

PONTIAC WRESTLING

Question 1: In your sport, identify when children are ready to participate in organized competitive programs.

Coaches need to stop overemphasizing competition in the early phases of training. This will cause shortcomings in athletic abilities later in the athlete's career. Do not superimpose a scaled down version of adult training programs. Finally, do not train programs off of age since "athletes" boys and girls mature at different times. Instead coaches should take into consideration Peak Height Velocity (PHV) as guidance to properly train during the maturation stages. PHV starts at 12-14-years of age for both boys and girls.

**"It takes 10 years of extensive training to excel in anything"
Herbert Simon - Nobel Laureate**

Regarding Balyi's readings, it takes eight to twelve years of training for a talented player/athlete to reach elite levels. This means that the coaches at every level need to work together and understand that they all have the opportunity and hand in developing potential elite athletes. Perhaps sticking to the steps of PHV, coaches may be able to coach more skilled athletes if they have the knowledge and skill development sometimes missed in the early years of training. The Five S's of training and conditioning could be enhanced with this approach. This may allow the athletes achieve potential no matter what level (skill or age) they may be.

Wrestling is a contact and combative sport which would be a late specialization sport. I train my high school team in "learning to train," "training to train," "training to compete," and "The Training to Win" phases throughout my season. My younger kids wrestling club (ages 5-14) are the same way with the exception of "FUNdamentals and Training to Win" put in for the (5-9 and 17/18+ years old.) Once the kids are old enough to handle the physicality, contact, and mental aspects of why the other person is trying to attack them, along with the desire, then the child or athlete is ready to participate. Hopefully this will help to discourage the burn-out, drop-out and retirement rate.

Stages 1, 2, and 3 are incorporated into the breakdown of the wrestling season for the youth wrestling program. The high school wrestling program is structured for stages 2, 3, 4, and 5.

Stage 1 - The FUNdamentals Stage

Age: Males 6-9/ Females 6-8 years

Objective: FUN! The ABC's of athleticism: Agility, Balance, Coordination, and Speed. K.I.S.S.

We designate a coach/s each practice to work with the 5-9 year olds with the emphasis on fun and games in our youth wrestling club. Kids at this age generally do not have the attention span to keep drilling constantly. The concentration is not so much on win/loss, but on having fun and develop proper techniques while having fun. These skills are also picked up in the kids elementary P.E. classes.

Stage 2 - The Learning to Train Stage

Age: Males 9-12 / Females 8-11 years

Objective: Learn all fundamental overall sport skills (emphasis on motor skill development.) A 70:30 training/practice to competition-ratio is recommended.

This is designated for the 8-12 year olds in youth wrestling club as well the high school wrestling team. We do this at both levels because I have an average of three kids a year coming in to high school with wrestling experience - raw. I like to use transition of multiple sports for this training stage or use what they know for success.

Stage 3 - The Training to Train Stage

Age: Males 12-16 / Females 11-15 years

Objective: Build aerobic base, strength and further develop sport-specific skills.

A 60:40 training/practice to competition-ratio is recommended.

This is designated for the 11-16 year olds in both the youth and high school wrestling programs. This phase is designated to address train in competitive situations such as practice matches, situational positions, and competitive games and drills. The athletes are very focused on physical development with emphasis still on technique and skills.

Stage 4 - The Training to Compete Stage

Age: Males 16-18 / Females 15-17 years

Objective: Training to compete. Very individual, technical, and tactical skill orientated. A 50:50 training/practice to competition-ratio is recommended.

This is designated for the 15-18 year olds in the high school wrestling program, along with very few highly skills youth wrestlers. This would be your highly skilled varsity athletes who are training year-round and focused. The goal is the state series! The harder you train the luckier you get!

Stage 5 - The Training to Win Stage

Age: Males 18+ / Females 17+ years

Objectives: Maximization of performance. A 25:75 training/practice competition-ratio is recommended.

