (one way) with at least 5 different obstacles (one movement based of each category: vault, wallrun and drop (max height 1m))

- i. Composition of the track: the track must allow for rhythmic running and flow of the athlete. The track can be with different shapes: linear , L shape, S shape, W shape, etc.
- ii. Safety: the athlete must not land on hard surfaces for drops. The track can include soft surfaces and mats

**Class P2 Speed** - track length 40m (can be 20m go & 20m return) with at least 5 different obstacles (one movement based of each category: vault, wallrun and drop (max height 1m))

- i. Composition of the track: the track must allow for rhythmic running and flow of the athlete. The track can be with different shapes: linear, L shape, S shape, W shape, etc.
- ii. Safety: the athlete must not land on hard surfaces for drops. The track can include soft surfaces and mats

**Class P3 Speed** - track length 40m (can be 20m go & 20m return) with minimum 5 different obstacles (one movement based of each category: vault, swing, wallrun and drop (max height 1m50))

- i. Composition of the track : the track must allow for rhythmic running and flow of the athlete. The track can be with different shapes: linear, L shape, S shape, W shape, etc.
- ii. Safety: the athlete must not land on hard surfaces for drops. The track can include soft surfaces and mats

**Class P4 Speed** - track length 40m (can be 20m go & 20m return) with minimum 6 different obstacles (one movement based of each category: vault, swing, wallrun and drop (max height 1m50))

- i. Composition of the track : the track must allow for rhythmic running and flow of the athlete. The track can be with different shapes: linear, L shape, S shape, W shape, etc.
- ii. Safety: the athlete must not land on hard surfaces for drops. The track can include soft surfaces and mats

## High Performance Classes - Speed

**HP 1** = P1 or P2

**HP 2** = P3 or P 4

**HP 3 Speed** - track length 50m (can be 25m go & 25m return) with 6 different obstacles (at least one movement based of each category: vault, swing, wallrun and drop (max height 1m50))

- i. Composition of the track : the track must allow for rhythmic running and flow of the athlete. The track can be with different shapes: linear, L shape, S shape, W shape, etc.
- ii. Safety: the athlete must not land on hard surfaces for drops. The track can include soft surfaces and mats

**HP 4 Speed** - track length 60m (can be 30m go & 30m return) with 6 different obstacles (at least one movement based of each category: vault, swing, wallrun and drop (max height 2m))

- i. Composition of the track: the track must allow for rhythmic running speed and flow of the athlete. The track can be with different shapes: linear, L shape, S shape, W shape, etc.
- ii. Safety : the athlete must not land on hard surfaces for drops. The track can include soft surfaces and mats

## b. Freestyle

### P4 & HP4

- i. The runs of a maximum of 60 seconds. Height of obstacles is limited to 1m60
- ii. Bars: Age Group athletes are not allowed to land on bars of height greater than 1m60 with their feet

## c. Skill

- i. This type of format is intended to provide challenges (on a track) composed of a chain of movements based on fundamental movements that have been mastered (versatility).
- ii. The challenge presented is based on the required movements, and athletes have a certain number of tries to accomplish the run. The accomplishment of these challenges are validated for having been successfully completed by a coach or judge. In general, they are quite complex sequences that can be composed by different motor actions.
- iii. The Skill competition is composed of movements (1 or more, depending on the level of the athlete) from each of the five skill categories in the Technical Testing Program presented within this manual (vaults, wall elements, acrobatics, swings, running)
- iv. **The rules.** These rules are applied for girls and boys. Each of them will compete in their own categories but the difficulty of the movements should be the same (P1 to P3 and HP1 to HP3) until they reach P4 and HP4.

- v. For qualifiers the athlete has up to 5 tries to complete the sequence of movements. If the athlete does not accomplish one of the imposed movements then the run is not validated and that try is not valid. For the finals the tries should be up to 3 tries (it depends directly on the difficulty of the movements)
- vi. Organization. The gym can present different tracks. For each track there will be one judge (often this will be one of the coaches) to validate the accomplishment of the run. The athlete will have a control sheet. Every try and accomplishment is noted on the sheet.
- vii. For the qualifiers the athletes would need to complete all the tracks with the fewest tries. The first 8 athletes to complete the challenge with the fewest tries are qualified.
- viii. For the finals the athlete who accomplish the final track with the fewest tries wins.
- ix. In case of a tie, they will challenge again at 1 or even 2 more final tracks with increased difficulty. In this case the athlete will have only 1 try.

### **Article 3 General Judging Rules**

- a. For all Competition Classes of National competition, each member of the judging panel will be responsible all aspects of a Run.
- b. Unless otherwise stated within this document, execution errors for poor technique, poor body position, and permitted elements, etc. are evaluated according to the Junior Rules of the current FIG Code of Points.
- c. Deductions of a disciplinary nature are taken from the Final Score..

### **Article 4 Final Score**

- a. The Final Score is determined by adding the three scores (score for each criteria for Freestyle).

