

2017-18

MIDDLE/GRADE SCHOOL COACHES' INFORMATION

Four Questions (Think/Pair/Share)

- ① Why do you coach?
- ② Why do you coach the way you do?
- ③ What does it feel like to be coached by you?
- ④ How do you define success?

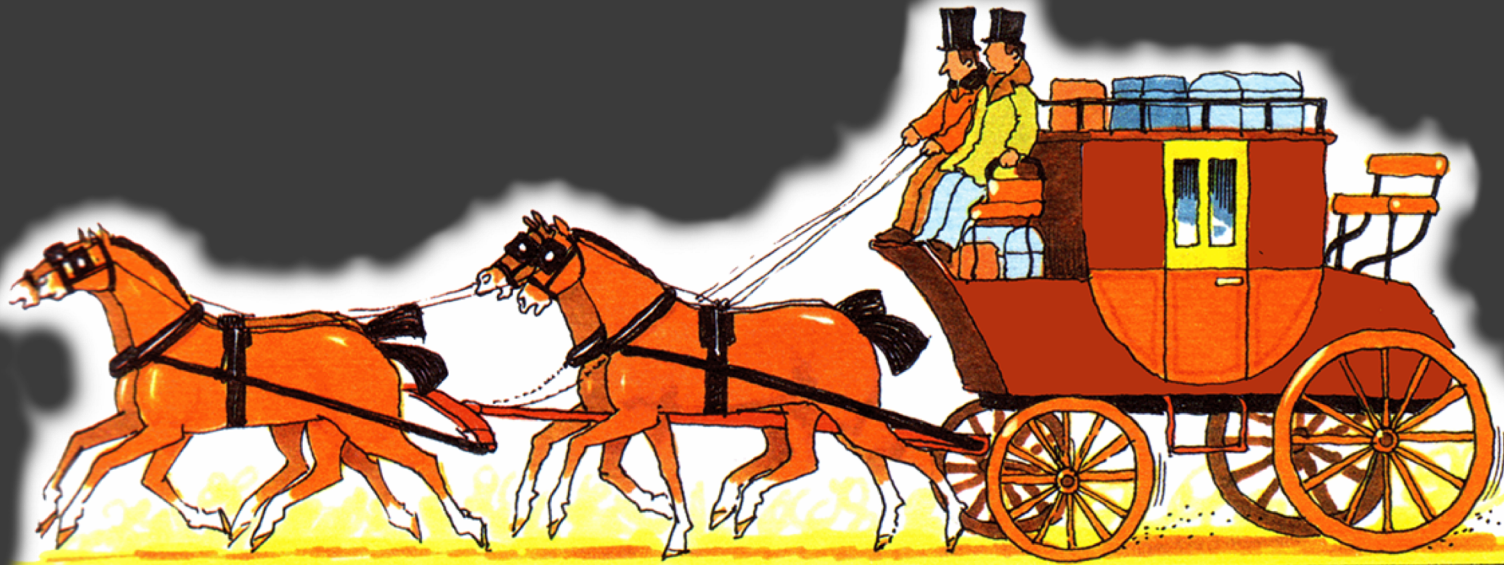
Agenda Tonight

- ⦿ Legal Duties of Coaches
- ⦿ Role of MS/Grade School Coach
- ⦿ Department Philosophy
- ⦿ Practice Guidelines
- ⦿ Pedagogy
- ⦿ Purpose

Define “Coach”

- ⦿ What words come to mind?
- ⦿ A coach is someone who...
- ⦿ Think/Pair/Share

Coach



14 Legal Duties of Coaches

- ⦿ Planning
- ⦿ Supervision
- ⦿ Selecting Coaches
- ⦿ Technique Instruction
- ⦿ Warnings
- ⦿ Safe Playing Environment
- ⦿ Protective Equipment
- ⦿ Evaluating Conditioning
- ⦿ Evaluating Injury
- ⦿ Matching & Equating
- ⦿ Medical Assistance
- ⦿ Emergency Response
- ⦿ Safe Transportation
- ⦿ Insurance Disclosure

MS/GS Athletic Principles

- Participation 1st; Competition 2nd
- Educationally Sound
- Student needs and position growth
- Constant individual attention
- Constant communication, feedback, instruction, encouragement, reinforcement

MS/GS Athletic Principles

- Designed to maximize exposure to varied interests and opportunities
- Based in development of self-esteem, citizenship, responsibility, cooperation, leadership, AND THEN sport skills/knowledge.
- Should be fun, vigorous, positive, and **SAFE**

MS/GS Athletic Principles

- ⦿ This is not a club sport.
- ⦿ I don't care how many games your team wins.
 - Neither should you.
 - Your influence will have very little to do with how many games your team wins this year.
- ⦿ Retention = Effectiveness

MS/GS Athletic Principles

- NIAAA position statement
- All athletic experiences must be viewed in terms of **THE DEVELOPMENTAL NEEDS** of the middle school student and not the parents and/or the coaches.

