

# ATHLETIC COACHING ACADEMY LEVEL 2

*Helping Coaches develop young athletes  
Physically, Mentally, and Emotionally in a Safe  
and Successful environment*

For coaches of children 14 and younger shall require all coaches and athletics personnel to complete an online or residence course approved by the Department of Health

- ▶ Emergency Preparedness
- ▶ Concussions and head trauma
- ▶ Heat and extreme weather related injury familiarization
- ▶ Physical conditioning and training equipment usage
- ▶ Heart defects and abnormalities leading to sudden cardiac health/death

ALABAMA HOUSE BILL 9 (OCT 2018),  
KNOWN AS “COACH SAFELY ACT”

# ONLINE TEST AND HANDOUTS AND RESOURCES

- ▶ <https://trussville.org/departments/parks-recreation/coaches-education/>



# YOUTH COACHING TIPS

“WHY DO KIDS PLAY SPORTS?”

Michael Ryan, ATC, CSCS

JUKIN  
VIDE

left-handed?

250







# COACHING PRINCIPAL RESOURCES

<https://www.artofmanliness.com/articles/youth-coaching-tips/>

<https://www.liveabout.com/five-tips-for-youth-football-coaches-1335532>

<https://magazine.nasm.org/american-fitness-magazine/issues/american-fitness-magazine-summer-2018/youth-coaching-6-keys-to-success>

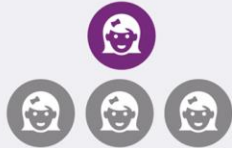
# Child Abuse and Neglect

are serious public health problems that can have long-term impact on health and wellbeing. This includes all types of abuse and neglect against a child under the age of 18 by a parent, caregiver, or another person in a custodial role (such as a religious leader, a coach, a teacher) that results in harm, potential for harm, or threat of harm to a child. There are four common types of abuse and neglect:

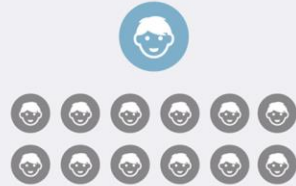
- **Physical abuse** is the intentional use of physical force that can result in physical injury. Examples include hitting, kicking, shaking, burning, or other shows of force against a child.
- **Sexual abuse** involves pressuring or forcing a child to engage in sexual acts. It includes behaviors such as fondling, penetration, and exposing a child to other sexual activities.
- **Emotional abuse** refers to behaviors that harm a child's self-worth or emotional wellbeing. Examples include name calling, shaming, rejection, withholding love, and threatening.
- **Neglect** is the failure to meet a child's basic physical and emotional needs. These needs include housing, food, clothing, education, and access to medical care.



**1 IN 4 GIRLS**  
experience  
sexual abuse in childhood



**1 IN 13 BOYS**  
experience  
sexual abuse in childhood



**COST OF  
CHILD  
SEXUAL  
ABUSE**



[Child Maltreatment Surveillance: Uniform Definitions for Public Health and Recommended Data Elements pdf icon](#)[4.12 MB, 148 Pages, 508]

Please see [CDC's Preventing Child Sexual Abuse webpage](#) for more information

ADDITIONAL RESOURCES

Preventing Child Abuse & Neglect

- ▶ Is it ok to yell at a young athlete? When
- ▶ If you lose most or all of your games, does that create a losing attitude?
- ▶ Is equal playing time expected?
- ▶ Is keeping score important? At what age?
- ▶ Is it more important to be knowledgeable about a sport or show that you care about the kids?
- ▶ Would a child rather play more or win the game?
- ▶ Why do kids play sports?

## DISCUSSION

- ▶ Dynamic Warm up and Stretch: 2-5 minutes
- ▶ Skills 5-10 minutes: Throwing, dribbling, passing, catching
- ▶ Skill stations 10-20 minutes: hitting, passing, dribbling, catching with eyes, tackling, blocking, running patterns,
- ▶ Situations 10-20 minutes: create a triangle, cut offs, picks and screens, recognizing sets
- ▶ Games 10-20 minutes: 3 v 3, 3 teams of 3, inside drill
- ▶ Conditioning 5-10 minutes

## PRACTICE SCHEDULES

- ▶ Eliminate negative criticism; it only makes them less confident and more hesitant
- ▶ We want kids to take “healthy risks”
  - ▶ **Encouragement:** the action of giving someone support, confidence, or hope
  - ▶ **Praise:** Expression of approval, commendation, or admiration
  - ▶ **Criticism:** Making an unfavorable or severe judgment or comment