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**PHYSICAL AND TECHNICAL ABILITY  
TESTING PROGRAM  
for  
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# PHYSICAL ABILITY TESTING PROGRAM

for

## Parkour

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**Purpose of the Physical Ability Development and Testing Program (PAT) – (Physical ability testing)**

- The PAT shows what the demands are for the development of the flexibility and power skills.
- The selection of test exercises is based on experiences over many years and is an extract from training programs for the development of the physical ability prerequisites for performance.
- The test exercises for flexibility are focused of the level of development of the passive and active flexibility of the hips and shoulders.
- The test exercise of the power skills are based on the determination of the level of development of the explosive power, the special power endurance, and the level at static and dynamic components of exercises.
- Current knowledge about the level of education in many countries shows that the development of the performance prerequisites of flexibility and power should have more attention.
- Based on their capability, athletes have the possibility to obtain a score of 1.0 to 10.0 points per test exercise. Such control procedures offer the possibility to compare one’s personal score with the best score for each test component.

**Effective Physical Ability Training**

Coaches are reminded to review the basic principles of tissue adaptation for strength, flexibility, power and endurance training as presented in the FIG Academy Programs. All tissues (muscle, tendon, ligament, bone, cartilage, skin) and body systems adapt to an imposed stress during the rest or recovery period. Athletes must be prepared gradually over several years to be able to safely sustain and generate the forces required in Parkour.

Strength Training Guidelines & Order of Training	Strength Training Principles (for all tissues)	Sequencing Strength & Power Training
Train for safety – landings, core, proprioception Large muscle groups first Muscle Balance Skill specific patterns Maximum force and speed (power)	Specificity Progressive Overload Recovery Reversibility Individualization Variation Diminishing Returns	Muscular Endurance Speed with low force Muscle hypertrophy Specific strength Power – strength with low speed Power – maximum force and speed

<b>Physical Ability PARKOUR</b>				Name: .....	
Test Results		City: .....		.....	
Date: .....		Bd.: .....		Club: .....	
<b>Flexibility</b>			<b>Strength</b>		
Exercise	Achieved	Points	Exercise	Achieved	Points
1	Leg lift fwd L	R	1	Long jump	
2	Back arch		2	Vertical jump	
3	Arm reach		3	Sprint	
4	Arm trunk angle		4	Crunchies	
			5	Rope climb	
			6	Handstand	
			7	Push ups	
			8	Dips	
			9	Agility crawl	
<b>Total Flexibility</b>			<b>← Total Strength</b>		
<b>Total Strength</b>					
<b>Total</b>					
<b>Rank</b>			<b>Signature: .....</b>		

## Physical Ability Testing Program (PARKOUR)

### Flexibility

#### 1. Leg raise forward – left and right

Wallbar, instrument or chart for measuring angles

1 point	2	3	4	5	6	7	8	9	10
- 15°	- 10°	- 5°	0 (90°)	+ 5°	+ 10°	+ 15°	+ 20°	+ 25°	+ 30°



Testing Protocol:

- Stand with straight back and leg against a wall or wallbar or beam, etc.
- The angle above or below horizontal is measured in degrees, 90° = 4 points. Must hold 2 seconds.
- The result is the average of the left and right leg.

#### 2. Lift the upper body

1 P.	2	3	4	5	6	7	8	9	10
Poor	Satisfactory			Good			Very good		



Comments:

- Lift upper body from floor; palms face outward
- The maximum hold position must be held for 5 seconds

#### 3. Trunk bend forwards

Bench, staff, tape-measure

1 point	2	3	4	5	6	7	8	9	10
0 cm	- 2 cm	- 3 cm	- 4 cm	- 5 cm	- 6 cm	- 8 cm	- 10 cm	- 12 cm	- 14 cm



Testing Protocol:

- Hold staff with firm grip (hands closed) and shoulder width apart. Legs straight.
- Result is the distance from the top of the bench to the top of the staff.
- The measurements are in centimeters. Must hold for 2 seconds.

#### 4. Arm-trunk angle backwards

Vertical bar to stand against, staff, tape-measure

1 point	2	3	4	5	6	7	8	9	10
4 cm	6 cm	8 cm	10 cm	12 cm	14 cm	16 cm	18 cm	20 cm	22 cm



Testing Protocol:

- Lie flat on 20cm hard mat, head hanging over end of mat and chin against the side of mat
- Hold staff with firm grip (hands closed) and shoulder width apart and lift stick with straight arms
- The measurements are in centimeters - height above the mat to the bottom of the staff.

### Strength, power & endurance

#### 1. Standing long jump

1 point	2	3	4	5	6	7	8	9	10
Reach Height: RH +5 cm	RH +10 cm	RH +15 cm	RH +20 cm	RH +25 cm	RH +30 cm	RH +35 cm	RH +40 cm	RH +45 cm	RH +50 cm



Testing Protocol:

- Measure the standing reach height (RH) of the gymnast with arms and hands fully extended overhead. This can be best measured with the gymnast lying on the floor (ankles flexed) and measure from heel to finger tips.
- Measure the length of the jump to the body part nearest to the take-off line (including fall or step backward).

