



Skopje, North Macedonia 16 – 18 September 2022



Giving them a Love of the Game



John KESSEL
FIVB, USAV, WPV, Beach Nation
Level 4 Instructor









Time is what we want most but what we use worst — William Penn





Why am I here in North Macedonia?







In 1985, I attended the first-ever FIVB Minivolley Symposium in Japan, along with Dick Powell, on behalf of our National Federation, the United States Volleyball Association. We returned and shared this information with the Junior Olympic Volleyball world through the regions, volleyball magazines such as *Volleyball USA* and USVBA Coaching Clinics. Horst Baake and Hirosi Toyoda led the event, and Mr. Toyoda remains active in his 70s, still helping grow the game. USA Volleyball owes a great deal of thanks to these two long-time international leaders, as well as the past president of the FIVB, Dr. Ruben Acosta of Mexico, who grew our sport greatly in 25 years.









CEV School Project





Who Here Coaches Volleyball?







So far 50 states, 60 nations 20 laptops Kaypro to HP - International Synchro, US Ski/Snowboard, USTA, PGAUS Shooting USA PoleVaulting....Sorry for the Firehose...



Information, Not Criticism







Make Observations, not Answer Questions



How Many GREAT Teachers Have you had since Kindergarten?









Principles First, Before Methods



Without ambition one starts nothing. Without work one finishes nothing. The prize will not be sent to you. You have to win it. The man who knows how will always have a job. The man who also knows why will always be his boss. As to methods there may be a million and then some, but principles are few. The man who grasps principles can successfully select his own methods. The man who tries methods, ignoring principles, is sure to have trouble.

Sin ambición uno comienza nada. Sin trabajo uno termina nada. El premio no se enviará a usted. Tienes que ganar. El hombre que sabe cómo siempre tendrá un trabajo. El hombre que también sabe por qué siempre será su jefe. Métodos puede haber un millón y, a continuación, algunos, pero los principios son pocos. El hombre que agarra principios puede seleccionar correctamente sus propios métodos. El hombre que trata de métodos, haciendo caso omiso de principios, va a tener problemas.





You are NOT going to Make an Olympian at age 12U....







....BUT you sure can Lose One...



Develop Amazing Leaders







If I practiced medicine now, like 5 years ago I would be sued for malpractice



My Record is 10,231-37 - WHY?









Never Be a Child's Last Coach







BE CONSISTENT

"If you coach the person, the skill will develop. If you coach the skill, the person may not."







Primum Non Nocore



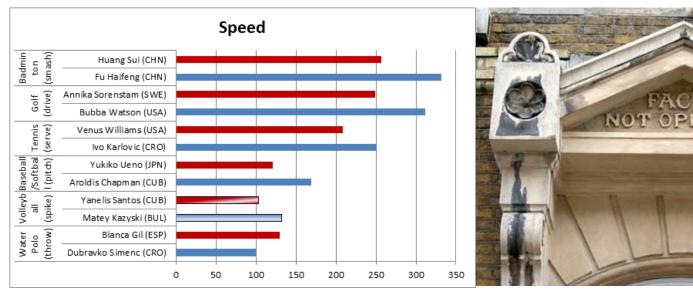






FACTS, not Opinions













What I Know about Each Skill-4x4 Cue – No Ball Modeling



- Spike Run, Jump Open, Open/Slam the Door, Swing Fast
- Set Open to Teamates, Ball Shaped Triangle, Header, Fly like a Superhero
- Serve Ready Powered Stance, Low Consistent Place, Rigid Consistent Contact (Hamburger no Fries), Swing FLEAN
- Forearm Pass Balanced Ready Position, Read the Server, Wrist Together Platform, The Ball Knows Angles
- Block Ready Read Stance, Watch Hitter not Ball, Take Favorite Shot, Jump and Press Over

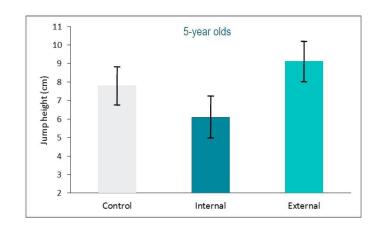


Non-Age Specific Learning **OPTIMAL Learning Theory**





This kid's got game ... and this game's got kid!



5-year old



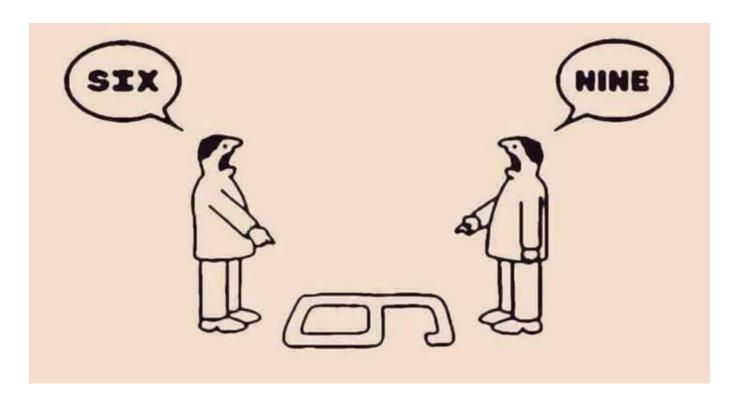






This is NOT About Right or Wrong (Black/White) It's About Being More Effective & Efficient (Grey)









Positive Error to Great Training











USE OF THE COURT **WITHOUT USE OF THE NET IS PROHIBITED**







Volleyball Math









Fill in the Blank – Coach, When do we get to_____?