This is designated for the 17 / 18+ years of age in the high school and college wrestling programs. This is the final stage of athletic preparation. This would be your highly skilled varsity and college athletes who are training year-round and focused. The goal is the state series or college competition! The harder you train the luckier you get!

The high school wrestling team would be broken down in this stage progression over the course of the season:

Stage 2: Pre-season - Christmas break

Stage 3: Christmas break - Late January

Stage 4: Late January - State series

Stage 5: State series/college - Fargo nationals/US nationals

PONTIAC WRESTLING

As a wrestling high school coach and teacher, I see many different faces of interference for the athletes' everyday. Being able to understand and identify what these areas are will be different for each wrestler. I have found three main areas (attendance, stress, and communication) have a direct affect on the athletes performances on and off the wrestling mat. The challenge for me as the head coach is how will and how well will I facilitate the wrestler/s or team in the time of need.

ATTENDENCE is the *first issue* that I deal with. According to Culver and Trudel readings (CoPs), the athlete learns by participation. Obviously if the wrestler is not in practice he/she is going to miss out on instruction, techniques, practice of moves, conditioning, and game planning for the upcoming involvements. In wrestling so much can be missed in one day because of the multiple areas of instruction and techniques shown. In (CoPs) there are three dimensions of learning and wrestling is in dimension three (shared repertoire). In this dimension my athletes learn by the act of doing by explicit or codified knowledge and tactic or unarticulated knowledge. Here we see teaching strategies such as routines, actions, tools, stories, and ways of doing it. If the wrestler is not available for this instruction of repetition of teaching they are at a disadvantage because they miss out on the practice. Practice is defined by Culver and Trudel as doing in a historical and social context that gives structure and meaning to what we do.

The solutions' to this problem comes in a variety of different areas. First, at the beginning of the season parents meeting and team meeting it need to be clear that the **wrestlers need to be at practice everyday**. This means doctor appointments, vacations, extra school help, and homework/projects all need to be done at another time. I need to make it clear that if the athlete does not attend practice than he/she may not participate in the next "match" depending on the circumstance. Whatever I do say, I need to back it up without any exceptions. This may have an impact on the result of the "match" but by sticking to the rule everyone knows what they need to do. On a regular basis I cover what we did in the previous practice/s but the day the athlete misses I could have taught a different way so "they" may have understood it better and the extra repetitions they needed to learn it. After a match situation has occurred of the area we covered that day of practice missed, I need to communicate to the wrestler that they did miss out that day and may have had the ability to come out in a better situation. This needs to be done in a positive manner so that the athlete will listen and understand how important it is to be present everyday. I want the wrestler to walk away with a good feeling of why it is important to help themselves and the team.

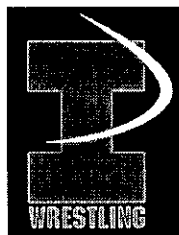
The *second area* I deal with is STRESS. Stress can derive from direct and indirect sources. The record of the team and/or individual, years of experience, or how is the season going are all direct factors. Family, schools, peers; relationships with a boy/girlfriend, weight loss, injuries, or sickness are all faces of indirect factors. Each athlete is going to respond differently to each and it is the job of the staff to identify each wrestler's way of coping. The wear and tare of the sport is hard enough without all the other factors, but it is reality the athletes are going to face these situations throughout the season. Due to stress of the wrestler/s this is going to play a factor at some point of the

season, and how well the staff teaches stress management and handles these situations is going to be a factor.

Solutions for these factors are as followed. Teach and facilitate the team on different ways of problem solving. Teaching the ability to time manage and prioritize a day, week, or season. This will allow the athletes to see that there is time to get everything done if they have a plan and follow it. Allow yourself and staff to be approachable by the athletes to come to “us” for help or guidance. This is a matter of trust and if “the staff” is not approachable then the team will not feel they can come for help. The wrestlers need to know that they have someone other than family or friends they can count on for support.

