“AN APPROACH TO COACHING TODAY’S KIDS”

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Coaching Staff: USA Men’s Team
2004 Olympic Games, Athens, Greece

Coaching Staff: USA Men’s Team
2007 World Championships, Osaka, Japan
I-Generation
Me-Generation
Generation-Z
Millenials
Generation-Y
I-Generation
Me-Generation
Generation-Z
Millenials
Generation-Y
Today's Kids
Today’s Kids

“Kids! I don’t know what’s wrong with these kids today!
“Kids! Who can understand anything they say?
“Kids! They’re disobedient, disrespectful oafs!
“Noisy, crazy, dirty, lazy loafers!
“Kids! You can talk and talk until your face turns blue!
“Kids! But they still do just what they want to do!
“Why can’t they be like we were? Perfect in every way!
“What’s the matter with kids today?!!

--from the song, “Kids”, by Lee Adams
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Broadway play, “Bye-Bye, Birdie”
1959!
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  ◦ *i-pod, i-phone, i-pad, “i-Cloud”, etc.*
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• They are goal-oriented.
Challenges of Coaching Today’s Kids
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• Coaching must be relevant–directions, instructions & cues must be specific, concise & pertinent.
• Coaches risk over-scheduling today’s kids.
Coaches are Teachers...

...First & Foremost!"
What the Coach needs to know about how Today’s Kids Learn

Today’s Kids are “visual learners”
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Today’s Kids are “visual learners”

- High speed cameras
- Video players: QuickTime, MediaPlayer
- Video Analysis Software: Coaches’ Eye, Dartfish, Kinovea
- Video formats: .avi .wmv .mov .flv .gif
- Web-based video-sharing: YouTube, Dartfish TV, Chalkboard, Sprongo, EagleEye
- File-sharing: Yousendit.com, Dropbox
What the Coach needs to know about how Today's Kids Learn

They hear...
  They'll forget;
They see...
  They'll remember;
They do...
  They'll understand!!!
What the Coach needs to know about how Today’s Kids Learn

The most effective learning is *implicit* (vs explicit)—It comes from within the athlete; i.e., “True Understanding”
What the Coach needs to know about how Today’s Kids Learn

If they don’t learn...
the way you teach,
You need to teach...
the way they learn.
(My) Approach to Teaching
(My) Approach to Teaching

- Know your event(s) inside & out;
- Learn other events;
- Study what you don’t know;
- Never fake it.
(My) Approach to Teaching

Never ask an athlete to do something without being able to explain why.
(My) Approach to Teaching

Never ask an athlete
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(My) Approach to Teaching

Tell your athletes

What they need to know

When they need to know it
(My) Approach to Teaching

Use “key words.”

(Establish your own vernacular of verbal cues).
(My) Approach to Teaching

Keep your instructions **SIMPLE**!

(K.I.S.S. Principle)
John Wooden

2326 Verbal Cues

(in the act of teaching-coaching over ONE week)

6.9% - Compliments
6.6% - Expressions of Discipline
75.0% - Pure Instructions
11.5% - “other”

ALL were short, concise and punctuated!
(My) Approach to Teaching

Coach in “tweets”

- Know the message.
- Clearly communicate it.
- 140 characters maximum!
(My) Approach to Teaching

Don’t Overcoach!
(My) Approach to Teaching

Listen to your athletes.

Ask:

How did you feel?

What do you think?
(My) Approach to Teaching

“Doscendo Doscitur”

“One Learns by Teaching”
(My) Approach to Teaching

“You have a greater effect Teaching athletes... than Training them.”
(My) Approach to Teaching

We Train animals...
We Teach people!

(Coaching/Teaching is a “people business”)
“It’s far better to ___undertrain___ the athlete (or team) than to ___overtrain___ them.”
R-E-S-T

R-e-s-t is part of “the rhythm of life.”

R-e-s-t is not the opposite of work.

The temptation is to invade r-e-s-t with work.

R-e-s-t requires Faith.

R-e-s-t can take different forms.

R-e-s-t often leads to “defining moments.”

