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

### Kids are Dropping Out

- Youth sport drop out is at an all time high
- 1/3 of kids in America drop out of sport between ages 6 and 12
- Untrained, underqualified coaches are training our youth causing drop out
- 26% of athletes quit sports under the age of 12 due to poor coaching

### KIDS ARE LEAVING SPORTS

**SIGNIFICANT DECLINE IN PARTICIPATION AMONG 6-12 YEAR OLDS**

<table>
<thead>
<tr>
<th>Sport</th>
<th>2008</th>
<th>2013</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>5.7 M</td>
<td>5.5 M</td>
<td>-3.9%</td>
</tr>
<tr>
<td>Soccer</td>
<td>5.6 M</td>
<td>5.0 M</td>
<td>-10.7%</td>
</tr>
<tr>
<td>Track &amp; Field</td>
<td>847 K</td>
<td>731 K</td>
<td>-13.7%</td>
</tr>
<tr>
<td>Baseball</td>
<td>5.3 M</td>
<td>4.5 M</td>
<td>-14.4%</td>
</tr>
<tr>
<td>Football</td>
<td>1.8 M</td>
<td>1.3 M</td>
<td>-28.6%</td>
</tr>
<tr>
<td>Softball</td>
<td>1.3 M</td>
<td>862 K</td>
<td>-31.3%</td>
</tr>
</tbody>
</table>

2.6M fewer kids playing these sports alone in past 5 years.

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.⁶

### AND ARE LESS PHYSICALLY ACTIVE THROUGH SPORTS

<table>
<thead>
<tr>
<th>Year</th>
<th>Active Kids</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>9M</td>
</tr>
<tr>
<td>2013</td>
<td>8.2M</td>
</tr>
</tbody>
</table>

-8.8% decrease in active kids from 2008 to 2013.
The Crisis for Elite Sport Pool of Athletes

Our current American system is professionalizing athletes too young—cutting kids at 10-12 is hurting the pool of athletes and specialization is being taken to extremes! "Adultification" of sports is over regulating and out pricing our future.
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

**LONG-TERM ATHLETE DEVELOPMENT**

What is long-term athlete development?

The ADM utilizes long-term LTAD principles, which can be used and structures more consistent educator Ishani Bajaj, and is rooted in success. This is a great opportunity potential.

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**USA VOLLEYBALL – draft LTAD Model**

**Active Start**
- Fundamental Movement Skills

** Fundamental Mentals**
- Developing ABC’s

**Learning to Train**
- Learning Fundamental Sports Skills

**Training to Train**
- Building the “Engine” and Consolidating Sport Skills

- Optimizing “Engine” & Refining Sports Skills
- Optimizing “Engine” & Further Enhancing Sport Skills & Performance
- Maximizing “Engine”, Skills and Performance
- Post-playing Career – Recreation, Coaching, Officiating, etc.

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**United States Olympic Committee**
NGBs and USOC Started Working with LTAD Concepts

**NGB INVOLVEMENT WITH LTAD**

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**THE FOUR COMPONENTS OF LONG-TERM ATHLETE DEVELOPMENT MODEL**

Four components must be CONNECTED and CORRELATED

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**THE PHYSICAL**

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**THE TACTICAL**

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**THE TECHNICAL**

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**THE PSYCHO-SOCIAL**

RELATIVE to the development stage of the athlete

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**DEVELOPING TENNIS PLAYERS**

Ages 4-11

<table>
<thead>
<tr>
<th>PLAYERAGE</th>
<th>6-6 YEARS</th>
<th>6-8 YEARS</th>
<th>3 KEY YEARS</th>
<th>9-11 YEARS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Skill oriented</strong></td>
<td>Serves, serves, serves</td>
<td>Serves, serves, serves</td>
<td>Serves, serves, serves</td>
<td>Serves, serves, serves</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td><strong>Physical development</strong></td>
<td>Moving, jumping, moving, moving, moving</td>
<td>Moving, jumping, moving, moving</td>
<td>Moving, jumping, moving, moving</td>
<td>Moving, jumping, moving, moving</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td><strong>Technical development</strong></td>
<td>Moving, jumping, moving, moving, moving</td>
<td>Moving, jumping, moving, moving</td>
<td>Moving, jumping, moving, moving</td>
<td>Moving, jumping, moving, moving</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td><strong>Mental development</strong></td>
<td>Moving, jumping, moving, moving, moving</td>
<td>Moving, jumping, moving, moving</td>
<td>Moving, jumping, moving, moving</td>
<td>Moving, jumping, moving, moving</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

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**UNITED STATES OLYMPIC COMMITTEE**
AMERICAN DEVELOPMENT MODEL: ABOUT

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.