Why Does PEP Say This?









I Love To Watch You Play...



"...be the hardest working, the most creative, and the grittiest player you can be. And, most importantly...be the one having the most fun."







How Did You Learn to Ride a Bike?







TTGFU - Teaching Games 4 Understanding How many Tag DRILLS did you do?



Drills are the Drugs of Coaches



Drills and lead-up activities take considerable practice time and do not produce much transfer, so use them sparingly in later practice stages." AND "It is fruitless to try to train fundamental abilities, (e.g. quickness, balance) so concentrate on the fundamental skills instead." ~ Dr. Richard Schmidt, Prof. of Motor Skill Research ~

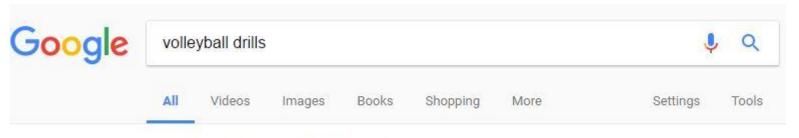




Critical Thinking on "Drills"



USA Volleyball National Team Coaches estimate they do about ten grills as Transfer and Specificity is not a thing, They are the ONLY thing



About 32,100,000 results (0.58 seconds)

We do have over 100 scoring variations however... and flat targets and swim noodles

But no boxes, spike machines, tennis or table tennis balls, cones or other Gimmicks...





Most Coaches Practice for Practice and NOT for Performance









Our #1 Job is to Create the Optimal Learning Environment





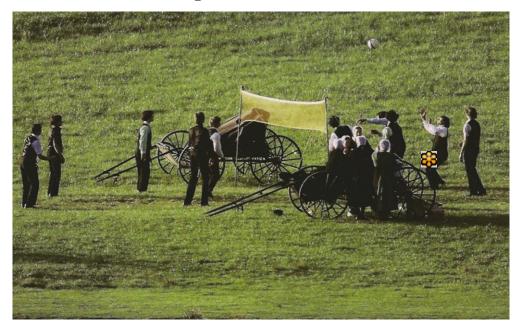


350 Meters of Regulatory Stimuli

"Science has shaped everything we do in the gym in terms of developing players. We are training to perform not to drill. All of the science tells us that we do the most learning when practice looks like an actual game - Which is really random and not just super controlled. That governs just about everything we do in the gym. We're trying to make every second in our gym count as much as possible to make the most transfer that we can get."



Science vs. Traditions Why is it so hard to Change?



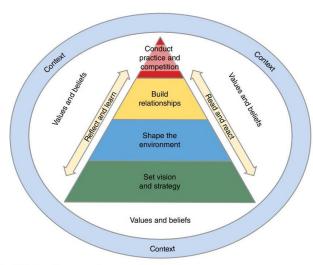


FIGURE 3.1 The primary functions of the coach.



"Tradition is a guide, not a jailer - Somerset Maugham



Why is Brazil so Good?



play volleybal







Why 15 Olympians From a Club of 125 kids?



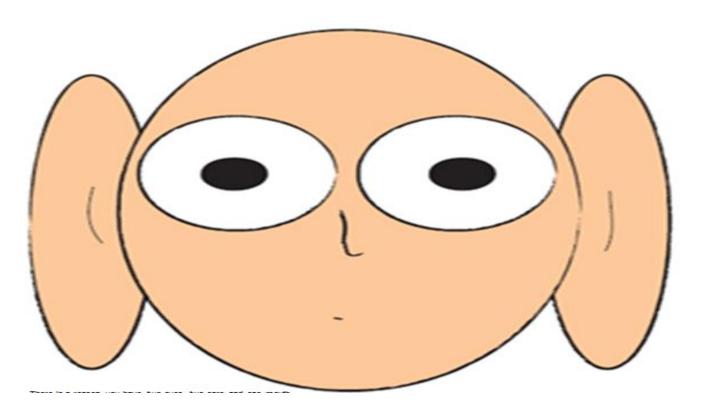






Who is This?