The *third area* is **COMMUNICATION**. It is not all about what you have said that is important, in fact it is the message that was communicated that matters (ASEP). Whether it is showing a move or technique/s, strategies or game planning, expectations of the team or individual/s, or praise or disappointment is all identified or unidentified in your communication of the message. Only 20% of what is being said is taken in (ASEP). Therefore, it is vital that the message/s is clear and to the point. Emotion and tone are other aspect of communicating. By yelling a move rather than calmly speaking the move may impact a negative result of the wrestler. He/she may think that I am mad at them and shut down. On the other hand this tactic may work for another wrestler. 70% of non-verbal communication is the perception I have given with my message. This is done by my facial expressions, eye contact, body language, arms folded, or stance (ASEP). I may be telling a wrestler what a good job they did but the non-verbal message is telling them I am not happy with it. Presentation of teaching strategies and guided practice with proper communication skills will make or break the ability of the wrestlers to understand the messages taught.

By being clear and to the point messages have a better chance of being heard and understood. Being aware of proper tone and emotion for each athlete while communicating may increase the ability of understanding and performing the instruction/s. I need to remember that all the athletes are going to react differently, so it is important to identify each wrestler’s way of coping with situations and tone. My non-verbal communication needs to be monitored and controlled to what it is I really want. Perception of the non-verbal actions may be a mixed signal to my athletes, parent, or anyone around of the message that really is wanted to come across. Keeping verbal and non-verbal, tone and emotion communication skills in check will allow myself and staff the ability to get the most out our wrestlers in multiple situations. This will also help in the presentation of tactics or instruction, teaching strategies, and guided practices. Always being positive and not allowing an athlete leave after a tough day without something positive said to them will allow “my staff” credibility then and in the future.



Coach Christenson

Question 2: Should boys and girls be trained differently? Defend your position.

I am a high school PE teacher who teaches coed class' everyday, a former head girls' track coach, and a head wrestling coach with girls on my team every year. No matter what gender or maturation stage they are in, each athlete/child is different. There are sensitive periods that will affect both genders physically and mentally. I do think that girls and boys have to be coached differently at specific times.

As a high school wrestling coach with girls on the team, I have to forewarn the ladies that the boys are going to be stronger and more physical than them. Most of my females have an issue with weight control during menstruation time due to water intake. It is harder for them to keep weight down if they are cutting hard. I spend a lot of time with the whole team on how to do weight control correctly.

Regarding swimming from the reading assignment, I have some of the same problems. Growth spurts during wrestling season is hard to deal with, especially the ninth and tenth grade boys and the 11th and 12th grade girls. I usually have a male who grows 3-6 inches a season and can not maintain the weight they want to wrestle due to the growth spurt and older females whose body fat increases due to maturation. This is covered at my parents and early team meetings to let both parents and athletes know they may have this problem arise and I am aware of it. This goes right along with the maturity issue of a 9th grader wrestling a 12th grader much like a girl wrestling a boy. Generally the 12th grader or boy is going to be stronger so we have to let them know what they can do to counter that obstacle. The good thing about wrestling is that they are the same weight and that takes out some of the problem.

An example of how a female differs from a male athlete would be my 12th grade wrestler who is a great technician, and female wrestler. She wrestled at Fargo wrestling nationals for Illinois women's wrestling team this summer, but has been unable to make my boys varsity line-up due to her strength. The boys are just too strong for her, but she was an instrumental part of our practice room and team. The last point is the younger wrestler/girls may not be able to perform some of the training situations, so I must communicate why I have changed what they are doing so they do not lose confidence. We need to train our athletes male or female to the level in which they are at and that allows them to have the greatest success.

NCAA CLEARINGHOUSE

The NCAA regulates many college sports. There are three membership divisions; I, II, III. Institutions are members of one or another division according to the size and scope of their athletic programs and whether they provide athletic scholarships.