Maturity

- With the exception of ages 0-3, children grow more rapidly and more profoundly from ages 10-15 than during any other time period of development.

MS Athletic Principles

- NIAAA position statement
- All athletic experiences must be viewed in terms of **THE DEVELOPMENTAL NEEDS** of the middle/grade school student and not the parents and/or the coaches.

Successful MS/GS Coach

- ⦿ Aware of skill/knowledge progress of each athlete
- ⦿ Sets realistic improvement goals for each individual
- ⦿ Encourages growth to each student's next personal goal
- ⦿ Celebrates any and all individual growth

Successful MS/GS Coach

- ⦿ Aware of skill/knowledge progress of **each athlete**
- ⦿ Sets realistic improvement goals for **each individual**
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Successful MS/GS Coach praises:

- Work Ethic
- Hustle
- Effort
- Filling a role
- Attitude
- Whole Self (athletic, academic, social)
- Unselfishness/teamwork
- Peer leadership

Successful MS/GS Coach

- Is winning an expectation?
- Think/Pair/Share
- Whose expectation?

Successful MS/GS Coach

- ⦿ Program Goals = Cooperation, Sportsmanship, Personal Improvement
- ⦿ MS/GS Athlete Focus = Positive Personal Growth and Consistent Effort
- ⦿ Winning = a by-product of several indicators, both controllable and uncontrollable

Successful MS/Gs Coach

**BE CAREFUL
ABOUT HOW YOU
PRAISE
PERFORMANCE**

MS/GS Athletic Parents

- ⦿ Tunnel Vision
- ⦿ Over reactive
- ⦿ May have acquired a sense of privilege
- ⦿ Need philosophy/objectives/goal setting training

MS/Gs Athletic Coaches

- ⦿ Your job = Boost *their* resumes
- ⦿ Their Resumes
 - Work Ethic
 - Teamwork
 - Etc., etc.
- ⦿ Your Resume
 - Winning %
 - Tournament Championships

High School Philosophy

vs.

Middle/Grade School

Philosophy

Think/Pair/Share

High School Teams

- ⦿ Varsity – the players that give you the best chance to compete every night
- ⦿ Junior Varsity – the players that you feel you'll need ready for varsity next year
- ⦿ C – players in need of extra minutes, multiple skill learning, and/or time to mature physically
- ⦿ Freshman – participation opportunities (within boundaries of # of teams offered)

Program Differences

- Focus on personal growth through participation
 - Drills to meet all skill levels
 - Reward individual growth regardless of competitive outcome
 - Pedagogy
- Focus on competitive growth through life skills
 - Drills to meet necessary skills for competitive level
 - Reward individual response to competitive outcome
 - Pedagogy

Middle/Grade School

High School

Stanley Athletic Department Goals

- ① 1. Kids will have fun.
- ② 2. Kids will learn how to compete, how to succeed, how to fail
- ③ 3. Kids will learn something about the sport.

Why Kids Play HS Sports: GFPS Survey Data

- Fall 2012 Data, Varsity surveys only, 304 Kids (912 answers)
- #5 (24) – Relationship with Coaches
- #4 (82) – Compete/Improve/Win/Goals/Etc
- #3 (137) – Stay Active/In Shape/Cross Train/Etc
- #2 (168) – Relationship with Friends
- #1 (377) – Sport is Fun/Like the Sport

How do you coach??

2011-12 Nationwide Data

- ◎ 7,692,520 High School Athletes
- ◎ 517,849 College Athletes (all levels) – 6.7%
- ◎ 177,559 Scholarships Awarded (Total)
 - Fewer than 34% of College Athletes
 - **Fewer than 2.3% of High School Athletes get a college athletic scholarship**
- ◎ Based on GFPS data (est 550 high school participants)
 - 36 will play college sports (9 per grade)
 - 12 be awarded a scholarship (3 per grade!!)