#### 2. Standing vertical jump

1 point	2	3	4	5	6	7	8	9	10
+5 cm	+10 cm	+15 cm	+20 cm	+25 cm	+30 cm	+35 cm	+40 cm	+45 cm	+50 cm



Testing protocol:

- Measure the height of the gymnast with arm and hand extended along the wall, mark with chalk.
- Measure jump height in cm, considering the mark farthest from the original, 2 attempts

#### 3. Sprint 20 metres

1 point	2	3	4	5	6	7	8	9	10
4.5 sec	4.4 sec	4.3 sec	4.2 sec	4.1 sec	4.0 sec	3.9 sec	3.8 sec	3.7 sec	3.6 sec
4.1 sec	4.0 sec	3.9 sec	3.8 sec	3.7 sec	3.6 sec	3.5 sec	3.4 sec	3.3 sec	3.2 sec



Testing Protocol:

- 20-metre sprint, measured in seconds. Ideally two timers are used and averaged.
- 1st line is for gymnasts up to age 12 years
- 2nd line is for gymnasts aged 13 to 15 years

#### 4. Lift trunk forward (crunches)

Tennis ball or similar item, stop-watch

1 point	2	3	4	5	6	7	8	9	10
20x	22x	24x	26x	28x	30x	31x	32x	33x	34x



Testing Protocol:

- Gymnast lies on back shoulders not touching floor, feet firmly on floor knees bent 90 deg.
- Arms crossed at the chest. Legs stay closed holding a tennis ball.
- The number of repetitions in 60s. is measured. The elbows touch thighs on each repetition
- The shoulders may not touch the floor or mat.

### 5. Rope climb

Rope with a 1-metre mark and 5-metre mark, stop-watch

1 point	2	3	4	5	6	7	8	9	10
	24 sec	22 sec	20 sec	18 sec	16 sec	14 sec	12 sec	10 sec	8 sec



Testing Protocol

- For 1 point, climb from stand, with hands at head height. Can use feet. Climb to touch the 5-m. mark.
- For 2 points or more, the gymnast sits in straddle position on a mat and with hands at the 1-m. mark.
- The climb is performed with feet in straddle L-position throughout. The gymnast climbs as fast as possible to touch the 5-metre mark with one hand. If the feet lower more than 30 degrees below horizontal, the climb does not count.
- The time from the moment the gymnast begins until the touch of the 5-metre mark is measured.

### 6. Kick to hold handstand

1 point	2	3	4	5	6	7	8	9	10
1 sec	2 sec	3 sec	4 sec	5 sec	6 sec	7 sec	8 sec	9 sec	10 sec



Testing Protocol

- Kick with fully stretched body; head between the arms to handstand, on floor or pommel horse.
- The time in seconds is measured.
- The quality value must remain at 3.0 or higher. Timing stops when the quality is lower.

### 7. Push ups

1 point	2	3	4	5	6	7	8	9	10
3	6	9	12	15	18	21	24	27	30



Testing Protocol:

- For each of the planche positions, the back must be perfectly horizontal and the arms straight.
- The push-up is performed with a controlled speed of 1 second down and 1 second up.
- In each case the quality value must remain at 3.0 or higher. Timing stops when the quality is below 3.

### 8. Dips on Parallel Bars

1 point	2	3	4	5	6	7	8	9	10
2	4	6	8	10	12	14	16	18	20



Testing Protocol:

- For dips, the coach puts his closed fist on the bar below the gymnast's shoulder. Each dip must lower sufficiently to touch the hand. The body stays straight.
- In each case the quality value must remain at 3.0 or higher. Timing stops when the quality is lower.

### 9. Agility crawl

1 point	2	3	4	5	6	7	8	9	10
5 meters	—	10m	15m	—	20 m	25 m	30 m	35 m	40 m



Testing Protocol:

- Legs must be bent 90 degrees and move to near the elbow for each step.
- The hips cannot rise above the shoulders.
- The gymnast can perform this around the inside of a gymnastics or rhythmic floor area – each side = 10 meters.



FÉDÉRATION INTERNATIONALE DE GYMNASTIQUE



Fondée en 1881

# TECHNICAL ABILITY DEVELOPMENT AND TESTING PROGRAM

for

Parkour

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### **Purpose of the Technical Ability Development and Testing Program (TAT) – (Technical Ability Testing)**

- The education lines / education structures shown in the TAT and the visible systematic increase of the level of difficulty, should contribute to help athletes systematically build up technical performance prerequisites in order to successfully master exercises with a higher difficulty in more advanced learning ages.
- It is a program that creates technical prerequisites and should be a control instrument at the same time.
- The sequence of education / structures illustrates a road from «simple» to «difficult» and is essentially «open-ended».
- An athlete should advance to the next element only if the preceding Difficulty Level has been learned with a minimum Quality Value of 3.0.
- The information below is a result of many years of experience in educating top-level athletes, but also athletes from nations with little experience at the time, and it should serve as a guideline.