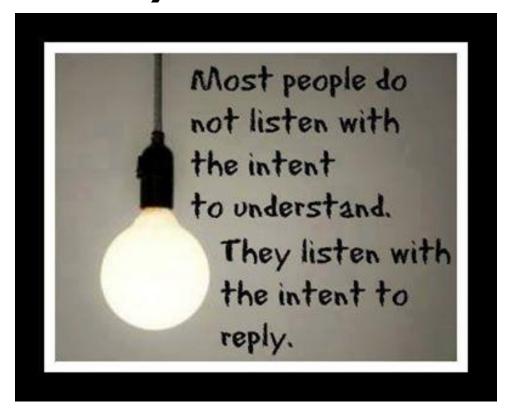






You Have 2 Ears & Eyes and Only 1 Mouth – WAIT



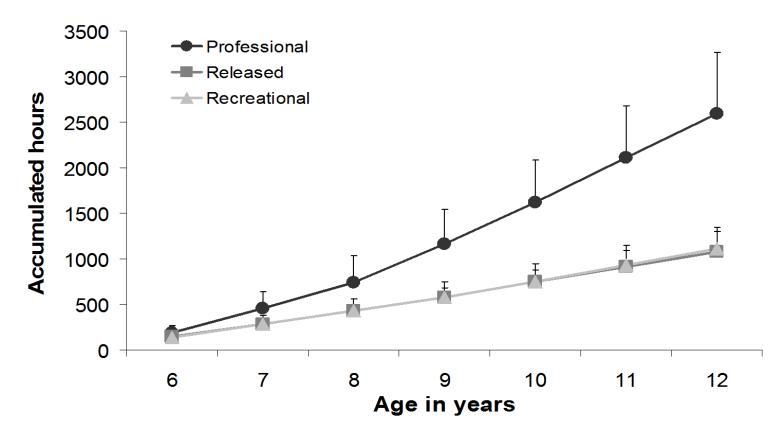






No Coach Led Practice









I Can't do it for you I will be there for you



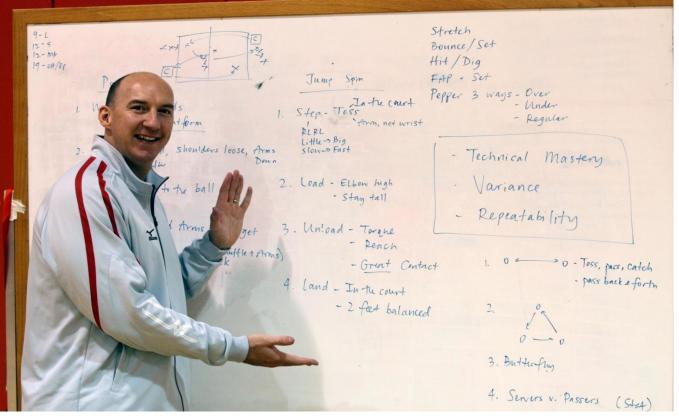






Where is your Whiteboard?







Your Practice Objectives Should not be a Secret



We MUST Guide Discovery of Variance





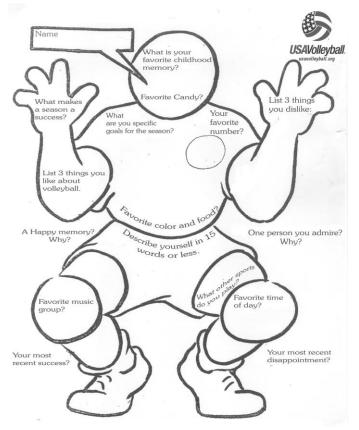


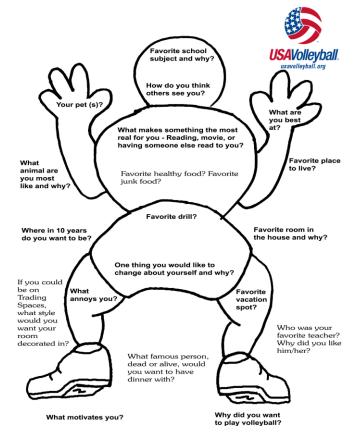


Athletes don't care how much you know, until they know how much you care



grow with it









Never Take the Pencil from the Student













When a Flower doesn't Bloom, you Fix the Environment in which it Grows, not the Flower — Alex Den Heijer







CULTURE EATS TALENT FOR LUNCH



Simple > Complex



"Simple, clear purpose & principles give rise to complex, intelligent behaviors. Complex rules and regulations give rise to simple, stupid behaviours"

Dee Hock, founder of Visa





What is Truer than Truth?



play volleyball







All it Takes is a Ribbon & Rope





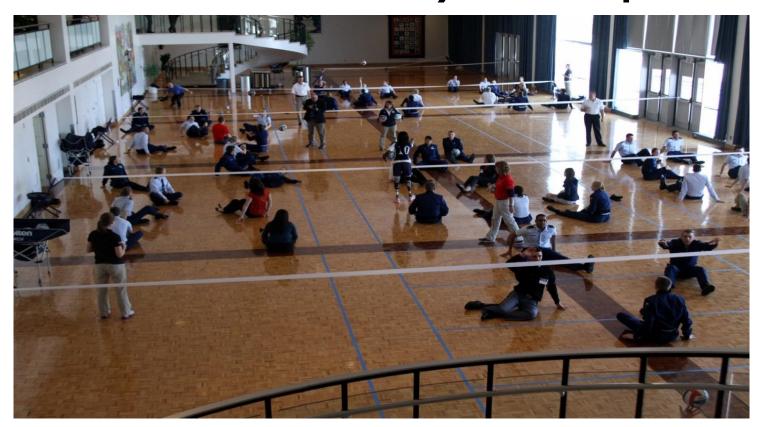






Make Courts Easy to Set up









Use Pattern Interruption







"Runners to your mark. Get set. Go! ... OK, come get your T-shirts."



