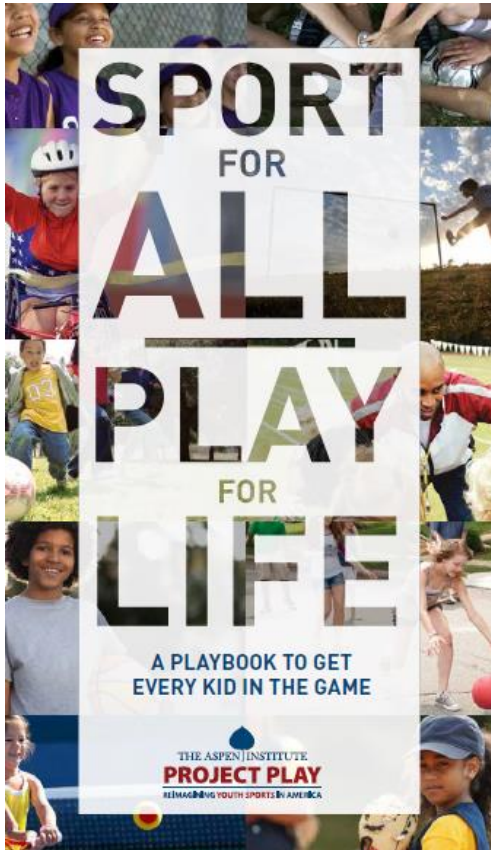




## **UNITED STATES OLYMPIC COMMITTEE**

Youth Sport Crisis Update/Project Play Info  
Overview and USOC Efforts

# Inactivity in Youth Sports/America



## KIDS ARE NOT PLAYING

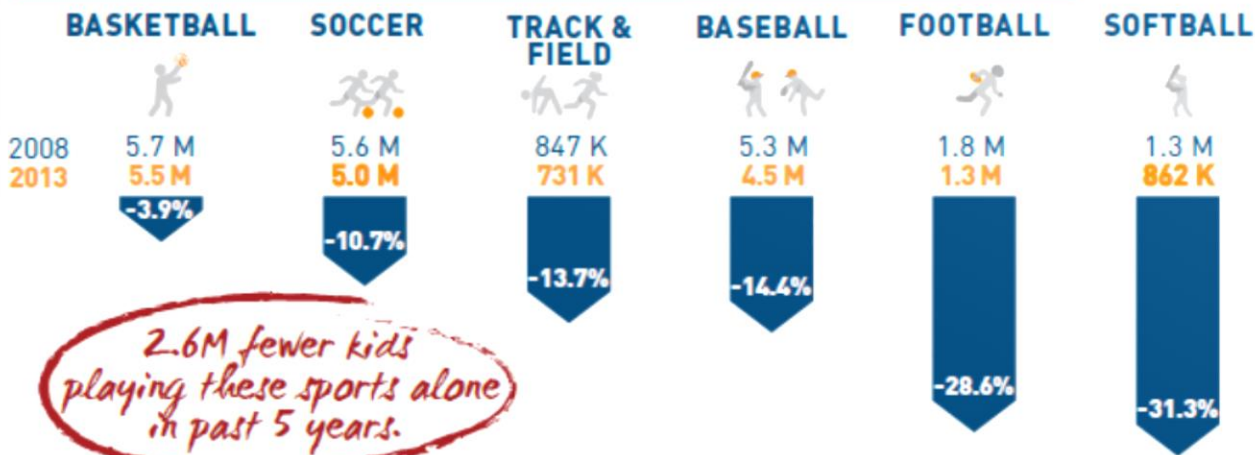
Too many kids are burned out, locked out, dropping out, or priced out.

