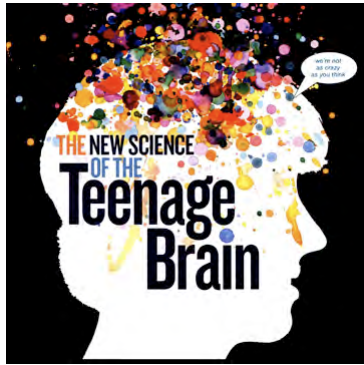


# **Building Positive Experiences In Practice and Competition**



Sara Lopez  
University of Washington



# THE CHRONICLE

of Higher Education

## Athletics

Home - News - Administration - Athletics

October 9, 2011

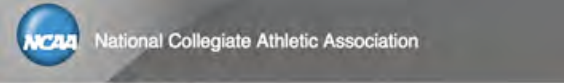
### An Epidemic of Injuries Plagues College Athletes



John Davis, an athletic trainer at Montclair State U., taping today's athletes.

By Libby Sander

Just 20 years old, the softball player had went numb after throwing to home. Doctor Puzey had yet another round of surgery. Just 20 years old, the softball player had went numb after throwing to home. Doctor



Home - Resources - Latest News - 2011 - November

### Latest News

#### College sports participation rates continue upward trend

By Gary Brown  
NCAA.org

The number of NCAA student-athletes and the teams on which they compete continue to climb. For the ninth consecutive year, data from the NCAA Sports Sponsorship and Participation Rates Report show a marked increase in athletics opportunities in sports for which the NCAA sponsors championships, with more than 444,000 student-athletes competing on more than 18,000 teams.

That's almost 15,000 more student-athletes than in the 2009-10 report (the largest single-year jump since 1984-85) and about 1,200 additional teams. In the last decade, the number of student-athletes has more than doubled (from 209,890 to 444,077), and the number of teams (men and women) in championship sports has grown from 16,629 to 18,314.