What are the 2 most Important Skills?





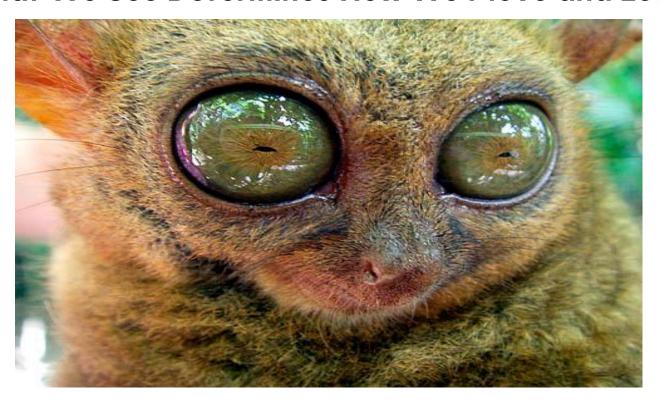


How Many Kids Run in vs Walk? How many kids run in when you ask for a Setter? How many kids Squeeze the Balls in the Cart?



What We See Determines How We Move and Learn









Say What You Mean, Mean What You Say, Don't be Mean When You Say it







♠ Share



FB Volleyball Coaches & Trainers



Joined ▼

Notifications



Fun Priorities

SCHOOL VOLLEY BALL

Women in Sport and Physical Activity Journal, 2020, 28, 34-49 https://doi.org/10.1123/wspag.2018-0004
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Toward Understanding Youth Athletes' Fun Priorities: An Investigation of Sex, Age, and Levels of Play

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The George Washington University

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The University of North Carolina at Chapel Hill

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The George Washington University

Colloquial conjecture asserts perceptions of difference in what is more or less important to youth athletes based on binary categorization, such as sex (girls vs. boys), age (younger vs. older), and level of competitive play (recreational vs. travel). The fun integration theory's FUN MAPS, which identify 11 fun-factors comprised of 81 fun-determinants, offers a robust framework from which to test these conceptions related to fun. Therefore, the purposes of this study were to scientifically explore: (a) the extent to which soccer players' prioritization of the 11 fun-factors and 81 fun-determinants were consistent with the gender differences hypothesis or the gender similarities hypothesis, and (b) how their fun priorities evolved as a function of their age and level of play. Players' (n= 141) data were selected from the larger database that originally informed the conceptualization of the fun integration theory's FUN MAPS. Following selection, innovative pattern match displays and go-zone displays were produced to identify discrete points of consensus and discordance between groups. Regardless of sex, age, or level of play, results indicated extraordinarily high consensus among the players' reported importance of the fun-factors (r= .90–.97) and fun-determinants (r= .92–.93), which were consistently grouped within strata of primary, secondary, and tertiary importance. Overall, results were consistent with the gender similarities hypothesis, thereby providing the first data to dispel common conceptions about what is most fun with respect to sex, in addition to age and level of play, in a sample of youth soccer players.



Keywords: concept mapping, enjoyment, fun integration theory, FUN MAPS, youth development



Fun Integration Theory

WHAT MAKES PLAYING SPORTS FUN FOR KIDS IS...

#1 Trying hard

- . Trying your best
- · Working hard
- · Exercising and being active
- · Getting/staying in shape
- · Playing well during a game
- · Being strong and confident
- Competing
- · Making a good play by scoring, making a big save, etc.
- · Setting and achieving goals
- · Playing hard

#2 Positive team dynamics

- · Playing well together as a team
- Supporting my teammates
- When players show good sportsmanship.
- · Being supported by my teammates
- · Getting help from teammates
- . Warming up and stretching as a team

#3 Positive coaching

- · When a coach treats players with respect
- . A coach who knows a lot about the sport
- · Having a coach who is a positive role model
- · When a coach encourages the team
- . Getting clear, consistent communication from coaches
- · A coach who listens and considers players' opinions
- . A coach who allows mistakes, while staying positive
- · A coach who you can talk to easily
- · A nice, friendly coach
- · Getting compliments from coaches
- When a coach participates with players during practice
- · When a coach jokes around

#4 Learning and improving

- · Being challenged to improve and get better at your sport
- Learning from mistakes
- . Improving athletic skills to play at the next level
- · Ball touches, including dribbling, passing, shooting, etc.
- · Learning new skills
- · Using a skill you learned in practice during a game
- Playing different positions
- · Going to sports camp
- . Copying moves and tricks that professional athletes do

#5 Games

- · Getting playing time
- · Playing your favorite position
- · Playing against an evenly matched team
- . Being known by others for your sport skills
- · Playing on a nice field
- · Playing in tournaments