And those that are playing, could be better served - **20% of kids who quit sports don't like the coach.**

# Current Crisis Impact On American Sport

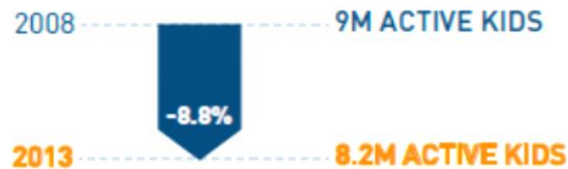
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Fig. 1  
**KIDS ARE LEAVING SPORTS**  
SIGNIFICANT DECLINE IN PARTICIPATION AMONG 6-12 YEAR OLDS



With less participation, there's less movement. Fewer kids are active through sports. In 2013, less than one in three children ages 6 to 12 engaged in high-calorie-burning sport or fitness activities three times a week, according to SFIA.<sup>6</sup>

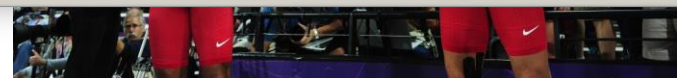
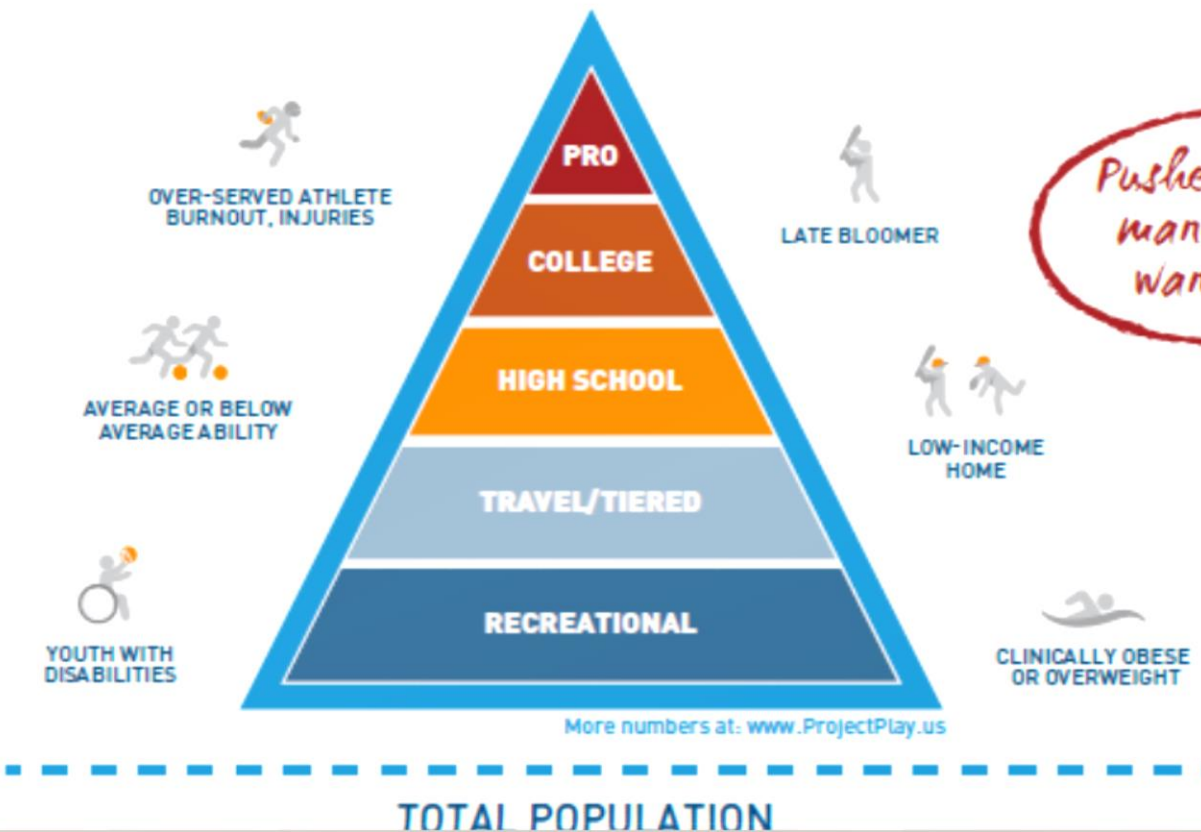
Fig. 2  
**...AND ARE LESS PHYSICALLY ACTIVE THROUGH SPORTS**



# The Crisis for Elite Sport Pool of Athletes

Fig. 4

## TODAY'S BROKEN MODEL PYRAMID DOES NOT MAKE ROOM FOR ALL CHILDREN



## How This Impacts the USOC

- We will have less athletes to choose from at the top
- Our NGBs will lose memberships and money
- Coach training in the US isn't as strong as other countries