# YOUTH SPORTS

Going Going Go!  
The Decline of Youth Sports



**Winning At All Costs**



## **Team-Culture Competence**

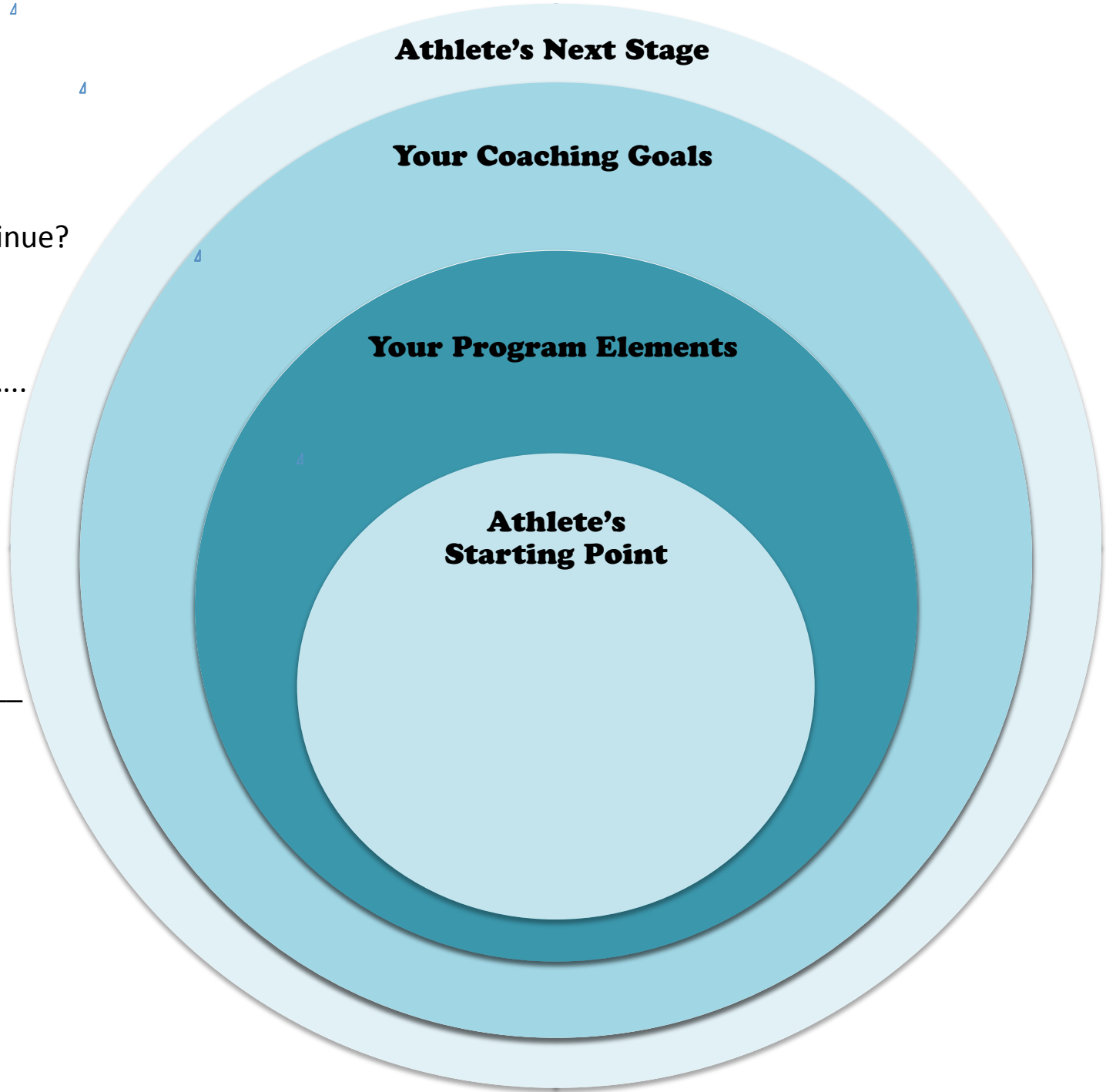


## **Sport Skills and Strategies**

## **Physical Fitness and Health**



## **Self-Esteem and Confidence**



**Athlete's Next Stage**

**Your Coaching Goals**

**Your Program Elements**

**Athlete's Starting Point**

*Next Stage:*

What is success?  
What is needed to continue?

*Coaching Goals:*

My athletes take-away.....

*Program Elements:*

At my practice session  
athletes learn \_\_\_\_\_  
through \_\_\_\_\_

*Starting Point:*

Previous Experience?  
Developmental Phase?

## Characteristics

- Early in the motor pathway development
  - Focus on major movements and sequences
- Motor pathways are not locked in yet
  - Changes are easier before habits are ingrained
  - Changes do not “stick” quickly
- Motivated by experiential learning – eager to learn by doing
- Technologically literate
- Enjoy learning from each other

