

# EMOTIONS OF POWER

60

- BE THESE

1. **LOVE AND WARMTH**
  - Communication - loving response or cry for help
  
2. **APPRECIATION & GRATITUDE**
  
3. **CURIOSITY**
  - Childlike - wonder/question
  - Nothing is chore; exciting to discover
  
4. **EXCITEMENT & PASSION**
  - Decide to feel it
  
5. **DETERMINATION**
  - Don't be stuck; push yourself
  
6. **FLEXIBILITY**
  - Ability to change approach
  
7. **CONFIDENCE**
  - Faith in yourself; experiment; use it (1000's times before)
  - Change your references
  
8. **CHEERFULNESS**
  - Smile/laugh - Look it!
  
9. **VITALITY**
  - Look after yourself
  
10. **CONTRIBUTION**
  - Secret of living is giving

# ACTION SIGNALS

- EXPRESS THESE AND ACT ON THEM

- DO SOMETHING ABOUT THESE

1. **DISCOMFORT**
  - Change approach
2. **FEAR**
  - Have faith, be prepared
3. **HURT**
  - Have you lost? Evaluate; Reset Expectations
  - Speak about
4. **ANGER**
  - Change perception; procedure; behaviour
5. **FRUSTRATION**
  - Could be better than are, Also, ANGER not dealt with.
  - B/storm new ways; look to role model; tackle and grow
6. **DISAPPOINTMENT**
  - Expectations not going to happen.
  - Reset new goals; be patient, replan
7. **GUILT**
  - Highest standard violated; Act NOW!
  - Not ever again; Don't deny, deal with
8. **INADE QUACY**
  - Worthless? Often unfair
  - Reskill. I CAN. Role Model - Coach
9. **OVERLOAD/OVERWHELM**
  - Write down absolute important
  - Rank others. Take control
10. **LONELINESS**
  - Get connected. Type?
  - Caring people everywhere
  - You care about people. ACT!

## (5) Help Promote Performance Before Winning

### Do's and Don'ts

#### Do:

- teach younger children through play
- emphasise learning skills, not competing
- keep rules to a minimum with younger children
- keep competition informal with young children
- grade competitions
- emphasise achievement
- reward children for effort
- help children over the realisation that they might not have the ability of others
- build confidence by being positive
- reduce competitive expectations
- help those who do not want to compete
- tell children about how outcomes are affected by things other than their ability
- work with parents for the child's benefit
- remember mistakes are part of learning

#### Don't:

- push children into adult-like competition very early
- overmatch children
- put pressure on them to win at all costs
- react badly if children do poorly; they are the first to know it

## (6) Help Children Enjoy Their Gaelic Sport And To Stay With It!

### *Do's and Don'ts*

#### Do:

- see how you can make the sport fit the child
- use equipment that is the right size
- play on smaller pitches
- use small groups where possible
- change the rules to give better performance and more satisfaction
- press for competitive structures tailored to the needs of children (not adults)
- above all, be imaginative

#### Don't:

- think that what was good enough for you is necessarily the best for your youngsters
- use equipment which is too big, it may actually be dangerous
- take no for an answer and let people tell you it can't be done

## (1) Helping Children Develop Physically

### Dos and Don'ts

#### Do:

- take account of growth stages when teaching skills
- recognise the limitations placed on performance by changing physical proportions
- help performers to understand these changes
- set standards of performance according to developmental age, not chronological age
- where possible, group children of similar developmental age together, using height and weight as a guide
- encourage skill learning in all your performers; the less developed may eventually be most successful
- use explosive movements sparingly before puberty
- introduce contact and collision sports very carefully and in a modified form to reduce the possibility of injury
- develop a general conditioning programme to include endurance, strength and flexibility.

#### Don't:

- set exercises which place excessive demands on bone growth regions during periods of maximum growth
- match children with great discrepancies in developmental stage, particularly in contact sports
- expect children to be able to do watered-down versions of adult strength exercises
- use heavy weights before adolescence.

## (2) To Help Children Respond Positively To Exercise/Sport

### Dos and Don'ts

#### Do:

- make haste slowly
- develop a good general conditioning programme
- recognise the developmental stage of your performer
- emphasise steady low intensity training before puberty
- put the accent on learning skills rather than on muscular fitness
- watch carefully for signs of distress
- give a proper warm up with general exercise, gentle sustained stretching, and more vigorous running to finish
- finish sessions with a short, gentle cooling down activity
- keep children warm in cold weather; practise and compete with adequate clothing
- make sure children drink before and during activity in warm weather
- encourage good eating habits: you are what you eat, exercise needs fuel
- make sure that children get enough rest; make them stop in time; give them a day off training if they are tired; encourage them to go to bed early.

#### Don't

- expect children to sustain adult training programmes
- do high intensity training before puberty
- push children to the extremes of effort before they are ready
- use exhausting warm ups
- use weights before puberty
- expect that girls will always be better after puberty
- expect early maturers to continue to excel
- exercise for too long.

### (3) Help Children To Learn Skills

#### Dos and Don'ts

##### Do:

- work within the children's limitations
- encourage a wide range of movement experiences
- teach simply. Use the KISS principle Keep It Simple, Stupid
- develop basic movement patterns before specialised skills
- point out the important things
- modify equipment, rules and space to help children practise and decide what to do
- help children evaluate their own performance
- teach big, simple movements first
- keep practices shorter with younger children
- let them play as soon as they can
- use four guiding principles:
  - Explain what they are trying to do clearly and simply
  - Demonstrate, suggest how they might do it.
  - Give enough time for practice
  - Be patient and correct errors one at a time

##### Don't:

- expect too much too soon
- give them too much to think about
- be critical when giving feedback: be positive
- talk in technical jargon: who are you trying to impress?

### (4) Help Children Develop Emotionally And Develop Relationships

#### Dos and Don'ts

##### Do:

- use praise to reward children's efforts
- give information about what to do
- use small games to teach basic rules and strategies
- increase numbers only as far as the players can deal with the extra problems posed
- try to get maximum involvement from everyone
- play children in different positions so that they learn what others have to do
- provide opportunities for team responsibility as children get older
- allow younger, less able, children to take part while they want to
- be sensitive to the adolescent who seeks independence and identity
- give confidence by encouraging children to try new things
- give everyone some success during a session
- pay attention to everyone, not just the stars
- change the rules to suit the situation

##### Don't:

- expect children to understand the activity completely
- evaluate the child, only the performance
- put them down for trying
- make children specialise too early.

## \* Global Skills \*

<b>Cognitive</b>	<b>Associative</b>	<b>Automatic</b>
Understanding	Putting into a Game	Using it in a game
Techniques of the global parts	Problem solving exercises to develop feel of the game	Feeling good in the game
Lots of mistakes	Fewer mistakes	Least mistakes
Analyse	Analyse / Synthesize	Synthesize
Coach & Key words	Key words become picture	Playing to the picture
Conscious	Conscious / Sub-conscious	Sub-conscious
* Something to love	Something to do	Something to look forward to
Questioning	Stimulating	Encouraging
Black and White	Black and White to Colour	Colour
Words, no colour (emotion)	Words & colour (emotion)	Colour (emotion)

## **Skills are Habits!!**

- We first make our habits, then our habits make us.
- Best Learners are self taught.
- Best Coaches ensure there is no comfort zone.
- Coaching players the way you were coached does not work.