**WE WILL LOSE MEDALS!  
and  
WE CAN'T SAY WE DID NOT SEE IT  
COMING**

## NGBs and USOC Started Working with LTAD Concepts



# NGBs and USOC Started Working with LTAD Concepts

## NGB INVOLVEMENT WITH LTAD

**USA HOCKEY**

**ADM**  
AMERICAN DEVELOPMENT MODEL

HOME MISSION REGIONAL MANAGERS ASSOCIATIONS COACHES PARENTS MULTIMEDIA

Mission

**LONG-TERM ATHLETE DEVELOPMENT**

Athlete Development

OVERVIEW 10 KEY FACTORS 8 STAGES IN-DEPTH

RELATED PAGES

Athlete Development

ADM Advocates

Building Blocks of ADM

**What is long-term athlete development?**

The ADM utilizes long-term LTAD principles can be used and structures more consensus educator Istvan Balyi, and ; of LTAD are rooted in success. This is a great opportunity potential.

**THE DEVELOPMENT PIPELINE**

At age six I decided I wanted to win the Olympics. I never stopped working towards that goal. I remember my first ski race when I was five at the Olympic trials in Lake Placid, and I know that that I was in love with the sport of nordic skiing.

Bill Deming, U.S. Nordic Coach

- Active Introduction to Sport: Age 0-6**  
Sport and recreational activities become a fun and integral part of life when children learn basic athletic motions, develop basic strength, flexibility and fitness all while having fun.
- Introduction to Ski, Jumping and Cross Country Fundamentals: Age 7-8/USSA JS-JS**  
JS - K20 meter ski jumps / JS - 20m x-c races (club and some National competitions)  
Young girls and boys are introduced to ski jumping and cross country skiing with a focus on fundamental skill development. Participants learn athletic coordination, balance and agility while continuing to develop strength, flexibility, speed and basic fitness. Fun continues to be the major focus. It is recommended that children take part in a number of athletic activities during this stage.
- Learn to Train: Age 12-15/USSA J3-J2**  
K30 - K75 meter ski jumps / 3 - 20m x-c races (club, divisional, J1, Olympics)  
Participants develop sport specific ski jumping and cross country skills while increasing strength, flexibility, speed and fitness. Athletes should begin to focus their attention on fewer sports as they discover their aptitude and enjoyment for a few specific sports. Athlete motivation dictates the level of specialization and the training environment.
- Train to Enhance Performance/Capabilities: Age 16-19+/USSA J1**  
K100 meter ski jumps / 3 - 10m x-c races (club, divisional, SuperTour, NewAms, J1 Worlds, FIS Cup, Alpine Cup)  
Athletes begin to optimize specific sport skills and fitness towards competing in ski jumping and nordic combined competitions. A single sport should be chosen as the primary focus, though other sports can be played as part of the preparation. Athletes should have a complete understanding of all rules and regulations and have the ability to train year round.
- Train to Compete/Train to Win: Age 20+/USSA Sr**  
K150 meter ski jumps / 3 - 10m x-c races (SuperTour, FIS, COC, WC, World Championships, Olympic Games)  
Athlete excellence in all aspects of ski jumping and nordic combined skiing must be the goal at this stage. Skill refinement, testing, motivation of training and competitor plans and athletic focus of best performance in the train to compete/train to win stage.
- Life-long Participation: Age 20+ /USSA Sr/Master/Member/Coach**  
Sport and activity should remain a permanent, important and enjoyable part of life. This is also an excellent time to give back to the sports and activities that has rounded one's life.

### USA VOLLEYBALL – draft LTAD Model

- Active Start - FUNDamental Movement Skills
- FUNDamentals - Developing ABC's
- Learning to Train - Learning Fundamental Sports Skills
- Training to Train - Building the "Engine" and Consolidating Sport Skills

Optimizing "Engine" & Refining Sport Skills

Optimizing "Engine" & Further Refining Sport Skills & Performance

Maximizing "Engine", Skills and Performance

Post-playing Career – Recreation, Coaching, Officiating, etc.