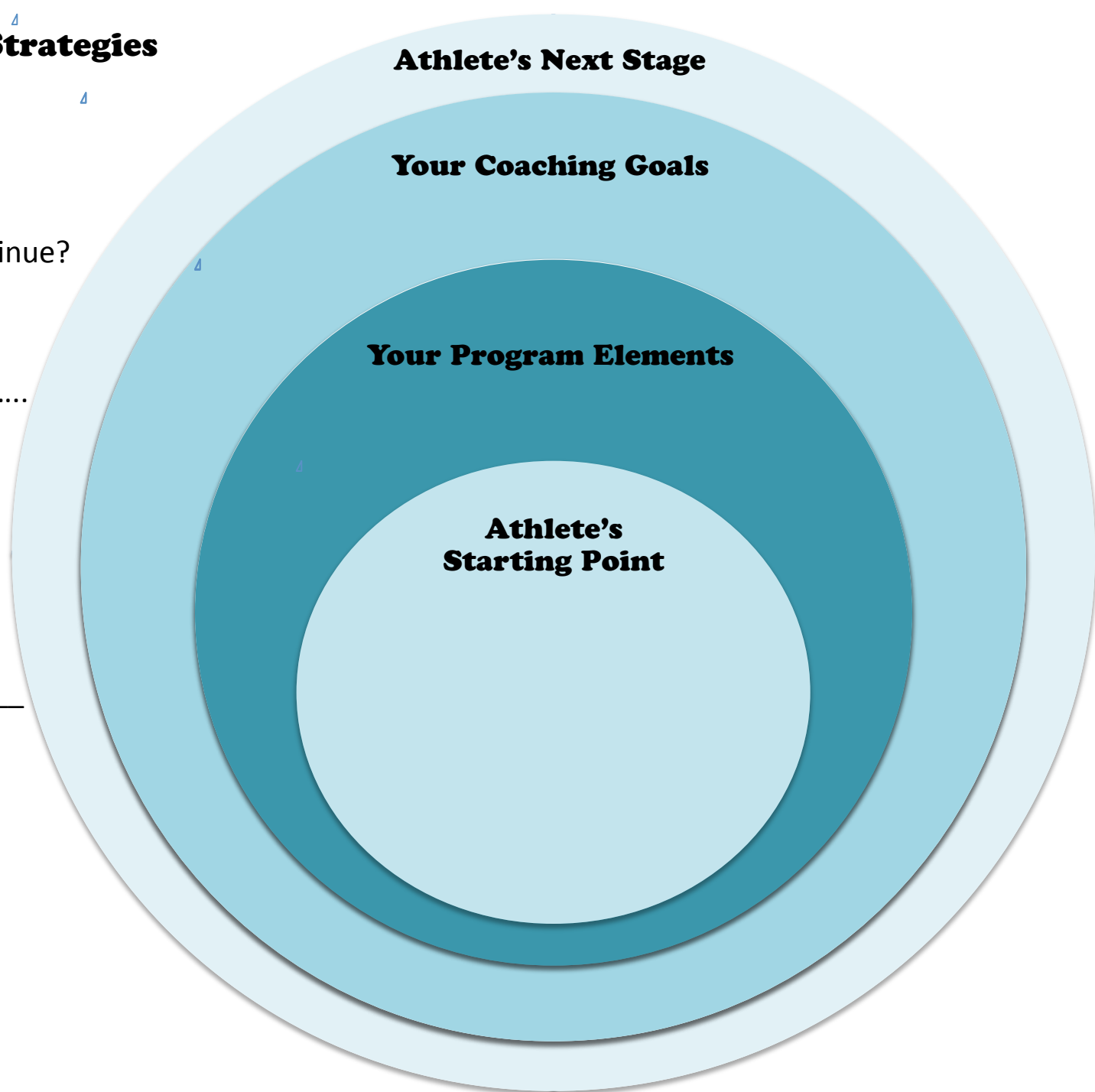
## Strategies

- Focus on building a *simple, solid foundation...* and ignore the rest for now!
- Provide opportunities to try it out, then go back and provide specific direction
  - Create opportunities to allow them to be an “expert” – peer teaching, “watch for...”
  - Use brief trials – so you can stop when it begins to fall apart and provide key cues
- Make connections to other sports or activities that may be familiar to them
  - Review every day and don’t get frustrated when they seem to be back at Square 1
- Identify various cues to address various learning styles (don’t forget about digital media)

## Sport Skills and Strategies



# Sport Skills and Strategies



**Athlete's Next Stage**

**Your Coaching Goals**

**Your Program Elements**

**Athlete's  
Starting Point**

*Next Stage:*

What is success?

What is needed to continue?

*Coaching Goals:*

My athletes take-away.....

*Program Elements:*

At my practice session  
athletes learn \_\_\_\_\_

through \_\_\_\_\_

*Starting Point:*

Previous Experience?

Developmental Phase?

