



2021 NSCA PERSONAL TRAINERS VIRTUAL CONFERENCE

#NSCPT21

CONFLICT OF INTEREST STATEMENT

I have no actual or potential conflict of interest in relation to this presentation.

Intro

Educator and Coach

- Early on adjust work at CC and 4 year institutions
- Personal Training school director
- Springfield College 6 years
- InnerCity Weightlifting
- Between and within soccer coach and strength and conditioning mostly at the collegiate level

Presentation Flow

Three things I have learned while teaching, coaching and living life and how they have enhanced how I think about learning and have transformed how I teach.

1. I can't be everything to everyone, but I can be something to someone
2. Thing about how you want to reward and punish
3. Create autonomy for students

I can't be everything to everyone

But I can be something to someone

LESSON: People are different

CLASSROOM EXAMPLES: Being fair doesn't mean treating everyone the same

*Make time for individual attention during measure and evaluation class, S&C, and personal training class to see how each person is doing and where we are as a class

I can't be everything to everyone

But I can be something to someone

THE EASY STUFF: Things I CAN do to be something to as many people as possible

- Say Hi
- Be Passionate
- Be Open/Honest with Grades
- Make The Appointment
- Be Consistent

Think a lot about how you want to reward and punish

Reward for nothing... punishment of everyone for the mistakes of one individual...

Start by thinking about:

- What's important to me in order to have a good experience
 - Respect, fun, participation
- What type of experience do I want students to have
 - Respect, inclusion, low stress environment

Think a lot about how you want to reward and punish

LOW STRESS AND LEARNING: High stress environments doesn't open the mind to learning and conversing

- Train for the stress of the operation/job
- The brain and body can't be separated

Think a lot about how you want to reward and punish

POSITIVE REWARDS (POSITIVE REINFORCEMENT): Giving a reward/treat for a task well done

CLASSROOM EXAMPLE: Attendance

Think a lot about how you want to reward and punish

NEGATIVE REWARDS (NEGATIVE REINFORCEMENT): Taking away something bad as a form of reward... we can get out 10 minutes early if...

CLASSROOM EXAMPLE: A day off is good for recovery

Think a lot about how you want to reward and punish

POSITIVE OR NEGATIVE PUNISHMENT

POSITIVE: if you misbehave the whole team sprints

NEGATIVE: if you are talking in class i take your cell phone

CLASSROOM EXAMPLE: Try to never use punishment with adults... have conversations instead

Create autonomy for students

Not the sense of, actual autonomy

LESSON: Creating autonomy or leaving room for it, makes more work for you.

CLASSROOM EXAMPLE: surveys

CLASSROOM EXAMPLE: personal training experience

SOMETHING I'M STILL FIGURING OUT:
autonomy can also mean letting someone else take accountability

How do you like to learn?

- Me: lectures, reading, taking notes, watching videos, trying with feedback, doing the thing, teaching the thing
- kinesthetic, learn by doing for sports, guitar, photography
- to see it or do it myself
- doing
- in person active classroom, heavy visual
- reading, and some youtube ... burning my hand on the stove
- i am a visual learner, i can be told something and still won't understand until i see it
- reading, thinking, applying, recalibrating
- doing

What isn't helpful to learning?

- Me: feeling like there is a “right” way only and not doing it that way is “wrong”, no room for creativity
- taking notes
- not doing
- tests
- when i have no interest in it
- constraining my curiosity
- just being told information
- excessive convoluted content
- having to pay for it
- listening to long lectures / speeches that don't allow for hands on activity or lessons