Coaching Youth Clinic
Instructor Guide

American Sport Education Program

Human Kinetics
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Preface

Coaching youth sport poses formidable challenges for even the most experienced coaches. The challenges are underscored when the coaches have little or no experience, limited training, undefined roles, and few ideas how to fulfill those roles. These are just some of the types of problems that you, as an administrator, typically face with volunteer coaches.

In order to meet those challenges head-on, it’s critical to anticipate the needs and responsibilities of youth coaches. You want effective coaches who can enrich participation for boys and girls and nurture discipline, enthusiasm for teamwork, pride in individual accomplishments, enjoyment of physical activity, and habits leading to increased levels of physical fitness. It’s equally important for coaches to teach positive lessons that will stay with young people through adulthood.

The Coaching Youth Clinic blends contemporary issues with traditional ones. It takes the very best from the previous course, then adds new material and fresh approaches, some springing from suggestions made by people like you. ASEP’s goal is to make this guide the most useful, up-to-date, and easy-to-implement guide it can be.

Coaching Education: A Positive Solution

Coaches play an important role in shaping young athletes’ lives. For that reason alone we need to do all we can to make the experience the best it can be. Even the most well-intentioned coaches, though, often have had little or no formal training to coach. It is important to provide a quality education that not only equips coaches with the knowledge and skills to be successful but also shows them that they can be successful without putting in an excessive amount of time. This Coaching Youth Clinic will help your coaches play a positive role on the field or court; furthermore, it will help them set the stage for their athletes to continue to develop physical, mental, and emotional skills for a brighter future.

Ongoing Commitment

We have made every effort to make the Coaching Youth Clinic and the supporting instructional materials as useful and complete as possible. And we are committed to updating our instructional materials to ensure that you have the most current and accurate information available. It’s all part of our ongoing mission to provide the highest quality of instruction to coaches in order to help them succeed with their athletes and in their profession.

Take a moment now to think about your ongoing commitment as a coach. The Bill of Rights for Young Athletes on page 5 lists ways that you, as a coach, can help ensure that your athletes enjoy their experience. You would never want your coaching to deny an athlete any of these rights.
Bill of Rights for Young Athletes

I. Right to participate in sports

II. Right to participate at a level commensurate with each child's maturity and ability

III. Right to have qualified adult leadership

IV. Right to play as a child and not as an adult

V. Right to share in the leadership and decision making of their sport participation

VI. Right to participate in a safe and healthy environment

VII. Right to proper preparation for participation in sports

VIII. Right to an equal opportunity to strive for success

IX. Right to be treated with dignity

X. Right to have fun in sports

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Section 1

Coaching Youth Clinic Overview

To provide repeated and varied learning experiences that are both interesting and challenging, this clinic includes the following three parts:

- Classroom instruction
- Self-study
- Testing

CLASSROOM INSTRUCTION

The classroom instruction is conducted by a specially trained instructor—you. Approximately two hours will be required to complete the general coaching clinic portion of the Coaching Youth Clinic. An additional 60 minutes is needed for the sport-specific portion of the clinic. This total clinic time may be increased if you choose to add the additional activities that are offered. Anywhere from 5 to 25 coaches may attend the clinic, although an ideal number is between 15 and 20. At the beginning of the clinic, each participant receives a Coaching Youth Clinic Study Guide, the Coaching Youth [sport] book, and the test materials. After the class, the participants take these materials with them to use to prepare for and to take the test.

SELF-STUDY

After the classroom instruction, coaches complete the self-study part of the course in which they are preparing for their test. The coaches read the Coaching Youth [sport] book and work through the optional activities that were not completed during the clinic. The time required to complete this phase will vary based on the individual coach’s reading speed and study habits.

TESTING

After reading the Coaching Youth [sport] book and completing the self-study activities, coaches complete a 28-question test, which is open book. The time required to complete the test phase will vary based on the individual coach’s preparation—how well the coach attended to the classroom instruction and how much time they spent on the self-study phase.
Completing the test is the final step in completing the clinic. The test enables the coaches to review what they’ve learned. After the coaches finish the test, they will mail it to you, the clinic director. The instructions for this process are detailed in Section 5. A score of 22 correct (out of 28) is required to pass the test. The test can be retaken as many times as needed to receive a passing score. Upon successfully passing the test, the coach’s name is entered in the National Coaches Registry.

The test should be presented as a positive step for coaches, one that enables them to affirm their expertise. Coaches should view the test as a challenge, not an obstacle. In fact, the word test may be a misnomer because it is not so much a measuring stick as it is a learning tool.

**COACHING YOUTH CLINIC CONTENT**

You must emphasize to the coaches that the Coaching Youth Clinic is not just the classroom portion; it also includes reading the book and completing the activities that were not done at the clinic. Completion of all the parts is integral to learning how to become a more successful coach.

The classroom portion covers the following topics:

- Introduction to the Coaching Youth Clinic
- Being a C.O.A.C.H.
- Coaching Safety
- Preparing for Game Day
- Sport-Specific Content
- Coaching Youth Clinic Wrap-Up

**COACHING YOUTH CLINIC RESOURCES**

Painstaking effort has been applied to ensure that the clinic materials are effective instructional tools and accurate informational resources. Here is a brief synopsis of the role each resource plays in the Coaching Youth Clinic.

**Coaching Youth Clinic Instructor Guide**

The *Coaching Youth Clinic Instructor Guide* is your guide to conducting the classroom clinic. It includes the preface and the following six sections:

Section 1 Coaching Youth Clinic Overview
Section 2 Presenting the Clinic: Preparation, Conduct, and Follow-Up
Section 3 Tips for Being an Effective Instructor
Section 4 Instructor’s Clinic Guide
Section 5 Coaching Youth Clinic Test Packet
Section 6 Coaching Youth Clinic Video Transcripts

This instructor guide serves as your “cookbook” and provides the recipes you need to conduct the activities for this clinic. It’s critical for understanding what to teach and how to teach it, as well as being an invaluable reference for reviewing what has been taught in the videos.
You may have noticed the icons in the instructor guide. These graphic symbols are included to provide you with visual cues about what to do next. The bold words that follow the icons are directives. They describe what you should do next (for example, EXPLAIN, REFER, and PLAY). The only exception is the INSTRUCTOR NOTE. These notes provide you with more information concerning what’s about to happen next and what you need to do to be prepared for it. Review the icon definitions below, and find examples of these icons in some of the units in section 4 of the IG.

- The speaking face icon indicates content you should say.
- The question mark icon indicates you should ask coaches for questions.
- The book icon indicates you should refer coaches to pages in the study guide.
- The play button icon indicates you should start the video.
- The stop button icon indicates you should stop the video.
- The whistle icon indicates you should roam around the classroom and monitor what coaches are doing in a team activity.
- The house icon indicates activities for the coaches to do at home after the clinic.
- The instructor note icon indicates additional information to help you guide what’s about to happen in the classroom.

Coaching Youth Clinic Study Guide

The Coaching Youth Clinic Study Guide is the coaches’ printed guide for completing the classroom and self-study portions of this clinic. It includes the study materials that the coaches use while completing the clinic activities as well as activities they may do at home after the clinic.

Coaching Basics Video Series

An integral component of the clinic, these videos cover all the relevant information necessary for the volunteer youth coach. They cover topics such as coaching responsibilities, sending positive messages, planning practices, conveying consistent messages, and managing risk and creating a safe environment. They also direct coaches through the learning activities, thus saving instructors from extensive advance preparation.
Coaching Youth [sport] Book

Including baseball, basketball, volleyball, soccer, softball, football, lacrosse, cricket, tennis, wrestling, and hockey, this series of 11 books from ASEP offers practical sport-specific information for coaches. Each book covers communication, preparation, safety, sport-specific skills and drills, teamwork, season plans, and a lot more. Each book also provides sample games and drills that teach technical skills and tactics.

Coaching Youth [sport] Video Series

Including baseball, basketball, volleyball, soccer, softball, and football (and more on the way), this series of six videotapes from ASEP provides clear and practical guidance on the technical and tactical aspects of coaching youth sport.

Course Youth Clinic Test

This concise, take-home test quizzes coaches' understanding of the key principles taught during the clinic and presented in the study guide. The 28-item test, which is located in section 5, can be completed in less than an hour and retaken until a passing score of 22 or better is achieved.
Presenting the Clinic: Preparation, Conduct, and Follow-Up

After you have determined when you will conduct your first clinic, you’ll need to follow the steps outlined in this section to prepare for, conduct, and complete follow-up activities for the clinic. If you have problems setting up the clinic or obtaining your materials, contact ASEP for help.

BEFORE THE CLASS BEGINS: PREPARATION

In this section you will find helpful suggestions for handling chores that should be completed prior to the clinic. How well you attend to these details will significantly affect the ease and success of your instruction. Among the more important items to address are the following:

- Scheduling
- Co-instructing: Finding a sport-specific coach to lead unit 5 of the clinic.
- Instructor and clinic preparation: several weeks before you teach
- Instructor and clinic preparation: a few days before you teach and the day you teach
- TV monitor and video player

Scheduling

When should the Coaching Youth Clinic be held? Perhaps you aren’t in a position to make this decision, but if you are, or if you have some input, consider these factors in scheduling:

- Schedule the clinic to be held before the sport season begins, but not too far in advance. A clinic held a few weeks before the start of the season usually attracts the most coaches. And then when the season does start, the knowledge will be fresh.
- Schedule the clinic when other events (especially sport events) do not cause conflicts. A weekend day is typically better than a weekday.
• Avoid scheduling the clinic during a peak vacation time in your region.
• Although you cannot predict the weather with any certainty, try to offer the clinic when severe conditions are least likely.
• Check that neither you nor any co-instructor has a scheduling conflict on the proposed date.
• Make sure the facility where you plan to hold the classroom phase of the clinic will be available on the projected date.

Co-Instructing

If you and another qualified Coaching Youth Clinic instructor want to co-instruct the class, you may. A short learning experience like the Coaching Youth Clinic is best conducted by one effective instructor or by two instructors who work very well together. The team approach distributes some of the workload, which may be helpful. After the clinic, a co-instructor can provide valuable feedback about the effectiveness of a colleague’s clinic facilitation.

PLEASE NOTE: Section 4, unit 5 requires a sport-specific instructor to come in and lead the activity listed. This person should be contacted well ahead of the clinic date and should be given specific instructions on leading the class through a sample practice plan. This sport-specific instructor will need to prepare the sample practice plan ahead of time and bring copies for the coaches attending the clinic.

You may want to recruit a high school or college coach from your community to conduct this section of the clinic. Often they will be happy to volunteer their time for the opportunity to build a connection with future athletes in their community. Another option is to use a veteran coach from your program. Often these veteran coaches have experiences specific to the age and level of play of your leagues that the high school and college coaches will not have.

When you introduce your sport-specific coach instructor, it is important to spend a few minutes building his or her credibility with the audience. Explain his or her experience in coaching that sport and describe why you picked this person to lead this section of the clinic. This type of introduction will not only engage the audience; it will boost the confidence of the coach who is doing the presenting.

Instructor and Clinic Preparation: Several Weeks Before You Teach

Several weeks before you teach the clinic, you need to complete a variety of instructor and clinic preparation steps. Use the following checklist to make sure that you are fully prepared when the clinic begins.

• You should plan to work through the Coaching Youth Clinic Instructor Guide at least one month before you teach your first class. This will make you familiar with the activities in the Coaching Youth Clinic and you will know which activities you plan to use in your clinic.
• Reread or review the Coaching Youth [sport] book that goes with your clinic.
• If you are planning to team-teach the clinic, retain the services of a qualified co-instructor.
? Arrange for your sport-specific instructor to attend the clinic and give him/her all the instructions he or she will need for teaching unit 5 of the Coaching Youth Clinic.

? Select the clinic date or dates.

? Secure a meeting room for the clinic. Check that it will easily accommodate all of the coaches, provides plenty of room for the group discussions, has comfortable seating and plenty of table space for the small-group activities, is free of inside (e.g., heating and cooling system) and outside (e.g., passersby) noises and distractions, and is clean.

? Print a sufficient number of Coaching Youth Clinic Study Guides, Evaluation Forms, and Tests.

? Purchase the Coaching Basics Video Series, which includes the “Being a C.O.A.C.H.,” “Coaching Safety,” and “Preparing for Game Day” videos.

Begin contacting coaches two months before the clinic. The personal approach usually works best: a phone call or a letter directed specifically to a coach generally has greater impact than a general announcement the same coach might read or hear. Why? Coaches want to feel valued. If you use a personal touch, they're more likely to consider attending your clinic.

When you speak or write to a coach, begin by expressing your gratitude for his or her contribution. Indicate that you'll be holding a preseason coaching clinic for all coaches in the program, and you are counting on each to attend. Mention that the clinic is very interactive and that you are looking forward to what coaches will contribute to the clinic. Let each coach know when you'll be holding the clinic and some of the topics it will cover. You can look at a sample letter at the end of section 2 and adapt it to your clinic.

You may also want to pass out fliers about the clinic to coaches you know or leave several at prominent locations where it’s likely that coaches will see them. A sample flier is also included at the end of section 2.
Generating Publicity

Even if you personally contact coaches, you should still use several information sources to spread the word about the clinic. Coaches are more likely to actually become involved if they see how much and how well you are promoting the clinic.

No matter how many coaches you talk with, you’ll want to publicize the clinic in a number of places: radio and TV stations, newspapers, schools, college physical education departments, health and fitness centers, and houses of worship.

When promoting the clinic through media outlets (newspaper, radio, TV), make it easy for each one to use your information. A press release can be an effective way to summarize the details. Adapt the sample press release found at the end of section 2 to fit your specific needs.

If you effectively promote the clinic to the coaches you have targeted, a good number should attend. When your clinic registration form is full, it’s time to attend to the final details before the clinic.

Instructor and Clinic Preparation:  
A Few Days Before You Teach and the Day You Teach

A few days before you teach the clinic, and on the day you teach the clinic, you need to complete additional instructor and clinic preparation steps. Use the following checklist to make sure that you are fully prepared when the clinic begins.


? Review the Coaching Youth Clinic Study Guide. The Instructor’s Clinic Guide (section 4) includes all of the relevant study guide pages you’ll need to conduct the clinic, so you don’t need the study guide to conduct the clinic. However, you should have your own copy at the clinic and be prepared to answer coaches’ questions about its contents. The study guide includes several activities the coaches can complete after the clinic is over. You’ll need to answer any questions the coaches may have about these activities.

? Preview the Coaching Basics Video Series to familiarize yourself with the material and its presentation and to familiarize yourself with how the video player works.

? Review the clinic evaluation form, the test answer form, and the test instructions included in section 6 of the instructor guide. Determine how you will provide the information that coaches need to complete the clinic evaluation and the clinic test. See the clinic evaluation on page 134 and clinic test on page 136 of the Coaching Youth Clinic Instructor Guide.

? Prepare to apply the clinic concepts to the sports coached by the coaches who will attend your clinic.

? Practice your teaching role several times before the clinic begins. Get a feel for how you will make transitions from one activity to the next; where you will position the television monitor, video player, and flipchart or whiteboard; and how you will oversee coaches’ practice activities. The coaches who attend your clinic will appreciate and benefit from your preparation.
Make sure that you have the following materials ready for each coach:

- A Coaching Youth Clinic Evaluation Form
- A Coaching Youth Clinic Test
- A Coaching Youth Clinic Test Answer Form
- A preaddressed mailing envelope for each coach to mail in his or her completed Test Answer Form
- Coaching Youth Clinic Study Guide
- Coaching Youth [sport] book
- Coaching Youth [sport] video

Determine how you will provide the coaches with the information on when, where, and how to mail in their test answer forms. If you decide to put all the information on a handout for this purpose, remember to prepare the handout.

Obtain nametags or table tents for each coach and for yourself.

Obtain a whiteboard or flipchart and markers.

Obtain a selection of pencils and pens for coaches to use.

Decide if you will provide refreshments, and make arrangements for the refreshments to be supplied.

Arrange for a public address system if the room is large and you feel your voice or your co-instructor’s voice will need to be amplified. When in doubt, use a public address system.

Arrange for a TV monitor and video player with appropriate connection equipment. Multiple TV monitors may be necessary if you expect a large group; one large TV monitor for every 20 coaches is recommended. Confirm that all equipment is working correctly.

### TV Monitor and Video Player

You will need a television monitor and a video player to conduct the Coaching Youth Clinic. Be sure that these items are in good working order. We suggest that you use a screen that’s at least 21 inches wide because a smaller one will be difficult to see and could possibly cut off some of the video’s graphics. The TV monitor should be set at a comfortable height above table level to maximize visibility. For groups of 20 or more, consider using a large-screen TV, multiple monitors, or a video projector and screen. Coaches will begin to lose interest if they can’t see the video clearly.
TEACHING THE CLASS: CONDUCT

A complete and detailed description of the Coaching Youth Clinic procedures is provided in section 4. As you will see, our intent is to make the clinic an active learning experience for participants. Small-group brainstorming about how to handle difficult coaching situations or how to teach sport-specific techniques and tactics is a great way for coaches to grasp the principles of coaching.

Room, Furniture, and Equipment

Over the past several years, tens of thousands of coaches have completed many ASEP classroom courses and clinics. Based on hundreds of written evaluation comments, what the coaches want in their classroom environment is this: smaller classes, comfortable seats, appropriate room temperature, food, breaks, and better audiovisual systems. When coaches focus on the wrong things—what they don’t have—they lose focus on the right thing—learning about coaching. You can help them stay focused by doing the following:

- Limit class size to 15 to 20 coaches at the very most.
- Provide a comfortable classroom environment. This should include
  - a large room with plenty of space for seating and for small-group discussions;
  - tables that three to four coaches can sit around comfortably, with ample space for the coaches’ study guides, texts, etc.;
  - comfortable seats;
  - good viewing alleys so that all coaches can see you, the TV screen, and the flipchart or whiteboard;
  - a good, easily viewed and heard audiovisual system; and
  - a properly warmed or cooled room with good ventilation.
- Provide bathroom breaks, water breaks, and walking around time.
- Consider providing snacks during breaks.

Using the Video

The Coaching Basics Video Series, which includes “Being a C.O.A.C.H.,” “Coaching Safety,” and “Preparing for Game Day,” will serve as the takeoff point for the activities in this clinic. The Coaching Youth Clinic Instructor Guide gives you specific places to start and stop the video. It is very important that you follow along with the video and stop the video in the correct spots. Your clues are specific statements made by Jim Greulich, the moderator of the video. When you’re ready to play a new segment, press “Enter” or “Play” on your video remote control, and the next segment will begin. Again, you will need to listen carefully to what the moderator says to know where to stop the video. You should do a practice run on each of the videos.
AFTER THE CLASS ENDS: FOLLOW-UP

When the class ends, you'll have some follow-up activities. You'll need to grade the tests as the coaches finish them and send them to you through the mail. You should have given all the coaches an end date, beyond which tests will no longer be accepted. After you have graded the tests, you should contact the coaches and inform them of their scores. When coaches get 22 or more correct answers on the test, it will be your responsibility to enter their names in the National Coaches Registry. Send a new answer sheet to coaches who get 21 or fewer correct answers so that they can retake the test and submit their answers to you to be graded.

Clinic Registration

Consider using the clinic registration form as a way for coaches to register when they arrive at the clinic. That’s the easiest way to obtain the information needed to submit names of coaches who pass the test for the National Coaches Registry. The ID number is their social security number. If a coach wishes to have an alternate ID number assigned, please have the coach leave that field blank and instruct him or her to contact the ASEP National Center at 800-747-5698, ext. 2390, to request an alternate ID number. Please do not assign an ID number to your participants or allow them to create one. The clinic registration form is found in unit 1 of the Coaching Youth Clinic Instructor Guide. You should duplicate this form as needed to add more participant names.

Clinic Evaluation

Coaches complete the clinic evaluation using the evaluation form included in unit 6 of the Coaching Youth Clinic Study Guide. The form should be self-explanatory, but you should review it and prepare to answer questions about how to complete it.

Make sure the coaches give you their completed evaluations before they leave the clinic. These evaluations will be a great tool for you to use to improve the way you run your clinics.

Clinic Test

After completing the clinic and reading the Coaching Youth [sport] book, coaches complete the test. The test is found in section 5 of the Coaching Youth Clinic Instructor Guide. You will need to make a copy of the test and the answer form for each coach attending your clinic. The test is open book, but it should be completed individually after the coaches go home from the clinic.

Two weeks is the suggested amount of time to give the coaches to complete the test and return the test answer form to you. Coaches who do not get 22 or more answers correct on the test can take the test over as many times as needed to receive a passing score.

Your instructor responsibilities include answering coaches’ questions about the test. You should prepare for this role by reviewing the test in detail. If coaches have procedural questions about taking the test, refer them to the instructions included with the test and ask them which section they need clarified. Encourage coaches to read and reread the text and to complete the at-home activities in the study guide before attempting to answer the test questions.
When a coach asks about specific test questions, provide guidance, not solutions. Encourage the coaches to see how many questions they can answer confidently without referring to the text. If they are uncertain about multiple-choice items, ask them to try to narrow their choices to two before consulting the book. For troublesome true/false questions, have them jot down on scratch paper the answer they think is correct before checking the book. By testing themselves in this manner, coaches will have to think through the concept behind each item, not simply spew out or copy responses to the questions.