How do you coach??

2010 Nationwide Data

- ◎ 93% US Employment; ND is 97%
- ◎ 2010 Data – 51% over 18 were married
- ◎ 2010 Data – 61% over 15 were parents

- ◎ Of those 550 kids playing sports:
 - 533 will be employed
 - 280 will be married
 - 335 will be a mom/dad
 - 36 will play college sports

**TIME
OUT**



What would your athletes say
about you?

Practice Guidelines

- ◎ 6 Second Interest Attention Span
 - Spend your 6 seconds with the WHY, not the WHAT
 - Every kid is an expert, so “Because I said so” isn’t good enough
- ◎ Brain Research
 - Highly motivated kids stay focused on single task for one minute per year of age

Progression

- ⦿ Relate Drill to Skill
 - Five Star Passing Example
- ⦿ Relate Skill to Purpose
 - Ability to Catch, Pivot, Pass quickly – Peripheral vision, avoid traffic
- ⦿ Relate Purpose to Game
 - Ball reversal/movement in motion offense
- ⦿ What if you can't relate those?
- ⦿ Every drill. Every day.

Best Practice Practices

- DON'T – over-explain
- DO – Give the “why”, brief the “what”, instruct and correct during the drill

- DON'T – single drill line
- DO – multiple task, multiple movement

Best Practice Practices

- DON'T – use long segments
- DO – schedule periods (10 minutes MAX), stick to schedule

- DON'T – over-practice daily
- DO – 90-105 minute practices should be sufficient
- DO – 5 days a week

Best Practice Practices

- ⦿ Historical Wastes of Time
 - Pre-practice static stretching
 - Start slow – build to 100%
 - Post-practice simple conditioning
 - Use drills
 - Extended breaks
 - Quick and constant, built-in

- ⦿ Practice intensity is what *they* make it, not you.

Best Practice Practices

- ⦿ Known to Unknown
- ⦿ Simple to Complex
 - Complex to Simple
- ⦿ Drills that teach, condition, and replicate game situations
- ⦿ Useable drills across competitive levels

Best Practice Practices

- ◎ If drill isn't "clicking"
 - Too difficult for skill level?
 - Too easy for skill level?
 - Were expectations well communicated?
 - Do the kids understand the "why"?
 - Do the kids need an achievable goal between current level and this drill?

KIDS THESE DAYS

Think/Pair/Share – What defines today's MS kids?

Kids These Days

- Overwhelmed
- Over Connected
- Over Protected
- Over Served
- Value (All) Peer Acceptance
- Limited Perception
- Emotional – High Peaks, Low Valleys

Kids These Days

- ⦿ Struggle with feelings of social and personal inadequacy
 - Negative coaching tactics can reinforce those feelings of inadequacy
- ⦿ Need confirmation of self worth
 - Compliment effort, hustle, and skill improvement
- ⦿ Never embarrass, belittle, humiliate, make fun of, scream at, intimidate, or single out an athlete in front of peers.

Kids These Days

- Surrounded by negative pressure
- HOWEVER
- Big dreams/lofty goals
- Enthusiastic, Confident, Capable
- Greater exposure to information

Value Conflict in Athletics

- ⦿ Adults assume relationships but value competition
- ⦿ Kids assume competition but value relationships
 - Kids crave positive relationships outside of home because of lack of “real” relationships
- ⦿ *They will compete, so coach to the relationships.*

Program Objectives

- ① Provide developmentally appropriate experience for young adolescents which focuses on self-esteem, citizenship, responsibility, cooperation, leadership behaviors, and skill/knowledge development

Program Objectives

- Provide appropriate coaching methods that focuses on student development rather than competitive outcome

Program Objectives

- ① Develop core values and attributes of character
 - Academic Commitment
 - School/practice attendance
 - Respect
 - Civility
 - Conduct
 - Decision Making
 - Effort
 - Self Control
 - Self Esteem
 - Accountability

Program Objectives

- ① What core values do you want kids to learn from your coaching style?
- ① What character traits do you want to reinforce?
- ① *Do all of your words and actions lead to that final vision?*

Stanley Department Goals

#1 - Fun

Coaching to Fun

- Affirm, affirm, affirm, and affirm
- Encourage constantly
- Compliment any success to reinforce behavior
- Point out error, but focus on positive results when error is fixed

- Compliment loudly
- Criticize quickly, quietly, discreetly

Coaching to Fun

- ◎ Make mistakes “ok”
 - Mistakes have to be made to improve
 - Punishing mistakes leads to fear of failure
 - Fear of failure leads to lack of risk taking
 - Lack of risk taking leads to stale performance
 - Kids need to accept mistakes as growth
- ◎ Youth sports should be a safe place for kids to fail.

