

Using Guided Discovery in your Coaching

Guided Discovery is the art of asking of asking meaningful questions. Using questions in your coaching will give the player the opportunity to learn problem solving. This will give the player the chance to be more capable of solving the problem when the player encounters the same situation in the game.

The coach should use questions that actively involve the player/team in the learning process. This will enhance their task mastery and conceptual understanding. There are two types questioning the coach should use, simple (low order) and complex (high order). This will promote the player to actual think of what they are doing. This will help the player paint a picture in their head of what they actually need to do versus being told.

Examples of Low Order Question

Who can tell me how we shoot the ball?
What part of foot do we use to make a short pass to our teammate?
What are some ways we can collect a ball in the air?

Examples of High Order Question

What is the fastest way to move the ball down the field?
What happens when you pass the ball behind you teammate?
What are some ways we can get the ball to Mike on the other side?
Why would we want to play high pressure defense in this situation?

Example of Guiding the Player through the Question

Who can tell me how we shoot the ball?

- What should we do with our eyes?
- Where is your planting foot?
- Which way should our planting foot be positioned?
- What part of the foot do we use?
- Where should our knee be?
- What do we want do with our arm?
- What do we do after shoot the ball?
- Now you got the idea! Great Job!
- Did everyone see what Mike just did? Can we all do what Mike did? Let's try it!

Dr. Muska Mosston's Slanty-Line Theory

The slanty-line concept takes the traditional method of the straight-line concept as typified in the old game of high-water low-water, where the rope starts on the ground and everyone jumps over it. Then two children raise the rope to a new level. As children are unable to jump over the rope they are eliminated until only one person is left. This approach is most counterproductive in the development of young people because you first eliminate individuals who need the activity the most. Mosston takes this rope but slants it. Now children who want to run and jump and feel successful can do so. When the players feel comfortable and secure, they seek out new challenges. In this approach everyone participates at their own ability level.

Example of the straight line approach



Knock-Out Game (exclusion)

- All players dribble around in a grid
- Players try to knock out someone else's ball
- If your ball is kicked outside of the grid you must sit until only one player is left inside the grid.

Example of the slanty-line approach



Knock-Out Game (inclusion)

- All players dribble around in a grid
- Players try to knock out someone else's ball
- Each player must keep count of how many they knock out of the grid
- If your ball is kicked outside of the grid, you must dribble you ball around the grid before returning. **Note:** Doing push-ups is not helping the player learn to dribble
- Play for a set time limit and ask players to beat their score by one.

Mosston's slanty-line concept is the belief that all children have a right to participate in activities at their own ability level. Children will not continue activities in which they are continually eliminated or wait to take turns. Given opportunities, children seek out challenges and take

risk. The practice plans outlined in this manual apply the slanty-line concept allowing players to participate at their own pace and level.

Csikszentmihalyi's Flow Concept

Flow is that period of time in which the activity or task matches your ability. People can experience flow in almost any activity if these two factors are present and evenly balanced. This flow concept is also critical for effective soccer training. In order to get the most out of your players and have them grow and develop according to their own biological, intellectual, social, and emotional clocks, you must understand and provide opportunities for your players to enter a state of flow. When not in a state of flow, several other emotional and motivational states may occur. If the ability of your players exceeds the task or exercise, your players experience boredom. This could explain the difficulty children have when standing in line waiting to dribble through a series of cones. On the other side, when you ask players to perform task which are beyond or perceived to be beyond their abilities, they experience frustration or anxiety. Ask yourself if a certain type of behavior is a discipline problem or just a normal reaction by a child whom you placed in a situation without the right tools.

Understanding this concept of flow and how it relates to growth and development, enables you to select tasks that are not only age appropriate, but promote rather than restrict growth.

Dr. Marianne Torbert Expansion Equalization Interactive Challenge

Torbert's Requirements For Growth Producing Experiences Dr. Torbert has identified three interrelated concepts that when applied to play activities enhance and increase the growth and development of children.

EXPANSION

"Expanding Opportunities = anything that increases the number of potential growth experiences." In youth soccer it could include such things as allowing for more turns, increased ball contacts, increase equipment, i.e., one ball per person. Reducing the down time between activities and selecting activities that allow everyone to play.

EQUALIZATION

"Equalizing Challenges = that which equalizes the opportunity for each participant to be challenged and grow at their ability level." This closely relates to the slanty-line and flow concepts; children have a right to participate in activities at their own ability level. When applied to youth training, you make a conscious effort to select, design, and provide training sessions that motivate each player.

INTERACTIVE CHALLENGE

"Interactive Challenges = a equalization in which players participating at their personal level actually contribute to the growth of other players who may be a level below." The achievement of this concept is a critical element for successful youth coaching. All teams have players with a wide range of abilities, and it is the responsibility of the coach to stimulate the growth of each player. Providing activities that pose interactive challenge enable each player to participate at their own level while also stimulating the growth of the other players with whom they interact.

Dr. Marianne Torbert APPROACHING MOVEMENT ANALYSIS

Do You Know That...

1. No one is destined to be unskilled.
2. Understanding the key to the mechanics of sport and play can greatly increase your success; at the same time it can reduce the time normally required to improve your skills.
3. All individuals can improve their balance. By increasing your balance not only your agility, but also your power and accuracy will improve.

Teaching And Learning

1. Remember that feelings are important to learning and changing
2. Don't invest your identity in instant success. Mistakes are also a vital part of learning.
3. Try to recognize improvement - even when it may seem minimal.

DO YOU KNOW WE RETAIN

- 10% of what we read
- 20% of what we hear
- 30% of what we see
- 50% of what we see and hear
- 70% of what we discuss
- 80% of what we personally experience
- 95% of what we teach someone