If you are planning to participate in **Division I or Division II** sports, you must be certified by the NCAA Initial-Eligibility Clearinghouse. The Clearinghouse will analyze your academic information and determine if you meet the NCAA's initial-eligibility requirements.

All prospective student-athletes first entering a collegiate institution on or after August 1, 1995, who want to play NCAA Division I or II intercollegiate athletics, **must be certified by the Clearinghouse in order to be eligible for financial aid, practice and competition during their first year.**

This certification process should begin in the spring of your junior year. The form to be submitted is available in the Counseling Center. **You must identify a Personal Identification Number (PIN) on the form.** Any communication with the Clearinghouse will require you to indicate your PIN number. Your PIN number will also be kept on file in the Counseling Center. After you submit the form, the Clearinghouse will issue a *preliminary certification* report. After you graduate, the Clearinghouse reviews your final transcript to make a *final certification* decision.

Test scores must be sent "officially" from the testing agencies. It also authorized the Clearinghouse to send the information to colleges or universities. On the Clearinghouse form there are two options; by checking option #1 on the form you authorize the release of information to any institution offering Division I or II sports that asks for it. Option #2 authorized the release of information only to colleges you list on the form.

Submit the required fee with the "white" original copy to the Clearinghouse. Both the yellow and pink copies should be given to the Counseling Center. University High School then sends the form with your official transcripts to the Clearinghouse.

In addition to sending the Clearinghouse form you must also complete a transcript release form. This form authorized the high school to send a copy of your official transcript and proof of graduation to the NCAA Clearinghouse.

CHARACTERISTICS OF LEADERSHIP

“Do Stuff”

“Be a Doer”

Know when to battle

Leadership and decision making

Decisions determine actions

1. What’s best for kids – program – school
2. Get all the information – what do I have – what more do we need – where can I get it.
3. Who will be affected by the decision
4. What are the consequences and am I willing to pay the price. Talk with your staff.
5. Are my actions legally, morally, and ethically sound? “Do What’s Right.”
6. Is the decision explainable?
7. If it involved my kid, how would I feel?
8. I must be willing to accept responsibility.

LEADERSHIP MODELING

1. We must walk the talk – not just say it.
2. We are judged on what we do – not say.
3. Doing what you say – words and actions build respect
4. People feed off you – they look to you for energy and ability to handle situations.
5. Be positive.
6. Know who to trust and talk with
7. Attitude
8. Leaders, not managers

7 TYPES OF MENTORING

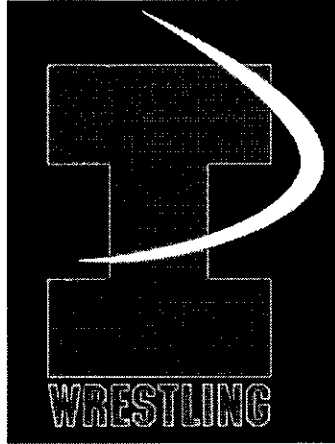
1. Make them believe in self
2. Listen
3. Identify feeling and verify them
4. Confront negative intentions or behavior
5. Provide information needed
6. Give permission to make decisions
7. Encourage exploration of options

Remember actions are determined by your decisions.

How do you make decisions?

1. What information do you have?
2. What more do we need?
3. Where can we get it?
4. Seeking input makes people feel valued.
5. Seeking input creates a sense of ownership.
6. How do you feel when you are consulted?
7. Find and facilitate the input.
8. Who will be affected by decisions? How so?
9. What are the consequences of each decision?
10. I must be able to accept the consequence. Leaders accept the responsibility that comes with decisions.
11. Is that decision explainable, defensible?
12. Are the alternatives morally and ethically sound—are they right?
13. If it involved your kid, how would you feel?

PONTIAC INDIAN WRESTLING



Here's a list of 23 *new* ways to say "Good Job" to your team.