It’s crucial that you know, explain, and follow the testing procedures so that your coaches receive recognition for successfully completing the clinic. You want them to be rewarded for their efforts to learn. And you deserve to see the positive results of a teaching job well done.

**National Coaches Registry**

After you have received a coach’s test answer form, you will need to score the test. With 28 questions on the test, a coach must get 22 or more correct answers to achieve a passing score.

All coaches who score 22 or higher on their test should have their names entered in the National Coaches Registry. For procedures on how to enter the coaches’ names, please contact ASEP at 800-747-5698 and ask to speak with a Volunteer Coaching Sales Representative.
SAMPLE LETTER TO COACH

Date

Coach’s Name
Coach’s Address
City, State ZIP

Dear First Name:

Through coaching, you enable many young athletes to learn and enjoy [insert sport]. Thank you for devoting your time and energy to benefit those young people.

To help you become an even more effective coach, we urge you to participate in the Coaching Youth Clinic, developed by the American Sport Education Program (ASEP), this country’s foremost educator of coaches.

We are offering the clinic especially for you because we know how much you care about your athletes and that you will want to be a leader in making their experiences safe, valuable, and enjoyable. The clinic will be held:

Date:
Time:
Location:
Cost:

The clinic includes thought-provoking video instruction, active learning exercises, and instructor-led group discussions, all related to coaching youth. You’ll be sharing ideas and picking up new ones. It’s a great way to quickly enhance your coaching skills while having fun in the process.

We know you’re a busy person. That’s why the clinic runs for about three hours. But don’t be fooled by the short time span, as the clinic is jam-packed with valuable information you’ll use the very next time you coach. Among the areas of discussion are the following:

- Your coaching outlook
- Positive feedback and consistent messages
- Using the “Games Approach to Coaching”
- Using IDEA to teach sport skills
- Preparing and implementing practice plans
- Managing risks and creating a safe environment
- Holding a parent-orientation meeting
- Sport-specific coaching information

After the clinic you will also have optional activities to do at home. You will then read the Coaching Youth [sport] book and complete an open-book test. When you pass the test, your name will be entered in the National Coaches Registry.

Please contact me at (insert home and work numbers with area codes) to register for the clinic or ask questions about it. And if you know of other coaches or friends who might be interested in coaching, please share this information with them.

We look forward to seeing you at the clinic on (date) at (time).

Best regards,
SAMPLE FLIER

ASEP Coaching Youth Clinic

Date:

Time:

Location:

Cost:

The Coaching Youth Clinic is jam-packed with practical, insightful, inspiring, and hands-on information. Your coaching will be revitalized by learning new approaches, and you’ll gain fresh perspective on established principles. Plus, you’ll share the experience with other coaches. You’ll also get a copy of the Coaching Youth [sport] book and video, a set of resources that leads you through the coaching process step by step, from communication and motivation to techniques and tactics (along with plenty of drills to keep your practices fun and valuable for your athletes).

This clinic will help you guide your young athletes toward more enriching and simply more enjoyable experiences. Guaranteed!

To reserve your spot, or for more information, contact:
SAMPLE PRESS RELEASE

Coaching Youth Clinic Being Offered Locally!

(insert your program or organization) is providing for area coaches the Coaching Youth Clinic by the American Sport Education Program. The clinic will begin at (time) on (date) and will be held at (location).

The Coaching Youth Clinic will be taught by (instructor’s name). It is specifically designed for volunteer coaches who believe that enhancing their coaching skills by practicing an Athletes first, winning second philosophy will make sport a more enjoyable experience for the children who participate. The American Sport Education Program (ASEP), the leading coach educator in the United States, developed this clinic.

Coaches attending the clinic will receive instruction in the most critical principles of coaching. Through individual study and group discussion, each coach will learn how to apply what he or she learned at the clinic to his or her specific sport.

After successfully completing a brief, open-book test at home, each coach will have his or her name entered in the National Coaches Registry.
Section 3

Tips for Being an Effective Instructor

Just as the quality of any sport program depends on the support of the administration and the quality of the coaching staff, the value of this clinic depends on the preparations you make to administer the clinic and your ability to teach it. Your ability to stand before a group of coaches and conduct a successful clinic also requires the use of sound teaching principles.

It’s perfectly normal to be nervous or feel awkward—even if you’re a veteran instructor. To help you feel more comfortable teaching, we do all we can to lighten the burden, such as providing this Coaching Youth Clinic Instructor Guide. Remember, even if you do slip up, the coaches in your clinic won’t necessarily know it. So relax and have fun!

EFFECTIVE INSTRUCTORS

As part of our effort to ease your concerns about conducting the clinic, we provide the following tips for being an effective clinic instructor. If you apply these 13 recommendations, you’ll enjoy your teaching role more, and the coaches who attend will have a much better learning experience.

Effective instructors...

• provide a pleasant physical environment in which to learn (comfortable chairs and room temperature, adequate light, and so on).
• stay on the clinic time schedule for each component they teach.
• teach the curriculum as it is prepared and determine before the clinic begins which activities will be completed at the clinic.
• use audiovisual aids along with oral explanations to keep coaches’ attention.
• take time to prepare themselves for each aspect of their teaching duties.
• encourage coaches to share their ideas and firsthand experiences, and use those contributions as effective learning tools.
• achieve a balance in presentation style. They command respect but do not abuse their position of authority. They inject humor but not at the expense of others.
• help coaches learn with confidence. When possible, they offer individual attention to coaches who are struggling to keep up, and they praise coaches’ efforts in the clinic.
• concern themselves with the practical needs of coaches to help them address the day-to-day problems of coaching.
• do not use the clinic as an opportunity to market their professional services. Coaches gain more when instructors emphasize educating instead of selling.
• consider not only the content to be learned but also the process of learning it. It is not enough to merely expose coaches to accurate and expert information. The instructor must help guide coaches to a new understanding.
• strive to be inclusive of all coaches, reflecting this in the language they use and the examples they share (they mention a variety of sports, women and men, all races, all abilities, and so on).
• emphasize the clinic material and coaches’ understanding of it. Their personalities and viewpoints take a backseat to coaches’ learning and involvement in the clinic.

**BLOCKS TO LEARNING**

In any learning situation, there are roadblocks to learning. Use the following suggestions to do your part in overcoming these obstacles.

**Boredom**

Coaches will become bored if the content of the clinic is too easy or too difficult, or if you do not present the information in an interesting way. Encourage your coaches to take an active part in discussions and exercises. Their involvement will keep the clinic stimulating.

**Confusion**

Information that is presented ambiguously or too rapidly can result in confusion, as can contradictory statements and a failure to relate one idea to another. Associate one topic area with another as you summarize discussions and exercises.

**Irritation**

Annoying mannerisms, poor communication skills, lack of respect, and interruptions can create irritation among learners. Evaluate your communication strengths and weaknesses, and try to improve your abilities.

**Fear**

Some coaches have little confidence that they will succeed in learning new methods, so they avoid the risk. In their experience, trying to learn has brought the pain and fear of failure rather than the reward of success. Some of the coaches who attend your clinic may avoid making contributions because they fear that their experiences or comments are not worthy of mention. You can help such coaches and improve the quality of your
Clinic discussions by acknowledging all comments and questions as valuable contributions to the learning process. Also, encourage coaches who seem hesitant to participate in group activities. In addition, call coaches by their first names and refer to them in examples so that they feel directly involved.

**THREE PROBLEM COACHES**

Most coaches will be positive contributors to your clinic. You may, however, encounter three types of people who will make it difficult to keep the clinic running smoothly. The following discussions may make your job of managing these problem coaches a little easier.

**Monopolizers**

Monopolizers like to talk. They want to take center stage to perform for their fellow coaches. Too often they begin talking before thinking.

You don't want to squelch the enthusiasm these individuals bring with them; but unfortunately, they squelch other coaches' opportunities to speak. You can best handle monopolizers by first inviting others to speak. If the monopolizers insist on interrupting, politely say that you would like to give other coaches a chance to be heard. If that too fails, speak with the monopolizers during a break. Express your appreciation for their willingness to contribute, but urge them to let others share in the discussion.

**Know-It-Alls**

On occasion you will encounter coaches who believe that they know far more about the clinic content than you do. And perhaps they do! But what's disturbing about the know-it-alls is that they want to let the other coaches know that they know it all. The know-it-alls will challenge what you say and look for ways to trip you up. Or they will respond with an attitude of, "Everybody knows this, so why are you wasting our time?"

Remember these three points when faced with a know-it-all:

- You can be confident of the information you are presenting in this clinic. The Coaching Youth Clinic Instructor Guide prepares you to conduct this clinic.
- It is your clinic to teach. This clinic was carefully designed as an introductory clinic for coaches. Try to keep the content on an appropriate, basic level. If some coaches want or need more in-depth information, encourage them to refer to other ASEP products, such as the *Successful Coaching* book, by Rainer Martens.
- If you have prepared carefully for each session of the clinic, you will be ready to meet the challenges that arise and be able to respond to reasonable questions.

When you identify know-it-alls early in the clinic, try to channel their input positively by making them responsible for sharing small-group results with the large group. Also, when you ask a thought-provoking question that may not have a right or wrong answer, direct it to a know-it-all.
If a know-it-all challenges you directly, simply express confidence in your position and indicate that there is rarely one correct way to do things. Also express your willingness to pursue the question further at the break. Remember that the clinic format does not allow for wasting time on nitpicking.

**Skeptics**

“Must I be here? I want to coach, not sit here and listen to a bunch of mumbo jumbo.”

With this attitude, skeptics challenge you to turn their displeasure with being at the clinic into enthusiasm for the information you will present. Ignore early signs of discontent. Then, in small-group discussions or exercises, try to get skeptics especially involved. Give these individuals a little extra attention as well. When you divide coaches into small groups, don’t let three or four skeptics get together—it’s a recipe for disaster. Try to ensure that every skeptic joins with more enthusiastic coaches in small-group activities.

You may find that some of your most rewarding experiences as an instructor come from seeing a skeptic become involved in the clinic. And don’t be too surprised if some skeptics later admit that the knowledge they gained through the clinic has made them better coaches.

**FACILITATING COMMUNICATION**

When you review the *Coaching Youth Clinic Instructor Guide* (in section 4), you will see that you and your coaches will be interacting often during the clinic. You’ll want to foster discussion throughout the clinic, and this discussion is likely to spawn many “war stories.” Your challenges here will be to get coaches to focus on the study guide, to keep the discussion out of the hands of the monopolizers, to focus on the key issues, to present sound advice, and to show support and build a consensus for good ideas shared by coaches. Your effective management of the group activities will greatly determine the success of the clinic. Here are some suggestions for making the group activities run smoothly:

- Allow no more than three or four people in a group.
- Use the study guide as an aid. The instructions for every activity are listed in the study guide. Tell coaches to refer to and use the study guide, and to jot down key points in it.
- Don’t wait for coaches to find a group. Find groups for them. Unit 2 of the *Coaching Youth Clinic Instructor Guide* will take you through grouping the coaches appropriately.
- Be enthusiastic! If you have a laid-back attitude about coaches starting activities and performing the procedures, they will too. Instead, make clear from the outset that they are to transition quickly from one activity to another—just as they expect their players to.
- Encourage coaches to cast aside their inhibitions during discussions and activities. Remind them that no one has all the right answers—some parts of coaching are much more art than science. The key is to listen to others’ insights, share yours, and come to a better understanding of how to handle difficult coaching situations.
• Move about and praise coaches’ good insights. Get around the room to each group at least once during each activity. Coaches may feel awkward because of their lack of experience or the amount of new information they’re learning, so you should shape their discussions by praising them for good brainstorming and for any insightful responses.
• Have fun—and let coaches have fun! Coaches are likely to learn more, and you are likely to have a much better time when you keep things upbeat.
• Stop each activity a minute before your summary. Coaches may need some time to wrap up their discussions. But don’t let them drag it out. Address any questions and sum things up, then move on to the next topic.

**USING TIME EFFECTIVELY**

You will likely be battling time throughout the clinic. The sessions are tightly scheduled, so you will need to be a clock-watcher. Following are some suggestions for using clinic time efficiently:

• Start on time and end on time. Emphasize in your clinic publicity that you will be punctual.
• Schedule appropriate breaks, but keep an eye on the clock. Many clinic instructors get into serious difficulty because they let 5-minute breaks stretch to 15 minutes.
• To avoid extended breaks, tell coaches exactly when you expect them back in their seats. Also reinforce your intention to stay on time in your introductory comments.
• When coaches do not return to their seats after several requests, go ahead and begin the discussion. You may need to start this way once or twice to send a clear message that you are going to be prompt.
• Instructors get in trouble with time when they fail to follow lesson plans. Avoid rambling when you summarize activities and discussions. The clinic is designed to introduce the major points. Don’t get sidetracked by interesting tidbits that may prevent you from addressing the essential material.
• It’s easy to let discussions lose direction and waste valuable time. You want to encourage an open exchange of ideas, but you must tactfully keep discussions on track and on time.
• Be efficient in giving instructions for the activities. Allow coaches to remain seated in their same-sport groups, and encourage them to start the activity immediately.
• Avoid wasting clinic time to set up your video equipment. Arrive at least 30 minutes early to prepare the VCR player before the coaches show up. Check to see that the picture is acceptable.
• Although it is important not to waste time, you shouldn’t become so concerned about the clock that you rush through topics, stifle discussion, or destroy a positive social environment. Consequently, you must use good judgment and be flexible as you proceed through the schedule. If a valuable discussion is occurring, don’t suddenly chop it off. And if something doesn’t seem to be working, don’t be afraid to cut it short and move on to the next topic.
APPLYING THE LAWS OF LEARNING TO THIS CLINIC

Although no two people learn in just the same way, some general rules of learning have been identified. Use these “laws” to your advantage as you instruct coaches in the Coaching Youth Clinic.

Law of Effect

People tend to accept and repeat behaviors that are pleasant and satisfying; they avoid or reject those that are unpleasant or dissatisfying. If you provide coaches with an enjoyable and challenging learning experience, they are more likely to retain the information, use the coaching methods presented, and pursue coaching education opportunities in the future.

Law of Primacy

First impressions are the most lasting. Strive from the start to create a positive and relaxed learning environment. A warm and upbeat personal greeting to each coach prior to the clinic is a good way to start. Also, try to make certain that coaches learn the clinic content correctly the first time. This means that you must be clear and precise as you present, discuss, and summarize the information shared in the clinic.

Law of Exercise

Coaches know that practice makes perfect. That’s why we repeat the key ideas during the clinic. And that’s why you should repeat key points several times, or better yet, get the coaches to repeat them several times. Keep in mind that only proper practice makes perfect. So make sure that coaches correctly learn the principles of coaching. Coaches may disagree with the philosophy presented in some activities, but make sure that by the end of the clinic, they are communicating principles that help them put Athletes first, winning second.

Law of Disuse

An athlete who sits out a season and does not work out or play the sport will be far behind when the next season begins. That’s because muscles not used and skills not practiced diminish or are lost. The same is true for learning new coaching principles. Therefore, encourage coaches to read and reread their Coaching Youth [sport] book soon after the clinic and to review the key concepts periodically thereafter.
Law of Intensity

People remember the exciting slam dunk, dramatic catch, or great spike long after a competition. Similarly, the coaches in your clinic are more likely to remember a vivid, dramatic, or exciting learning experience than a routine or boring one. To help your coaches learn better, add interesting and appropriate examples that draw them into the learning activity. Try to involve coaches in some or all of these actions:

<table>
<thead>
<tr>
<th>Observing</th>
<th>Answering</th>
<th>Demonstrating</th>
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<tbody>
<tr>
<td>Listening</td>
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<td>Imagining</td>
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<td>Feeling</td>
<td>Disagreeing</td>
<td>Remembering</td>
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# Section 4

## Instructor’s Clinic Guide

<table>
<thead>
<tr>
<th>Unit</th>
<th>Title</th>
<th>Page</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction to the Coaching Youth Clinic</td>
<td>29</td>
</tr>
<tr>
<td>2</td>
<td>Being a C.O.A.C.H.</td>
<td>36</td>
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<td>3</td>
<td>Coaching Safety</td>
<td>68</td>
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<td>4</td>
<td>Preparing for Game Day</td>
<td>101</td>
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<tr>
<td>5</td>
<td>Sport-Specific Program</td>
<td>126</td>
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<tr>
<td>6</td>
<td>Coaching Youth Clinic Wrap-Up</td>
<td>130</td>
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</tbody>
</table>
UNIT 1

Introduction to the Coaching Youth Clinic

PURPOSE: To introduce coaches to the Coaching Youth Clinic, including the course purpose, learning objectives, agenda and resources.

LEARNING OBJECTIVES
In this unit coaches will learn the following:

- The purpose, learning objectives, and agenda for the Coaching Youth Clinic
- How coaches might use the course study guide
- Some of the reasons coaches attend the Coaching Youth Clinic.

MATERIALS NEEDED
- Name tags or table tents (i.e., a two-sided cardboard pyramid that sits on the table)
- Markers to use with name tags or table tents
- Course packages – one for each coach
- Whiteboard or flipchart
- Dry erase or flipchart markers

Unit Overview

<table>
<thead>
<tr>
<th>Topic</th>
<th>Activities</th>
<th>Approximate Time</th>
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</thead>
<tbody>
<tr>
<td>A. Welcome and Introductions</td>
<td>Introduce yourself and ask coaches to introduce themselves.</td>
<td>5 minutes</td>
</tr>
<tr>
<td>B. Overview of the Coaching Youth Clinic</td>
<td>Tell coaches the purpose, objectives, and agenda for the clinic. Review the clinic resources. Discuss housekeeping details (rest rooms and so forth).</td>
<td>4 minutes</td>
</tr>
<tr>
<td>C. Unit Summary</td>
<td>Summarize key unit points and answer coaches’ questions.</td>
<td>1 minute</td>
</tr>
</tbody>
</table>
Unit Content

A. Welcome and Introductions (5 minutes)

INSTRUCTOR NOTE: You need to complete the course registration sheet so you have a complete listing of coaches participating in the clinic.

- As coaches enter the classroom, TELL them to enter their last and first names, their middle initial, and their ID number on the registration sheet.
- The ID number is their social security number. If a coach wishes to have an alternate ID number assigned, please have the coach leave that field blank and instruct him or her to contact the ASEP National Center at 800-747-5698, ext. 2930, to request an alternate ID number.
- Please do not assign an ID number to your participants or allow them to create one, because this will delay adding them to the National Coaches Registry.
- Duplicate the class registration form as needed to add more participant names.
- A course registration form is included at the end of this unit.

WELCOME coaches to the clinic.

Welcome to today’s Coaching Youth Clinic. I’m excited to see you here, and I’m looking forward to working through some fun activities with all of you. We’ve got a lot to cover, so let’s get started.

INTRODUCE yourself in a warm, professional, enthusiastic manner.

- Your name,
- Your position,
- Your experience with coaching, and
- Your experience as a Coaching Youth Clinic Instructor (e.g., “I have been leading these types of clinics for seven years”).

ASK coaches to briefly (30 seconds or less per coach) introduce themselves to the class, covering
- their name,
- their present position,
- the sports they coach, and
- their experience coaching youth.
ASK coaches to fill out a nametag or table tent and place it where other coaches can see it, if this was not done as the coaches entered the room.

REFER coaches to the Coaching Youth Clinic Study Guide. You should pass these out now if this has not already been done.

ASK coaches to check that they have all the contents of the course packages, including the following:
- A Coaching Youth Clinic Study Guide
- A sport-specific Coaching Youth text
- A Coaching Youth Clinic Test package (test and answer form)

TELL coaches to put away for now all of these items EXCEPT the Coaching Youth Clinic Study Guide.

Overview of the Coaching Youth Clinic (4 minutes)

DISCUSS the purpose, objectives, and agenda of the clinic.

- The purpose of the Coaching Youth Clinic is to offer coaches the essential information they need to coach children between the ages of 5 and 15.
- Some of what we discuss today will confirm what you already know, but some information will be new and will help you refine your skills. In addition, you will likely gain new insights from the other coaches in our class.
- Youth sport coaches have tremendous responsibility to provide a fun, safe environment that helps their athletes learn skills and strategies.
- The Coaching Youth Clinic introduces coaches to the following key concepts:
  - Coaching outlook
  - Communication skills
  - Teaching skills
  - Planning practices
  - Managing risks and creating a safe environment
  - Sport-specific techniques and tactics
  - Sport-specific coaching guidance
REFER coaches to the Coaching Youth Clinic Agenda on page 6 of the Coaching Youth Clinic Study Guide.

INSTRUCTOR NOTE: Your copy of the agenda follows this note. As you discuss the agenda, please note that you will decide which activities from each unit will be completed during the clinic. Depending on the amount of time you have for your clinic, you may choose to have the coaches do some of the activities at home. You will also find a few activities that are designed specifically for the coaches to do at home after the clinic.

Coaching Youth Clinic Classroom Course Agenda

<table>
<thead>
<tr>
<th>Unit number</th>
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<tr>
<td>1</td>
<td>Introduction to the Coaching Youth Clinic</td>
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<td>2</td>
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</table>

DISCUSS the topics you will cover in the clinic.