#6 Practice

- · Having well-organized practices
- · Taking water breaks during practice
- . Having the freedom to play creatively
- . Doing lots of different drills and activities during practice
- · Scrimmaging during practice
- · Partner and small group drills
- Practicing with specialty trainers/coaches

#7 Team friendships

- · Getting along with your teammates
- · Being around your friends
- . Having a group of friends outside of school
- . Hanging out with teammates outside of practice or games.
- . Being part of the same team year after year
- · Meeting new people
- . Talking and goofing off with teammates

#8 Mental bonuses

- · Keeping a positive attitude
- · Winning
- · It relieves stress
- · Ignoring the score

#9 Game time support

- · A ref who makes consistent calls
- · When parents show good sportsmanship by being encouraging
- · Being congratulated for playing well
- . Having people cheer at the game
- . Having your parent(s) watch your games
- . Getting complimented by other parents

#10 Team rituals

. Showing team spirit with gear, ribbons, signs, etc.

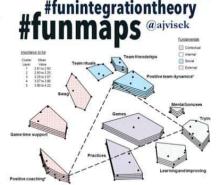
play volleyball arow with it

- . High-fiving, fist-bumping, hugging
- End-of-season/team parties
- · Going out to eat as a team
- · Doing team rituals
- · Carpooling with teammates to practices and games
- . Doing a cool team cheer

#11 Swag

- · Having nice sports gear and equipment
- · Earning medals or trophies
- · Traveling to new places to play
- · Wearing a special, cool uniform
- · Eating snacks/treats after the game
- · Staying in hotels for games/tournaments
- · Getting pictures taken

Fun. It's the #1 reason why kids play the game and keep playing.



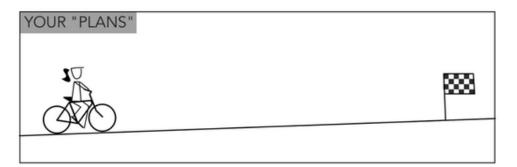


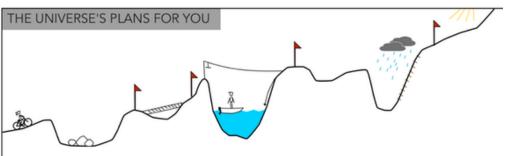
rolth, 12(3), PMCID: PMC24770788. Visek et al. (2020). Toward understanding youth athletes' fun priorities: An investigation of sex, age, and levels of play. Women in Sport & Physical Activity Journal. Advance online publication shead of print. PMCID pending

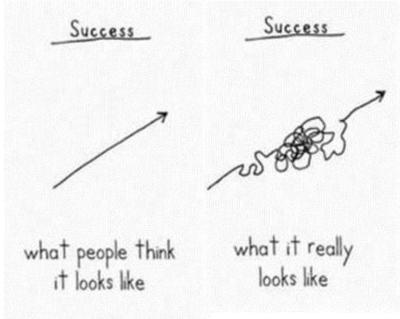


Learning/Success is Not Linear













Ask Players "What questions do you have?" rather than "Do you have any questions?" and Put the Player's Name LAST









Winning & Losing are Temporary Friendships Last Forever









What CAN a Volleyball Player CONTROL?









Every Shot is Different - Nadal



"You might think that after millions and millions of balls I've hit, I'd have the basic shots of tennis show up, that reliably hitting a true, smooth clean shot every time would be a piece of cake. But it isn't. Not just because every day you wake up feeling differently, but because every shot is different; every single one. From the moment the ball is in motion, it comes at you at an infinitesimal [sic] number of angles and speeds, with more topspin, or backspin, or flatter or higher. The differences might be minute, microscopic, but so are the variations your body makes—shoulders, elbows, wrists, hips, ankles, knees—in every shot. And there are so many other factors—the weather, the surface, the rival. No ball arrives the same as another; no shot is identical.









MINIVOLLEY

Volleyball 4 Youth



Available FREE online as a PDF in English, Spanish and Italian. Nearly 100 scoring variation ideas and the Player info handout, plus the GoPlay! Fabric ball pattern....



By John Kessel



The First Coach is THE GAME



Developing Game Intelligence & Empowerment Coaching







- ➤ Mauricio Lima (1990s) ➤ Ronaldo Pacheco (1990s)
- Cilene (1990s)
 Serginho (2000s)

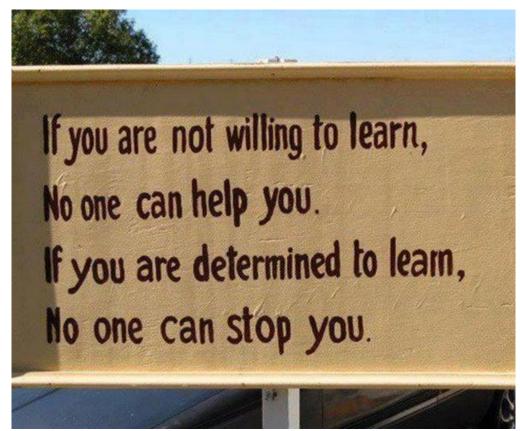
All played some volleyball without adult supervision (The coach was the GAME)