USE POSITIVE REINFORCEMENT



- ▶ Organized
- ▶ Positive
- ▶ Engaging
- ▶ Play a game or compete and have appropriate reward/consequences
  - ▶ Box out game
  - ▶ “3,2,1”
  - ▶ Dribble for time
  - ▶ 5-10-5’s with teams
  - ▶ Plank hold for time

KEEP IT FUN AND COMPETITIVE



- ▶ “Ready Position”
- ▶ “Everyone has a job until the play is over, Play hard until you hear the whistle”
- ▶ “Move your feet, Charge the ball, Attack the ball, Hands up on defense”
- ▶ “Encourage your teammates”
- ▶ “Hustle on every play”

KEEP THINGS SIMPLE



- ▶ How to catch – “fingers up, fingers down”
- ▶ How to trap a soccer ball - “heel down, toe, up”
- ▶ How to hit - “stance, knob to catcher, knob to ball”
- ▶ How to tackle – “shoulder tackling”
- ▶ How to shoot – “BEEF” Balance, Eyes, Elbow, Follow Through
- ▶ How to run – “balls of feet, elbows bent halfway, cheek to cheek with hands, eyes down the field
- ▶ “Hustle” takes zero talent
- ▶ Give your assistant coaches a job, If you are the assistant coach ask what to do or step in.

# TEACH FUNDAMENTAL SKILLS

- ▶ Baseball and Softball - “Hit the ball up the middle”
- ▶ Football -
- ▶ Basketball, Soccer, Lacrosse “Keep your spacing” Move without the ball - receivers, soccer, basketball. lacrosse
- ▶ Communication with teammates
  - ▶ “I got it”, “you, you, you”
  - ▶ “I have #23
  - ▶ “You have help”

TEACH FUNDAMENTAL CONCEPTS



- ▶ Be careful of Sports Lingo
  - ▶ “Tag up”
  - ▶ “Square it up”
  - ▶ “No crying in baseball”
- ▶ Keep teaching points short
- ▶ Teach entire team
- ▶ Coaches partner with kids to give more reps
- ▶ Give activity, reinforce it after a few minutes and then modify or advance the activity
- ▶ If the kids are not “paying attention”, adjust, shorten or modify your delivery.
- ▶ “Tell, Show, Do”

# COACH TO THEIR LEVEL



- ▶ Be careful of comparisons to other players
- ▶ Children have different strengths and areas of development
- ▶ Allow other coaches to be your child's primary coach
- ▶ Minimize or eliminate coaching on ride to games/practices and after games/practices

WHEN COACHING YOUR CHILD

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- ▶ 3 C's of Coaching: Communication, Caring, Competence
- ▶ Clearly communicate your philosophy and expectations
- ▶ Share your cell, email or other
- ▶ Set up Groupme, Remind or group text and test it
- ▶ Give as much info regarding practice and game dates, times
- ▶ Ask for 24 hour rule after games
- ▶ Ask for help. Team moms, asst. coaches, team photographer

## PARENT COMMUNICATION

- ▶ Check facilities and field
  - ▶ Holes, wet areas, things near sidelines, playing near walls or stationary objects
- ▶ Coaches catch with players each day (age 3-8)
- ▶ Helmets on at cages
- ▶ Size of partners
- ▶ Proper tackling and blocking in football
- ▶ Injury prevention and performance training
  - ▶ Warm up and stretching, strength and muscle endurance, cardiovascular fitness

**KEEP IT SAFE**

- ▶ Resilience and Perseverance
  - ▶ Physical, Mental and Emotional challenges
- ▶ Courage
- ▶ Hustle
- ▶ Appreciation
- ▶ Encouragement of teammates
- ▶ Body language and facial expressions
- ▶ Good Sportsmanship – “knock him down, pick him up”
- ▶ Build lasting relationships

# TEACH CHARACTER SKILLS

- ▶ Punctuality
- ▶ Referee and umpire interaction
- ▶ Sportsmanship
- ▶ Effective communication
- ▶ Healthy exercise and eating habits

SET A GOOD EXAMPLE

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THANK YOU FOR YOUR TIME,  
DEDICATION AND HARD WORK

YOU ARE MAKING A DIFFERENCE IF  
THEIR LIVES!