UNITED STATES OLYMPIC COMMITTEE
AMERICAN DEVELOPMENT MODEL:
KEY PRINCIPLES

• 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.
AMERICAN DEVELOPMENT MODEL:
KEY OUTCOMES

• 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
Motivate.

NGBs Working with ADM Concepts
NGB INVOLVEMENT MOVING FORWARD

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.
NGBs Working with ADM Concepts
NGB INVOLVEMENT MOVING FORWARD

USA Wrestling
USA Football
US Lacrosse

UNITED STATES OLYMPIC COMMITTEE
NGBs Working with ADM Concepts
NGB INVOLVEMENT MOVING FORWARD
Small Sided Games for Small Sized Humans!

<table>
<thead>
<tr>
<th>STAGE</th>
<th>RED</th>
<th>ORANGE</th>
<th>GREEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGE</td>
<td>5 - 8</td>
<td>9 - 10</td>
<td>11 and up</td>
</tr>
<tr>
<td>BALL</td>
<td>Red felt or foam, Moves slower and bounces lower than orange ball</td>
<td>Orange, Moves slower and bounces lower than green ball</td>
<td>Green, Slightly reduced bounce from yellow ball</td>
</tr>
<tr>
<td>COURT SIZE</td>
<td>36’ x 18’</td>
<td>60’ x 21’ singles, 60’ x 27’ doubles</td>
<td>78’ x 27’ singles, 78’ x 36’ doubles</td>
</tr>
<tr>
<td>NET HEIGHT</td>
<td>2’9”</td>
<td>3’ center, 3’6” at net posts</td>
<td>3’ center, 3’6” at net posts</td>
</tr>
<tr>
<td>RACQUET</td>
<td>Up to 23”</td>
<td>23” – 25”</td>
<td>25” – 27”</td>
</tr>
</tbody>
</table>
Volleyball should be a game before it becomes a sport.

### STAGE

<table>
<thead>
<tr>
<th>Beginner</th>
<th>Advanced Beginner</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
</table>

#### SKILL LEVEL

- **Experience:** 0-1 year
- **Experience:** 1-3 years
- **Experience:** 3-5 years
- **Experience:** 5+ years

#### BALL

- **Official size is not necessary, a ball could even be used.**
- **Weight:** 7.5 oz or less
- **Circumference:** 25.6”-26.4”
- **Weight:** 9 oz or less
- **Circumference:** 25.6”-26.4”
- **Weight:** 9 - 10 oz
- **Circumference:** 25.6”-26.4”
- **Weight:** 9 - 10 oz

#### COURT SIZE

- **A full court can be divided into smaller courts.** To prevent injury, a buffer of approx. 6 ft is recommended between each court.
- **4 courts 1 vs 1**
- **9.5” x 29.5” 2 vs 2**
- **14.5” x 39” 4 vs 4**
- **19.5” x 46” 4 vs 4**
- **29.5” x 59” 6 vs 6**

#### 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”**

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**ADM (THE AMERICAN DEVELOPMENT MODEL)**

- **5 Stages to a Better Sport Experience**

#### STAGE 1

- **Discover, Learn & Play**
  - **Age:** 0 - 12
  - This first step gives new athletes a fun environment to learn core fundamentals, rules, and the benefits of sport. Playing multiple sports will develop key motor skills needed for future growth.

#### STAGE 2

- **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.

#### STAGE 3

- **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.

#### STAGE 4 & 5

- **Participate & Succeed**
  - **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.

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**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.

**USA Volleyball**
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.
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.
ADM FOR COACHES

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.
Thank You

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