Willing vs. Determined









Creating Places to Play





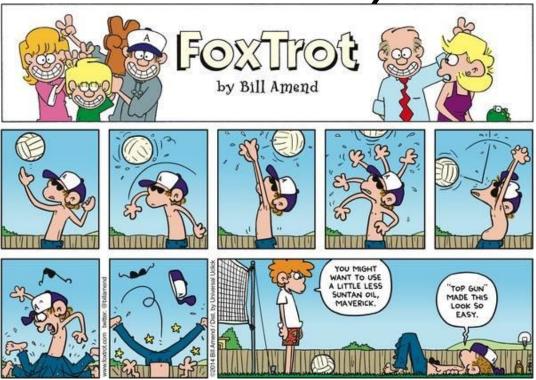






Initial Ability does not Correlate To Final Ability







Cut Kids League 50% HS team/Stop Cutting Kids



Increase Your Contacts Per Hour



play volleyba







What Percent of this Game is Mental?



White Belt Mentality

Players want to Drill/be told what to do

- Mindset
- Why
- Learning
- Teammate-ship
- Life Skills Happiness
- Reading



Kanō Jigorō 嘉納 治五郎



Kanō Jigorō c.1937





200 Meters from NCAA Beach Title Courts









Programming



- Father's or Mother's Day Doubles Tournaments
- NED Volleyball Music Parties
- Glow in the Dark
- Smashball
- After School/Pre Club Training
- & All Terrain Tourneys
- Cricket/Baseball/NetBall and Volleyball





Your Beliefs don't make you a Better Coach Your Behavior Does...





The Impact of Coaches

I have come to the frightening conclusion
I am the decisive element on the court
It is my personal approach that creates the climate
It is my daily mood that makes the weather
As a coach, I possess tremendous power
to make a child's life miserable or joyous
I can be a tool of torture or an instrument of inspiration
I can humiliate or humor, hurt or heal.In all situations it is my response
that decides whether a crisis will be escalated or de-escalated
and a child humanized or de-humanized.





Use TENNIS Courts

















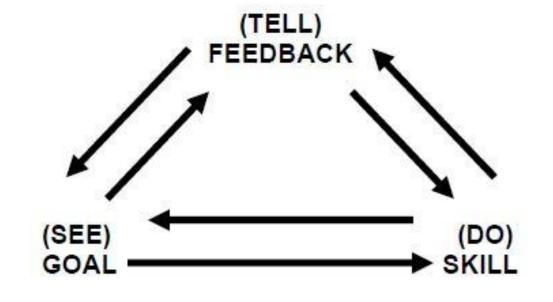






Motor Learning Science Simplified







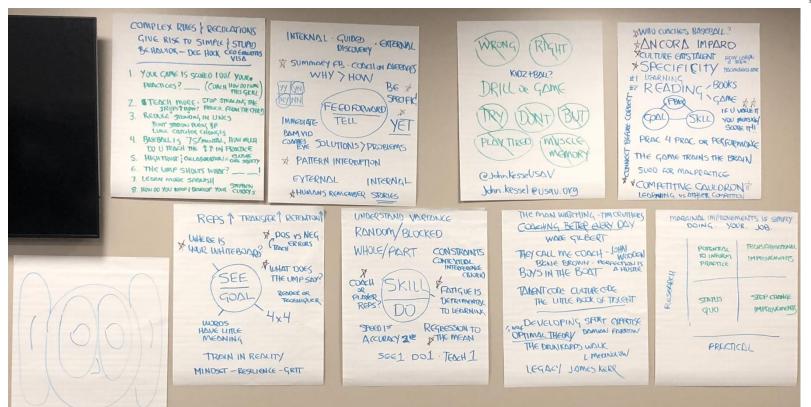
Specific – Immediate – Guided Discovery vs Extrinsic From Chance to Choice...Capture...Connect....Cue...Clarify...



MLB & NHL



play volleyba<mark>ll</mark> grow with it





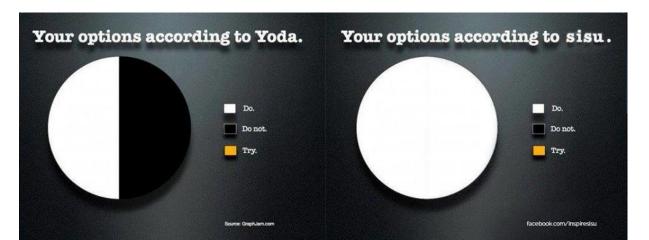


Gym Words to Consider



- & Citius, Altius, Fortius
- Ancora Imparo
- & Primum Non Noncocere
- & Don't
- **₩** But
- Sorry

- Always/Never
- Just
- & Never, Always, Worst, Best







BE SPECIFIC



- ₩ Way to Go!
- **Good Job!**
- #That's NOT it!





