

Fitness Game for Youth Athletes



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Outline

1. Introduction
2. Youth Training Overview
3. Turtle Tag for Warm-up
4. Fitness Games for Kids
5. Program Design
6. 4 Important Exercises for Kids: Training Techniques
7. Essential Movement Skills for Kids
8. The Teaching Model

*Fit
Religions*

Youth Training

Personal trainers and strength & conditioning coaches can train youth athletes for many "non-traditional" sports ...

- BMX bike riding
- Skate boarding
- Mountain biking
- Aerial & mogul snow skiing
- Surfing



Youth Training

Demand for personal trainers who specialize in helping youth athletics.

Parents are willing to pay substantial fees.

Trainer for soccer, swimming, cycling, field hockey, rugby, badminton, volleyball or other traditional sports.

A growing opportunity with "nontraditional" sports.

Participation in adventure racing grew by 211% in 2012 (Outdoor Foundation 2013).

Look outside the box when it comes to youth sports training.

Youth Training (Konopka, 1973 & Pittman, 1991).

What will be done to make sure youth ...

- are physically safe?
- feel emotionally safe?
- work together with adults to establish rules and consequences of violating rules?
- understand how conflicts will be resolved and disrespectful behavior (bullying, name calling) will be handled?
- will be respected by adults and other youth?
- see consistency from adults?
- experience both structure and flexibility?

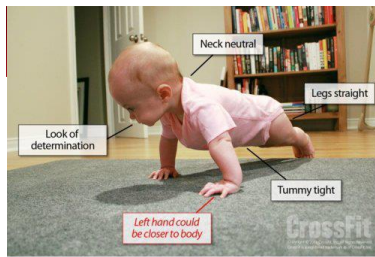


Warm-up



Specific Program Design

- Children don't like continuous exercise ... too boring.
- Most kids like interval training. . . play or run fast for 30 - 60 sec, rest, go again.
- Strength Training - "interval training" and visual reinforcement when they see how much weight they're lifting, and their progress.
- No serious injury has ever been reported in any prospective study on youth strength training . . . injury to the growth plates, etc.
- Injuries have occurred to kids when weights fall.



4 Important Exercises for Kids or Adults



Work in groups of 2, 3, 4.
 Think of 2 – 3 Teaching Cues for one exercise
 How would you teach these exercises?

Teaching Cues?



Developmental Exercises for Kids

- | | |
|----------------------|----------------------|
| Modified push-up | Burpee with push-up |
| Push-up | Squat |
| Modified Front Plank | Lunge |
| Front Plank | Lunge w/arm movement |
| Wall Sit – 2 Feet | Crab Walk |
| Wall Sit – 1 foot | |
| Bear Crawl | |



Early Movement Skills

Stability, Balance, and Kinesthetic Awareness

- Jump & Land
- Jump, Turn, & Land
- Jump, land 1-foot.
- 1-foot hop, land 2-feet.
- Run, Jump, Land
- Run, Jump, Turn, Land
- Run, Jump, land 1-foot

Early Movement Skills

Locomotion

- Galloping, Skipping
- Side Stepping, Karaoke Run
- 1-Foot Hopping
- Dry Skating
- Body Rolling



Early Movement Skills

Stability, Balance, and Kinesthetic Awareness

- Static Balance ... Extremities are still ... 2-foot balance ... 1-foot balance
- Static Balance ... 1-foot balance ... Arms are moving ... pelvis is stable.

1. Single-leg Pelvic Stability – Parallel Hips
2. Single-leg Pelvic Stability W/ Hip Extension (Toe on).
3. Single-leg Pelvic Stability W/ Hip Extension (Toe off).
4. "Golfer's Lift" maintain neutral spine.



BOSU and Unstable Surfaces

BOSU and Unstable Surfaces

2-feet ... hop on ... hop off

1-foot ... balance ... jump on & land ... jump off & land ... High 5 partner

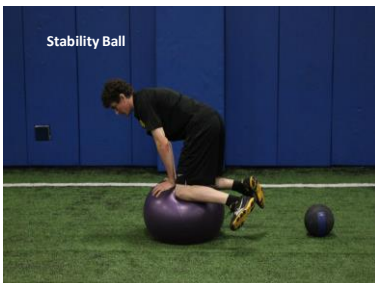
Balance All-4's ... Balance on knees ... Balance on Butt No Legs No Hands

2-Knee Balance ... 1-Knee Balance

2-Knee Balance ... get up, get down

Bird Dog

Superman ... Sky Diver ... Upside Down Superman



Stability Ball

Stability Ball

Sit on Ball ... Balance Sitting

All 4's Balance

2 Knees Balance ... 1-hand ... no hands

Front Plank ... Stir the Pot

Back Plank ... shoulders on ball ... feet on ball ... feet on ball balance on hands

Back Plank ... shoulders and 1-foot balance





Teaching Model

1. Demonstration Phase
2. Practice Phase
3. Response Phase
4. Feedback Phase



1. Demonstration Phase

- young athletes have a limited ability to understand verbal information.
- keep words to a minimum.
- always demonstrate the skill.
- seeing a skill or drill is better than "hearing" a skill.
- help athletes get a general idea ... use teaching cues.

1. Demonstration Phase

"Watch me do a squat."

Three teaching cues for a squat.

Direct attention to what you want them to see.



2. Practice Phase

- the athletes will be developing "muscle memory" that controls movement (a.k.a. Motor Program)
- to develop "muscle memory" the athlete must practice the way he/she plays or works out.



2. Practice Phase

- practice the actual skill and practice the whole skill.
- try not to "break" the skill down into little parts.
- Anything less than a game-like situation can introduce unrelated situations that can confuse the player & hinder learning and performance.

3. Response Phase

Create practice situations that are ideal for learning and performance.

- a) eliminate fatigue at the beginning of a work-out or practice.
 - conditioning at the end of practice.
 - a warm-up should be low intensity.
 - fatigue inhibits fine muscle movements

3. Response Phase

- b. If the player doesn't do "it" right.
 - didn't understand what the coach said.
 - he/she may learn differently: visual, verbal.
 - always ask if everyone understands.
 - back of line if you don't understand, to watch.



3. Response Phase

- c. Give the athletes goals or objectives for each drill.
 - Try to have a goal for each drill.

- Squash:
- 7 of 10 serves in
 - Badminton
 - 7 of 10 overhead smashes in
 - Field hockey
 - 7 of 10 shots on goal



3. Response Phase

d) Never use "exercise" as punishment.

"10 push-ups if you do the drill wrong."



- "You did something wrong, now you have to do something that's good for you."
- Inappropriate behavior? "Penalty Box" or sit down, inactivity.

4. Feedback Phase

- The better the feedback, the better the learning & performance.
- All the research agrees:
 - "Feedback is the strongest and most important variable controlling learning and performance."
 - "The ability to provide meaningful feedback is the most important ability for a coach to possess."

4. Feedback Phase

- Give immediate feedback ... or as soon as possible.
- Give positive feedback.
- Tell the athlete what to do. Avoid telling the athlete what not to do.
- "You lost the ball there, if you would have shot you would have gotten a scoring opportunity. Try that next time, you can do it."

Instead of this response:
 "What did you do that for? How many times have I told you to shoot when you have are in front of the net!?!?"

4. Feedback Phase

- Give feedback when a learner is successful, not just when he is unsuccessful.

"Good pass! You had your head up and you looked at the target."

- The subliminal message that a student gets when he is constantly corrected is, "No matter what I do, I can never do anything right."

Thanks for coming!!

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