### **Evaluation and Control System for Technical Ability Testing (TAT)**

- At **TAT** control competitions or testing sessions, the athlete has the possibility to choose a value or Difficulty Level from the listed skill sequences based on his existing performance level.
- For lower ages, this element may be executed two times, the best attempt is counted. For higher level athletes, the execution should be limited to one attempt.
- The result is calculated by selecting the Value Level of the skill sequence (for example: Difficulty Level = DL 5) and this is multiplied with the Quality Value given by the coach or judge or evaluator (for example: Quality Value = QV 3). **EXAMPLE: DL=5 x QV=3 = 15 Points**

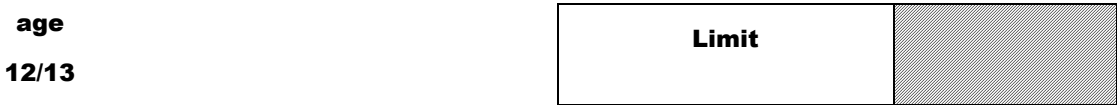
### **Specific rules for TAT**

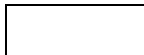
- The TAT is intended to prepare boys and girls physically and technically without distinction.
- For the Parkour technical evaluation, the concepts of amplitude or angles are not applied.
- The most important criteria are: mastery, flow, connection and safety.

Information for the Selection of Difficulty Levels (DL)

Difficulty Level

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----



 = **Limit**

 = **Possibility for attempting a higher Difficulty Level.**

*(When all preceding elements have been accomplished with a minimum Quality Value of 3.0)*

## Assessment of the Quality Value (QV)

The evaluation of the technical performance quality = Quality Value is given in increments from 0 – 4 points. For a finer discrimination of quality with this evaluation system, half-point increments can be given (for example 1.5; 2.5; etc.)

- |          |          |  |
|----------|----------|--|
| <b>0</b> | <b>=</b> | <b>Not accomplished. Intended element not recognisable.</b>  |
| <b>1</b> | <b>=</b> | <b>Intended element barely recognisable. Bad technical performance, incorrect body position (posture) or fall.</b>                 |
| <b>2</b> | <b>=</b> | <b>The essential technical characteristics have been accomplished. Poor technique and execution, step or hop.</b>                  |
| <b>3</b> | <b>=</b> | <b>The element is shown with good technique and execution; it is controlled. It could be integrated in a competition exercise.</b> |
| <b>4</b> | <b>=</b> | <b>The element is shown with very good technique and execution. No landing errors.</b>   |

- Elements of Quality Value = 3 can be included in domestic competitions and demonstrate that the gymnast is ready to compete with the compulsory or optional exercises that contain that element.
- Only elements of Quality Value = 4 should be included in international competitions.
- This philosophy and concept applies also to elements not in the Technical Testing Charts – for example all elements in the Skill Acquisition Profile Charts presented at the end of this book and any elements not within the scope of this book.

## Requirements for Methodical Apparatus (Auxiliary Equipment)

- For a successful execution of the education programs, a high degree of discipline, cleanliness and safety in the training halls is necessary.
- The availability of quality equipment, mats, landing pits etc. have a high influence on a goal orientated and systematic education.
- The availability of methodical equipment is of significant importance.
- The requirements for methodical apparatus (auxiliary equipment) are listed and detailed with the test exercises.
- They promote a goal-oriented methodical progress of training and are partially also measuring instruments.
- Most apparatus manufacturers offer such equipment.
- In some cases, such apparatus can be or will have to be the produced by the coach.

**Technical Test Results PARKOUR**

Date: .....

Name: .....

Birthdate: .....





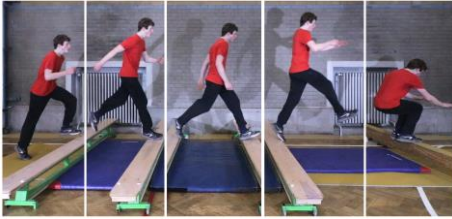





Club: .....

Age: .....