Constraints Based Learning Ecological Dynamics – Rob Gray



"I'm glad you ask me about Iniesta because I think he's the best footballer in the world.

Since he was 12 years old he was here in the La Masia and until the last year he has not done anything of conditional structure ("fitness"). His own biology and specific practice has given him the possibility of reaching where he has arrived without doing anything of strength, speed, resistance, or flexibility... and you will say: is that a lie? It is true!

What does it mean? That being very weak and very little resistant, but fast and little of everything, in the sense of little that you have, has "hypertrophied", for us optimized, his cognitive, coordinative, emotional structures. He enjoys much more giving a good pass or keeping the game with the pass, than not making a goal. These values that he has been using throughout his life, when now we demand one more step so that he can apply and face any opponent and situation, he needs to simply understand how his adversary is, what he is able to propose in his game together with the other teammates (interactions). Because in the adversary's sports, the big problem of the competition is in the one in front, his evaluation gives us the reference of what to do to overcome it and creating unknown situations for him/them, to be able to show high competence in the development of the game as Iniesta makes this "apparent" ease in overcoming opponents and build the game that at each moment requires the game.

In the ages that we have mentioned before (U8-16), the competent one can seem good in everything if his talent has settled in the conditional structure and if we only focus on it in our practice, because the one that is strong, fast, resistant, does any task of the game. Well, but <u>do not let yourself be deceived by an early performance based on the fitness/physicality level.</u> We have many examples of players who have become strong, big and tall, and that at young ages and at prime ages of motor practice were talents, they were very competent, because they scored goals or dominated the midfield, or ran many distances during a lot of time, or they were very fast, or they were very good in the aerial balls, or they jumped fast, and when they reach 20 years old they are equal with the others in the physicality and bioenergetics, they disappear, because they have not done more than this, and they have not optimized in tune with the conditional, the rest of their structures, as Andres did."

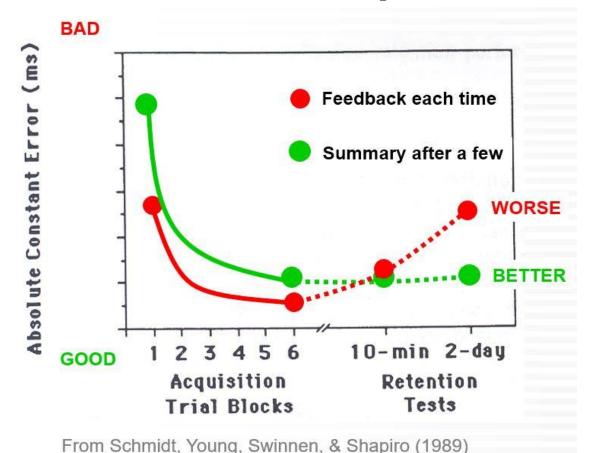


@Tenllado7



Benefits of Summary Feedback



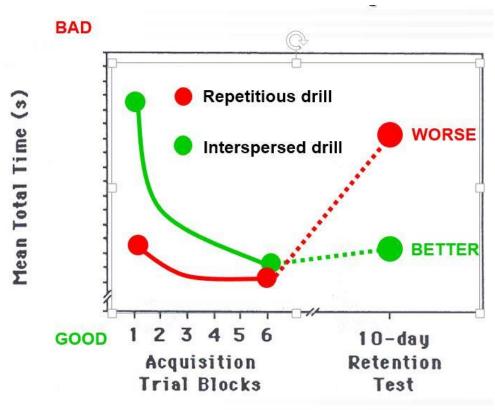






Blocked vs. Random





From Shea and Morgan (1979)





Specificity in Motor Learning



"Training is specific. The maximum benefits of a training stimulus can only be obtained when it replicates the movements and energy systems involved in the activities of a sport. This principle may suggest that there is no better training than actually performing in the sport. This text maintains that the principle of specificity is the single most pervading factor that influences the improvement of performance from a physiological perspective. Training effects are, in the main, so specific that even minor departures from movement forms, velocities, and intensities result in undesirable training effects. This means that incorrectly designed training activities will have no carry-over value for a particular movement form, and may even have the potential to negatively influence activities."

Like we all have learned how to bike ride by riding a bike, playing the game of volleyball teaches players how to play the game of volleyball. There is a program in another team sport, women's soccer, where at the collegiate level one coach and school has won about two-thirds of all championships in history. The head coach, Anson Dorrance, has some great books out, including the classic, Training Soccer Champions. In two chapters, Anson's core statements are: "In the Entire Off-Season, All we do is Play..." and "Conditioning is Homework."

A reference back to motor learning science that relates to the importance of both specificity and developing fundamental abilities is found in the IMPACT manual over the last two decades with the following quote by Dr. Richard Schmidt. "Drills and lead-up activities take considerable practice time and do not produce much transfer, so use them sparingly in later practice stages." AND "It is fruitless to try to train fundamental abilities (e.g. quickness, balance) so concentrate on the fundamental skills instead."