Active Start 0-6 years old- "VolleyTots"
FUNDamentals 6 -10 years old- 10 and Under Kidz Kourts; Mini-Volley
Learning to Train 10 and Under- Club, Kidz Kourts; Mini-Volley; 13 and Under- Club, Kidz Kourts; Mini-Volley; Middle School
Training to Train 14 and Under- Club, Middle/Jr HS 16 and Under- Club, HS Youth, Junior HP & National Teams
Learning to Compete 16 and Under Club, HS 17 and under Club, HS 18 and Under Club, HS, College Fresh Youth, Junior HP & National Teams
Training to Compete 17 and under Club, HS 18 and Under Club, HS College Fresh-Senior Junior HP & National Teams
Training to Win 18 and Under Club, HS, College Fresh College Soph-Senior Junior HP & National Teams
Volleyball for Life

# NGBs and USOC Started Working with LTAD Concepts

## NGB INVOLVEMENT WITH LTAD



PLAYER AGE	4-6 YEARS	6-8 YEARS	7-10 YEARS	9-11 YEARS
<b>Court and ball</b>	<ul style="list-style-type: none"> <li>RED court (24'x18') or smaller</li> <li>Type as net</li> <li>Red foam and red felt ball</li> <li>Larger ball can be used as a teaching aid</li> </ul>	<ul style="list-style-type: none"> <li>RED court (36' x 18')</li> <li>2" X 2" net or type as net</li> <li>Red ball</li> </ul>	<ul style="list-style-type: none"> <li>ORANGE court (36' x 27')</li> <li>36"X27' doubles</li> <li>2" net</li> <li>Orange ball</li> </ul>	<ul style="list-style-type: none"> <li>GREEN court (36' x 27')</li> <li>27' x 27' doubles</li> <li>2" net</li> <li>Green ball</li> </ul>
<b>Player-centered environment</b>	Fun, active, relaxed, inclusive, positive with frequent changes of activity	Fun, active, relaxed, inclusive, positive and encouraging with emphasis on learning new skills	Enthusiastic, active, inclusive, positive with progressive development of existing and new skill base	Enthusiastic, active, inclusive, positive learning and reinforcing of new and existing skills
<b>Coach/ player ratio</b>	1:4	1:8	1:4	1:4-6
<b>Goals to fit stage of development</b>	To develop basic skills of movement, catching, throwing and hitting	To develop athletic skills, technical and game skills for the tennis environment	To develop tennis-appropriate athletic, technical, game and competitive skills	To combine tennis-appropriate technical, tactical, physical and psychological skills for competition
<b>PLAYER DEVELOPMENT</b>				
<b>Athletic development</b>	Running, jumping, hopping, swaying, turning, stopping, starting, static balance, catching with two hands	Agility, dynamic balance, bilateral coordination, skipping, hopping, throwing/catching and catching stress from body with other hand, flexibility, strength	Agility, dynamic balance, complex coordination, linear speed, speed of coordination, strength, flexibility, footwork	Agility, dynamic balance, complex coordination, multi-directional speed, strength, core strength, flexibility
<b>Technical development</b>	<ul style="list-style-type: none"> <li>Handing racquet</li> <li>Increasing understanding of ball flight (height, depth and width)</li> <li>Hitting on forehand and backhand sides</li> <li>Underhand or overhead serve</li> </ul>	<ul style="list-style-type: none"> <li>Flanking the racquet</li> <li>Flanking the ball with increased anticipation of bounce position</li> <li>Increasing understanding of height, depth and width of ball flight</li> <li>Basic forehand and backhand (SPS, Grip, Preparation, Swing Path)</li> <li>Overhead serve (grip, stance, arm action, rhythm, contact)</li> <li>Service return</li> <li>Basic volley</li> </ul>	<ul style="list-style-type: none"> <li>Developing understanding of pace and spin on ball flight</li> <li>Forehand and backhand stance</li> <li>Grip, shape of shot, types of spin</li> <li>Serve (grip, stance, arm action, rhythm, contact, rotation, types of spin)</li> <li>Service return: with change of direction</li> <li>Approach shot to volley</li> <li>Overhead</li> </ul>	<ul style="list-style-type: none"> <li>Forehand and backhand (racquet speed and change of spin, hit ball at top of bounce or falling)</li> <li>Serve (stance, speed, spin on second serve, placement to move opponent, hit ball to rise off court)</li> <li>Service return: hit rising or falling ball</li> <li>Approach shot to hit high or low volley</li> </ul>
<b>Movement</b>	Developing balance in different movement patterns	<ul style="list-style-type: none"> <li>Forewards, sideways and diagonally forward</li> <li>Basic recovery movement</li> </ul>	Multi-directional movement including diagonally backwards with loading and recovery	Movement, loading and recovery in all directions
<b>Psychological development</b>	Trying new challenges, effort, following instructions	Concentration, willingness to learn, wanting to make choices, respectful, understanding rules, coping with winning and losing, learning to solve problems	Love of the sport, teachability, concentration, problem solving, becoming confident, making choices, learning fairness, taking responsibility	Competitiveness, focus, simple goal setting, self-motivation, confidence, learning to make decisions, developing self-reliance, understanding winning and losing