For units 2 through 5, we'll be viewing videotapes and discussing the content and ideas presented throughout. You'll learn about the following topics:

- Coaches’ roles, developing your philosophy, psychology, methods of communication, and encouraging sportsmanship
- Safety on the field and court, conditioning your players to avoid injury, and immediate treatment in case injury occurs
- The games approach to coaching, teaching sports skills using the IDEA method, and practice and game planning
REFER coaches to the Coaching Youth Clinic Study Guide.

DISCUSS the Coaching Youth Clinic Study Guide.

- Take a look at the Coaching Youth Clinic Study Guide.
- We have already opened the study guide; that’s where you saw the agenda for today.
- You’ll use the study guide today as we do activities together and progress through each unit.
- You’ll also find many valuable forms and resources included in the Coaching Aids section of each unit of the study guide.

REFER coaches to the Coaching Youth [sport] book.


Now take a quick look at the Coaching Youth [sport] book.

You will find chapters discussing
- coaching responsibilities,
- communication,
- rules and equipment,
- safety,
- teaching and shaping skills,
- tactics and technical skills,
- game day preparations, and
- season plans

DISCUSS the learning environment.

The key to making this clinic a success is for you to be an active learner. This means you should do the following:
- Feel free to ask questions at any time. There are no dumb questions.
- Be assertive about what you need to understand the topic better.
• Use the study guide in whatever way makes it easier for you to learn.
• Take notes, make check marks, underline important things—do whatever you need to do to get all you can from the resources provided.
• We’re all here to learn together.

**DISCUSS** any relevant housekeeping details:

• Where to put coats (if applicable)
• Seating arrangements
• Rest room locations
• Refreshments
• Other

**ASK** for questions about the agenda, the clinic resources, the learning environment, and housekeeping details.

**C. Unit Summary (1 minute)**

**REVIEW** the key points of unit 1.

• The Coaching Youth Clinic is designed to help you gather the information you need to be a successful coach of kids from age 5 to age 15.
• The clinic is flexible as far as the amount of time spent on activities. Some are designed as take-home activities, and others are there for you to look at after you go home if we don’t get to them today.
• The clinic resources are the *Coaching Youth Clinic Study Guide* and the *Coaching Youth [sport]* book. You will also receive the *Coaching Youth [sport]* video at the end of the clinic.

**ASK** for questions about the purpose, agenda, course resources, or any other topic in this unit.
American Sport Education Program Coaching Youth Clinic Registration Sheet

Date of Clinic __________________ Location of Clinic __________________ Clinic Instructor __________________

Coach Information

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<th>First Name</th>
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<th>E-mail Address</th>
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UNIT 2

Being a C.O.A.C.H.

PURPOSE: This unit features information about coaches’ roles; developing your philosophy, psychology, and methods of communication; and encouraging sportsmanship.

LEARNING OBJECTIVES
In this unit, coaches will learn
• about the responsibilities of a coach;
• about the personal traits of a coach;
• about the importance of a positive outlook for a coach;
• how character plays a part in coaching; and
• communication skills to use with players, parents, and other coaches.

MATERIALS NEEDED
• “Being a C.O.A.C.H.” video
• TV and VCR
• Whiteboard or flipchart
• Dry erase or flipchart markers

Unit Overview

<table>
<thead>
<tr>
<th>Topic</th>
<th>Activities</th>
<th>Approximate Time</th>
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<tbody>
<tr>
<td>A. Unit Introduction</td>
<td>Introduce the unit’s purpose, objectives, and agenda, and group coaches.</td>
<td>2-5 minutes</td>
</tr>
<tr>
<td>B. Responsibilities of a Coach</td>
<td>Coaches are introduced to the responsibilities of coaching.</td>
<td>16-18 minutes</td>
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</table>

Activity 2.1, “Being a C.O.A.C.H.” video—Segment 1
| Activity 2.2, “Your Coaching Responsibilities” | Self-assessment of responsibilities presented in video. Coaches answer individually, then take part in a group discussion and contribute to a tally on flip chart. |
| Activity 2.3, “Have Fun!” | Teams discuss ways to make practices and games more fun. |

| C. Positive Outlook for Coaching |
| Activity 2.4, “Being a C.O.A.C.H.” video—Segment 2 | Coaches consider their personal traits related to the responsibilities of coaching. |
| Activity 2.5, “Positive Outlook for Coaching” | Coaches answer questions presented in the video regarding having fun, player development, and winning. |
| Activity 2.6, “Being a C.O.A.C.H.” video—Segment 3 | Coaches receive a brief introduction to the *Athletes first, winning second* philosophy. |
| Activity 2.7, “Athletes First, Winning Second” from Coaching Principles | Coaches respond to scenarios that challenge them to make an *Athletes first, winning second* decision. |

| D. Coaching With Character |
| Activity 2.8, “Being a C.O.A.C.H.” video—Segment 4 | Coaches look at how their own character reflects on the athletes. |
| Activity 2.9, “Be a Coach With Character” | Coaches evaluate scenarios and think about their own coaching character. |

22-25 minutes

14-17 minutes
### E. Communication and Positive Regard

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Duration</th>
</tr>
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<tbody>
<tr>
<td>Activity 2.10, “Being a C.O.A.C.H.” video — Segment 5</td>
<td>Coaches are presented with information on communicating with parents and athletes.</td>
<td>18-21 minutes</td>
</tr>
<tr>
<td>Activity 2.11, “Communicating With Parents”</td>
<td>Coaches work through communication scenarios, then take part in a discussion by the full group.</td>
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<tr>
<td>Activity 2.12, “The Compliment Sandwich”</td>
<td>Specific sport situations are given, and the coaches create their own compliment sandwiches.</td>
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<tr>
<td>Activity 2.13, “Unconditional Positive Regard”</td>
<td>Coaches list all the positive phrases they might use with athletes.</td>
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</tbody>
</table>

### F. Unit Summary

| Activity 2.14, “Being a C.O.A.C.H.” video — Segment 6 | Coaches review the topics covered in this video. | 4 minutes |

**INSTRUCTOR NOTE:** You may choose to do the number of activities that fits best with the clinic you are facilitating. Have the coaches complete any activities you choose not to do during the clinic on their own time. You will also find some activities that are specifically designed for the coaches to do at home, after the clinic.

### Unit Content

#### A. Unit Introduction (2 to 5 minutes)

**REFER** coaches to the unit 2 learning objectives and unit overview on page 9 of the *Coaching Youth Clinic Study Guide.*

**INTRODUCE** unit 2.

In unit 2 we’ll discuss
- the responsibilities of a coach;
- personal traits of a coach;
- the importance of a positive outlook for a coach;
• how character plays a part in coaching; and
• communication skills to use with players, parents, and other coaches.

We will watch segments from the “Being a C.O.A.C.H.” video and then work through activities, individually and in teams, that have been designed to make you think about your coaching philosophy and objectives.

**LEAD** the organization of teams.

1. **EXPLAIN** to coaches that they’ll work in teams during several of the activities today.
2. **ASK** the coaches to divide into teams of 4 to 5 coaches per team, remaining in the general area of the room in which they are sitting.

**INSTRUCTOR NOTE:** If you have a small number of coaches for your clinic, you may divide them into two or three teams if needed. Or if you have only three or four coaches at your clinic you may choose to work as one group. Do the best you can with the class you have, and remember that you can rearrange these teams at any time during the clinic.

### Responsibilities of a Coach (16 to 18 minutes)

**Activity 2.1, Being a C.O.A.C.H. Video: Segment 1**

**INTRODUCE** segment 1 of the “Being a C.O.A.C.H.” video.

We’ll begin the first segment of the “Being a C.O.A.C.H.” video with a look at some of the responsibilities of coaching.

**START** video “Being a C.O.A.C.H.” at the beginning.

**INSTRUCTOR NOTE:** This section of the tape will play for approximately three minutes.

**STOP** the tape after moderator Jim Greulich says, “So there are four major responsibilities of being a youth coach: First, to provide a safe environment for players; second, to teach tactics and skills; third, to make the sport experience fun; and fourth, to help players develop character.”
Activity 2.2, Your Coaching Responsibilities

REFER coaches to Activity 2.2, Your Coaching Responsibilities on page 12 in the Coaching Youth Clinic Study Guide.

INTRODUCE the activity.

Now that you’ve been introduced to the first four coaching responsibilities, let’s see how you assess the importance of these responsibilities:

- Providing a safe environment
- Teaching tactics and skills
- Making it fun
- Developing character

REVIEW the activity resources.

You’ll use the Coaching Responsibilities Table that follows the activity instructions and activity outcome in the study guide.

EXPLAIN the activity instructions.

1. In the activity table, rate the importance to you of each responsibility by, circling not important, somewhat important, or very important.
2. Take a minute to complete your ratings.

EXPLAIN the activity outcome.

When you’re finished, you will see how you have assessed the importance of each area of responsibility.

ASK for questions about the activity.

TELL the coaches to begin the activity.

INSTRUCTOR NOTE: While the coaches are doing this activity, write the following table on the flipchart.
INSTRUCTOR NOTE: Your copy of the activity table follows the debriefing instructions.

After a minute, CONDUCT the activity debriefing as follows:

1. **ASK** the coaches to raise their hands to show how they assessed each responsibility.
2. **COVER** each responsibility. For example, say “For the Providing a safe environment responsibility, raise your hand if you marked *not important*.”
3. **TALLY** the number of hands raised and mark it on the chart. Do the same for each of the twelve possible answers.
4. **DISCUSS** briefly the outcome in each category. For example, a coach might think it’s someone else’s responsibility to provide a safe environment. Let the coaches know there are many more responsibilities as a coach and this is just a beginning point.

**THANK** the coaches for their honest ratings and for sharing the information with the other coaches.

**ASK** if there are questions about the responsibilities covered so far.

### Activity 2.2, Your Coaching Responsibilities

<table>
<thead>
<tr>
<th>RESPONSIBILITY</th>
<th>IMPORTANCE LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Providing a Safe Environment</td>
<td>Not Important</td>
</tr>
<tr>
<td>Teaching Tactics and Skills</td>
<td>Not Important</td>
</tr>
<tr>
<td>Making the Activity Fun</td>
<td>Not Important</td>
</tr>
<tr>
<td>Developing Character</td>
<td>Not Important</td>
</tr>
</tbody>
</table>
Activity 2.3, Have Fun!

REFER coaches to Activity 2.3, Have Fun! on page 13 in the Coaching Youth Clinic Study Guide.

INTRODUCE the activity.

- Keeping practices and games fun is an important way to keep young people interested in sport.
- If athletes have too low a level of arousal during practice or games they can become bored.
- On the other hand, if the arousal level is too high, they can become anxious or scared and not perform well.
- The trick is to find just the right level of arousal for your athletes.

In this activity you will work in teams to identify what coaches can do to help athletes experience the optimal level of arousal during practice and games.

REVIEW the activity resources.

You'll use the Have Fun! worksheet that follows the activity instructions and activity outcome in the study guide.

EXPLAIN the activity instructions.

1. You will be in teams for this activity.
2. Think about your previous playing or coaching experiences, and list ideas that you have for
   - keeping athletes from getting bored in practices and games, and
   - reducing the athletes’ anxiety and fear of failure.
3. You’ll have 6 minutes to complete this activity.

EXPLAIN the activity outcome.

When you’re finished, you should be prepared to discuss the items you have listed in each category.
ASK for questions about the activity.

TELL the coaches to begin the activity.

After the coaches have started the activity, CIRCULATE around the room, and COACH (listen, comment, and answer questions).

INSTRUCTOR NOTE: Your copy of the activity questions with suggested answers and discussion points in italics follows the debriefing instructions.

After 6 minutes, CONDUCT the activity debriefing as follows:

1. TELL the teams to listen carefully as each group reads off what they have listed, and ask the teams to write down additional any suggestions that the other teams present that they do not have on their list.
2. ASK one team to share its responses for keeping practice fun.
3. ASK other teams for additional responses.
4. LEAD a discussion of which items seem most common and which can be easily implemented.
5. CONTINUE debriefing the second item, limiting athletes’ anxiety.

THANK the coaches for sharing their experiences and ideas.

ASK for questions about making practices and games fun.

Activity 2.3, Have Fun!

Have Fun!

You can help your athletes have fun at practice and during games by making the experience exciting rather than boring. You will also want to make sure your athletes don’t feel threatened to the point of anxiety. As a coach, you need to find the middle ground for both of these areas.

For each question below, list as many ideas as you can for how to accomplish each task.

1. What can coaches do to keep practice fun and not boring for the athletes?

Ideas may include, but are not limited to, the following:

- Use a wide variety of drills and activities when working on skills.
- Keep all the athletes active rather than waiting in line for their turn during
drills.
- Let the athletes have an opportunity to enjoy social interaction with their teammates.
- Create an environment where the players feel they are playing with each other rather than against each other.
- Avoid constant instruction during drills and scrimmages.

2. How can a coach limit the athletes’ anxiety or fear of failure?

Ideas may include, but are not limited to, the following:

- Use positive encouragement rather than negative comments or criticism.
- Give feedback that is high in information rather than high in judgment.
- Coach the athletes to learn rather than coaching them to perform.
- Fit the level of the skills to be learned with the ability of the athletes.
- Help athletes set goals related to personal performance.

C. Positive Outlook for Coaching (22 to 25 minutes)

Activity 2.4 – Being a C.O.A.C.H. Video: Segment 2

INTRODUCE segment 2 of the “Being a C.O.A.C.H.” video.

In the second segment of the “Being a C.O.A.C.H.” video we’ll look at how personal traits reflect on the responsibilities of coaching.

START TAPE, picking up where you previously stopped.
You should be starting with moderator Jim Greulich saying, “The next question becomes, ‘What personal traits do you need as a coach to be successful in carrying out these responsibilities?’ ”

INSTRUCTOR NOTE: This section of the tape will play for approximately three and a half minutes.

STOP TAPE after the third question and the potential responses to it are presented.
Jim Greulich, the moderator, has just said, “Which of the following would be the most rewarding moment of your season? #1 Having your team not wanting to stop playing, even after practice is over. #2 Seeing one of your players finally master an advanced skill. #3 Winning the league championship.”
REFER coaches to Activity 2.5, Positive Outlook for Coaching on page 15 in the Coaching Youth Clinic Study Guide.

INTRODUCE the activity.

Your coaching outlook refers to your perspective and goals—what you are seeking as a coach. The most common coaching objectives are

- to have fun;
- to help players develop their physical, mental, and social skills; and
- to win.

Your outlook involves your priorities, your planning, and your vision.

REVIEW the activity resources.

You’ll use the Positive Outlook for Coaching worksheet that follows the activity instructions and activity outcome in the study guide.

EXPLAIN the activity instructions.

1. For the three questions in the video, work individually and mark your answer to each question.
2. You will have 1 minute to complete this activity.

EXPLAIN the activity outcome.

When you are finished with this activity, you will be able to evaluate your coaching outlook in regard to fun, player development, and winning.

ASK for questions about the activity.
TELL the coaches to begin the activity.

INSTRUCTOR NOTE: Your copy of the activity questions *with suggested answers and discussion points in italics* follows the debriefing instructions.

After about 1 minute, **CONDUCT** the activity debriefing as follows:

1. **ASK** how many coaches were able to answer these questions easily.
2. **DISCUSS** the three reasons for coaching, and ask how many people selected each of the following:
   - Only fun items (the first answer to each question)
   - Only development items (the second answer to each question)
   - Only winning items (the third answer to each question)
   - A mixture of answers
3. **GUIDE** coaches to think about development and fun as the primary focus for young players and to keep the importance of winning in perspective.

**THANK** the coaches for answering these questions honestly.

ASK if there are any questions about this outlook and the importance of athlete development and having fun.

**Activity 2.5, Positive Outlook for Coaching**

**Question 1:** Of which situation would you be most proud?

? 1. Knowing that each participant enjoyed playing the sport
? 2. Seeing that all players improved their skills
? 3. Winning the league championship

**Question 2:** How would you like your players to remember you?

? 1. As a coach who was fun to play for
? 2. As a coach who provided a good base of fundamental skills
? 3. As a coach with a winning record

**Question 3:** Which of the following would be the most rewarding moment of your season?

? 1. Having your team not wanting to stop playing, even after practice is over
? 2. Seeing one of your players finally master an advanced skill
? 3. Winning the league championship
**Activity 2.6, Being a C.O.A.C.H. Video: Segment 3**

INTRODUCE segment 3 of the “Being a C.O.A.C.H.” video.

In this segment of the “Being a C.O.A.C.H.” video, we’ll get a quick introduction to the *Athletes first, winning second* philosophy of coaching.

START TAPE with moderator Jim Greulich saying, “If you selected #1 most often, having fun is a priority with you.”

INSTRUCTOR NOTE: This section of the tape will play for approximately one minute.

STOP TAPE after moderator Jim Greulich says, “Make sure that you incorporate the *Athletes first, winning second* philosophy in your outlook toward the sport.”

**Activity 2.7, Athletes First, Winning Second**

This activity comes from ASEP’s Coaching Principles Course.

INSTRUCTOR NOTE: Coaching Principles is ASEP’s coaching course for high school coaches and college/university students. Many of the activities in this course apply to youth coaches as well.

REFER coaches to Activity 2.7, Athletes First, Winning Second on page 18 in the Coaching Youth Clinic Study Guide.

INTRODUCE the activity.

Let’s explore further the concept of winning. The significance you give to winning will play a vital role in determining how you coach.

*Athletes first, winning second* is a simple, straightforward philosophy, and few coaches disagree with it when asked. On the other hand, few coaches consistently put this philosophy into practice.

When confronted with the question of prioritizing winning and development, many coaches contend that they want both and that they coach to achieve both.
They rightfully point out that winning can help athletes develop by giving them self-confidence and that it’s often easier for athletes and coaches alike to feel that they’re having fun when they’re winning.

On the other hand, at times you will have to choose one over the other.

Discerning which action places the athlete before winning, or vice versa, is not always easy.

In this activity, you’ll work individually to decide how you would respond in difficult situations.

**REVIEW** the activity resources.

You’ll use the Athletes First, Winning Second scenarios that follow the activity instructions and activity outcome in the study guide.

**EXPLAIN** the activity instructions.

1. Work individually.
2. Read the Athletes First, Winning Second scenarios, and answer the questions posed.
3. For each scenario, select one of the options given or write a different approach in the space allotted.
4. You’ll have 8 minutes for this activity. Complete as many scenarios as you can during that time.

**EXPLAIN** the activity outcome.

When you are finished, you should have responded to as many scenarios as possible and be prepared to share your answers with the entire group.

**ASK** for questions about the activity.

**TELL** the coaches to begin the activity.
After the coaches have started the activity, **CIRCULATE** among them, and **COACH** (listen, comment, and answer questions).

**INSTRUCTOR NOTE:** Your copy of the activity scenarios *with suggested answers and discussion points in italics* follows the debriefing instructions.

After 8 minutes, **CONDUCT** the activity debriefing as follows:

1. **ASK** one coach to share his or her response to Scenario 1.
2. **ASK** other coaches if they agree, and if not, why. **ALLOW** coaches to share any write-in responses.
3. **LEAD** the discussion in a way that helps coaches arrive at the response given in the activity outcome.
4. **CONTINUE** debriefing the remaining scenarios in the same way.

**THANK** all coaches for giving such good thought to the scenarios.

**ASK** for questions about putting athletes first and winning second.

**Activity 2.7, Athletes First, Winning Second**

**Scenario 1: Playing With an Injury**
It’s the final game of your basketball league tournament. Margie, your star center, has sprained her knee. She can only function at about 65 percent. However, if she plays, your chances of winning are much better. Being a competitor, Margie desperately wants to play because it’s the final game of the tournament. Knowing that she could hurt herself even more seriously if she continues to play, what would you do?

Select one of the options here, or write an alternative decision in the space provided.

a. Let Margie play for as long as she can bear the pain.

*Your response shows an emphasis on winning. This could put the athlete at risk of a greater injury to have a better shot at winning the game.*

b. If her parents approve, let Margie play as much as she can.

*You’re most likely thinking about winning more than what’s best for Margie. Parental approval might seem like a good reason to play her, but it shouldn’t replace your responsibility as her coach to make a decision.*
c. Let Margie play, but only briefly, and late in the game if the outcome of the game is in question.

*You’re trying to minimize Margie’s risk of injuring herself, but you are still willing to risk it if it could mean winning the game.*

d. Would not let Margie play under any circumstances.

*Keeping Margie out of the action for the rest of the game will be tough on you and on her. In addition, your chances of winning the game will be lessened. However, this choice eliminates the risk of further injury and thereby focuses on Margie’s long-term development and well-being.*

e. Other:

**Scenario 2: Problem Athlete**

Fred is a problem athlete with great potential and an awful attitude. He’s also one of the stars on your team. You’ve counseled Fred a few times about the rules and the consequences of breaking them, but so far nothing has changed. He disrupts practice, and his negative attitude is adversely affecting some of his teammates. As you are contemplating how to discipline Fred, you run across his mother. She tells you that Fred really wants to be a part of the team, and that his involvement is making a positive difference in his life. How will you discipline Fred?

Select one of the options here, or write an alternative decision in the space provided.

a. Tell Fred what he needs to do to improve his attitude and that you care about him and his future. Discuss the discipline options with him and make him aware of the consequences of his behavior.