Karch @ 2016 High Performance Clinic



- Critical mission to always improve
- Celebrating the success of those around us more than our own
- Player decisions and new solutions better decision?
- Embrace adversity OTI Opportunity To Improve
- Your performance in the moment is not an indicator of DURABLE learning
- Interrupting and forgetting strengthens neural pathways
- Things I know and things I have to read
- Being good at something is about mistakes and retention





Add Posters to Your Gym Walls

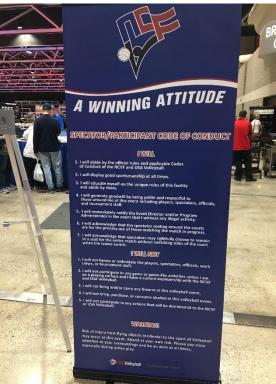


grow with it











The Tall Poppy Syndrome



You are a Talent Scout for ParaSport too











play volleyball grow with it

#1 Legal

#2 Hittable

#3 Best Choice

#4 Tricky



Volleyball Help





Gender Differences



- Men Battle to Bond. Women Bond to Battle
- Praise & Criticism
- Drills vs Games
- I spend a large amount of my time building their confidence Hugh McCutcheon
- Men need more teaching/Women more competition
- I spend the majority of my time with women working to convince them that they are better than they think they are; I spend the majority of my time with men working on getting them to realize they are not as good as they think they are. – US Soccer National team coach
- Cody does 9 wrong & 1 right "I know but did you see that one?"
- Mac does 9 right & 1 wrong "I can't believe I screwed that one up..."
- Work application 2 traits/it's a lock 8 of 10/I won't apply....





Questions to Discover Answers



- What is the Coaches Role During Warm up (hint he/she does not play...)?
- Why do Hitting lines and why under the net?
- What were the most common Recess injuries and why?
- ☼ Do you EVER need to know how to "toss" a ball?
- Is our sport a dance/song/orchestra or chaos USA out of system 48%?
- What if we stopped saying "Practice?"
- What if we "lost" all the "warm ups" and won every match?
- # How much does the body need to "warm up?"
- # How much time spent training non-dominate hand?
- How much of warm up are we training negative skill?
- What does Pair Pepper actually teach?
- How much time do we teach whole body ball skills? (Footvolley)
- & How much time in 120 min do we teach physical non VB skills? (Eg running, push ups, watching/standing around...)
- # How good are we at Run & J and Moving Backwards?





More Places to Learn



Sent – Backwards Bike, Decisions Decisions, No more Mistakes and You're Through

YouTube Homework

In Person Clinics – That which you teach, you learn – GTGT your pipeline

FIVB - USA Volleyball – World ParaVolley - NORCECA -VolleyballMag Websites

Volleyball Coaches and Trainers Facebook Group 24,000 Plus sharing

- www.coachyourbrainsout.podbean .com
- Laughter Permitted w/ Julie Foudy
- www.wayofchampions.libsyn.com
- www.trainugly.com
- https://thelearnerlab.com/
- www.thetalentcode.com
- www.perceptionaction.com
- www.findingmastery.net
- www.changingthegameproject.co
 m
- http://www.t2bc.com/free-stuff.html
- www.thetalentequation.co.uk
- The documentaries Buck, Free Solo and In Search of Greatness





Practice - Please Change to These...



- Use the Net 120 min and a whiteboard
- Teaching Principles and SPECIFICITY
- Teach them WHY, Better the Ball, Motor Learning
- Pair and Wall to Positive to gGreat Habits/Reactions
- Stroke Awareness inside the 3m line Warm up
- 2vs 0 and Salt and Pepper
- 8 Balls in Motion Serve/Serve Receive/Concentration/Flat Targets
- Butterfly to a Warm up with Setting
- Front Meter/Bic/Back Meter/A/Pipe/D
- Front Back WITH Blockers over Net
- Three Person Weave/Move Back Pepper
- Use More Scoring Options in Grills like MaxiScoring and Less Drills
- Wash Scoring to get 30% more Contacts
- Losers become the Net Monarch of the Court





Videos to Watch



Play the Real Game key article https://usavolleyball.org/resource/playing-the-real-game/

Apredemos Voleibol Mediante Juegos - https://www.youtube.com/watch?v=PY12CBIJ8Fo

Playing Volleyball Like a Kid https://www.youtube.com/watch?v=K8W0PtyPID4

Maximum Contact Net System
https://www.youtube.com/watch?v=pNPZ84loGnA

<u>Lions Cup & Thailand School Championships</u>
https://www.youtube.com/watch?v=OZwtoM5R7pk
https://www.youtube.com/watch?v=OEtkvNQkSto

Building a Beach Sand Court https://www.youtube.com/watch?v=tx56_O6H56Y





Better is possible

It does not take genius.

It takes diligence.

It takes moral clarity.

It takes **ingenuity**.

And above all, it takes a willingness to try.

Atul Gawande

Better: A Surgeon's Notes on Performance





Humans are the Only Things that Recharge BEST when UNPLUGGED



www.pumahills.com











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