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## AMERICAN DEVELOPMENT MODEL: ABOUT

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The United States Olympic Committee, in partnership with the National Governing Bodies, created the **American Development Model** in 2014 to help Americans realize their full athletic potential and utilize sport as a path toward an active and healthy lifestyle.

**Long-term athlete development** concepts are utilized to promote sustained physical activity, participation in sport, and Olympic and Paralympic success. These concepts have been tailored to create a framework for developing American youth through sport.

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## AMERICAN DEVELOPMENT MODEL: KEY PRINCIPLES

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- Universal access to create opportunities for all athletes
- Developmentally appropriate activities that emphasize motor and foundational skill development
- Encourage multi-sport/multi-activity
- Fun, engaging and challenging atmosphere
- Quality coaching at all age levels



## AMERICAN DEVELOPMENT MODEL: 5 STAGES TO A BETTER SPORTING EXPERIENCE

The ADM explains an athlete's advancement through a five-stage pathway that supports a healthy sport experience based on physical, mental and emotional levels, and potential for growth.



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## AMERICAN DEVELOPMENT MODEL: KEY OUTCOMES

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- Grow both the general athlete population and the pool of elite athletes from which U.S. Olympians and Paralympians are selected
- Develop fundamental skills that transfer between sports
- Provide an appropriate avenue to fulfill an individual's athletic potential
- Create a generation that loves sport and physical activity, and then transfers that passion to the next generation



# NGBs Working with ADM Concepts

## NGB INVOLVEMENT MOVING FORWARD



**runjumpthrow**  
KIDS | USATF

**runjumpthrow**  
HERSHEY | USATF

**6 WEEK PLAN**

WINTER 2015 / EDITION 2

**USA TRACK & FIELD**

**RunJumpThrow**

Running, jumping and throwing is the foundation of an active life.

USA Track & Field and Hershey teamed up to create **RunJumpThrow (RJT)**, a hands-on learning program that gets kids excited about physical activity by introducing them to the basic running, jumping and throwing skills through track and field.

The RJT plan offers a selection of twenty learning stations for organizers to choose from, including dynamic warm-up, running form and technique, standing broad jump, softball throw and one-legged hop. The program culminates with a non-competitive track meet where kids can apply new skills and celebrate their achievements.

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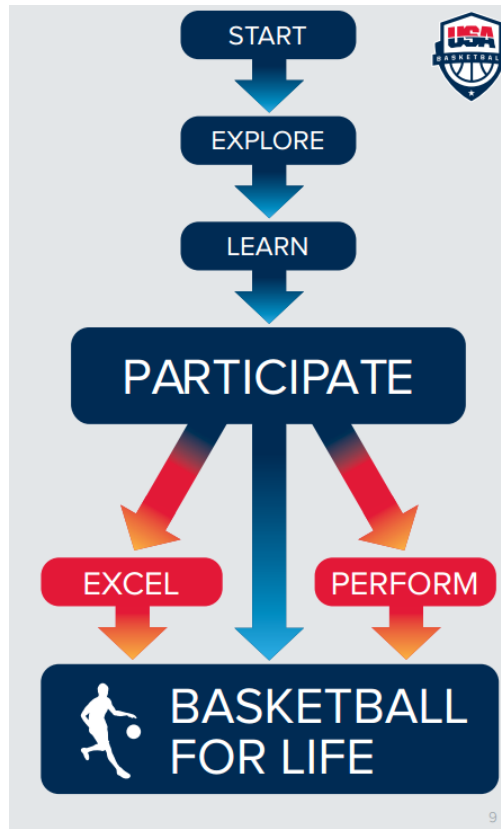
**NGBs Working with ADM Concepts**  
**NGB INVOLVEMENT MOVING FORWARD**