*Talking to Fred about the problem is a good step, and letting him know you’re interested in his welfare could help him to change. Setting up a discipline plan for Fred shows him you plan to carry out your actions and that there are consequences for breaking the rules. This choice shows that you place Athletes first and winning second.*

b. Try to let the problem iron itself out and do your best to ignore Fred’s attitude and behavior problems.

*With this choice you seem to be saying that winning is more important than dealing with Fred’s problem. Letting him continue to break the rules and disrupt the team will hurt your team in the long run.*
c. Tell Fred he will not be allowed to play until his attitude and behavior at practice improves.

You’ve got the right start here, but you need to do more than just benching him. Make sure Fred understands that you are there to help him make better choices and improve his attitude and behavior. Fred may respond much better when he knows you really do care about him and not just about winning.

d. Cut Fred from your team, or see if he can be placed on a different team.

In many youth programs, this might not even be an option. You might not make any strides toward winning or Fred’s development with this choice even if it is a possibility. You won’t have much of a chance to influence Fred, and his potential to contribute will obviously be lost. Disciplining an athlete is certainly necessary at times, but cutting Fred at this point or moving him to another team isn’t likely to do him much good.

e. Other:

Scenario 3: Playing Time
It’s late in the fourth quarter in a tight game. Tina has been in for several minutes now in place of one of your higher scorers. She’s done okay, but now with the score tied and a time-out called, your more talented player could come back in. Like all players on your team, Tina can benefit from more playing time, but she may not have the presence on the floor that you need right now to win the game. Do you keep Tina in the game?

Select one of the options here, or write an alternative decision in the space provided.

a. Let Tina stay in for the rest of the game. She needs the experience to develop as a player.

You’re definitely putting an emphasis on athlete development, possibly at the risk of losing the game. That’s a choice you’ll have to make as a coach.

b. Put your more talented player back in for Tina. It’s the end of the game, and you need to do all you can to win at this point.

This choice shows that you want to win the game and are willing to play the best athletes at the end to do so. At the youth level, this may not be a choice that shows Athletes first and winning second.
c. Tell Tina you’ll give her another minute to see if she can do something special out there and that you’ll be replacing her if she does not.

*It may seem at first that this decision focuses on Tina’s development, giving her the chance to prove herself in a pressure situation. However, by requiring her to perform or be benched, you could actually be sending the message that winning is paramount.*

d. Tell Tina that she’s played well but you can’t leave her in for the end of the game.

*By telling Tina that you can’t leave her in for the end of the game, you’re removing a potential goal from her and possibly damaging her confidence. In the long run, this could hurt your team’s chances of winning as well!*  

**D. Coaching With Character (14 to 17 minutes)**

*Activity 2.8, Being a C.O.A.C.H. Video: Segment 4*

- **INTRODUCE** segment 4 of the “Being a C.O.A.C.H” video.

> In this segment of the “Being a C.O.A.C.H.” video, we’ll consider how a coach’s character affects the athletes.

- **START TAPE** beginning where you previously stopped.

> You should be starting with moderator Jim Greulich saying, “Another tool coaches need to successfully carry out their coaching responsibilities is a genuine affection for the players.”

- **INSTRUCTOR NOTE:** This section of the tape will play for approximately two minutes.

- **STOP TAPE** after moderator Jim Greulich says, “This C.O.A.C.H. acronym can be very helpful in identifying your coaching strengths . . . and weaknesses that you want to improve.”

*Activity 2.9, Be a Coach With Character*

This activity is adapted from ASEP’s Coaching Youth Series Online Courses.

- **INSTRUCTOR NOTE:** The activities in the Coaching Youth Series online courses are an excellent resource for youth coaches.
REFER coaches to Activity 2.9, Be a Coach With Character on page 21 in the Coaching Youth Clinic Study Guide.

INTRODUCE the activity.

Coaches are always modeling character, whether it is good or bad, to his or her players.

REVIEW the activity resources.

You’ll use the Be a Coach With Character scenarios that follow the activity instructions and activity outcome in the study guide.

EXPLAIN the activity instructions.

1. Work in teams.
2. Review your assigned scenario and decide what you would do as the coach.
3. Write your answer in the space below the scenario.
4. You’ll have 5 minutes for this activity. You may look over the other scenarios if you have extra time.
5. Group 1 will have scenario 1, group 2 will have scenario 2, etc.

EXPLAIN the activity outcome.

When you’re finished, you should be prepared to share your answers with the entire group.

ASK for questions about the activity.

TELL coaches to begin the activity.

After coaches have started the activity, CIRCULATE among them, and COACH (listen, comment, and answer questions).

INSTRUCTOR NOTE: Your copy of the activity scenarios with suggested answers and discussion points in italics follows the debriefing instructions.
After 5 minutes, **CONDUCT** the activity debriefing as follows:

1. **ASK** group one to share their response to scenario 1.
2. **ASK** other teams if they agree, and if not, **ALLOW** coaches to share any additional responses.
3. **LEAD** the discussion in a way that helps coaches arrive at the responses given in the activity outcome.
4. **CONTINUE** debriefing the remaining scenarios in the same way.

**THANK** all coaches for giving such good thought to the scenarios.

**ASK** for questions about coaching with character.

**Activity 2.9, Be a Coach With Character**

**Scenario 1: Parent Coaching From the Stands**

You are coaching your game when you hear a parent coaching from the sideline. He is telling your players to do almost the opposite of what you have been coaching the kids to do. He continues to do this through the first half of the game. What do you do?

Select one of the options here, or write an alternative decision in the space provided.

a. Turn to the parent and announce that you are the coach and you don’t need any help from parents or spectators.

*This really won’t help the situation at all. In fact, once you acknowledge the parent that is coaching from the stands it could easily turn into a shouting match, and that’s not a good situation.*

b. Instruct the child of this parent to quickly go and tell him that his coaching from the stands isn’t helping and needs to stop before the second half of the game begins.

*It’s not a good idea to get the child in the middle of the situation. There’s a good chance that the child is already embarrassed because his or her parent is yelling from the stands, and this will only add fuel to the fire.*

c. Ignore the parent during the game and continue to coach the kids as you have been. Consider speaking with the parent privately after the game.

*This is the best choice. Don’t let the parents take control of the game and override what you have been teaching the kids. It may be a good idea to talk to this parent after the game or at a later date, such as after practice or via a quick phone call. You need to let the parent know that you are doing a good job with the team and that it’s hard for the kids when they are hearing conflicting instructions from the stands.*
d. Sit quietly for the rest of the game, telling the players that there is a parent who seems to have some different ideas and you want them to listen to him instead.

Don’t give up!! It’s your job to coach these kids and you can’t let a parent get to you like this.

e. Other:

Scenario 2: Young, Timid Official
The referee or official is an adolescent who is a little timid when making calls. He misses an easy call, and the parents go crazy yelling at the official. This only serves to cause the official to make fewer and fewer calls. What do you do?
Select one of the options here, or write an alternative decision in the space provided.

a. Complain loudly from the sideline so that the official knows that the team disagrees with the calls.

This is not the best choice. This reaction is disrespectful and sends the wrong message to the athletes and spectators.

b. Encourage your athletes to concentrate on their play rather than on the calls. Tell them that you’re going to concentrate on coaching and let the official worry about officiating.

Yes! With this response, you model the principle of respect and help your athletes to keep their focus in the right place. Your job is to coach; the official’s job is to officiate. Officials have a tough job to do, and they deserve respect, even when they’re not performing as well as some people think they should. Coaches who expend a lot of energy complaining to the officials send the message that it’s OK to be disrespectful in certain circumstances.

c. Tell the team that this is a rookie official who shouldn’t be taken too seriously.

This is not the best choice. This reaction is disrespectful and sends the wrong message to your athletes.

d. When there’s a break in the game, privately tell the official that he’s doing a lousy job and that you expect him to give your team a break.

Talking privately with the official is a good step. However, this conversation seems disrespectful. Even if you’re going to talk privately with an official, you should still be polite about it.

e. Other:
Scenario 3: Unsporting Player Behavior
You are watching your players shake hands with the opposing team after a tough game. You see one of the players spit on his hand before shaking hands with the other team. You look around and see that no one else saw your player do this. What do you do?

Select one of the options here, or write an alternative decision in the space provided.

a. Pull your player out of the line immediately and tell him, in no uncertain terms, that this behavior is unacceptable and he is off the team.

*Embarrassing the player is probably not the best choice here and kicking him off the team may be a little harsh.*

b. Ignore what you saw, knowing that no one else saw it.

*Is this really the message you want to send? If you compromise your values in this situation, you will probably do the same in other situations as well.*

c. When other team members aren’t around, talk to your player and tell him not to worry about it, but not to do it again.

*This player will probably feel like he just got by with doing something he shouldn’t and won’t hesitate to make poor decisions again because he knows it will just be swept under the rug.*

d. During the team meeting following the game and handshake, tell the team what you saw and that this behavior is unacceptable.

*The entire team needs to know where you stand on this type of behavior and the character and values you expect from your team. You should not humiliate this player; instead the message should be one of constructive criticism and reinforcement of the team’s philosophy.*

e. Other:

Scenario 4: Disgruntled Opposing Coach
During a close game, the coach from the other team starts yelling at you because he believes that your players are taking cheap shots at his players. You try to ignore him, but he starts to come over to where you are sitting. What do you do?

Select one of the options here, or write an alternative decision in the space provided.
a. Yell right back and let him know that you’re not going to let him talk about your players that way.

_This won’t help the situation at all. You must maintain your composure and set an example for your players._

b. Get up and walk away as quickly as you can to avoid a confrontation.

_Running away from this upset coach isn’t going to solve anything. In fact, the other coach will probably just follow you and become angrier._

c. Let the coach say what he needs to and then calmly tell him that your players are not intentionally taking cheap shots and that at the next opportunity you will talk to them and reinforce that they are to play fairly.

_That’s exactly right. The biggest trick here is to stay calm. Let him know that you do not condone the play he is describing and that you will make sure your players are reminded of the proper play techniques and are playing fairly._

d. Totally ignore this coach, pretending he’s not there, and continue with your own players.

_If he’s come over to confront you about the situation, ignoring him probably won’t work very well._

e. Other:

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**E. Communication and Positive Regard (18 to 21 minutes)**

(Activity 2.10, _Being a C.O.A.C.H._ Video: Segment 5)

**INTRODUCE** segment 5 of the “Being a C.O.A.C.H.” video.

In this segment of the “Being a C.O.A.C.H.” video, we’ll see how important it is to have good communication with both parents and athletes.

**START TAPE** beginning where you previously stopped the tape. You should be starting with moderator Jim Greulich saying, “So now that you know your coaching responsibilities, and the tools you need to carry them out . . . how can you best communicate this knowledge to your players?”
INSTRUCTOR NOTE: This section of the tape will play for approximately six and a half minutes.

STOP TAPE after the kids are shown at the tennis net. Jim Greulich, the moderator, says, “This models respectful behavior and shows your players that competition involves cooperation.”

Activity 2.11, Communicating With Parents

REFER coaches to Activity 2.11, Communicating With Parents on page 25 in the Coaching Youth Clinic Study Guide.

INTRODUCE the activity.

Many coaches find that the most challenging relationship to manage is their relationship with the parents of their athletes. If you’ve been coaching for a while, you might find this an understatement.

Give parents clear guidelines about their roles and your expectations of them.
• Parent meetings are a great way to introduce yourself to parents and to set the tone for the season.
• Another possibility is to make phone calls to each parent. You could also send letters so that everyone is aware of the rules and expectations.

After practices begin, it’s important to keep your parents informed.
• You can send e-mails with practice information and progress updates on the team or individuals.
• You can also send handouts explaining specific drills done in practice or articles about youth sports.

In turn, remember that parents are ultimately responsible for their children and desire only the best for them.

REVIEW the activity resources.

You’ll use the Communicating With Parents scenarios that follow the activity instructions and activity outcome in the study guide.
EXPLAIN the activity instructions.

1. You’ll be working with your group for this activity.
2. Each group will be given about 5 minutes to work on a specific parent scenario.
3. Work with your group to decide how to handle this problem.

EXPLAIN the activity outcome.

When you are finished, you should be prepared to share with your solution with the entire group.

ASK for questions about the activity.

After coaches have started the activity, CIRCULATE among them, and COACH (listen, comment, and answer questions).

INSTRUCTOR NOTE: Your copy of the activity scenarios with suggested answers and discussion points in italics follows the debriefing instructions.

After 5 minutes, CONDUCT the activity debriefing as follows:

1. ASK group one to share their response to scenario 1
2. ASK other teams if they agree, and if not, why. ALLOW coaches to share any additional responses.
3. LEAD the discussion in a way that helps coaches arrive at the responses given in the activity outcome.
4. CONTINUE debriefing the remaining scenarios in the same way.

THANK all coaches for giving such good thought to the scenarios.

ASK if there are any questions about responding to parents or other points that were introduced and discussed.
Activity 2.11, Communicating With Parents

Scenario 1: Parent With New Plays
Mr. Mabry, a parent, corners you after practice and says, “Hey, Coach, I've noticed that our offense has been having lots of problems lately. I've designed some plays that I think will produce more baskets than the team is scoring now with your plays.” How should you respond?

a. Rip them up. What makes him think he can design a better offense? He hasn’t even been to any of our practices!

One of the most important rules of communicating is to be calm and respectful. Insulting Mr. Mabry for making a suggestion will only cause problems.

b. Thank Mr. Mabry and look over the plays, but tell him that our offensive plan is set up around the abilities of our players and changing things now might be a disruption.

This is your best choice! You can respectfully accept the ideas, but clearly state that you don’t plan to veer from your game plan and may not use the additional plays. This shows a clear plan for the team while still addressing the parent’s concern. After you take a look at the suggestions you may find some valid points and might even want to ask Mr. Mabry to be your assistant coach.

c. Tell him I can use all the help I can get. Take the plays, thank him, and make the changes.

This choice will just set you up for a bad situation. You’re admitting that you’re not sure about the offensive game plan you’re using. Mr. Mabry will really start giving suggestions now!

d. Other:

Scenario 2: Parent Yelling at Officials
Mrs. Lux is constantly yelling at the officials. You hear her say, “What? Are you kidding me? How is that not a walk? Come on, ref! Get it right! You shouldn't be on the court! Get out of there and let somebody who knows the rules and has half a brain call the game!”

a. Ignore Mrs. Lux. Criticizing the refs is part of the game. Fans are going to complain about calls. That’s the nature of the sport.

Criticizing the refs shouldn’t be part of the game. You’re also ignoring the negative effect that Mrs. Lux’s yelling can have on her child.
b. Tell Mrs. Lux that the league is always looking for officials and if she thinks she can so such a great job she should get out there on the court.

*Although this is what you might WANT to say to Mrs. Lux, it’s probably not a good idea. It won’t stop her from verbally attacking the refs and will probably just make a bad situation worse!*

c. In a private conversation, remind Mrs. Lux that in many cases the refs in our league aren’t much older than the players themselves. Mention that her constant yelling can have an adverse effect on her own child.

*This is your best choice. You should also point out that you look for consistency in calls, but you don’t need anyone—coach, player, or parent—to yell at the refs.*

d. Other:

**Scenario 3: Parent Concerned With Playing Time**

Mr. Johnson comes to you after the game and says, “Hey, Coach, I’ve got a question. Why is Scott sitting the bench when he’s one of the best players on the team? He’s got a great shot and could help you win a few games. But he sure can’t make baskets if he’s not in the game.”

a. Tell Mr. Johnson that you’ll take another look at Scott’s shot and if it really is that good, you’ll play him more.

*It’s probably not a good idea to give into Mr. Johnson like this. It puts you in a bad situation and now Mr. Johnson is expecting Scott to get more playing time and more shots. If he doesn’t, you’ll be hearing from Mr. Johnson again.*

b. Let Mr. Johnson know right away that he is overstepping his bounds. Parents don’t decide on playing time; coaches do. Make the conversation as brief as possible and do not give in.

*You’re just adding fuel to the fire with this response. Parents should be allowed to voice their concerns if they do so reasonably. You don’t need to give in, but you need to listen and communicate a little better than this.*

c. Listen to Mr. Johnson and briefly address the situation. Point out that I have a plan for my players in terms of their playing time and that I do all I can to be fair. Thank him and let him know I heard his concerns.

*This is your best response. It’s important to listen to parental concerns but you haven’t given in or apologized about equal playing time. Remember when talking to parent to strip the emotions away from the message. Most parents will be biased about their kids’ playing ability. Hopefully you’ve already made sure all your players are getting a decent amount of playing time.*

d. Other:
Activities 2.12 and 2.13, Take-Home Activities for Unit 2

REFER coaches to Activity 2.12, The Compliment Sandwich on page 27 in the Coaching Youth Clinic Study Guide.

INTRODUCE the activities.

Two activities for you to complete at home are included in your study guide.

- The first one—The Compliment Sandwich—suggests an approach you should consider using when giving feedback to your athletes.
- The second one—Unconditional Positive Regard—will help you develop positive phrases to use when encouraging your athletes.

ASK for questions about the activity.

INSTRUCTOR NOTE: You will find the take-home activities on pages 27-30 of the study guide.

F. Unit Summary (4 minutes)

Activity 2.14, Being a C.O.A.C.H. Video: Segment 6

INTRODUCE segment 6 of the “Being a C.O.A.C.H.” video.

In this final segment of the “Being a C.O.A.C.H.” video, we’ll see a quick review of the topics that we’ve covered so far in our clinic.

START TAPE beginning where you previously stopped. You should be starting with moderator Jim Greulich saying, “We covered a lot in this program, so let's quickly review what we've learned . . . beginning with your responsibilities as a coach.”
INSTRUCTOR NOTE: This section of the tape will play for approximately two minutes.

STOP TAPE at the end.

REFER coaches to pages 32-34 in the Coaching Youth Clinic Study Guide.

TELL coaches about the Coaching Aids for this unit.

The following Coaching Aids are samples and ideas for you to use throughout your season. You may be able to copy them exactly as they are or you may choose to use this as an outline for your own ideas.

Included with this unit are two resources for dealing with parents:
- Parent Orientation Program Agenda
- Parent Guidelines

INSTRUCTOR NOTE: The coaching aids for unit 2 follow the unit review.

REVIEW the key points of unit 2.

- There are many responsibilities of a youth coach, including, but not limited to, providing a safe environment, teaching tactics and skills, making it fun, and developing character in your athletes. Examining who you are and what you believe will help you understand your coaching responsibilities and develop your coaching philosophy.

- Understanding the importance of a positive outlook in coaching will clarify your coaching objectives. Keeping Athletes first, winning second at the forefront will ensure the best long-term outcome for athletes.

- Providing a good character example for your athletes is imperative and will affect your athletes, parents, and community.
The final key to being a successful youth coach is communication and using positive feedback and reinforcement. Communicating effectively with athletes and parents will build positive relationships. You can continually improve your communication skills, and doing so will help your athletes communicate appropriately as well.

ASK for questions about responsibilities, outlooks, communication, or any other topic in this unit.
Parent Orientation Program Agenda

Introductions (10 minutes)

Introduce yourself and any assistant coaches. Give a little background about yourself: why you’re coaching, your experience in the sport, what you do for a living. Let parents know what qualifies you to coach and why they should trust you in taking responsibility for their sons or daughters. Have your assistant coaches describe their responsibilities to help parents get to know their roles and feel comfortable with them.

Coaching philosophy (10 minutes)

Present a brief review of your coaching philosophy. Be sure to discuss at least the following points:
• The benefits their athletes are likely to derive from participation in the sport
• The methods you use to teach skills (you might describe a typical practice)
• The emphasis you give to winning; having fun; and helping athletes develop physically, psychologically, and socially

Demonstration (10-20 minutes)

Parents may not yet know much about your sport. To help them understand and appreciate it, give a demonstration and explanation of the skills, scoring, and rules. Use the entire team or select a few players to assist you in the demonstration. Pitch the demonstration at a level that is appropriate for the knowledge of your parents. If you cannot arrange a demonstration, perhaps you can locate a good film or video. The demonstration is an opportune time to discuss the equipment for your sport. Emphasize safety when discussing equipment and the rules, and don’t forget to mention the role of the referee in ensuring athletes’ safety.

Potential risks (10 minutes)

Be sure parents know the potential risks of participating in your sport. No one likes to hear about injuries, but it is your duty to inform parents of the inherent risks. They must make informed decisions about their children’s participation. Be sure to be specific about the dangers of your sport. Keep your discussion upbeat by telling parents what precautions you take to minimize the risk of injury.

Specifics of your program (15 minutes)

Now you are ready to describe the specific program you will be conducting. Following are some things parents will want to know. You may think of others.
• How much time will their sons or daughters be with you?
• How often and when does the team practice?
• How long is the season?
• How many contests will there be?
• How do you decide who plays and who doesn’t?
• How frequently does the team travel, and who pays the expenses?
• What equipment does each athlete need to purchase?
• Where is equipment available, and how much does it cost?
• What insurance requirements are there, if any?
• How do parents communicate with you or your assistants?
• Are medical examinations necessary for the players to compete?
• Who decides when an athlete is ready to play after an injury?
• Are there special instructions for pregame meals?
• What can parents do at home to facilitate the child’s physical development or learning of sport skills?