- 1) You're on the right track now!
- 2) You've got it made.
- 3) You're really working hard today.
- 4) You are very good at that.
- 5) I'm proud of the way you worked today.
- 6) That's the best you've ever done.
- 7) I knew you could do it.
- 8) You are learning fast.
- 9) Couldn't have done it better myself.
- 10) You did it that time!
- 11) Nothing can stop you now.
- 12) That's the way to do it.
- 13) You've got your brain in gear today.
- 14) That was first class work.
- 15) That's better than ever.
- 16) You must have been practicing.
- 17) Good job, (person's name)
- 18) You outdid yourself today!
- 19) Good going.
- 20) Now you have the hang of it.
- 21) Sensational!
- 22) That's the way!
- 23) Aren't you proud of yourself?

I'm a big believer in catching kids doing things RIGHT.

It's way more fun to call out a kid doing something correctly than one doing something wrong (for you and the kid).

PONTIAC INDIAN WRESTLING

"GIVING 1 MORE..."

I don't think it is just one thing that we do. I believe it is getting everyone to buy in to the things that we do that make up our program philosophy of "Indian Style"- Always striving to be Champions on the mat, in the classroom and in life.

Here is our 1M explanation and expectation of everyone in the program, whether it be the coaches giving 1More or the, trainer, or the team. If everyone gives 1 MORE, we will be MORE successful.



What is

Giving 1 MORE:

What if we each gave:

- one more hour a week of working on a technique weakness
-one more sprint when coach said we are done
-one more point scored in every match
-one more hour of studying each week
-one more team get together each month
-one more community service project as a team
-one more rope climb, tire flip or rep in the weight room
-one more time after practice helping a teammate with drilling
-one more takedown in a live practice go
-one more bonus point at a tournament

If we each did "1M" we would be...

- ... *more* confident in our technique
- ... *more* confident in our shape
- ... scoring *more* as a team, more majors, more techs, more pins- *More* bonus points.
- ...a team with *More* of us getting above a 3.0, this means less stress at exam time and more time for to focus on wrestling
- ... *More* respect in the community which builds support for the program
- ...*More* team- less clicks -a team that cares for each other, wins *More* together.
- ... *More* confident in our strength at the end of a match
- ...*More* of the team staying after practice and becoming better wrestlers
- ...*More* confidence late in a match or in overtime when you need to get the takedown
- ...scoring *More* bonus points, which means we put ourselves in a situation to win Team Titles.

Why Football Players Should Wrestle

Wrestling requires total body control, enhancing skills that can be used in a variety of sports. Not a single group of muscles in the body is overlooked. When a competitor steps onto the mat, he takes responsibility for the development and coordination of every square inch of his body. Make yourself a wrestler and you'll learn skills and thinking that will boost your performance in every challenge!

- Cutting weight is not necessary. The goal should be to make football players and wrestlers in general bigger in size, stronger in body, and stronger in mind.
- Fighting off a tackle is done every day in wrestling; wrestlers just call it defending a takedown.
- Ray Lewis, All-Pro Linebacker in the NFL often credits wrestling for heightening the toughness needed to be a great linebacker. The ability to fight with your hands is seen in linebacking as in wrestling. The quick pursuit mirrors that of a lightning fast shot. And if you truly love hard-nosed contact, then bring that ferocity to the wrestling mat.
- The ability to drop your hips and blow through your opponent in a takedown resembles the powerful football tackles.
- Learn the abilities to assess and attack during wrestling. Wrestlers develop "mat-awareness", which is ability to recognize and remember the actions needed to attack or counter from a specific position. A wrestling scramble is a live Rubik's-cube, requiring quick perception and adjustment in a close contact setting.
- Similarly, the shooting and defensive skills in wrestling develop precise footwork and the focus of attacking at the right angle. Once an athlete learns where to put his feet, speed is the next essential element. Speed, strength, and explosiveness are constantly called upon the wrestling mat.
- Wrestlers build a powerful grip that ball carriers need to tuck the football tightly.