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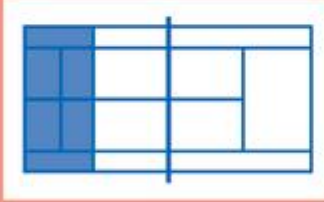
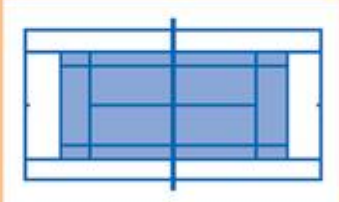
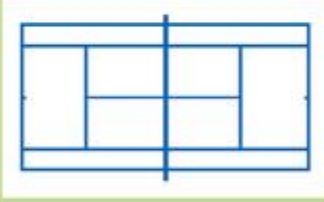


# NGBs Working with ADM Concepts

## NGB INVOLVEMENT MOVING FORWARD






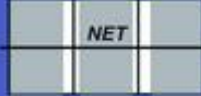




# Small Sided Games for Small Sized Humans!

STAGE	RED	ORANGE	GREEN
AGE	5 - 8	9 - 10	11 and up
BALL	 <p>Red felt or foam <i>Moves slower and bounces lower than orange ball</i></p>	 <p>Orange <i>Moves slower and bounces lower than green ball</i></p>	 <p>Green <i>Slightly reduced bounce from yellow ball</i></p>
COURT SIZE	 <p>36' x 18'</p>	 <p>60' x 21' singles 60' x 27' doubles</p>	 <p>78' x 27' singles 78' x 36' doubles</p>
NET HEIGHT	2'9"	3' center, 3'6" at net posts	3' center, 3'6" at net posts
RACQUET	Up to 23"	23" - 25"	25" - 27"



# VOLLEYBALL SHOULD BE A GAME BEFORE IT BECOMES A SPORT.

STAGE	Beginner	Advanced Beginner	Intermediate	Advanced
SKILL LEVEL	Experience: 0-1 year	Experience: 1-3 years	Experience: 3-5 years	Experience: 5+ years
BALL	 <p>Setting the athlete up for success is crucial for early growth and enjoyment in a sport.</p> <p>Official size is not necessary, a balloon could even be used. Weight: 7.5 oz or less.</p>	 <p>Circumference: 25.6"-26.4" Weight: 9 oz or less</p>	 <p>Circumference: 25.6"-26.4" Weight: 9 - 10 oz</p>	 <p>Circumference: 25.6"-26.4" Weight: 9 - 10 oz</p>
COURT SIZE	 <p>A full court can be divided into smaller courts. To prevent injury, a buffer of approx. 6ft is recommended between each court.</p> <p>4 courts    1 vs 1 9.5' x 29.5'   2 vs 2</p>	 <p>3 courts    2 vs 2 14.5' x 39'   4 vs 4</p>	 <p>2 courts    2 vs 2 19.5' x 46'   4 vs 4</p>	 <p>1 court    4 vs 4 29.5' x 59'   6 vs 6</p>
NET HEIGHT	Any net height ex: Tennis (3') Great for beginners	Both: 6' 6"	Both: 7' 4 1/8"	Male: 7' 11 5/8" Female: 7' 4 1/8"
ADM THE AMERICAN DEVELOPMENT MODEL	<b>STAGE 1</b> Discover, Learn & Play Age: 0 - 12  This first step gives new athletes a fun environment to learn fundamentals, rules and the benefits of sport. Playing multiple sports will develop key motor skills needed for future growth.	<b>STAGE 2</b> Develop & Challenge Age: 10 - 16  After an athlete has engaged in a sport, the purpose of this stage is to refine skill, promote social growth and identify personal strengths. Athletes may also explore recreational competition.	<b>STAGE 3</b> Train & Compete Age: 14 - 19  Athletes at this stage are driven to participate in organized school and club sports. They begin to recognize the commitment needed to excel at a competitive level.	<b>STAGE 4 &amp; 5</b> Participate & Succeed Thrive & Mentor Age: 15 +  Athletes choose to continue up the competition ladder or stay in a sport for fun and social aspects. Athletes can choose to give back and become a coach or referee.