	Declared Difficulty Level (DL)	Quality Value (QV)	Result	Total
	1 to 10	1 to 4	DL x QV	
Landings				
Vault Techniques				
Wall Elements				
Basic Bar gymnastics				
Swings				
Acro Fwd gymnastics				
Acro Bwd gymnastics				
Acrobatics				
<b>Total Technical Ability</b>				
<b>Total Physical Ability</b>				
<b>TOTAL SCORE</b>				

**LANDINGS** – Take-off forward without twist in the first phase of the skill (spotting mat is allowed)











*Use up to 5 preparing straight bounces to gain height and balance.*

1	<p><b>ROLL FORWARD</b> (from min 1m20 height)</p>		6	<p><b>STRIDES + 180° PRECISION + RETURN</b> (1m strides + plyn 2m+low beam/low obstacle)</p>	
2	<p><b>RUNNING PRECISION</b>(2m long, from obstacle/vault box 20cm height to min 50cm height)</p>		7	<p><b>HANG POSITION + ARM JUMP 180° + PRECISION</b> (2m long, obstacle height 20cm/low beam)</p>	
3	<p><b>STRIDES + PRECISION</b> (1m strides + plyn 2m+low beam/low obstacle)</p>		8	<p><b>RUNNING PRECISION TO A BAR</b> (two feet landing, 2m long, from obstacle to a bar, min 1m height both)</p>	
4	<p><b>LEAP PRECISION</b> (from low obstacle to beam/obstacle, over min 80cm obstacle height, 2m long)</p>		9	<p><b>STRIDE 360 +PRECISION</b> (min 1m long)</p>	
5	<p><b>HOP PRECISION</b> (2m long, max 10cm drop, min 50cm height)</p>		10	<p><b>FLIP + PRECISION</b> (front, back or side flip to a soft low beam/ obstacle)</p>	











## VAULT TECHNIQUES

The size of the obstacles are: height Min.60cm Max110cm, length: min. 70cm max.200cm, width 20cm Min 60 cm Max



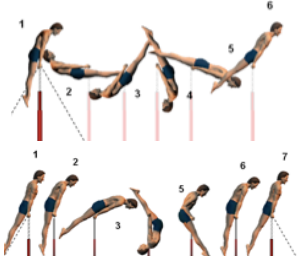
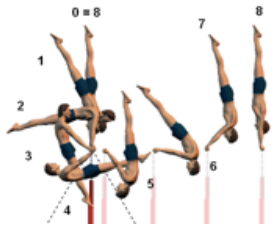
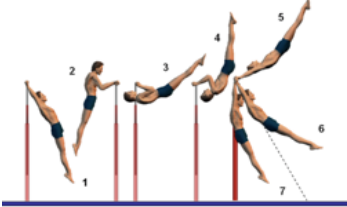
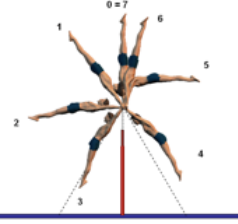

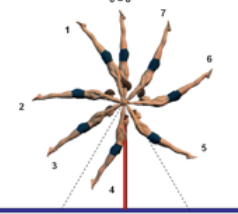
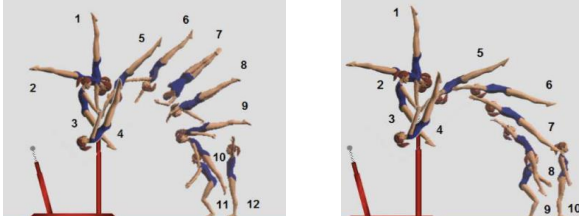
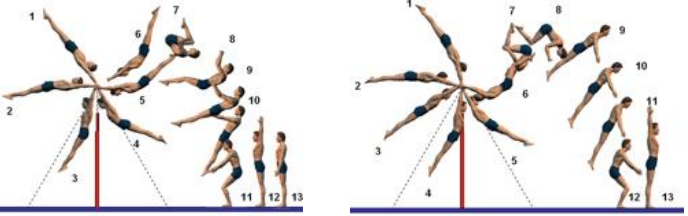
*Description of vault: any type of movement that involves overcoming an obstacle by jumping, leaping, climbing or diving over with the use of feet, hands or without touching.*

1	STEP ON +SPEED + LAZY		6	CAT PASS + PRECISION + FRONTFLIP (same height 1m long)	
2	INVERTED CAT PASS + CAT PASS + KASH		7	CAT PASS + PRECISION (plyo) + PRECISION (vault on bar 1m height, 2m long between obstacles)	
3	DIVE CAT PASS + DIVE STEP ON +REVERSE		8	DOUBLE CAT PASS (two obstacles 2m separate, same height)	
4	CAT PASS + PRECISION (same height 1m long)		9	VAULT-TWIST	
5	DOUBLE CAT PASS (two obstacles 1m separate, same height)		10	SECRET MOVE	











## WALL ELEMENTS

1	TIC TAC PRECISION (vault box/bench 20cm height, 1m long)		6	360 WALLRUN + ARM JUMP 180° + PRECISION	
2	WALLRUN (not climb-up)		7	WALLFLIP	
3	TIC TAC (frontside) 180° + PRECISION (min 10cm height)		8	PALMFLIP	
4	ARM JUMP 2m long (from obstacle/vault box 10cm)		9	HANG POSITION + CAST AWAY	
5	WALLSPIN		10	INWARD DISMOUNT (side, front, back, A- twist...)	