The ability, the level change, the motion from a powerful stance, the assessment skills, and fierceness in close contact are just a few of the transferable skills from the wrestling mat to the football field. A player that just wants to focus on getting stronger will unwittingly overlook all of the other skills needed to excel for the next season.

Wrestling can be your key to greater physical and mental development!

Wrestling Lays a Foundation for Other Sports

Football and cross country players just finishing your fall sport and looking forward to the next season, as well as baseball and track players anticipating the coming spring should consider going out for wrestling. If you think that lifting specifically for that sport would help you the most, I urge you to consider the following benefits of wrestling for your other sport(s):

- 1) **Wrestling is Built on Position.** A good stance is vital to most any sport activity. Football's "hit" position and a baseball players' stance are both similar to a good wrestling stance. Quality training for wrestling will include repeated drilling of a good stance, moving in that stance, and moving quickly from that stance. Wrestling develops a high sense of body position and balance. These skills apply well in football and soccer, as players fight for position. Wrestling will help develop those contact positioning skills. When an athlete steps on the field already having body position, balance, and awareness, he/she increases his/her effectiveness for his/her team and his/her performance.
- 2) **Wrestling Develops Good Work Habits.** Wrestling is a sport that demands a lot of work, but don't be frightened away by this. Practice will consist of the proper progressions to prepare you for a massive work ethic. Training for wrestling will provide you a chance to work extensively on repeated drills, strength improvement, conditioning, and mental toughness. Wrestling work habits have helped many of us in the classroom, in the home, in the workplace, and in other sports. The quote the former wrestling legend and Olympic champion, Dan Gable: "Once you have wrestled, everything else in life is easy."
- 3) **Core Strength and Conditioning are Basic to Wrestling.** By "core strength," I am referring to the strength of the large muscle groups of the hips, abdominals, and lower back. Core conditionings refers to the specific energy system development important in stop and go sports. Wrestling is constantly working on strength, flexibility, balance, and power of the hips, muscle power from lifting dead weights is good. But lifting an opponent that is fighting back is much more valuable to the dynamics of most sport activity, especially football. Core strength is also important in hitting a baseball, as we know that power comes from the hips and core. Conditioning for wrestling develops the anaerobic energy system to its fullest, which is the body's ability to repeatedly go all out and maintain strength, power, and explosiveness over time. And, anyone who has wrestled knows that wrestlers are some of the most highly conditioned athletes in the world.
- 4) **Learn self-confidence by wrestling.** Many athletes have to fight through major amounts of fear and timidness. When you accept the challenge to wrestle, you take great strides to overcome those fears. You will learn to take responsibility for your performance, gaining self-confidence. Wrestling will instill in you the aggressiveness needed to excel in contact sports, and the assertiveness and self confidence to succeed in life.

What are your goals in life and sport? Are you doing everything you can do to fulfill your potential? Wrestling can help! I urge you to take on the wrestling challenge, and to convince others to do the same. To reach your full potential, you will need to wrestle. Wrestling will help you excel in a thousand other things!



SIGNIFICANT PERIODIZATION STARTING DATES FOR PONTIAC WRESTLING

Macrocycle for Wrestling. H = Hypertrophy/Endurance; BS = Basic Strength; SP = Strength/Power; P = Peaking;
AR = Active Rest

- The number at the end of season stage = number of weeks in the stage including AR's. (I.e. Post Season 12)
- The number after the period stage = number of weeks. (I.e. AR x 4)

Post Season 12		Off Season 10		Pre Season 13		In Season 17							
AR X 4	H BS SP x3 x3 x2	AR x 2	H BS SP x2 x3 x3	AR x3	H BS SP x3 x4 x3	A R x 1	H x3	TI x1	BS x2	A R x	SP x.4	A R x 1	P x4

Mar 30 May 22 June 8 July 31 Aug 24 Oct 31 Nov 9 Nov 27 Dec 7 Dec 18 Dec 28 Jan 22 Feb 1 Feb 26