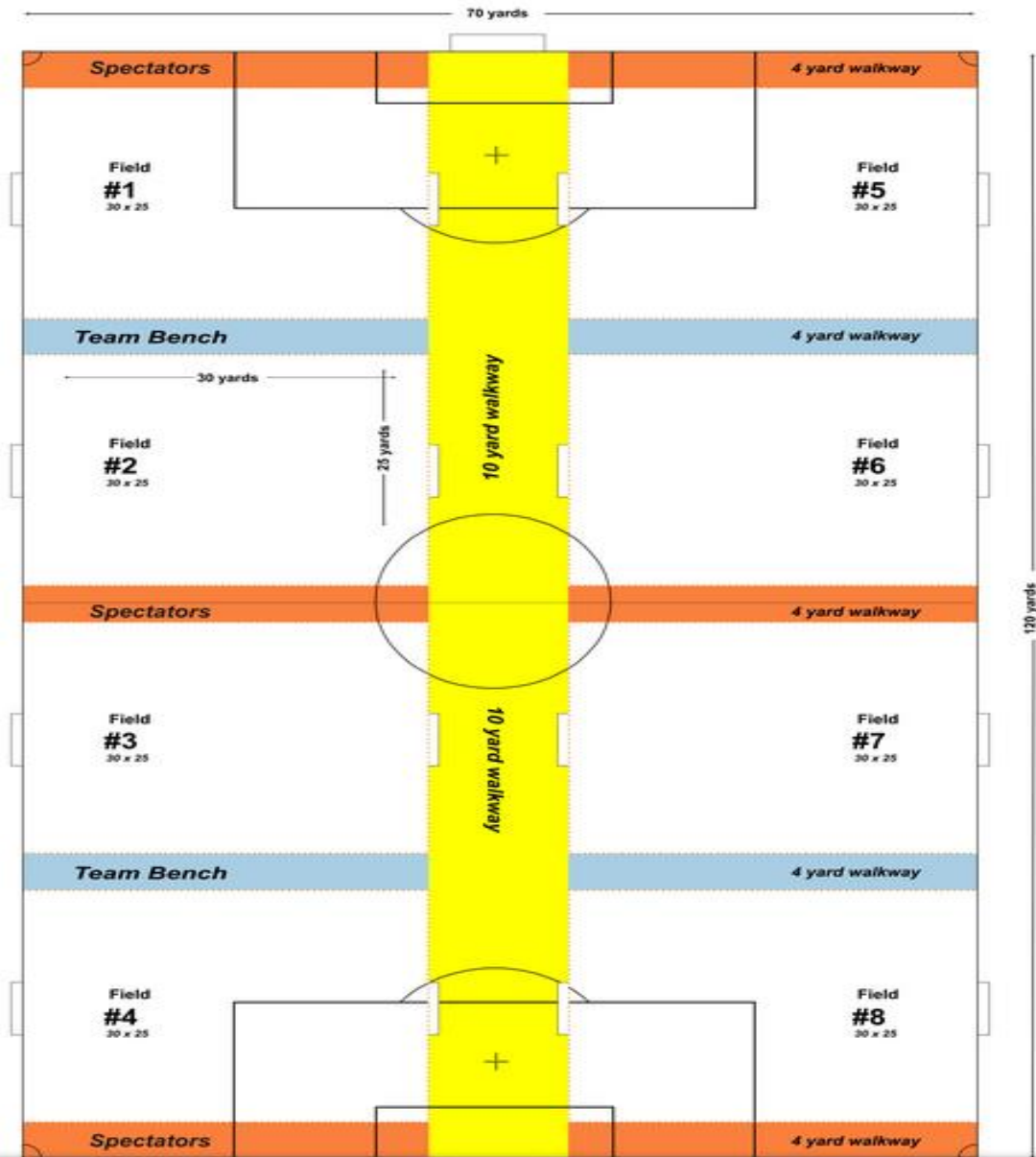
UNITED STATES

Smaller courts, less people and lower nets make learning the game easier and more fun by allowing players more opportunities to touch the ball, a key factor in developing their core skills, understanding how the game is played and promoting social growth through sport.