Player policies (15 minutes)

Review your team policies. Invite questions from both players and parents.

Parent policies (15 minutes)

You may want to provide parents with a set of policies regarding what you expect of them. Here are some examples:
• Be supportive of your child’s participation on the team, but don’t pressure your child.
• Keep winning in perspective, and help your child do the same.
• Help your child set realistic performance goals.
• Help your child meet his or her responsibilities to the team and the coach.
• Inform the coach of any medical or physical ailments that your child may have that may affect performance or health.
• Provide parents with guidelines for their behavior during practices and contests.

Question-and-answer session (15-18 minutes)

Throughout the program invite parents to ask questions. If sufficient time remains at the end of the program, invite parents to ask any other questions they may have.

Closing comments (2 minutes)

Thank the parents and players for attending, and ask for their cooperation and commitment during the forthcoming season.
Parent Guidelines

- Remain in the spectator area.
- Let the coach be the coach.
- Provide only supportive comments to coaches, officials, and players of both teams. Avoid any derogatory comments.
- Do not coach your son or daughter during the contest.
- Do not drink alcohol at practices or contests or come having drunk too much.
- Cheer for your team.
- Show interest, enthusiasm, and support for your child.
- Be in control of your emotions.
- Help when asked by coaches or officials.
UNIT 3
Coaching Safety

PURPOSE: This unit features information about safety on the field and court, procedures for immediate treatment if injury does occur, and conditioning your players to avoid injury.

LEARNING OBJECTIVES
In this unit coaches will learn the following:
• Ways to create a safe environment for athletes
• Emergency procedures and basic first aid
• The importance of proper stretching and conditioning to prevent injuries

MATERIALS NEEDED
• “Coaching Safety” video
• TV and VCR
• Whiteboard or flipchart
• Dry erase or flipchart markers

Unit Overview

<table>
<thead>
<tr>
<th>Topic</th>
<th>Activities</th>
<th>Approximate Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Unit Introduction</td>
<td>Introduce the unit’s purpose, objectives, and agenda.</td>
<td>2-5 minutes</td>
</tr>
<tr>
<td>B. Providing a Safe Environment</td>
<td>Coaches are introduced to the first steps to creating a safe environment.</td>
<td>22-24 minutes</td>
</tr>
<tr>
<td>Activity 3.1, “Coaching Safety” video—Segment 1</td>
<td>Teams list items to be done preseason, before practice, during practice, and after practice.</td>
<td></td>
</tr>
</tbody>
</table>
### Activity 3.3, “Responding to Heat Related Problems”

Teams are assigned scenarios to determine the causes, symptoms, and signs of the illness described.

### C. Being Prepared for an Emergency

**Activity 3.4, “Coaching Safety” video—Segment 2**

Coaches begin to look at procedures for treating injuries.

**Activity 3.5, “Ready for an Emergency?”**

Coaches are given scenarios in which an athlete has been injured and they must decide what should be done to care for the athlete.

### D. Conditioning and Training

**Activity 3.6, “Coaching Safety” video—Segment 3**

Coaches view information about liabilities when dealing with injuries and about stretching for athletes.

**Activity 3.7, “Sample Stretches”**

Coaches are given seven sample stretches to use with their athletes.

### E. Unit Summary

**Activity 3.8, “Coaching Safety” video—Segment 4**

Coaches view a wrap-up of the video used for this unit.

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**INSTRUCTOR NOTE:** You may choose to do the number of activities that fits best with the clinic you are facilitating. Have the coaches complete any activities not completed during the clinic on their own time.

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**Unit Content**

### A. Unit Information (2 to 5 minutes)

**REFER** coaches to the unit 3 learning objectives and unit overview on page 47 of the *Coaching Youth Clinic Study Guide.*
INTRODUCE unit 3.

In unit 3 we’ll discuss
• the importance of a safe environment for the athletes,
• planning for emergency situations, and
• the importance of conditioning and stretching to prevent injuries.

We will watch segments from the “Coaching Safety” video and then work, individually and in groups, through activities designed to help you understand the importance of providing a safe environment, being prepared for emergencies, and keeping your players safe during practices and competition.

B. Providing a Safe Environment (22 to 24 minutes)

Activity 3.1, Coaching Safety Video: Segment 1

INTRODUCE segment 1 of the “Coaching Safety” video.

We’ll begin the first segment of the “Coaching Safety” video with a look at some of the first steps to creating a safe environment for your athletes.

START video “Coaching Safety” at the beginning.

INSTRUCTOR NOTE: This section of the video will play for approximately four minutes.

STOP the video after moderator Jim Greulich says, “So to summarize... During the season, make sure your players are properly conditioned, inspect all sport equipment and facilities, keep your players properly hydrated, provide player supervision, and match players by size and skill level to avoid injuries.”
Activity 3.2, Creating a Safe Environment Checklist

REFER coaches to Activity 3.2, Creating a Safe Environment Checklist on page 49 in the Coaching Youth Clinic Study Guide.

INTRODUCE the activity.

Now you’ve been introduced to the three areas to cover when providing a safe environment for your athletes.
- Preseason planning
- Duties prior to practice
- Responsibilities during practice and after practice

REVIEW the activity resources.

You’ll use the Creating a Safe Environment Checklist that follows the activity instructions and activity outcome in the study guide.

EXPLAIN the activity instructions.

1. You will be in groups for this activity.
2. Each group will be assigned one area that is important to preparing and maintaining a safe environment.
3. List as many items as you can that should be on a season checklist.
4. You will have 4 minutes to compile your list.

INSTRUCTOR NOTE: After you have given the activity instructions, you should assign groups for each of the three areas on the worksheet.

EXPLAIN the activity outcome.

When you’re finished, each group will share their list and we’ll discuss the importance of the items.

ASK for questions about the activity.
**TELL** the coaches to begin the activity.

**INSTRUCTOR NOTE:** While the coaches are doing this activity, go to the flip chart where you will put up the group answers. You should put headings on three separate pages, one for each of the three areas: Preseason Planning, Duties Prior to Each Practice or Game, and Responsibilities During Practice and After Practice.

The Activity 3.2, Creating a Safe Environment Checklist *with suggested answers and discussion points in italics* follows the debriefing instructions. You will not need to cover all the items shown in italics. They will be listed in the Coaches Aids section at the end of this unit.

After 4 minutes, **CONDUCT** the activity debriefing as follows:

1. **ASK** one team that worked on the “Preseason Planning” area to present their list.
2. **ASK** the other teams if they have any points to add.
3. **WRITE** the list on the flipchart.
4. **CONTINUE** debriefing the other two areas.
5. **TELL** coaches that a complete set of lists is included in the unit’s sample solutions.

**THANK** the coaches for their input and comments.

**ASK** if there are any questions about creating a safe environment.

### Activity 3.2, Creating a Safe Environment Checklist

Create a checklist to remind yourself of the safety guidelines necessary for running a safe season.

#### PRESEASON PLANNING
- *Be trained in CPR and sport first aid.*
- *Discuss risk of injury.*
- *Obtain participation agreement forms, signed by parents.*
- *Obtain release forms, signed by parents (allowing child to be treated in case of an emergency).*
- *Obtain medical release forms if required by your league.*
- *Prepare season plan and initial practice plans.*
- *Have blank injury report forms on hand to take to practice.*
- *Evaluate the fields or courts you'll be practicing on and report any safety concerns that need to be addressed before the first practice.*
DUTIES PRIOR TO EACH PRACTICE OR GAME

- Plan practices with players’ physical condition, skill level, and tactical understanding in mind.
- Inspect the field or court for safety hazards; remove hazards and report conditions you can’t remedy.
- Have a well-stocked first aid kit on hand.
- Have an emergency plan in place and be prepared to enact it.
- Be prepared to respond to minor injuries.

RESPONSIBILITIES DURING PRACTICE AND AFTER PRACTICE

- Use warm-ups and cool-downs.
- Use appropriate practice plans; adjust them as necessary, especially in terms of players’ conditioning and high heat or humidity.
- Take drink breaks every 20 minutes.
- Match athletes appropriately.
- Supervise athletes closely.
- Keep adequate records.

REFER coaches to pages 65-69 of their study guide for Coaching Aids that correspond with this part of the unit.

The Coaching Aids included with this unit are ideas for you to use throughout your season. Several of these aids are forms that you may use exactly as they are presented here or you may want to adapt them to fit your program. The Coaching Aids included in this unit are:

- Informed Consent Form
- Playing It Safe—Safety Checklist (from Coaching Youth Clipboard)
- Healthy History Form
- First Aid Kit Checklist
activity 3.3, responding to heat related problems

refer coaches to activity 3.3, responding to heat related problems on page 51 in the coaching youth clinic study guide.

introduce the activity.

sweltering heat is often a part of the outdoor sport season. however, it’s important not to overlook the serious illnesses and injuries that can occur. you must learn to identify the signs quickly and provide appropriate first aid care.

when dealing with extreme heat, remember the following items:

• schedule practices for early morning or evening to avoid the heat of the day.
• in warm-weather climates, allow athletes time to adjust to high heat and humidity by holding short practices at low to moderate activity levels, and provide fluid and rest breaks every 15 to 20 minutes.
• require athletes to wear light clothing and minimal equipment while they are acclimating to the heat.
• identify and monitor athletes who may be prone to heat illness.

watch for the following signs and symptoms of dehydration:

• thirst
• flushed skin
• fatigue
• muscle cramps
• apathy
• dry lips and mouth
• dark colored urine (should be clear or light yellow)
• weakness

you should be aware of three types of exertional heat illness:

• heat cramps
• heat exhaustion
• heat stroke
Each has different signs and symptoms, as well as different first aid interventions.

In this activity you will identify the causes, symptoms, signs, and treatments for two athletes who are suffering exertional heat illness.

**REVIEW** the activity resources.

You’ll use the Heat Illness scenarios; the Causes, Symptoms, and Signs Table; and the First Aid Table that follow the activity instructions and activity outcome in the study guide.

**EXPLAIN** the activity instructions.

1. You will work individually on this activity.
2. Read each scenario.
3. Review the Causes, Symptoms, and Signs Table.
4. Determine which scenario relates to each set of causes, symptoms, and signs.
5. Add the illness name and scenario/athlete’s name in the appropriate blanks.
6. Review the First Aid Table.
7. Determine which scenario relates to each set of first aid steps.
8. Add the illness name and scenario/athlete’s name in the appropriate blanks.
9. Take 5 minutes to complete the activity.

**EXPLAIN** the activity outcome.

When you’re finished, you will have identified which illness each athlete has and you will have identified the appropriate first aid steps for each illness.

**ASK** for questions about the activity.
TELL the coaches to begin the activity.

After the coaches have started the activity, CIRCULATE around the room, and COACH (listen, comment, and answer questions).

INSTRUCTOR NOTE: Your copy of the activity and tables with suggested answers and discussion points in italics follows the coaching aids reference.

After 5 minutes, CONDUCT the activity debriefing as follows:

1. ASK one coach for the answers to scenario 1.
2. ASK the other coaches if they agree, and if not, why.
3. LEAD discussion to the sample solution.
4. CONTINUE debriefing through both scenarios.

THANK the coaches for their input on these scenarios.

ASK for questions about this activity as well as implementing the group suggestions.

REFER coaches to page 70 of their study guide for a Coaching Aids that corresponds with this part of the unit.

The Warning Signs of Heat Illness Chart in the Coaching Aids section of this unit shows symptoms, treatments, and return to play guidelines for coaches to use with their athletes.

Activity 3.3, Responding to Heat Related Injuries

Scenario 1: Hector
After running a play during a hot practice, Hector pulls up short and grabs his thigh, grimacing in pain. You ask him what’s wrong, and he says that he thinks he has a muscle cramp. You touch his quadriceps muscle and can feel muscle spasms. You ask Hector if he’s been drinking at each scheduled drink break. He quietly shakes his head no.
Scenario 2: Nancy
Nancy, one of your soccer players, looks confused. It’s a hot, humid day, and you’ve been offering water breaks every 15 minutes. You know that most of your athletes were susceptible to the heat even before practice started because they spent the afternoon in a hot school building. You see Nancy stumble a little and uncharacteristically snap at a teammate. You quickly come to Nancy’s side and assess her ABCs. Her pulse is rapid, and she’s breathing fast. Her skin is hot to the touch. Nancy says that she’s hot and just wants to sit down. Before you can react, she collapses on the field, but she is still conscious. You check her pupils, and they look very small.

Causes, Symptoms, and Signs Table

<table>
<thead>
<tr>
<th>Illness name</th>
<th>Illness name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heat cramps</td>
<td>Heat stroke</td>
</tr>
<tr>
<td>Scenario name</td>
<td>Scenario name</td>
</tr>
<tr>
<td>Hector</td>
<td>Nancy</td>
</tr>
</tbody>
</table>

Causes
- Dehydration
- Electrolyte (sodium and potassium) loss
- Decreased blood flow to the muscles
- Fatigue

Causes
- A malfunction in the brain’s temperature control center, caused by severe dehydration, fever, or inadequate balance of the body’s temperature regulation

Symptoms
- Pain
- Fatigue

Symptoms
- Feels extremely hot
- Nausea
- Irritability
- Fatigue

Signs
- Severe muscle spasms, often in the quadriceps, hamstrings, or calves

Signs
- Hot and flushed or red skin
- Very high body temperature—rectal temperature 104 degrees or more
- Rapid pulse
- Rapid breathing
- Constricted pupils
- Vomiting
- Diarrhea
- Confusion
- Possible seizures
- Possible unconsciousness
- Possible respiratory or cardiac arrest
## First Aid Table

<table>
<thead>
<tr>
<th>Illness name</th>
<th>Scenario name</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Heat stroke</em></td>
<td><em>Nancy</em></td>
</tr>
<tr>
<td><em>Heat cramps</em></td>
<td><em>Hector</em></td>
</tr>
</tbody>
</table>

### First aid

1. Send for emergency medical assistance
2. Immediately remove excess clothing and equipment and immerse athlete in cold water (wading pool or tub).
3. Position the athlete in a semireclining position (if unconscious, roll the athlete onto the side to allow fluids and vomit to drain from the mouth).
4. Monitor breathing and circulation and provide rescue breathing or CPR if needed.
5. Monitor and treat for shock as needed (do not cover the athlete with blankets).
6. Give the athlete cool water or a sport beverage to drink (if conscious and able to ingest fluid).

### Being Prepared for an Emergency (11 to 14 minutes)

**Activity 3.4, Coaching Safety Video: Segment 2**

INTRODUCE segment 2 of the “Coaching Safety” video.

The second segment of the “Coaching Safety” video takes a look at some common practices for treating injuries.
START VIDEO beginning where you previously stopped.
You should be starting with moderator Jim Greulich saying, “All of the activities you’ve just seen will provide a safe environment for your players. . . and will reduce the probability of injuries. But no matter what you do to prevent injuries, they will occur.”

INSTRUCTOR NOTE This section of the video will play for approximately six minutes.

STOP VIDEO after moderator Jim Greulich says, “And finally, elevate the injury above heart level to keep the blood from pooling in the affected area.”

REVIEW the steps to dealing with an injury.

The steps that were presented in the video need to be second nature to a coach.

When an athlete is injured you should
1. evaluate the injured athlete,
2. instruct your delegated person to call for medical help, and
3. remain with the injured athlete until help arrives.

If the injury is to the head, neck, or back, or if there is a dislocation or fracture of a large joint, you should
1. evaluate the athlete’s breathing and if necessary clear the airway with your fingers,
2. administer artificial respiration if breathing has stopped or CPR if circulation has stopped, and
3. remain with the athlete until medical personnel arrive.

For an open wound you should
1. put on rubber gloves,
2. stop the bleeding by applying pressure with a clean bandage,
3. cleanse the wound thoroughly after the bleeding is under control,
4. apply a bandage to protect the wound, and
5. dispose of the rubber gloves carefully.
When the athlete appears to have a sprain or strain and it is not a serious injury, you should use the PRICE method to treat the condition.

- **P**—Protect the athlete and injured area from further damage or trauma.
- **R**—Rest the area to avoid further damage and assist the healing process.
- **I**—Ice the area to reduce swelling and pain.
- **C**—Compress the area by securing an ice bag or pack with an elastic wrap.
- **E**—Elevate the injury above heart level to keep the blood from pooling in the affected area.

**Activity 3.5, Ready for an Emergency?**

**REFER** coaches to Activity 3.5, Ready for an Emergency? on page 56 in the Coaching Youth Clinic Study Guide.

**INTRODUCE** the activity.

Now you will get a chance to see how you would react in an emergency situation. Will you know what to do first? You will have one minute to answer each scenario, which is a lot longer than you would have if any of these events were to actually occur.

**REVIEW** the activity resources.

You’ll use the Ready for an Emergency worksheet that follows the activity instructions and activity outcome in the study guide.

**EXPLAIN** the activity instructions.

1. You will work individually on this activity
2. Think about the steps that were presented in the section of the video we just watched.
3. Review each scenario individually and list what you would do.
4. You will have 3 minutes to complete this activity.
EXPLAIN the activity outcome.

When you are finished, we will compare ideas and make sure we’ve covered all the important points.

ASK for questions about the activity.

TELL the coaches to begin the activity.

After the coaches have started the activity, CIRCULATE around the room, and COACH (listen, comment, and answer questions).

INSTRUCTOR NOTE: Your copy of the activity worksheet with suggested answers and discussion points in italics follows the information on the coaching aids for this part of the unit.

After 3 minutes, CONDUCT the activity debriefing as follows:

1. ASK one coach to share his or her response to scenario 1.
2. ASK other coaches if they agree, and if not, why. ALLOW coaches to share any additional responses.
3. LEAD the discussion in a way that helps coaches arrive at the response given in the activity outcome.
4. CONTINUE debriefing the remaining scenarios in the same way.

THANK all coaches for giving such good thought to the scenarios.

ASK if there are any questions about these scenarios and the importance of first response decisions.

REFER coaches to pages 71-74 of their study guide for the Coaching Aids that correspond to this part of the unit.
The **Coaching Aids** included with this part of the unit are forms and reports for you to use throughout your season. You may use these forms exactly as they are presented here or you may prefer to adapt them to better fit your needs. The Coaching Aids in this unit include the following:

- Emergency Numbers Card
- Emergency Information Card
- Information for Emergency Call
- Injury Report

### Activity 3.5, Ready for an Emergency?

**Scenario 1: Sandy**
Sandy has been playing goalkeeper for her soccer team. She was jumping up to save a ball when an opponent ran into her. Sandy came down hard on her neck and shoulder. She is lying motionless on the field. What should you do?

- Do not move the player.
- Have the player lay still until help arrives.
- Use forms that are on file.

**Scenario 2: Ron**
Ron is playing baseball and is running toward third base when he slips and slides head first into the bag. He has scraped up his elbow and hands. His elbow is bleeding. What should you do?

- Put on gloves.
- Stop the bleeding.
- Cleanse the wound.

**Scenario 3: Alex**
Alex is playing basketball and makes a jump shot. He seems to have come down oddly, rolling the foot and twisting the left ankle. It looks like he has sprained his ankle. What should you do?

- PRICE—protection, rest, ice, compression, elevation
### Conditioning and Training (9 minutes)

**Activity 3.6, Coaching Safety Video: Segment 3**

**INTRODUCE** segment 3 of the “Coaching Safety” video.

This segment of the “Coaching Safety” video takes a look at protecting yourself from legal liabilities when dealing with injuries.

**START VIDEO** with moderator Jim Greulich saying, “We’ve covered the basics of protecting and caring for your athletes. Let’s now look at how you can protect yourself from most legal liabilities when an athlete is injured.”

**INSTRUCTOR NOTE:** This section of the video will play for approximately four minutes.

**STOP VIDEO** after moderator Jim Greulich says, “End with static stretches where players hold the stretch without bouncing. Players should gently pull the muscle and hold it for a 10 count for each stretch. Athletes should do 3 to 5 repetitions of each stretch before the muscles cool down. These stretches are good for helping avoid stiff and tight muscles the next day.”

**Activity 3.7, Sample Stretches**

**REFER** coaches to Activity 3.7, Sample Stretches on pages 59-63 in the Coaching Youth Clinic Study Guide.

**INTRODUCE** the activity.

Here is a sample list of stretches.

**REVIEW** the activity resources.

You'll use the sample stretches shown on the pages following the activity instructions and activity outcome in the study guide.
**EXPLAIN** the activity instructions.

1. This activity will be done by all the coaches together.
2. We’ll start by actually doing #6 on page 62.
3. You will need to observe and evaluate the people around you.
4. You will look for common errors in the stretch as well as being aware of other potential errors.
5. After 3 minutes, the group will then choose one other stretch to do, evaluate, and discuss.

**INSTRUCTOR NOTE:** You will need to assess when the three minutes is up and lead the coaches to choose another stretch, or be ready to choose one for them.

**EXPLAIN** the activity outcome.

It’s important to know what errors are common with these stretches and make sure your athletes are doing them correctly. You will also want to review the other stretches on your own time.

**ASK** for questions about the activity.

**TELL** the coaches to begin the activity.

While doing this activity, **DISCUSS** the following points:

1. **ASK** coaches to observe each other and look for errors or possible problems.
2. **ASK** other coaches if they agree, and if not, why. **ALLOW** coaches to share any additional responses.
3. **LEAD** the discussion in a way that helps coaches understand the importance of the stretch and doing it correctly.
4. **TELL** the coaches they should do the same when they are working with their athletes.