R-e-s-t can be hard to handle--for the coach and the athlete.
PRACTICE ORGANIZATION
# Practice Organization

<table>
<thead>
<tr>
<th></th>
<th>Video Game</th>
<th>Training Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals-oriented</td>
<td>Players understand the desired outcome of a game and how to play</td>
<td>Training objectives are clear.</td>
</tr>
<tr>
<td>Patience</td>
<td>Players must perform tasks repeatedly as necessary</td>
<td>Athletes perform and repeat skills and drills as needed</td>
</tr>
<tr>
<td>Teamwork</td>
<td>Players work together to win</td>
<td>Groups from different event groups work together in drills and workouts</td>
</tr>
<tr>
<td>Tracking</td>
<td>Games are organized in levels, and point values of accomplishments are known</td>
<td>Athletes see their progress through their performances in competition</td>
</tr>
<tr>
<td>Adaptation</td>
<td>Games keep moving, and players keep progressing</td>
<td>Athletes learn time management of practice elements and progress towards goal achievement</td>
</tr>
<tr>
<td>Versatility</td>
<td>Players customize each game experience by playing as different characters</td>
<td>Athletes try different events or combinations of events to discover their strengths and achieve goals</td>
</tr>
<tr>
<td>Outcomes</td>
<td>Players see impact of actions immediately</td>
<td>Coach provides immediate &amp; useful feedback</td>
</tr>
</tbody>
</table>
PRACTICE ORGANIZATION

The coach must control everything.

- Warm-up
- Work-out
- Cool-down
PRACTICE ORGANIZATION

Eliminate *deadtime*.

(But don’t confuse *deadtime* with *r-e-s-t*)
Characteristics of a...

“GOOD” PRACTICE SESSION
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- Short but intensive
  (whether training or teaching)
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- *Short but intensive*
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- *Purposeful and Pertinent*
Characteristics of a... "GOOD" PRACTICE SESSION

- Short but intensive (whether training or teaching)
- Purposeful and Pertinent
- Minimal deadtime
Characteristics of a...

“GOOD” PRACTICE SESSION

- *Short but intensive* (whether training or teaching)
- *Purposeful and Pertinent*
- *Minimal deadtime*
- *When practice is over, the athlete is* **exhilarated** (not exhausted) and, anxious to return!
Today’s Kids Want:

- Discipline!
- To be part of a team!
- To identify their strengths!
- Recognition of their achievements!
- Meaningful and Trusting relationships!
DISCIPLINE

- Begins with insisting on perfect attendance and punctuality.
- After that, the rules and guidelines you establish depend on the image you expect your team and individual athletes to have.
DISCIPLINE

“The actions you see are either taught or allowed.”
Motivating Today's Kids

Goal-setting is the most powerful tool you can use to motivate kids.
Motivating Today's Kids

Living without goals is like shooting without targets.

~Benjamin Franklin
WHY GOAL-SETTING WORKS

- **Goals** give the goal-setter *direction* & *purpose*!
- **Goals** provide the goal-setter with *great energy and drive*!
- **Goal-setters** “do it now”-- they *don’t* procrastinate.
- **Goal-setters** can deal more effectively with setbacks.
BOTTOM LINE:

Goal-Setting Works!!!
BUT, The real secret To motivating kids is... One-on-one interaction!!!
Some Forms of One-on-one Interaction

😊 Smile!

🗣️ Use first names when addressing kids!

👍 Say something positive to every kid every day!

杌 Pat them on the back, “high-five” or “knuckle” them.

✉️ Text or e-mail message home in the evening!
How to be a “Good Listener.”

- Put all your work aside.
- Bite your tongue.
- Smile and lean forward.
- Always ask questions—even if you don’t have any!
- Start your own comments by paraphrasing what’s been said.
MOTIVATION is building...

SELF-ESTEEM
MOTIVATION is building...

SELF-ESTEEM

But, be warned!!!
MOTIVATION is building...

SELF-ESTEEM

~The Incredibles
MOTIVATION is building...
SELF-ESTEEM

“Everyone is Special...
Which is another way of saying, ‘no one is Special’”

~The Incredibles
CYCLES in a Coach's Career
DEVELOPING "VALUES" in Today's Kids

Sports do not build character, they reveal it.
DEVELOPING “VALUES” in Today’s Kids

Sports do not build character, they reveal it.

Coaches do!
DEVELOPING “VALUES” in Today’s Kids

Have personal (one-with-one) and intimate conversations outside the athletic area about...

FAMILY

FRIENDS

HOBBIES & INTERESTS
DEVELOPING "VALUES" in Today's Kids

Have meaningful discussions with kids about: ethical dilemmas, and engage in "values talk" about...

- DRUGS & ALCOHOL
- LYING & CHEATING
- GAMBLING
DEVELOPING "VALUES" in Today's Kids

Reveal your own inspirations:
- FAMILY
- FAITH
- HOBBIES & INTERESTS
- "LIKES" & "DISLIKES"
“Kids don’t care
How much you know,
Until they know
How much you care.

--unknown
QUESTIONS?

RALPH LINDEMAN
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CYCLES in a Coach's Career

- Striving for **SURVIVAL**
- Striving for **STABILITY**
- Striving for **SUCCESS**
- Striving for **SIGNIFICANCE**