# Self-Esteem/Confidence



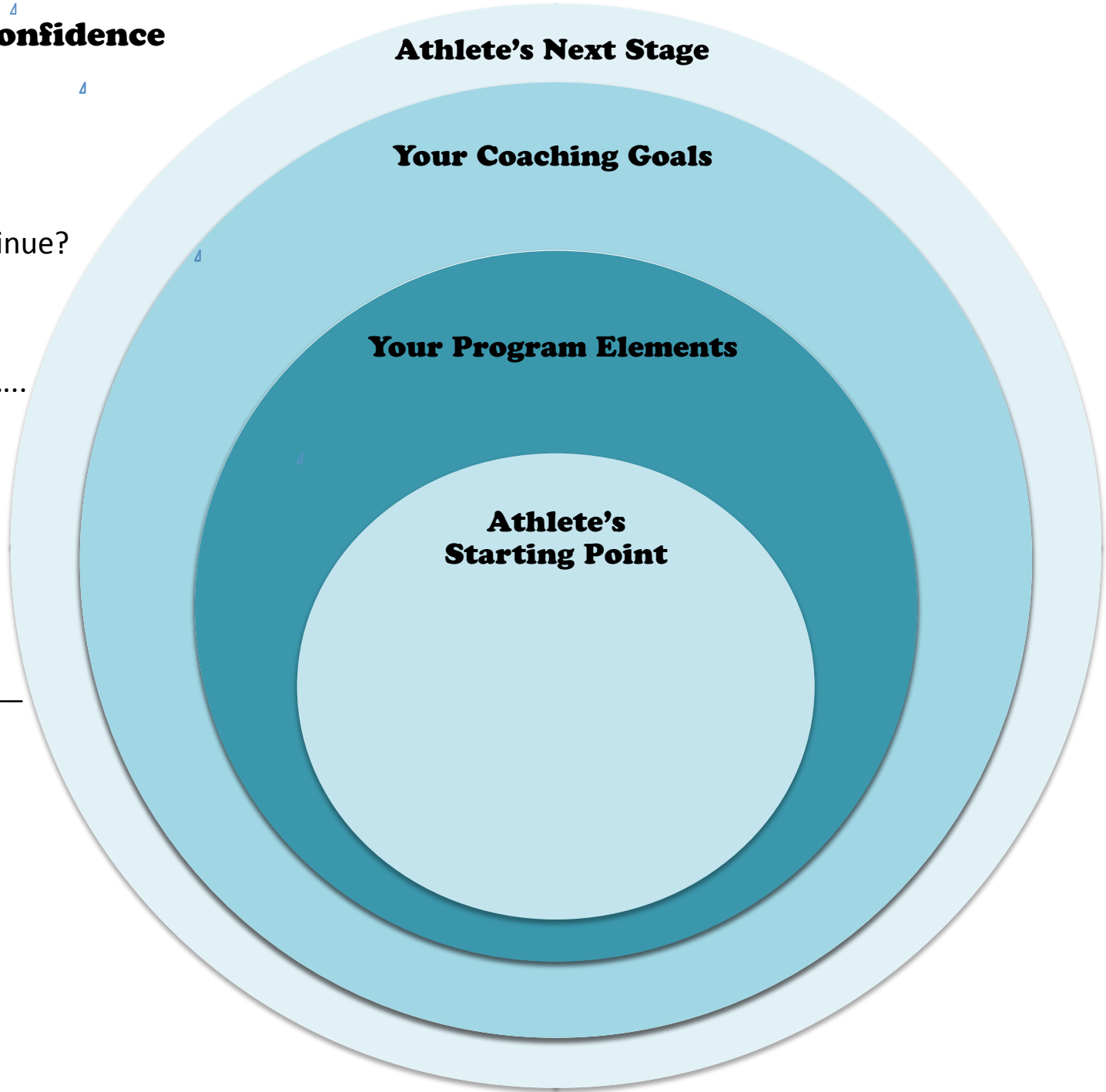
## Characteristics

- Various motivations to participate (e.g. parent directed, peers, earlier success, etc.)
- Move quickly from one task to another placing more value on speed than accuracy
- Exploring “independence” – especially from parents and other authority figures
- More sensitivity to being called out – either good or bad
- Primary understanding of winning/losing is from pro sports and media
- Younger teens – developing sense of justice for self and more globally