**THANK** all coaches for participating in the stretches.

**ASK** if there are any questions about the exercise that was done by the group or any of the others listed in the study guide.
Activity 3.7 Sample Stretches

1. Calf Stretch

From a push-up position, move your hands closer to your feet to raise your hips and form a triangle. This position can also be modified by resting your elbows or head on the floor.

At the highest point of the triangle, slowly press your heels to the floor, or alternate slowly flexing one knee while keeping your opposite leg extended.

2. Quad Stretch

Stand holding onto something for balance. Flex one knee and raise your heel to your buttocks.

Lean forward, slightly flex your supporting leg, and grasp your raised foot with the opposite hand.

Exhale, pull your heel toward your buttocks, and cross the raised knee behind the knee of your supporting leg. Pull your heel toward your buttocks without overcompressing the knee.
3. Hamstring Stretch

![Hamstring Stretch Image]


- Sit on the floor with one leg straight and the other bent at the knee with the heel touching the inside of the opposite thigh.
- Lower the outside of the thigh and calf of the bent leg onto the floor.
- Exhale, keep the extended leg straight, and lower your upper torso onto your thigh.

NOTE: Try contracting your quadriceps to alleviate tension in your hamstrings.

4. Adductor Stretch

![Adductor Stretch Image]


- Sit on the floor with your buttocks against a wall, your legs flexed and spread, and your heels touching each other.
- Grasp your feet or ankles and pull them as close to your groin as possible.
- Place your elbows on your inner thighs or knees, exhale, and push your legs to the floor.

NOTE: Be sure to keep your back straight when performing this exercise.
5. Torso Stretch


- Sit on the floor with your hands behind your hips and your legs extended.
- Cross your left foot over your right leg and slide your heel toward your buttocks. Place your right elbow on the outside of your left knee.
- Exhale and look over your left shoulder while turning your trunk and gently pushing on your knee with your right elbow.

6. Shoulder Stretch


- Sit or stand with one arm raised to shoulder height; flex the arm across to the other shoulder.
- Grasp your raised elbow with the opposite hand, exhale, and pull your elbow backward.

NOTE: Experiment with flexing and extending the arm of the stretched shoulder to find the most effective stretch.
7. Neck Stretch


- Sit or stand with your left arm flexed behind your back.
- Grasp the elbow from behind with the opposite hand and pull it across the midline of your back to keep your left shoulder stabilized.
- Exhale and lower your right ear to your right shoulder.

NOTE: The stretch will be dissipated upon release of the anchored shoulder.

**E. Unit Summary** *(6 minutes)*

*Activity 3.8, Coaching Safety Video: Segment 4*

INTRODUCE segment 4 of the “Coaching Safety” video.

The last segment of the “Coaching Safety” video is a quick review of what we’ve covered in this unit.

START VIDEO beginning where you previously stopped. You should be starting with moderator Jim Greulich saying, “As you’ve learned in this program, coaching safety begins with a safe environment. It’s also important to learn the basics of first aid and to have an emergency plan for injuries. And lastly, when you provide your players with good fitness and training, you’ve not only prepared them for competition, but also taken a big step in preventing injuries.”
INSTRUCTOR NOTE: This section of the video will play for approximately one minute.

STOP VIDEO at the end.

REFER coaches to pages 65-74 of the study guide to see the Coaching Aids for this unit.

TELL coaches about the Coaching Aids for this unit.

We have looked at the Coaching Aids while working through this unit. Remember, these are samples and ideas for you to use throughout your season. You may wish to copy them exactly as they are, or you may choose to use them as an outline for your own ideas.

As we have seen, the following aids are included with this unit:
- Informed Consent Form
- Playing It Safe—Safety Checklist
- Health History Form
- First Aid Kit Checklist
- Warning Signs of Heat Illness
- Emergency Numbers Card
- Emergency Information Card
- Information for Emergency Call
- Injury Report

INSTRUCTOR NOTE: The coaching aids for unit 3 follow the unit review.

REVIEW the key points of unit 3.

- Coaching safety begins with a safe environment. As a coach, you must make sure the playing area and the equipment being used by your athletes are safe.
• Heat illness can be a very dangerous problem for the athlete. Coaches must be aware of the signs and symptoms as well as knowing what to do in this type of situation. Coaches should also be aware of other weather-related problems such as frostbite or lightning.

• Emergency situations must be planned for. Proper groundwork can make a crisis situation go smoothly and will be best for all involved. This begins with talking to parents and athletes about the dangers associated with the sport and having the proper paperwork and supplies ready at all times.

• The final topic covered in this unit was stretching and conditioning. This is a big step in preventing injuries as well as preparing athletes for competition.

ASK for questions about providing a safe environment, heat illness, emergency situations and first aid, and stretching and conditioning.
Informed Consent Form

I hereby give my permission for ______________________________ to participate in __________________ during the athletic season beginning in ________________.

Further, I authorize ______________________ (organization) to provide emergency treatment of any injury or illness my child may experience if qualified medical personnel consider treatment necessary and perform the treatment. This authorization is granted only if I cannot be reached and a reasonable effort has been made to do so.

Date __________________
Parent or guardian ________________________________________
Address ________________________________________________
Phone ( ) __________________ Cell phone ( ) __________________
Beeper number ( ) __________________
Family physician _____________________________________
Phone ( ) __________________

Medical conditions (e.g., allergies or chronic illnesses)
______________________________________________________________________
______________________________________________________________________

Other person to contact in case of emergency _________________________________
Relationship with person ___________________________________
Phone ( ) _____________

My child and I are aware that participating in __________________ is a potentially hazardous activity. We assume all risks associated with participation in this sport, including, but not limited to, falls, contact with other participants, the effects of the weather, traffic, and other reasonable risk conditions associated with the sport. All such risks to my child are known and appreciated by my child and me.

We understand this informed consent form and agree to its conditions.

Child’s signature ________________________________________________
Date ______________

Parent’s or guardian’s signature ______________________________________
Date ______________
Playing It Safe—Safety Checklist

Preseason
- Be trained in CPR and sport first aid.
- Discuss risk of injury.
- Obtain participation agreement forms, signed by parents.
- Obtain release forms, signed by parents (allowing child to be treated in case of an emergency).
- Obtain medical release forms if required by your league.
- Prepare season plan and initial practice plans.
- Have blank injury report forms on hand to take to practice.
- Evaluate the fields or courts you’ll be practicing on and report any safety concerns that need to be addressed before the first practice.

Before Practice
- Plan practices with players’ physical condition, skill level, and tactical understanding in mind.
- Inspect the field or court for safety hazards; remove hazards and report conditions you can’t remedy.
- Have a well-stocked first aid kit on hand.
- Have an emergency plan in place and be prepared to enact it.
- Be prepared to respond to minor injuries.

In Practice and Postpractice
- Use warm-ups and cool-downs.
- Use appropriate practice plans; adjust them as necessary, especially in terms of players’ conditioning and high heat or humidity.
- Take drink breaks every 20 minutes.
- Match athletes appropriately.
- Supervise athletes closely.
- Keep adequate records.
Health History Form

Athletic Medical Examination for ____________________________

(sport)

Name _____________________________  Age _______  Birth date ______________

Address ______________________________________________________________

(street)     (city)     (zip)

Phone __________________________

Instructions
All questions must be answered. Failure to disclose pertinent medical information may invalidate your insurance coverage and may cancel your eligibility to participate in athletics. Any further health problems must be discussed with the physician at the time of this examination.

Medical History
Have you ever had any of the following? If “yes,” give details to the examining doctor.

<table>
<thead>
<tr>
<th>No</th>
<th>Yes</th>
<th>Details (if answered yes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Head injury or concussion</td>
<td></td>
<td>_____________________________</td>
</tr>
<tr>
<td>2. Bone or joint disorders, fractures, dislocations, trick joints, arthritis, or back pain</td>
<td></td>
<td>_____________________________</td>
</tr>
<tr>
<td>3. Eye or ear problems (disease or surgery)</td>
<td></td>
<td>_____________________________</td>
</tr>
<tr>
<td>4. Heat illness</td>
<td></td>
<td>_____________________________</td>
</tr>
<tr>
<td>5. Dizzy spells, fainting, or convulsions</td>
<td></td>
<td>_____________________________</td>
</tr>
<tr>
<td>6. Tuberculosis, asthma, or bronchitis</td>
<td></td>
<td>_____________________________</td>
</tr>
<tr>
<td>7. Heart trouble or rheumatic fever</td>
<td></td>
<td>_____________________________</td>
</tr>
<tr>
<td>8. High or low blood pressure</td>
<td></td>
<td>_____________________________</td>
</tr>
<tr>
<td>9. Anemia, leukemia, or bleeding disorder</td>
<td></td>
<td>_____________________________</td>
</tr>
<tr>
<td>10. Diabetes, hepatitis, or jaundice</td>
<td></td>
<td>_____________________________</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>---</td>
<td>----</td>
<td>-----</td>
</tr>
<tr>
<td>11. Ulcers, other stomach trouble, or colitis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Kidney or bladder problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Hernia (rupture)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Mental illness or nervous breakdown</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Addiction to drugs or alcohol</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Surgery or advised to have surgery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Taking medication regularly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Allergies or skin problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Menstrual problems; LMP</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Signature: ____________________________________________________________
Date: ____________________________
First Aid Kit Checklist

A well-stocked first aid kit includes the following items:

- Antibacterial soap or wipes
- Arm sling
- Athletic tape—one and a half inch
- Bandage scissors
- Blood spill kit
- Cell phone
- Contact lens case
- Cotton swabs
- Elastic wraps—three inch, four inch, and six inch
- Emergency blanket
- Examination gloves—latex free
- Eye patch
- Face mask removal tool—Anvil pruners or FM Extractor® (available from Sportsmedicine Concepts, Inc., Geneseo, New York)
- First aid cream or antibacterial ointment
- Foam rubber—one-eighth inch, one-fourth inch, an one-half inch
- Insect sting kit
- List of emergency phone numbers
- Mirror
- Moleskin
- Nail Clippers
- Oral thermometer (to determine if an athlete has a fever due to illness)
- Penlight
- Petroleum jelly
- Plastic bags for crushed ice
- Prewrap or underwrap for tape
- Rectal thermometer (for use in cases of suspected heat illness)
- Rescue breathing or CPR face mask
- Safety glasses—for first aiders
- Safety pins
- Saline solution for eyes
- Sterile gauze pads—three-inch and four-inch squares (preferably nonstick)
- Sterile gauze roll
- Sunscreen—SPF 30 or greater
- Tape adherent and tape remover
- Tongue depressors
- Tooth saver kit
- Triangular bandages
- Tweezers

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## Warning Signs of Heat Illness

<table>
<thead>
<tr>
<th>DEHYDRATION</th>
<th>HEAT EXHAUSTION</th>
<th>HEATSTROKE</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Thirst</td>
<td>• Difficulty continuing to play</td>
<td>• Temperature above 105 degrees F (40</td>
</tr>
<tr>
<td>• Dry lips and mouth</td>
<td>• Temperature below 104 degrees F (40</td>
<td>degrees C)</td>
</tr>
<tr>
<td>• Flushed skin</td>
<td>• Profuse sweating</td>
<td>(rectal temperature 104 degrees F or</td>
</tr>
<tr>
<td>• Irritability</td>
<td>• Pale skin</td>
<td>more) (40 degrees C)</td>
</tr>
<tr>
<td>• Headache or dizziness</td>
<td>• Dizziness or fainting</td>
<td>• Confusion, disorientation, or</td>
</tr>
<tr>
<td>• Apathy</td>
<td>• Coordination problems</td>
<td>irrationality</td>
</tr>
<tr>
<td>• Nausea or vomiting</td>
<td>• Rapid, weak pulse</td>
<td>• Altered consciousness, coma</td>
</tr>
<tr>
<td>• Dark urine</td>
<td>• Headache</td>
<td>• Hot and wet or dry skin(^a)</td>
</tr>
<tr>
<td>• Weakness or unusual fatigue</td>
<td>• Nausea</td>
<td>• Nausea, vomiting, diarrhea</td>
</tr>
<tr>
<td>• Decreased performance</td>
<td>• Vomiting</td>
<td>• Headache or dizziness</td>
</tr>
<tr>
<td></td>
<td>• Chills</td>
<td>• Increased heart rate, rapid</td>
</tr>
<tr>
<td></td>
<td>• Fatigue</td>
<td>breathing</td>
</tr>
<tr>
<td></td>
<td>• Thirst</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Diarrhea</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Stomach cramps</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Muscle cramps</td>
<td></td>
</tr>
</tbody>
</table>

### Symptoms

STOP the activity immediately.
MOVE to a cool environment.
DRINK fluids immediately (sport drinks containing carbohydrates and electrolytes are preferred).

### Treatment

STOP the activity immediately.
MOVE to a cool environment.
REMOVE excess clothing and equipment.
COOL athlete until rectal temperature is 101 degrees F (38.3 degrees C). Cold-water bath or shower, or ice and cold towels applied to as much of the body as possible.
REST on back with legs elevated above heart (unless athlete is vomiting; then place on side).
DRINK fluids if conscious and not nauseated or vomiting.
TRANSPORT to an emergency medical facility if the athlete does not recover quickly or condition worsens.

STOP the activity immediately.
MOVE to a cool environment.
REMOVE excess clothing and equipment.
COOL entire body immediately by immersion or alternatives if possible.
SEND for emergency medical assistance. (Cool first, then transport if cooling on site is possible.)
DRINK fluids if conscious and not nauseated or vomiting.

### Return to play guidelines

• Athlete is symptom free.
• Athlete maintains hydration
• Monitor athlete closely for recurrence of symptoms.

• Physician clearance to return to play is recommended.
• If physician not consulted, athlete should be symptom free.
• Athlete maintains hydration.
• Avoid return to play for at least one day.

• Physician clearance to return to play is essential.

\(^a\) It is important to note that athlete’s skin may be wet or dry at time of incident.


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Emergency Numbers Card

Emergency help delegate ________________________________

In case of emergency call 911.

Other important numbers:

Police Department ________________________________
Hospital ________________________________
Fire Department ________________________________
Park District ________________________________
Poison Control ________________________________
Animal Control ________________________________
Power Company ________________________________
Other ______________________________________
Other ______________________________________
Other ______________________________________
Other ______________________________________
Emergency Information Card

Athlete’s name ___________________________________________ Age ______

Address _______________________________________________________

Home phone ___________________ Cell phone _______________________

Sport ___________________________________________________________

List two persons to contact in case of emergency:

Parent’s or guardian’s name _____________________________
Address ____________________________________________________________________
Home phone ___________________ Work phone ______________________

Second person’s name _________________________________
Address ____________________________________________________________________
Home phone ___________________ Work phone ______________________

Relationship to athlete __________________________________________

Insurance co. ___________________________ Policy no. _________________

Physician’s name ____________________________ Phone _________________

Are you allergic to any drugs? ______ If so, what? ______________________

Do you have any allergies (e.g., bee stings or dust)? __________________

Do you have ____ asthma, ____ diabetes, or ____ epilepsy? (Check any that apply)

Do you take any medications? _____ If so, what? ______________________

Do you wear contact lenses? _____

Other ____________________________________________________________

Signature _________________________________________________________

Date _____________

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Information for Emergency Call

Be prepared to give this information to the EMS dispatcher.

1. Location:
   Street address ____________________________________________
   City or town ___________________________ Zip code _____________
   Directions (e.g., cross streets or landmarks) ____________________
   __________________________________________________________

2. Telephone number from which the call is being made ____________

3. Caller’s name _____________________________________________

4. What happened ____________________________________________
   __________________________________________________________
   __________________________________________________________

5. How many persons injured __________________________________

6. Condition of victim(s) ______________________________________
   __________________________________________________________
   __________________________________________________________

7. Help (first aid) being given __________________________________
   __________________________________________________________
   __________________________________________________________

Note: Do not hang up first. Let the EMS dispatcher hang up first.
Injury Report

Name of athlete ____________________________________________________

Date ___________________________ Time __________________________

First aider (name) ________________________________________________

Mechanism of injury

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

Type of injury

_______________________________________________________________

_______________________________________________________________

Anatomical area involved

_______________________________________________________________

Extent of injury

_______________________________________________________________

_______________________________________________________________

First aid administered

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

Other treatment administered

_______________________________________________________________

_______________________________________________________________

Referral action

_______________________________________________________________

_______________________________________________________________

First aider (signature) ____________________________________________

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UNIT 4

Preparing for Game Day

PURPOSE: This unit features information about teaching tactics and skills through the games approach method, shaping skills and effectively correcting errors, developing practice plans, being prepared for game day, and postseason evaluations.

LEARNING OBJECTIVES
In this unit coaches will learn the following:

• The importance of the games approach in coaching
• Effective ways to teach young players and ways to correct errors
• Steps to develop practice plans
• Important game day procedures to use with their athletes
• The usefulness of post-season evaluations

MATERIALS NEEDED
• “Preparing for Game Day” video
• TV and VCR
• Whiteboard or flipchart
• Dry erase or flipchart markers

Unit Overview

<table>
<thead>
<tr>
<th>Topic</th>
<th>Activities</th>
<th>Approximate Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Unit Introduction</td>
<td>Introduce the unit’s purpose, objectives, and agenda.</td>
<td>2-5 minutes</td>
</tr>
<tr>
<td>B. The Games Approach to Coaching</td>
<td>Coaches are introduced to the games approach to coaching.</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Activity 4.1, “Preparing for Game Day”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 4.2, “Traditional Approach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Versus the Games Approach”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Teaching Sport Skills</td>
<td>16-18 minutes</td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td>Activity 4.3, “Preparing for Game Day” video—Segment 2</td>
<td>Coaches look at ways to introduce skills to athletes.</td>
<td></td>
</tr>
<tr>
<td>Activity 4.4, “Understanding the IDEA Method”</td>
<td>Coaches work in teams to complete the activity sheet that explains and reinforces the IDEA Method.</td>
<td></td>
</tr>
<tr>
<td>Activity 4.5, “Using the IDEA Process”</td>
<td>Coaches complete the worksheet using the IDEA process to teach a specific skill.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D. Practice and Game Day Plans</th>
<th>14-16 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 4.6, “Preparing for Game Day” video—Segment 3</td>
<td>Coaches see the importance of preparing complete practice plans.</td>
</tr>
<tr>
<td>Activity 4.7, “Preparing a Practice Plan”</td>
<td>Teams complete their own practice plan. Team discussion follows.</td>
</tr>
<tr>
<td>Activity 4.8, “Checklist for Game Day”</td>
<td>This activity prepares coaches for game day with their own checklist of what should be done prior to, during, and after the game.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E. Postseason Evaluations</th>
<th>At-home activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 4.9, “What You Need to Know at the End of the Season”</td>
<td>Coaches create their postseason evaluations that can be used with parents and athletes. Samples are included in the Coaching Aids section.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>F. Unit Summary</th>
<th>6 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 4.10, “Preparing for Game Day” video—Segment 4</td>
<td>Coaches review the topics covered in this video.</td>
</tr>
</tbody>
</table>

INSTRUCTOR NOTE: You may choose to do the number of activities that fits best with the clinic you are facilitating. Have the coaches complete any activities not completed during the clinic on their own time.
Unit Content

A. Unit Information (2 to 5 minutes)

REFER coaches to the unit 4 learning objectives and unit overview on page 79 of the Coaching Youth Clinic Study Guide.

INTRODUCE unit 4.

In unit 4 we’ll discuss the following:
• The advantages of the games approach to teaching skills
• Steps to developing practice plans
• Practical guidelines for game day

We will watch segments from the “Preparing for Game Day” videotape and then work through, individually and in teams, activities designed to help you understand the importance of using the games approach, explore ways to develop your practice plans, and learn guidelines for what should be done on game day. This unit also covers the importance of postseason evaluations from parents and athletes.

B. The Games Approach to Coaching (20 minutes)

Activity 4.1, Preparing for Game Day Video: Segment 1

INTRODUCE segment 1 of the “Preparing for Game Day” video.

We’ll begin the first segment of the “Preparing for Game Day” video with an introduction to the games approach to coaching.

START videotape “Preparing for Game Day” at the beginning.

INSTRUCTOR NOTE: This section of the tape will play for approximately four and a half minutes.

STOP the tape after moderator Jim Greulich says, “With the games approach, players have to think about what they’re doing. This “thinking” experience helps them make better tactical decisions in competitive game situations.”
Activity 4.2, Traditional Approach Versus the Games Approach
This activity comes from ASEP’s Coaching Principles Course.

INSTRUCTOR NOTE: Coaching Principles is ASEP’s coaching course for high school coaches and college/university students. Many of the activities in this clinic apply to youth coaches as well.

REFER coaches to Activity 4.2, Traditional Approach Versus the Games Approach on page 82 in the Coaching Youth Clinic Study Guide.

INTRODUCE the activity.

Do you ever wonder why some coaches have to constantly shout instructions to their athletes during live action on the field? To the casual observer, this coach looks like a master tactician, aiding his team with timely advice for successful play. But look at it another way: Why can’t that coach train his players to think for themselves on the field? He’d save his lungs, and his players could react to changes in the game more quickly.