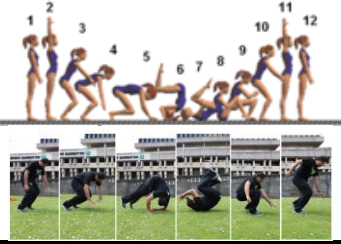
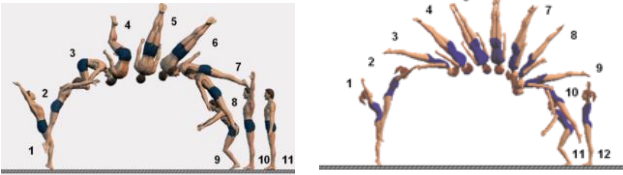

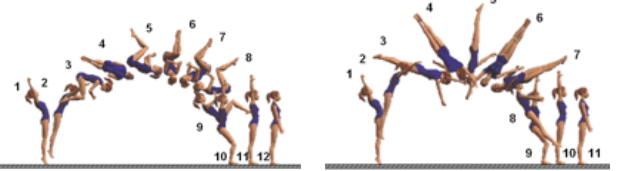
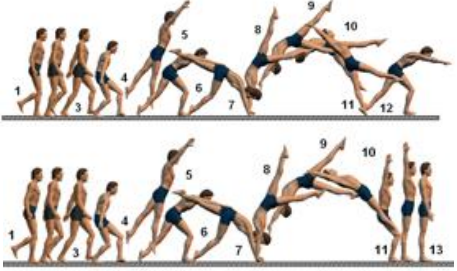
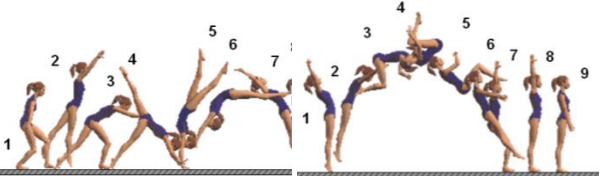

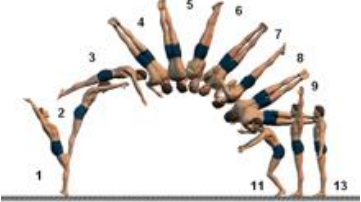
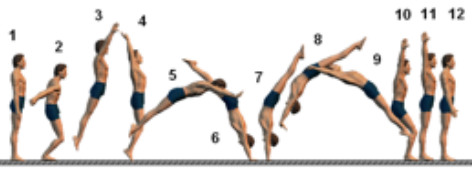
**SWINGS & BASIC BAR ELEMENTS  
(based on gymnastics preparation)**

1	Pull over		6	Kip	
2	Back & forward hipcircle		7	Free hip circle backward	
3	From Hang Initiate a Swing		8	Giant swing forward (undergrip)	
4	Swing 1/2 turn on Front of Swing		9	Giant swing backward (overgrip)	
5	Cast To Underswing and Underswing 1/2 turn to stand		10	Flyaway from the Bar with Flip (Forward or Backward)	

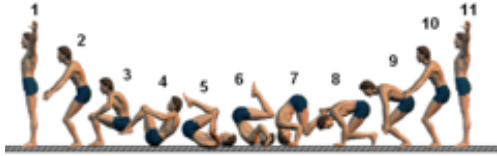
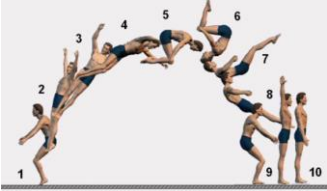
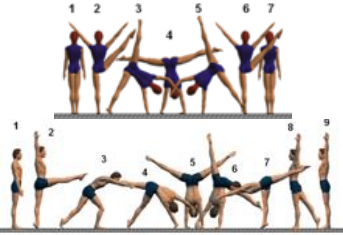
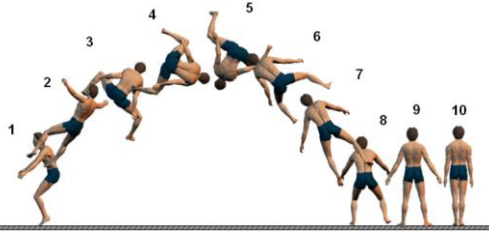