## Strategies

- Provide opportunity for them to succeed and fail without too big of stakes
- Learn about their initial individual motivation, try to build their self-motivation
  - Teach how to analyze their own performance, without comparison to others
- Identify “guided” opportunities to be more independent
- Find opportunities to communicate with parents (especially positive reports!)
- Provide expectations for sportsmanship – model good sportsmanship yourself!

# Self-Esteem and Confidence



**Athlete's Next Stage**

**Your Coaching Goals**

**Your Program Elements**

**Athlete's Starting Point**

*Next Stage:*

What is success?

What is needed to continue?

*Coaching Goals:*

My athletes take-away.....

*Program Elements:*

At my practice session  
athletes learn \_\_\_\_\_  
through \_\_\_\_\_

*Starting Point:*

Previous Experience?

Developmental Phase?



## Physical Fitness and Health

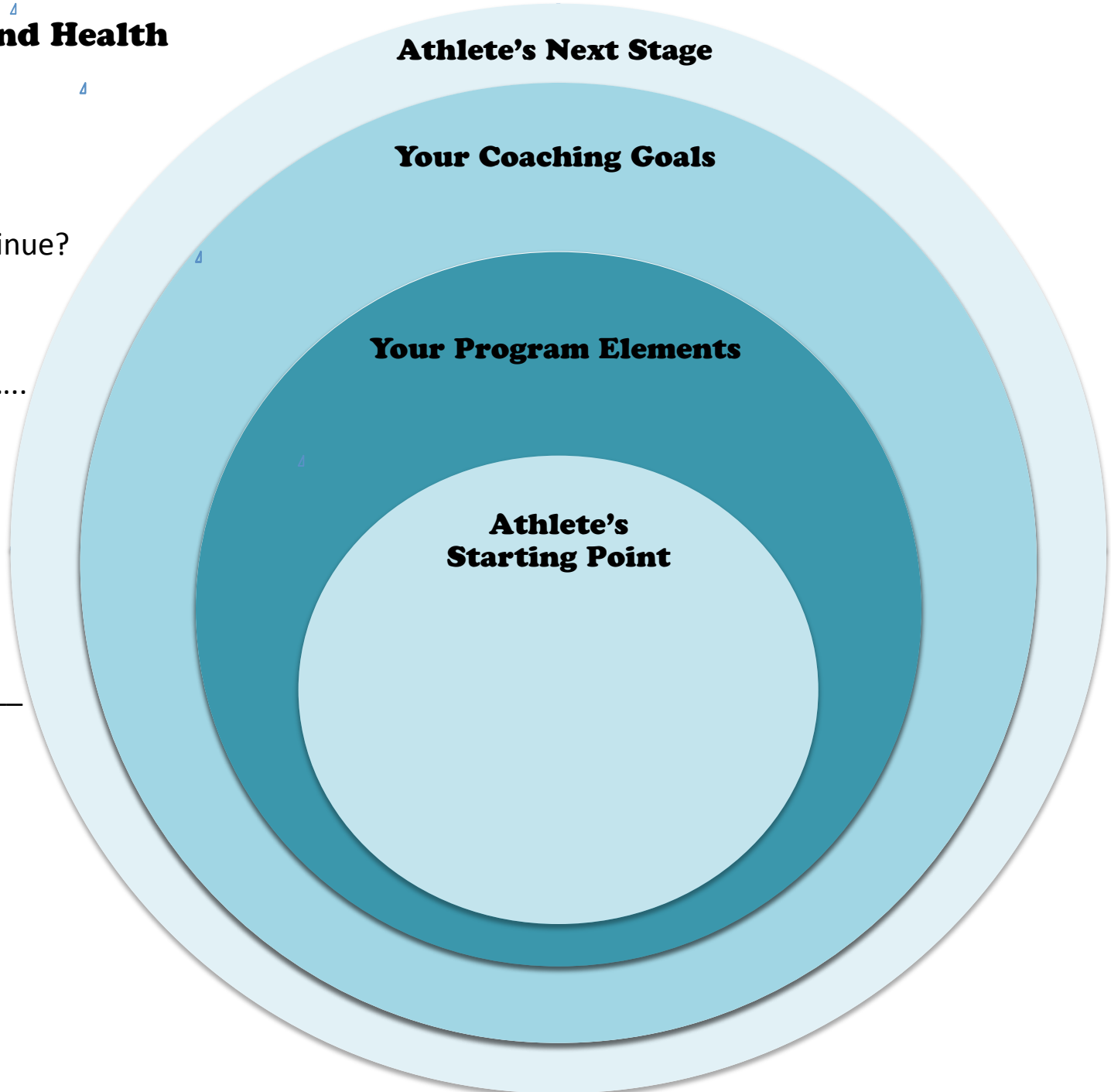
### Characteristics

- Broad range of development within a small age group
- Uneven growth spurts among the population
  - May increase vulnerability to injury or feeling uncomfortable/uncoordinated
- Have less formal instruction in physical education and/or fitness
  - Limited knowledge and experience about training effects and nutrition
  - Reduced repertoire of general movement skills
- Intrigued by novelty – may be easily bored by routines

### Strategies

- Plan for mix of size and strength considerations
  - Be aware of potential overuse or poor technique injuries
  - Consider equipment sizes and load levels for the variety of participants
- Recognize difference between ability and familiarity, especially in “testing”
- Establish system to recognize top performers and individual improvement
  - Use measurable, repeatable, objective criteria related to the sport

# Physical Fitness and Health



**Athlete's Next Stage**

**Your Coaching Goals**

**Your Program Elements**

**Athlete's Starting Point**

*Next Stage:*

What is success?

What is needed to continue?

*Coaching Goals:*

My athletes take-away.....

*Program Elements:*

At my practice session  
athletes learn \_\_\_\_\_  
through \_\_\_\_\_

*Starting Point:*

Previous Experience?

Developmental Phase?

## Characteristics

- Primary understanding of winning/losing is from pro sports and media
- Need to develop an understanding of the sport's culture and tradition
- Looking for connections and inclusion – often through social media
- Comfortable working in a collaborative setting
- Less analytic - More reactive
  - Developing coping skills to deal with emotions (i.e. frustration, anger, stress, joy)
- Gender-linked behavior around “competition”
  - Female: acceptance – struggle – performance
  - Male: struggle – performance - acceptance