With this activity you will learn the following about the games approach:
• What it is
• How it differs from the traditional approach
• What its advantages are
• How to incorporate it into your practices

REVIEW the activity resources.

You’ll use the Games Approach scenarios worksheet and tables that follow the activity instructions and activity outcome in the study guide.

EXPLAIN the activity instructions.

1. You’ll work individually on this activity.
2. Read each pair of scenarios on the Is It the Games Approach? worksheet.
3. Decide which scenario in each pair describes the traditional approach and which describes the games approach. Note which is which in the tables.
4. List the advantages and disadvantages of each scenario in the tables.
5. You’ll have 7 minutes to complete this activity.

EXPLAIN the activity outcome.

When you’re finished, you will have identified which scenario in each pair illustrates the traditional approach and which illustrates the games approach, and you should have noted the advantages and disadvantages of each approach.

ASK for questions about the activity.

TELL the coaches to begin the activity.

After coaches have started the activity, CIRULATE among them, and COACH (listen, comment, and answer questions.)

INSTRUCTOR NOTE: Your copy of Is It the Games Approach? scenarios and tables (two pages with suggested answers and discussion points in italics) and the Traditional Approach Compared With the Games Approach table follow the debriefing. You will refer coaches to the Traditional Approach Compared With the Games Approach table after the activity debriefing is completed, but as the clinic leader, you may find it helpful as a reference during the debriefing.

After 7 minutes, CONDUCT the activity debriefing as follows:

1. **ASK** one coach which scenario of scenarios 1 and 2 illustrates the traditional approach and which illustrates the games approach.
2. **ASK** other coaches if they agree, and if not, why.
3. **LEAD** the discussion in a way that helps coaches arrive at the response given in the activity outcome.
4. **ASK** all coaches to describe the advantages and disadvantages they noted for the traditional approach scenario in this pairing.
5. **ASK** all coaches to describe the advantages and disadvantages they noted for the games approach scenario in this pairing.
6. **LEAD** the discussion in a way that helps coaches arrive at the response given in the activity outcome.

7. **CONTINUE** debriefing scenarios 3 and 4 in the same way.

After debriefing scenarios 3 and 4, **DISCUSS** these additional points:

There are a few other points you should note about scenarios 3 and 4.

In scenario 3:
- The scrimmage came *after* specific skills were taught, instead of using a game to help teach the skill.
- By inviting a referee, the scrimmage is structured the same way as a real game. This doesn’t allow the coach to shape, focus, or enhance play.

In scenario 4:
- The coach uses carefully designed games during practice to focus on certain skills.
- Players see for themselves why they need a certain technique, and they learn that technique and the relevant tactics at the same time.
- By setting up a unique point system for the end-of-practice scrimmage, the coach focuses the scrimmage on the skills that need the most work by shaping, focusing, and enhancing play. She couldn’t do this if the scrimmage was set up just like a real contest with official referees.

**REFER** coaches to the Traditional Approach Compared With the Games Approach table on page 85 of the *Coaching Youth Clinic Study Guide*.

**TELL** coaches that this table serves as a useful reminder of what they’ve learned about the games approach from the video and in this activity.

**THANK** coaches for taking the time to think through the traditional approaches versus the games approaches.

**ASK** coaches if they have any questions about the games approach.
Activity 4.2, Traditional Approach Versus the Games Approach

Is it the Games Approach?

*In scenarios 1 and 2, the coach is teaching wrestlers to use their hips in a lift.*

**Scenario 1**  
The coach has his wrestler lift each other in fireman’s carries back and forth across the wrestling room for a relay race.

**Scenario 2**  
The coach has his wrestler go to the weight room and perform the leg press and squat exercises.

*In scenarios 3 and 4, the coach is teaching her soccer player to protect the ball from defenders while dribbling.*

**Scenario 3**  
The coach arranges for the players to participate in two activities during practice—one to teach keeping the ball close while dribbling and one to teach watching for defenders.

To teach keeping the ball close, the coach arranges for a cone-weaving session. Each player gets a ball and dribbles around cones that are arranged in slalom style and staggered at great distances for 180-degree turns. The cones dictate changes in direction, causing players to keep the ball close. Players are encouraged to go as fast as they can through the cones.

To teach watching for defenders, the players dribble randomly within part of the field while the coach holds up a number of fingers. The coach changes the number of fingers every now and then, and players try to be the first one to shout out the new number, signifying that they’re able to keep an eye on the coach and dribble at the same time.

At the end of practice, the coach puts together a scrimmage with a professional referee.

**Scenario 4**  
The coach starts the practice with a game of Dribble Attack, a drill that helps encourage dribbling with both feet. She divides her team of 16 into three groups—two 3 v 3 groups and one 2 v 2 group. Each group gets a 30- by 20-yard area for play. They goal of the offense is to get from one side of the playing area to the other before the defense can break them up. The offense gets a point whenever a player is able to dribble past a defender. The offense can pass to advance the ball, but they don’t receive any points for passing past a defender. Offense and defense switch roles when (1) the defense breaks up the offense or (2) all offensive players make it to the other side.
Soon into the games, the coach sees that the offensive players are having trouble keeping the ball close enough—the defenders are having an easy time getting at the ball. She lets the play go on for a bit, and then calls “freeze” at a point when most teams are suffering from interceptions. She asks the offense what they think the problem is. The players quickly identify that the defenders pick off the ball when it gets too far away from them and most of them are losing control because they’re not adept at dribbling in different directions because they have a “weaker” foot. The coach changes the game by adding a new twist to help players focus on keeping the ball close. Attackers still get a point if they dribble past a defender, but they also get an additional point for successfully dribbling past a defender while using their “weak” foot. At the end of the practice, the entire team plays a scrimmage, in which a similar point system prevails. Players score points by dribbling past a defender; they get an additional point for dribbling past a defender while using their “weak” foot, and of course this time they get to score by making goals as well.

**Scenarios 1 and 2**

<table>
<thead>
<tr>
<th>Traditional Approach = Scenario # <strong>2</strong></th>
<th>Games Approach = Scenario # <strong>1</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Advantages</td>
<td>Disadvantages</td>
</tr>
<tr>
<td>No real planning needed</td>
<td>Not very fun.</td>
</tr>
<tr>
<td></td>
<td>Physical conditioning seems like a burden.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Scenarios 3 and 4**

<table>
<thead>
<tr>
<th>Traditional Approach = Scenario # <strong>3</strong></th>
<th>Games Approach = Scenario # <strong>4</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Advantages</td>
<td>Disadvantages</td>
</tr>
<tr>
<td>Easy to plan.</td>
<td>The players might get bored with the drills, because they’ve probably done similar drills many times.</td>
</tr>
<tr>
<td></td>
<td>Although all players get contact with the ball, they don’t have to protect the ball from real defenders, and this limits their technical and tactical learning.</td>
</tr>
</tbody>
</table>
The athletes don’t learn how to perform the skills in a game situation. The players learn the technique and tactics at the same time. They’ll know how to use the skills in a game situation.

There isn’t any deliberate coaching of technique or correcting of errors.

**Traditional Approach Compared With the Games Approach**

<table>
<thead>
<tr>
<th>Traditional Approach</th>
<th>Games Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drills are used primarily to practice technical skills.</td>
<td>Drills used are closely aligned with the game to teach technical and tactical skills.</td>
</tr>
<tr>
<td>This approach teaches the specific elements of the game and then combines them into the whole.</td>
<td>This approach teaches the whole game and then refines the parts.</td>
</tr>
<tr>
<td>This approach is coach centered (The coach uses direct instructional methods that may or may not consider the players’ needs.)</td>
<td>This approach is player centered. (The coach creates a learning environment that focuses on the players’ needs using a variety of teaching methods.)</td>
</tr>
<tr>
<td>Practices are often boring and therefore unmotivating to the players.</td>
<td>Practices are fun, relevant, and challenging, and therefore increase intrinsic motivation.</td>
</tr>
<tr>
<td>Players become highly dependent on the coach.</td>
<td>Players develop increasing independence from the coach by being actively involved in the learning process.</td>
</tr>
<tr>
<td>Through extensive drilling coaches strive to develop automatic responses that promote mindlessness when playing.</td>
<td>Practices are designed to develop the thinking, understanding, and decision-making skills that are required in game performance.</td>
</tr>
<tr>
<td>Players provide little or no input to the coach, who makes most or all of the decisions.</td>
<td>Players have considerable input to the coach and help the coach make decisions.</td>
</tr>
<tr>
<td>Players are not encouraged to help each other master the skills of the sport.</td>
<td>Players are encouraged to help each other master their skills of the sport.</td>
</tr>
<tr>
<td>This is the preferred approach of command-style coaches.</td>
<td>This is the preferred approach of cooperative-style coaches.</td>
</tr>
</tbody>
</table>
C. Teaching Sport Skills (16-18 minutes)

Activity 4.3, Preparing for Game Day Video: Segment 2

INTRODUCE segment 2 of the “Preparing for Game Day” video.

The second segment of the “Preparing for Game Day” video introduces the IDEA method as one of the most effective ways to teach skills.

START TAPE beginning where you previously stopped.
You should be starting with moderator Jim Greulich saying, “Once your players recognize the skills they need to learn, it’s your job to teach those specific skills. And one of the most effective ways to teach skills is to use the IDEA Method.”

INSTRUCTOR NOTE: This section of the tape will play for approximately six minutes.

STOP TAPE after moderator Jim Greulich says, “This technique has several benefits. The player will be more receptive to the one-to-one feedback. The other players won’t hear your comments. And your comments to the player will have to be simple and concise because your other players are still playing and need your attention.”

Activity 4.4, Understanding the IDEA Method

REFER coaches to Activity 4.4, Understanding the IDEA Method on page 87 in the Coaching Youth Clinic Study Guide.

INTRODUCE the activity.

Teaching sport skills effectively requires completing the IDEA process. The four steps of the process are
• Introducing,
• Demonstrating,
• Explaining, and
• Attending to athletes as they practice.
**REVIEW** the activity resources.

You’ll use the Understanding the IDEA Method worksheet that follows the activity instructions and activity outcome in the study guide.

**EXPLAIN** the activity instructions.

1. Think about the IDEA method for teaching skills.
2. Read each question and work with your team to identify and write down as many answers as possible.
3. You’ll have 6 minutes to complete this activity.

**EXPLAIN** the activity outcome.

When you are finished, each team will be asked to share ideas to better understand how to implement the IDEA process into your practices.

**ASK** for questions about the activity.

**TELL** the coaches to begin the activity.

After coaches have started the activity, **CIRCULATE** among them, and **COACH** (listen, comment, and answer questions.)

**INSTRUCTOR NOTE:** Your copy of the activity worksheet *with suggested answers and discussion points in italics* follows the debriefing instructions.

After 6 minutes, **CONDUCT** the activity debriefing as follows:

1. **ASK** one team to start with the first question and explain each letter of the acronym IDEA.
2. **ASK** other coaches to continue answering the additional questions from the worksheet.
3. **LEAD** the discussion in a way that helps coaches arrive at the responses given in the activity outcome.
THANK coaches for taking the time to think through the IDEA method for teaching skills.

ASK for any questions about the IDEA method.

Activity 4.4, Understanding the IDEA Method

1. What does each of the letters in the IDEA acronym represent?

   I—Introduce the skill.
   D—Demonstrate the skill.
   E—Explain the skill.
   A—Attend to players practicing the skill.

2. What are the three steps you should use every time you introduce a new skill to your players?

   1. Get your players’ attention.
   2. Name the skill.
   3. Explain the importance of the skill.

3. When demonstrating a skill to your players, what are some tips you can use to make your demonstration more effective?

   • Use correct form.
   • Demonstrate the skill several times.
   • Slow down the action, if possible, during one or two performances so players can see every movement involved in the skill.
   • Perform the skill at different angles so your players can get a full perspective of it.
   • Demonstrate the skill with both the right and the left arms or legs.

4. During your explanation of the skill being taught, what are some effective teaching techniques you can use?

   • Use simple terms.
   • Relate this skill to previously learned skills if possible.
   • Ask the players if they understand your description.
   • Ask the team to explain the skill back to you.
   • Present chronological questions: “What will you do first?”, “What’s the next step?”, etc.
5. What are some suggestions for steps in teaching a complex skill, especially to younger athletes?

- **Show the entire skill performed correctly.**
- **Break down the skill & point out the component parts.**
- **Have players perform each of the component skills separately.**
- **Once the players demonstrate the separate components successfully, explain the entire skill again.**
- **Have the players practice the skill in gamelike conditions.**

---

**Activity 4.5, Take-Home Activity for Unit 4**

**REFER** coaches to Activity 4.5, Using the IDEA Process on page 89 in the *Coaching Youth Clinic Study Guide*.

**INTRODUCE** the activity.

This activity is for you to complete at home and is included in your study guide.

Using the IDEA Process—This activity will take you through the first three steps of teaching a new skill.

**ASK** for questions about the activity.

**INSTRUCTOR NOTE:** You will find this at-home activity on page 90 of the study guide.

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**D. Practice and Game Day Plans (14-16 minutes)**

**Activity 4.6, Preparing for Game Day Video: Segment 3**

**INTRODUCE** segment 3 of the “Preparing for Game Day” video.

In the third segment of the “Preparing for Game Day” video, we’ll see the importance of a practice plan.
START TAPE with moderator Jim Greulich saying, “Now let’s take a look at how to develop effective practice plans. Each plan should cover the purpose of the practice, the equipment needed, and a written outline of what activities you will do during practice time. The purpose of the plan is another way of saying what your theme is for practice. It is the area of the game on which you want to focus.”

INSTRUCTOR NOTE: This section of the tape will play for approximately four minutes.

STOP TAPE after moderator Jim Greulich says, “Remember to keep winning in perspective. Don’t allow taunting, boasting, or any other behavior that is disrespectful to your opponents. After a loss, your first concern should be the players attitudes and mental well-being. This is the time you set a good example and put the loss in perspective. And lastly, don’t criticize individual players for poor performance in front of the team.”

INSTRUCTOR NOTE: This activity is designed for use with basketball coaches. If your clinic is for a sport other than basketball, you should adapt the format of Preparing a Practice Plan to match your sport.

Activity 4.7, Preparing a Practice Plan

REFER coaches to Activity 4.7, Preparing a Practice Plan on pages 92-93 in the Coaching Youth Clinic Study Guide.

INTRODUCE the activity.

Planning your first team practice can be challenging, especially if you've never done it before. Remember to allow time for introductions and sharing important team information, and to use that first practice to assess your players’ abilities. This assessment will guide you as you plan the rest of your practices.

REVIEW the activity resources.

You'll use the Preparing a Practice Plan chart that follows the activity instructions and activity outcome in the study guide.

EXPLAIN the activity instructions.
1. This activity will be done in teams.
2. Each team will prepare their plan to work on team defense.
3. You should follow this format in setting up your practice plan:
   - Warm-up
   - Assessment games
   - Skill practice
   - Drink break
   - Assessment games
   - Cool-down and review
4. Your team should decide on the amount of time to spend in each area as well as the objectives and any notes to add to your plans.
5. You will have 8 minutes to prepare your practice plan.

EXPLAIN the activity outcome.

It’s important to plan ahead and be prepared for every practice. After completing the team practice plans, we will share ideas and evaluate each other’s plans to help you become even better at preparing these plans.

ASK for questions about the activity.

TELL the coaches to begin the activity.

After the coaches have started the activity, CIRCULATE around the room, and COACH (listen, comment, and answer questions).

INSTRUCTOR NOTE: Your copy of the activity worksheet with suggested answers and discussion points follows the debriefing instructions.

After 8 minutes, CONDUCT the activity debriefing as follows:

1. ASK one team to tell how they began their practice. Include the amount of time spent and any specifics to note.
2. ASK other coaches to continue with other activities for the practice plan.
3. LEAD the discussion in a way that helps coaches arrive at responses similar to those given in the activity outcome.
THANK coaches for taking the time to think through their own practice plans as well as critiquing and guiding the other coaches.

ASK for any questions about preparing practice plans.

Activity 4.7, Preparing a Practice Plan

Practice Plan

Date _______ Location _______

Purpose _______

Equipment needed _______

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Objectives</th>
<th>Notes</th>
</tr>
</thead>
</table>
| Warm-up                       | 5 minutes | • Jog, and then sprint a few lines  
• Stretch                   | Stretches should be done correctly. |   |
| Game 1                        | 15 minutes | • Play Pickin’ Pockets to emphasize creating turnovers             |                                            |
| Skill practice                | 15 minutes | • Teach cutting of passing lanes   
• Have players practice 3 v 3  
• Teach playing on-the-ball and off-the-ball defense | Check fundamentals. |
| Drink break                   | 5 minutes |                                                                               |                                            |
| Game 2                        | 15 minutes | • Play No Passing Zone to emphasize cutting off passing lanes          |                                            |
| Cool-down and review          | 5 minutes | • Jog  
• Review main points of tactics and skills learned  
• Review what players did well and where they still need improvement |                                            |
Safety Checklist:

? Have first aid kit on hand.
? Inspect facilities.
? Match athletes appropriately.
? Provide proper supervision.
? Provide drink breaks.

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**Activity 4.8, Take-Home Activity for Unit 4**

**REFER** coaches to Activity 4.8, Checklist for Game Day on page 94 in the *Coaching Youth Clinic Study Guide*.

**INTRODUCE** the activity.

This activity is for you to complete at home and is included in your study guide.

Checklist for Game Day—This activity will take you through steps for preparing lists of items you will need to take care of before, during, and after the game.

**ASK** for questions about the activity.

**INSTRUCTOR NOTE:** You will find this at-home activity on page 94 of the study guide.

**E. Postseason Evaluations (Take-home activity)**

**Activity 4.9, Take-Home Activity for Unit 4**

**REFER** coaches to Activity 4.9, What You Need to Know at the End of the Season on page 96 in the *Coaching Youth Clinic Study Guide*. 
INTRODUCE the activity.

This activity is for you to complete at home and is included in your study guide.

What You Need to Know at the End of the Season—In this activity, you will make lists of items for the parents and athletes to evaluate at the end of the season. You should also consider the categories you will add for these items to be rated.

ASK for questions about the activity.

INSTRUCTOR NOTE: You will find this at-home activity on page 97 of the study guide.

F. Unit Summary (6 minutes)

Activity 4.10, Preparing for Game Day Video: Segment 4

INTRODUCE segment 4 of the “Preparing for Game Day” video.

In the final segment of the “Preparing for Game Day” video, we’ll review the important points of this unit.

START TAPE beginning where you previously stopped. You should be starting with moderator Jim Greulich saying, “As you’ve seen in this program, good coaches always keep the young athlete’s well-being as their number one priority.”

INSTRUCTOR NOTE: This section of the tape will play for approximately one minute.

STOP TAPE at the end.

REFER coaches to pages 101-106 of the study guide to see the Coaching Aids for this unit.

TELL coaches about the Coaching Aids for this unit.
The **Coaching Aids** included at the end of this unit are samples and ideas for you to use throughout your season. You may wish to copy them exactly as they are, or you may prefer to use them as an outline for your own ideas.

Included with this unit are the following items:
- Practice Plan
- Checklist for Game Day
- Postseason Parent Evaluation Form
- Postseason Athlete Evaluation Form

**INSTRUCTOR NOTE:** The coaching aids for unit 4 begin after the unit review.

**REVIEW** the key points of unit 4.

- Using the games approach rather than traditional drills is a good way to keep your players motivated. They will have fun and learn tactics and skills together.

- The IDEA method is an excellent tool to use in teaching your athletes new skills.

- Written practice plans will not only keep your practices organized but will also help keep your players focused.

- As a youth coach, you are modeling the behavior you want to see in your athletes. It’s important to always set a good example.

**ASK** for questions about the games approach, the IDEA method, and preparing practice plans.
# Practice Plan

Date __________________________ Location ________________________

Purpose __________________________________________________________________________

Equipment needed ____________________________________________________________________

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Objectives</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Safety Checklist:**
- Have first aid kit on hand.
- Inspect facilities.
- Match athletes appropriately.
- Provide proper supervision.
- Provide drink breaks.
Checklist for Game Day

Pre–Game Day Coaching

? Talk about what to eat or not eat before the game.
? A high carbohydrate meal 3 or 4 hours before the game is recommended.
? If the game is early, players should eat a breakfast high in carbohydrates, such as toast and cereal.
? Players should be aware of what to wear for the games—color of jersey, etc.
? Arrival time for the game should be at least 20 minutes before the start of the game so the players can get warmed up.
? Discuss with your players what tactics to use during the game.
? Getting input from your players is a good way to help them grow through the sport experience. If they have a say in the game plan, they’ll most likely be more enthusiastic and motivated. Your game tactics should be simple and should focus on the basics.
? In determining starting lineups and substitutions, try to give players equal playing time as much as possible.

What to Do at the Game

? During the game, coaches can help players who are making performance errors by giving them encouragement.
? When correcting a player, do so in a quiet and controlled voice during a break or when the player is on the bench.
? Be supportive and encourage players often.
? Avoid too many instructions; let your players concentrate on their performance during the game.
? Try not to place too much emphasis on the outcome of the game or your players can become anxious and tight during the game.
? Use humor to lighten the moment if possible.
? Set realistic performance goals for the team.
? If you find that the officials are not calling the rules that affect the safety of your players, discuss your concerns calmly in the appropriate manner. Show respect for officials even if they miss a call.