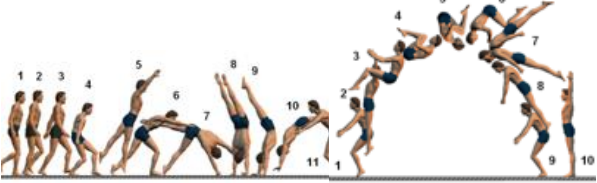
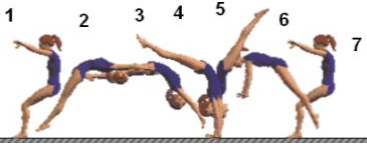
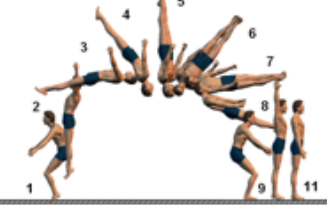
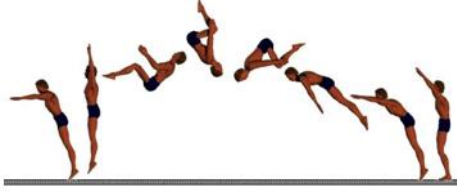
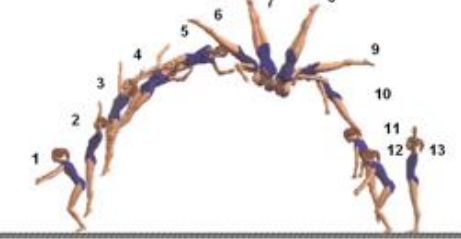
**SWINGS**  
(bar minimum 2m height)

1	<p>SWING INITIATOR (SI) + SWINGS (min 5)</p>		6	<p>STAND + HIPS INITIATOR (cast) + FEET ON BAR + UNDERSWING PRECISION (low obstacle)</p> 
2	<p>SI + SWING + 1/2 TURN</p>		7	<p>SI+ + CAST + SWING + 1/2 TURN + LACHE PRECISION (min 3m long)</p> 
3	<p>SI + SWING + LACHE PRECISION (min 2m long to 20cm height)</p>		8	<p>SI+ SWING+ FLYAWAY</p> 
4	<p>RUN UP + HOP/LEAP + CATCH BAR + SWING + 1/2 TURN + LACHE PRECISION</p>		9	<p>SI + BACK SWING + FRONTFLIP DISMOUNT</p> 
5	<p>SI + SWING + STRIDE (low obstacle) + PRECISION JUMP (low beam)</p>		10	<p>SI + BACK SWING + BACK CAST DISMOUNT</p> 







**ACROBATIC ELEMENTS FORWARD  
(based on gymnastics preparation)**

1	<p>Forward Roll</p> <p>Shoulder roll forward</p>		6	<p>Front flip 1/2 turn</p>	
2	<p>Dive Roll</p>		7	<p>Front flip 1/1 turn</p>	
3	<p>Handspring forward</p>		8	<p>Handspring to Front Flip</p>	
4	<p>Front Flip</p>		9	<p>Front flip 3/2 turn</p>	
5	<p>Flyspring (dive handspring)</p>		10		<p align="center">Not Required</p>

**ACROBATIC ELEMENTS BACKWARD & SIDEWAYS**  
(based on gymnastics preparation)

1	Backward Roll & Shoulder Roll Backward		6	Arabian Flip	
2	Cartwheel		7	Side Flip	
3	Round Off		8	Round Off to Back Flip	
4	Flic Flac		9	Back flip 1/2 twist	
5	Back Flip		10	Back flip 1/1 twist	

**ACROBATICS**

1	Not Required		6	SIDEFLIP & ROUND OFF+TWIST	
2	Not Required		7	A-TWIST (min 50cm height)	
3	Not Required		8	B-TWIST (floor)	
4	Not Required		9	CORKSCREW (floor)	
5	FRONTFLIP & BACKFLIP (min 50cm, vault to get up)		10	RONDOFF/ CARTWHEEL +FULL	





# SKILL ACQUISITION PROFILES

## Examples from the Gymnastics Sports

for

## Parkour

**This is a recommended profile of skill acquisition by gymnasts for all apparatus. 1/4 designates initiation of the learning of the element. 4/4 designates perfection. No element should be included in a competition exercise that has not reached the level of 3/4.**

## Skill Acquisition Charts

The charts that follow present a variety of recommendations from an analysis of the world's best knowledge and best practice.

1. The SKILL ACQUISITION PROFILE CHARTS for gymnastics show the normal progression of the main acrobatic & bar gymnastics skills. 1/4 designates the age when a skill should be initiated; 4/4 when it is perfected (see chart below). No skill should be used in competition until it is at the advanced 3/4 level for domestic competition and the 4/4 level for international competition. There may be individual differences in the rate of skill acquisition, but these examples are the world norm and have been verified also by the FIG men's and women's technical committees.