# Suggested Set-up for 3v3 Fields

Dividing a 120 x 70 field into 8 - 30 x 25 fields (maximum field size)



# What Does It Mean to be ADM



# ADM FOR NATIONAL GOVERNING BODIES

National Governing Bodies look to maximize the potential of their sport at all levels. By using the ADM's key concepts, an NGB can look to grow the number of participants in their sport, and increase their reach in the United States. The following six steps will help maximize future growth for NGBs:

- 1) Build an NGB-specific pathway and visual representation to guide your members and future champions.
- 2) Encourage volumizing programs and limiting athlete cuts. Emphasize development over results.
- 3) Support multi-sport/activity and cross-training for athletes of all ages.
- 4) Outline and implement age appropriate training practices and duration recommendations for your sport, as well as periodization plans for each age level.
- 5) Drive physical literacy development at all age levels to match age and physical ability.
- 6) Provide quality coaching education based on national standards that encourage ADM concepts and age-appropriate teaching skills.



# ADM FOR SPORT CLUBS



Sport clubs and organizations are a key part of both the youth and adult sport experience in the United States. By using key ADM concepts, a sport club can focus on growing their athletes and teams into success stories. Use these 10 key recommendations to help maximize your sport clubs' impact on the athlete's sport experience:

- 1) Limit cuts for ages 0-12 in sport programs and focus on developing skills over competition outcomes.
- 2) Use your NGBs sport pathway to design your own club development pathway for participation and competition offerings.
- 3) Provide physical literacy (i.e. agility, balance, coordination training) at every practice at every level.
- 4) Periodize training and rest time for your athletes to cut down on overuse injuries and burnout.



- 5) Encourage multi-sport/activity and cross-training to keep your athletes active and developing outside of your program.
- 6) Use developmentally appropriate drills and practice plans at all levels.
- 7) Provide qualified and certified coaches at all age levels.
- 8) Keep participation/competition costs reasonable. Find ways to increase numbers and retention rates from year to year, season to season.
- 9) Provide quality feedback and age-appropriate development benchmarks to parents and athletes.
- 10) Operate with an athlete-focused philosophy by creating fun, engaging and challenging sport experiences across all levels of development.



- 1) Periodize training and rest time for athletes to cut down on overuse injuries and burnout.
- 2) Provide physical literacy (i.e. agility, balance, coordination training) at every practice at every level.
- 3) Use developmentally appropriate drills and practice plans at all levels.
- 4) Operate with an athlete-focused philosophy by creating fun, engaging and challenging sport experiences across all levels of development.
- 5) Provide quality feedback and age-appropriate development benchmarks to parents and athletes.
- 6) Focus on effort and development over outcomes to reinforce physical, technical and tactical advancements over winning.
- 7) Maximize athlete potential and retention at all stages of development.
- 8) Obtain certification as a coach and continue to develop your coaching skills, including age-appropriate teaching skills.



- 1) Understand your child's sport pathway and recognize where they stand in terms of age and development.
- 2) Encourage sport sampling, in which your child plays several different sports up to age 12, at minimum, to help enhance physical literacy and to be sure they find sports they enjoy.
- 3) Encourage multi-sport/activity and cross-training to keep your child from burning out or developing overuse injuries.
- 4) Reward your child for sport development and proficiency over performance outcomes and winning.







- 5) Enroll your child in age-appropriate activities to ensure healthy progression and skill development before advancing to a heavy volume of competition.
- 6) Monitor the dose and duration your child is playing each week and encourage rest and recovery.
- 7) Ask for feedback from coaches and administrators on your child's development and maintain interest in your child's experience over performance outcomes.
- 8) Support and encourage your child to have fun. Don't forget it's about them.



- 1) Develop your physical literacy and sport skills every day. Use multi-sport/activity and cross-training to help develop and achieve all-around success.
- 2) Focus on your skill proficiency and game development over competition results and performance outcomes at the early stages of sport development.
- 3) Use free-play/pick-up game opportunities to stay active and build creativity outside of structured play.

- 4) Listen to your body and understand that rest and recovery are part of the sport development process.
- 5) Set goals and gather feedback from coaches and administrators to help achieve those goals.
- 6) Stay active year-round and use sport as an outlet for physical activity and exercise.



**UNITED STATES OLYMPIC COMMITTEE**



# Thank You

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