John Wooden

“If you’re not making mistakes,
then you’re not doing
anything. I’m positive that a
doer makes mistakes.”

Coaching to Fun

- ⦿ Realistic individual goals
- ⦿ Recognition of progress
- ⦿ Acknowledgement of effort
- ⦿ Focus on intrinsic performance, not extrinsic outcome
- ⦿ Sarcasm
- ⦿ Denigration
- ⦿ Put downs
- ⦿ Pitting kids against each other
- ⦿ Withholding praise

Motivation

Manipulation

Coaching to Fun

Fun does not mean the
absence of rules and
discipline.

Rules are Fun

- ⦿ Rules should be athlete and team centered and related to program goals
- ⦿ Rules must be applied consistently
- ⦿ Rules must be applied constantly
- ⦿ Rules must be applied uniformly
- ⦿ Rules must have logical and applicable consequences
- ⦿ Fair = Fun

Coaching to Fun

- ① Focus on individual athlete's needs
- ① Model appropriate behavior and hold kids to the same standard
- ① Create regular interaction/attention with/to each kid
- ① Establish every kid's worth to the team

Coaching to Fun

- ⦿ Encourage individual's sense of team pride
- ⦿ Measurement:
 - Athletes take responsibility to positively assist teammates with skill/knowledge development
 - Athletes encourage teammates
 - Athletes freely and easily interact with teammates

Coaching to Fun

- ⦿ Encourage and promote individual skill improvement
- ⦿ Measurement:
 - Athletes can describe the how and why of a skill
 - Athletes can model the skill at a base level
 - Athletes improve in proficiency over time
 - Athletes can move from coach-taught to self-taught

Pedagogy in brief

- Set realistic individual goals
- Focus on work ethic
- Focus on perseverance
- Focus on safety
- Highlight individual improvements
- Make positive corrections
- Avoid any abusive language
- Always end practice with encouragement and positive recognition

LAST SECTION!



Goals

- ◎ Goal = the result or achievement towards which effort is aimed
 - Give direction for actions
 - Give targets for efforts
- ◎ Example
 - Help Johnny shoot 70% at free throw line

Purpose

- ⦿ Purpose is the reason for which something exists
- ⦿ Purpose is the “why” we engage in an action

- ⦿ **EXAMPLE**
 - Use basketball to help Johnny grow into a functioning adolescent > adult

Goals vs. Purpose

- ⦿ Goals need to exist WITHIN the Purpose
 - If you aren't intentional about the purpose, you'll always default toward goals at all costs
- ⦿ So what's the danger in indentifying "Winning" as a goal?

3D Coaching (Inside Out Coaching)

- ◎ <https://3dinstitute.com/>
- ◎ Path from Transactional Coaching to Transformational Coaching
- ◎ Transactional
 - Focused on actions, exchange of services
- ◎ Transformational
 - Focused on growth of people

3D Coaching

- ◎ 1st Dimension - Fundamentals
 - Scheme, Strategy, Speed, Strength, Technique
 - 85% of coaches have a strategy to reach 1D
- ◎ 2nd Dimension - Mind
 - Motivation, Confidence, Cohesion, Focus, Intensity, Goal-Setting
 - 15% of coaches have a strategy to reach 2D
- ◎ 3rd Dimension - Heart
 - Identity, Character, Value, Self-Worth, Significance, Purpose
 - 5% of coaches have a strategy to reach 3D

3D Coaching

- Without a specific strategy/intentional purpose, you cannot reach each dimension

3D Coaching

- ③ Why do you coach?
- ③ Why do you coach the way you do?
- ③ What does it feel like to be coached by you?
- ③ How do you define success?

Resources

Changing the Game – John O’Sullivan

Let Them Play – Jerry Lynch

Generation iY – Tim Elmore

Crazy Proofing High School Sports – John Tufte