LEVEL of LEARNING	STAGE	CONDITIONS	DESCRIPTION	APPLICABILITY
0	UNKNOWN	SUFFICIENT KNOWLEDGE AND SKILLS	The coach has to assess and evaluate the <b>physical, technical and methodological resources</b> crucial for approaching the element / connection / combination	STRATEGICAL TACTICAL DECISIONS
1/8	INITIATING		The gymnast has to realize the <b>mental and kinesthetic representation</b> of the main moments, phases and actions typical for the element.	TRAINING ONLY
1/4	LEARNING	IN PHASES	The gymnast has to prove the correctness of the <b>positions, shapes, typical motor actions</b> or gathered into <b>motor mechanisms</b> .	
2/4		WITH TRAINING ASSISTANCE	<b>(Coach support, foam pit, loops, elastic surfaces, other devices)</b> The gymnast has to prove the correctness of the typical biomechanical mechanisms using <b>not more than 2</b> of the specified support procedures	
2/3		ALONE (WITHOUT SUPPORT)	The gymnast has to prove the correctness of the typical biomechanical mechanisms without using any of the specified support procedures. <b>SECURE but INCONSISTENT</b>	ROUTINE READINESS LOW
3/4	COMPETENT	WITHOUT CONNECTIONS OR COMBINATIONS	The gymnast can perform the element without major penalties, <b>SECURE and CONSISTENT</b> , but without any connections or combinations, before or after	ROUTINE READINESS AVERAGE
4/4	PERFECTED	COMPETITIVE	The gymnast can perform the element without major penalties, <b>SECURE IN ANY CONNECTION or COMBINATION</b>	ROUTINE READINESS HIGH

## Acrobatic – Skill Acquisition Profile

ACROBATICS	LEVEL OF PERFORMANCE		BEGINNER		ADVANCED		PERFORMER			ELITE JUNIOR		ELITE SENIOR	
	YEAR OF PREPARATION		1	2	3	4	5	6	7	8	9	10	11
DESCRIPTION	AGE	6 - 7	7 - 8	8 - 9	9 - 10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
1. Forward / Backward roll		4/4											
2. Handstand		1/4	2/4	2/3	3/4	4/4							
3. Backward roll to handstand		1/4	2/4	2/3	3/4	4/4							
4. Cartwheel (side to side)		2/4	2/3	4/4									
5. Round-off (Optional combination)			2/4	2/3	3/4	4/4							
6. Free (Aerial) cartwheel			1/4	2/4	2/3	3/4	4/4						
7. Free (Aerial) walkover				1/4	2/4	2/3	3/4	4/4					
8. Forward / Backward walkover		2/4	2/3	3/4	4/4								
9. Handspring (Landing on one or both legs)		2/4	2/3	3/4	4/4								
10. Flyspring					2/4	2/3	3/4	4/4					
11. Flic flac legs together / split legs (x 3)		2/4	2/3	3/4	4/4								
12. Whip backward (Optional connection)					2/4	2/3	3/4	4/4					
13. Back somersault tucked		1/4	2/4	2/3	3/4	4/4							
14. Back somersault stretched				2/4	2/3	3/4	4/4						
15. Back somersault stretched with 360° LA turn or more				1/4	2/4	2/3	3/4	4/4					
16. Back somersault stretched with 720° LA turn or more					1/4	2/4	2/3	3/4	4/4				
17. Double back tucked / piked					2/4	2/3	3/4	4/4					
18. Hecht roll (Body stretched at horizontal)		2/4	2/3	3/4	4/4								
19. Front somersault tucked / piked (without / with step out)		2/4	2/3	3/4	4/4								
20. Front somersault stretched				2/4	2/3	3/4	4/4						
21. Tucked, piked or stretched Arabian somersault					2/4	2/3	3/4	4/4					

## Bar & Swing – Skill Acquisition Profile

H.BAR	LEVEL OF PERFORMANCE		BEGINNER		ADVANCED		PERFORMER		ESPOIR JUNIOR			ELITE JUNIOR		SENIOR
	YEAR OF PREPARATION		1	2	3	4	5	6	7	8	9	10	11	12
DESCRIPTION	AGE	6 - 7	7 - 8	8 - 9	9 - 10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	
1. In hang: variations of grips (over, under, L, pure or mixed)		2/4	2/3	3/4	4/4									
2. Swing forward / backward on a highly polished high bar with cotton gloves for protection and security straps (over / under grip)		1/4	2/4	2/3	3/4	4/4								
3. Swing forward / backward under horizontal in variations of grips			2/4	2/3	3/4	4/4								
4. Cast to Handstand (over / under grip)			1/4	2/4	2/3	3/4	4/4							
5. Swing forward / backward from Handstand to Handstand (over / under grip) - Giant Forward / Backward				1/4	2/4	2/3	3/4	4/4						
6. From hang: kip to front support					2/4	2/3	3/4	4/4						
7. Swing forward / backward above the horizontal of the High Bar (over / under grip) - with handguards			1/4	2/4	2/3	3/4		4/4						
8. Stalder / Endo (from support in support)						2/4	2/3	3/4	4/4					
9. Giant Forward 180° LA turn to over grip					1/4	2/4	2/3	3/4		4/4				
10. Dismount: Salto backward stretched						2/4	2/3		3/4	4/4				
11. Dismount: Double back tucked							2/4	2/3	3/4	4/4				
12. Giant Forward / Backward - (variations) acceleration - deceleration						1/4	2/4	2/3	3/4		4/4			
13. Giant Backward 180° LA turn to under grip						1/4	2/4	2/3	3/4		4/4			