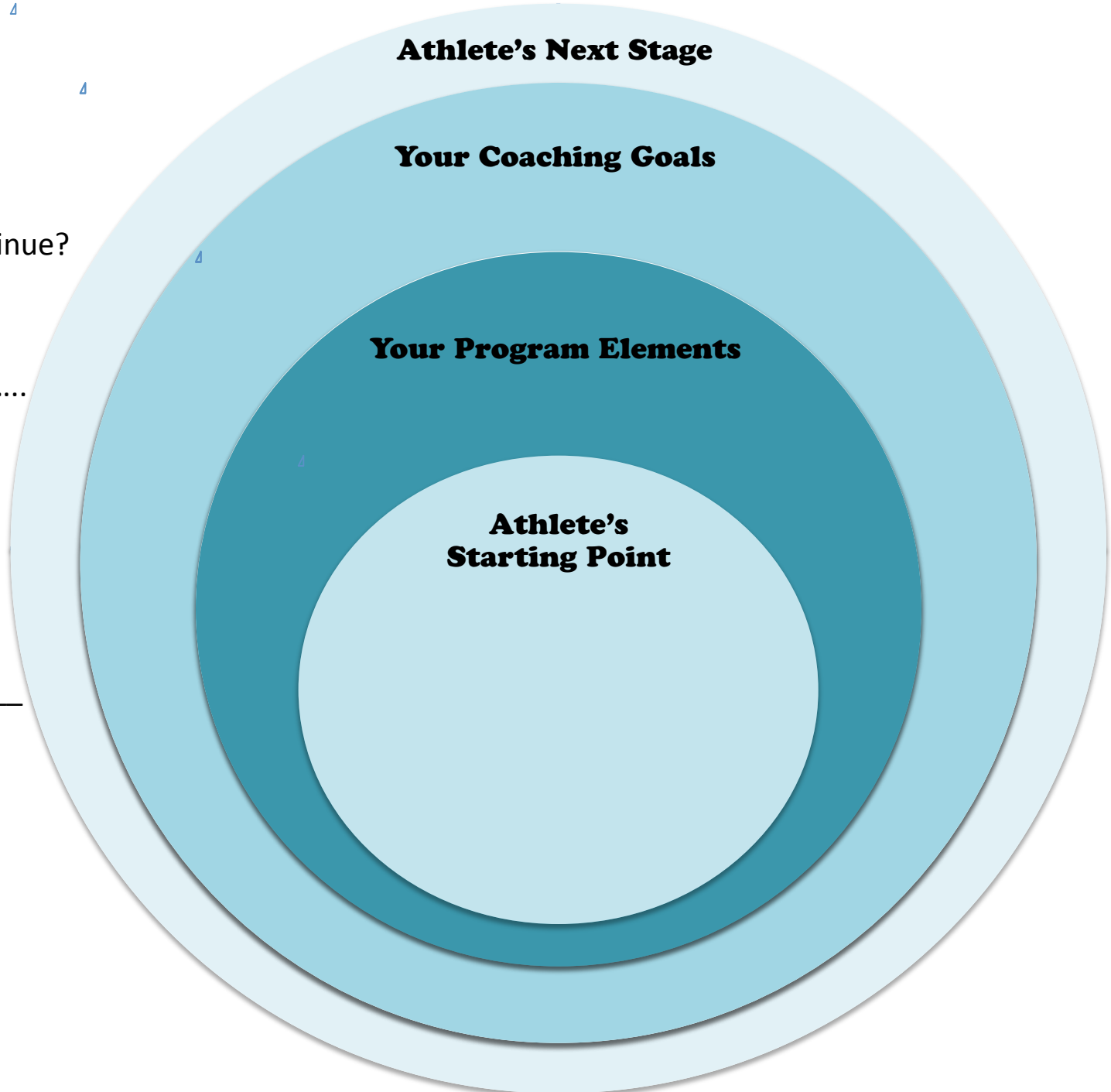
## Strategies

- Identify and teach them about good role models
- Find opportunities to explain/expose to the sport's culture and traditions
- Use specific scenarios or what-ifs to identify various coping strategies
- Offer many opportunities for leadership roles (with guidance from you)
- Be specific and consistent in defining and acknowledging **success**
  - Recognize effort/value of all team members (not just top performers)



## Team Culture

# Team Culture



## Athlete's Next Stage

### Your Coaching Goals

### Your Program Elements

### Athlete's Starting Point

#### *Next Stage:*

What is success?

What is needed to continue?

#### *Coaching Goals:*

My athletes take-away.....

#### *Program Elements:*

At my practice session  
athletes learn \_\_\_\_\_  
through \_\_\_\_\_

#### *Starting Point:*

Previous Experience?  
Developmental Phase?

## Team Culture



**Athlete's Next Stage**

**Your Coaching Goals**

**Your Program Elements**

**Athlete's  
Starting  
Point**

**Sport Skills  
and  
Strategies**



**Physical  
Fitness and  
Health**



**Self-Esteem  
and Confidence**