Coaching After the Game

? Thank the officials
? Acknowledge the performance of the other team and coach.
? Keep winning in perspective.
? After a loss your first concern should be the players attitudes and mental well-being.
? Remember—your team will be mirroring your behavior.
Postseason Parent Evaluation Form

A. Evaluate the degree to which you believe your son or daughter achieved the following objectives (check one):

<table>
<thead>
<tr>
<th>Objective</th>
<th>Very much</th>
<th>Somewhat</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>My child had fun.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My child learned the fundamentals of the sport.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Evaluate the degree to which you believe your child changed on the following characteristics (check one):

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Improved</th>
<th>No change</th>
<th>Declined</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical fitness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning to cooperate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-confidence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Desire to continue to play this sport</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Development of self-reliance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning specific skills of this sport</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning the rules of fair play</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Development of initiative</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning to compete</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
C. Evaluate how the coach did on the following items (check one):

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>So-so</th>
<th>Weak</th>
<th>Poor</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treated your child fairly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kept winning in perspective</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Took safety precautions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organized practice and contests</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicated with you</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was effective in teaching skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encouraged your child</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognized your child as a unique individual</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Held your child’s respect</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

D. Please give any additional comments in the space below and on the back, including any constructive criticism or praise you want to offer.
Postseason Athlete Evaluation Form

A. To what degree did you achieve the following objectives (check one):

<table>
<thead>
<tr>
<th></th>
<th>Very much</th>
<th>Somewhat</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>I had fun.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I learned the fundamentals of the sport.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Evaluate the degree to which you changed on the following characteristics (check one):

<table>
<thead>
<tr>
<th></th>
<th>Improved</th>
<th>No change</th>
<th>Declined</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical fitness</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Learning to cooperate</td>
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<tr>
<td>Self-confidence</td>
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<tr>
<td>Desire to continue to play this sport</td>
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<tr>
<td>Development of self-reliance</td>
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<tr>
<td>Learning specific skills of this sport</td>
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<tr>
<td>Leadership skills</td>
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<tr>
<td>Learning the rules of fair play</td>
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<tr>
<td>Development of initiative</td>
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<tr>
<td>Learning to compete</td>
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</tbody>
</table>
C. Evaluate how the coach did on the following items (check one):

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>So-so</th>
<th>Weak</th>
<th>Poor</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treated you fairly</td>
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<tr>
<td>Kept winning in perspective</td>
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<tr>
<td>Took safety precautions</td>
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<tr>
<td>Organized practice and contests</td>
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<tr>
<td>Talked and listened to you</td>
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<tr>
<td>Taught the skills of the sport</td>
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<tr>
<td>Showed self-control</td>
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<tr>
<td>Encouraged and recognized you</td>
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<tr>
<td>Helped you feel good about yourself</td>
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</tbody>
</table>

D. Please give any additional comments in the space below and on the back, including any constructive criticism or praise you want to offer.
UNIT 5

Sport-Specific Program

PURPOSE: This unit features information about sport-specific content as well a specific practice plan. There is also wrap-up information on the clinic, test, and evaluation.

LEARNING OBJECTIVES
In this unit coaches will do the following:
• Learn specific sport content knowledge
• Have the opportunity to work through a practice plan with
  a sport specific expert

MATERIALS NEEDED
• Sport-specific video
• TV and VCR

Unit Overview

<table>
<thead>
<tr>
<th>Topic</th>
<th>Activities</th>
<th>Approximate Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Unit Introduction</td>
<td>Introduce the unit’s purpose, objectives, and agenda.</td>
<td>2-5 minutes</td>
</tr>
<tr>
<td>B. Meet the Expert</td>
<td>A brief introduction of the sport-specific expert, discussing his or her expertise and skills.</td>
<td>3 minutes</td>
</tr>
<tr>
<td>C. Sport-Specific Content</td>
<td></td>
<td>44 minutes</td>
</tr>
<tr>
<td>Activity 5.1, “Coaching Youth [sport] video”</td>
<td>Coaches view one of the sport-specific videos.</td>
<td></td>
</tr>
<tr>
<td>Activity 5.2, “Using a Practice Plan”</td>
<td>Sport-specific expert leads the coaches through a practice.</td>
<td></td>
</tr>
</tbody>
</table>
INSTRUCTOR NOTE: You may choose to adjust the way your expert leads the coaches through the activities in this unit. Have the coaches review any activities not completed during the clinic on their own time.

Unit Content

A. Unit Information (2 to 5 minutes)

REFER coaches to the unit 5 learning objectives and unit overview on page 111 of the Coaching Youth Clinic Study Guide.

INTRODUCE unit 5.

In unit 5 we'll discuss
• content and skills specific to our sport and
• how to implement a practice plan.

You will be introduced to our sport expert, we will watch the “Coaching Youth [sport]” video, and then we'll work through a practice plan with our sport expert.

B. Meet the Expert (3 minutes)

INTRODUCE your sport-specific expert.

EXPLAIN why this person was chosen to lead this portion of the clinic.
• Experience with youth
• Years spent coaching this specific sport
• Experience with new coaches
C. Sport-Specific Content (44 minutes)

Activity 5.1, Coaching Youth [sport] Video

INTRODUCE the “Coaching Youth [sport]” video.

We will be watching the entire “Coaching Youth [sport]” video to begin this unit.

START video “Coaching Youth [sport]” at the beginning.

INSTRUCTOR NOTE: After the team has watched the video, your expert will actually take over the clinic. The expert should have a prepared practice plan and made copies of it to distribute to the coaches. It should follow the type of plans that were introduced in Unit 4.

STOP the video at the end.

Activity 5.2, Using a Practice Plan

INSTRUCTOR NOTE: The Coaching Youth Clinic Study Guide only gives the outline for what a practice plan should include. You MUST meet with your sport expert before the clinic to prepare this activity and be sure that copies are made for each coach.

REFER coaches to Activity 5.1, Using a Practice Plan, which will be distributed by the clinic expert.

INTRODUCE the activity.

Look at the practice plan and note the following components:

- Warm-up activity
- Sample game with a specific purpose
- Skill instruction—using 2 to 3 basic skills related to the games
- Game activity—allowing the players to practice the skill in a gamelike situation
- Cool-down activity
REVIEW the activity resources.

You’ll use the practice plan worksheet provided by the sport expert.

EXPLAIN the activity instructions.

1. The expert will lead you through this practice plan.
2. The expert will be the coach and you will be the team.
3. We will go through portions of each skill and game, not necessarily spending as much time on each as we would in a real practice situation.

EXPLAIN the activity outcome.

When we’re finished, you should feel comfortable with running your own practice and using game activities to teach and reinforce skills.

ASK for questions about the activity.

D. Unit Summary (5 minutes)

REVIEW the key points of unit 5.

- In this unit you were introduced to skills relevant to a specific sport.
- Our sport-specific expert showed how to implement a practice plan covering a particular skill.

ASK for questions about any information covered in unit 5.
UNIT 6

Coaching Youth Clinic Wrap-Up

PURPOSE: This unit will take care of the final details, including clinic test, the evaluation of the clinic, and information about the National Coaches Registry.

LEARNING OBJECTIVES
In this unit coaches will do the following:
- Discuss the test and dates
- Review the evaluation form
- Learn about the National Coaches Registry

MATERIALS NEEDED
- Test
- Test Answer Form
- Evaluation form

Unit Overview

<table>
<thead>
<tr>
<th>Topic</th>
<th>Activities</th>
<th>Approximate Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Unit Introduction</td>
<td>Introduce the unit’s purpose, objectives, and agenda.</td>
<td>2 minutes</td>
</tr>
<tr>
<td>B. Clinic Wrap-Up</td>
<td>Distribute Coaching Youth Clinic Test and Test Answer Form. Set deadlines for finishing the test. Distribute Coaching Youth [sport] video. Discuss the clinic evaluation form. Explain how the coaches’ names are entered in National Coaches Registry.</td>
<td>10 minutes</td>
</tr>
</tbody>
</table>
Unit Content

A. Unit Introduction (2 minutes)

REFER coaches to the unit 6 learning objectives and unit overview on page 114 of the Coaching Youth Clinic Study Guide.

INTRODUCE unit 6.

In unit 6 we'll discuss
- the steps to take to receive credit for the course test,
- the importance of the course evaluation, and
- the National Coaches Registry.

B. Clinic Wrap-Up (10 minutes)

INSTRUCTOR NOTE: This section will give details needed to finish the Coaching Youth Clinic and send your coaches away with complete instructions for the test, evaluation, and the National Coaches Registry.

DISTRIBUTE the sport-appropriate Coaching Youth [sport] video to each participant. (Each coach should have received a Coaching Youth [sport] book at the beginning of the clinic.)

EXPLAIN the following to the coaches:

- The book and video will be used with the self-study portion of the clinic.
- The book presents new information and reinforces topics that were introduced at the clinic.
- It is important to read the sport-specific book before the first practice.
- The book has great information that is not specifically covered in the test but will help you become familiar with rules, equipment, skill and strategy instruction, drills, and games you can use throughout the season.
**Distribute** a Coaching Youth Clinic Test and Test Answer Form to each participant. Copies of the test and answer form are found in section 5 of the instructor guide.

**Instruct** the coaches to do the following:

- Write their name on the test immediately
- Complete the 28 items AFTER reading their book
- Openly use their book and clinic worksheets to complete the test

**Explain** the deadline for returning the test answer.

- Two weeks is the suggested deadline for returning test answer forms.
- Test answer forms should be returned to you, the clinic leader.
- Items should be answered neatly so they can be scored correctly.
- Make clear arrangements as to where and when the test answer forms should be returned.

**Explain** the test scoring.

- Coaches must get 22 items or more correct on the test to successfully complete the Coaching Youth Clinic.
- Participants who score below 22 can try again and will be entered in the registry on their successful (22 or more correct) completion of the test.

**Refer** the coaches to the Clinic Evaluation Form on page 117 of the Coaching Youth Clinic Study Guide.

**Tell** the coaches about the evaluation form:

- It is very important for each coach to complete the evaluation form before leaving the clinic.
- This evaluation form will be used to let us know what you liked about this clinic and to give us ideas about ways in which we can improve it.
INSTRUCT the coaches to complete the form before they leave the clinic.

- Please complete this evaluation form at the clinic today.
- You should turn in your evaluation form to me before you leave.

INSTRUCTOR NOTE: Your copy of the evaluation form is at the end of this unit. Remember to COLLECT these evaluation forms from the coaches BEFORE the coaches leave the clinic.

EXPLAIN the National Coaches Registry

- After you have completed this clinic and successfully completed your test, your name will be entered in the National Coaches Registry.
- If you have previously taken a course through the American Sport Education Program (ASEP) your ID number is already set up.
- If your ID number has not been set up through ASEP, your social security number (which you should have listed on the class registration sheet at the beginning of the clinic) will be used. Please make sure that you entered this information on the registration sheet before you leave today.

THANK the coaches for attending the clinic. Try to send each of the coaches away with a positive comment about their participation in the clinic.
Coaching Youth Clinic Course Evaluation Form

- Please complete this form to evaluate the classroom portion of this clinic.
- Put an X in the box that best represents your response to each statement.
- Turn in your completed form to the instructor before leaving the classroom. Your responses are anonymous.
- We appreciate your responses and value your opinions.

Instructor’s Name

Date of Clinic

<table>
<thead>
<tr>
<th>Indicate your coaching experience.</th>
<th>None</th>
<th>Less than 1 year</th>
<th>1 to 3 years</th>
<th>4 to 8 years</th>
<th>8+ years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>Agree</td>
<td>No Opinion</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
<td></td>
</tr>
<tr>
<td>I understood the concepts presented.</td>
<td></td>
<td></td>
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<tr>
<td>I will be able to perform the skills presented.</td>
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<tr>
<td>I had enough opportunities to practice the skills presented.</td>
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</table>

Rate the effectiveness of...
- ...the student materials (e.g., study guide).
- ...the video segments.
- ...the instructional activities (e.g., team interactions).
- ...the overall clinic.

Rate the instructor’s...
- ...ability to lead the activities and to facilitate discussion.
- ...knowledge of the subject matter.
- ...organization and ability to stay on time.
- ...enthusiasm.

Rate the physical setting (e.g., ease of viewing video, temperature, seating, etc.)

Please indicate how this clinic could be improved

______________________________________________________________
Section 5

Coaching Youth Clinic
Test Packet
COACHING YOUTH CLINIC TEST

INSTRUCTIONS

1. Read the Coaching Youth [sport] book thoroughly, reread units 1 through 5 of the study guide, and refer to your Coaching Youth Clinic activity sheets before attempting to answer the items on the test.
2. The test consists of 28 questions, multiple choice and true-false.
3. On the Test Answer Form, circle the letter that corresponds to the answer that you have selected.
4. Respond to all the questions you feel confident about without looking them up.
5. Then go back through the questions you have not answered and consult your book.
6. Use your book to confirm the accuracy of your answers to the questions you completed without consulting the book.

QUESTIONS

Multiple Choice
In this section, select the best answer from the choices given and record it on the Test Answer Form.

1. What is a key responsibility of a coach?
   a. Make sure the athletes do not misbehave
   b. Treat all athletes like a parent would treat a child
   c. Prevent any injury from happening
   d. Ensure that athletes have a great time in everything they do
   e. Promote individual growth through well-planned and well-conducted activities

2. An outlook that places Athletes first, winning second means that
   a. coaches who win the most have a positive philosophy.
   b. a coach needs great athletes in order to win.
   c. the primary concern should be the athletes’ development.
   d. to avoid pressure, young athletes should not strive to win.
   e. coaching is easy when the score doesn’t matter.

3. Striving to win is
   a. a basis for honest sport competition.
   b. the most important thing to young athletes.
   c. not as important as winning.
   d. the negative part of youth sport.
   e. None of the above
4. A coach who demonstrates good character
   a. hides all flaws from athletes.
   b. always agrees with the officials’ calls.
   c. creates an image to present to the team.
   d. is a perfect example of health and leadership.
   e. provides a positive role model through genuine positive behavior.

5. Which of the following is the first step to communicating with your athletes?
   a. Give positive feedback
   b. Listen carefully to your athletes
   c. Provide specific directions
   d. Take time to ask questions
   e. None of the above

6. Which of the following is the least effective means of sending a message to young athletes?
   a. Praise, then correction, followed by praise
   b. 15-minute lecture and explanation to players
   c. Terminology meaningful to the age group
   d. Positive facial expression, positive tone of voice
   e. One-on-one correction of poor behaviors

7. Giving good feedback requires that you
   a. get emotional to let your athletes know you care.
   b. send a continuous stream of messages.
   c. closely observe and listen to your athletes.
   d. communicate only positive things to athletes.
   e. b, c and d

8. Having a preseason parent–athlete–coach meeting is
   a. a good opportunity to warn of inherent risks.
   b. a good way to get to know the parents of your players.
   c. a good opportunity to describe the best ways for your parents to support their young athletes.
   d. a and c
   e. a, b, and c.

9. Above all else, effective communication with officials requires coaches to have
   a. advanced message-sending skills.
   b. previous officiating experience.
   c. respect for the job the officials do.
   d. knowledge of every rule in the book.
   e. None of the above
10. All successful coaches are good teachers who
   a. are very emotional, physical people.
   b. were former great athletes.
   c. are not interested in books.
   d. are effective motivators.
   e. think the Xs and Os are most important.

11. When introducing a skill to athletes, it’s best to
   a. take 5 minutes to describe the origin of the skill.
   b. show them an unorthodox way of performing the skill.
   c. explain the many options for executing the skill.
   d. keep things simple and minimize distractions.
   e. None of the above

12. The games approach describes
   a. a “roll the ball out and play” philosophy of coaching.
   b. a strategy for getting kids to learn skills through drills.
   c. a strategy for getting kids interested in learning new skills by playing games.
   d. a philosophy of coaching that says learning skills is not important.
   e. None of the above

13. When teaching complex skills to athletes, it is important to
   a. keep the IDEA elements of teaching from overlapping.
   b. explain the parts of the skill, individually and as a whole.
   c. demonstrate the entire skill once, then move on to the explanation.
   d. provide feedback only when an athlete needs correction.
   e. identify all of the details about each component of the skill.

14. Each practice should include
   a. the same drills, in the same order.
   b. a variety of games and skill instruction.
   c. mostly technical instruction.
   d. a and b
   e. a, b, and c

15. When matching athletes for competition, your biggest concern should be their
   a. physical and psychological maturity.
   b. age or grade in school.
   c. height.
   d. knowledge of the rules.
   e. athletic potential.
16. The PRICE method of injury care should be the first measure taken for
   a. open cuts.
   b. nose bleeds.
   c. sprains.
   d. neck injuries.
   e. a, b, c, and d

17. What is the first step in being prepared to provide basic emergency care?
   a. Knowing PRICE
   b. Delegating someone to go for help
   c. Getting first aid and CPR training
   d. Knowing emergency contact numbers
   e. Having Injury Report forms ready

18. Should an injury occur, you can help protect yourself from legal liabilities by
   a. matching athletes according to size and skill.
   b. keeping accurate records.
   c. planning specific practice activities.
   d. a and b
   e. a, b, and c

True-False
In this section, you are to decide if the following statements are true or false. Circle T or F on your test answer form.

T  F  19. High-level athletic experience is the best preparation for fulfilling your coaching responsibilities.

T  F  20. Saying something one way and expressing a different message nonverbally shows poor communication with your athletes.

T  F  21. Children are quite adept at reading nonverbal messages.

T  F  22. You need to give athletes more specific information when teaching a new skill than you do when correcting errors.

T  F  23. After you introduce, demonstrate, and explain a new technique to athletes, the learning of that skill depends entirely on how much they practice it.

T  F  24. Specific instructional goals should be set after you get a chance to assess your athletes’ skills.

T  F  25. Once you set up a season plan, it’s best to stick to it strictly throughout the season so players learn every skill.
T  F  26. Apart from warm-up and cool-down, your other practice activities and their length can vary during the season.

T  F  27. An informed consent form clears you of responsibility for any mishap that might occur.

T  F  28. From a legal standpoint, the best approach to take when one of your players gets hurt is a “hands off” policy.
COACHING YOUTH CLINIC TEST ANSWERS

• This sheet is for the instructor’s reference only.
• The answers given here explain the correct choices from the Coaching Youth Clinic Test.

Multiple Choice

1. What is a key responsibility of a coach?
   e. Promote individual growth through well-planned and well-conducted activities. 
   __A primary responsibility of a youth sport coach is to nurture development of athletes’ skills through careful planning and supervision__.

2. An outlook that places Athletes first, winning second refers to
   c. the primary concern should be the athletes’ development
   __The Athletes first, winning second motto emphasizes that coaches should first consider the best interests of their athletes’ development in every decision they make__.

3. Striving to win is
   a. a basis for honest sport competition.
   __True athletic competition can exist only where the participants are doing their best to succeed__.

4. A coach who demonstrates good character
   e. provides a positive role model through genuine positive behavior.
   __A coach demonstrates good character not by trying to be perfect or like someone else but rather by being the best person she or he can be__.

5. Which of the following is the first step to communicating with your athletes?
   b. Listen carefully to your athletes
   __Listening is the first component of effective communication. Give your full attention to your athletes as they communicate with you verbally and nonverbally__.

6. Which of the following is the least effective means of sending a message to young athletes?
   b. 15-minute lecture and explanation to players
   __Kids are easily bored and distracted. A coach should keep explanations brief and straightforward__.

7. Giving good feedback requires that you
   c. closely observe and listen to your athletes.
   __You can give constructive feedback only if you attend to your athletes closely__.
8. Having a preseason parent–athlete–coach meeting is 
   e. a, b, and c.
The parent–athlete–coach meeting is a good place to explain to parents and athletes the common hazards that accompany participation in the sport as well as providing parents with behavioral guidelines for supporting their children. It is also a great time to be social and meet the parents of the kids you are coaching.

9. Above all else, effective communication with officials requires coaches to have 
   c. respect for the job the officials do.
In order to communicate effectively with officials, the coaches must have and show respect for them.

10. All successful coaches are good teachers who 
    d. are effective motivators.
Successful coaches know how to motivate their players as well as communicate positively, develop athletes’ intrinsic motivation, and build teamwork.

11. When introducing a skill to athletes, it’s best to 
    d. keep things simple and minimize distractions.
Although using a dull backdrop may seem simple, any coach who has tried to teach kids skills knows how important it is to keep distractions to a minimum.

12. The games approach describes 
    c. a strategy for getting kids interested in learning new skills by playing games.
The games approach teaches kids about the game by letting them play the game. Then specific skill instruction is more likely to be appreciated.

13. When teaching complex skills to athletes, it is important to 
    b. explain the parts of the skill, individually and as a whole.
It’s important to keep things as simple as possible, and it helps if you break a skill down into manageable parts and then show your athletes how the parts fit together.

14. Each practice should include 
    b. a variety of games and skill instruction.
Practices should be planned to include several different activities and should allow for some spontaneity.

15. When matching athletes for competition, your biggest concern should be their 
    a. physical and psychological maturity.
Athletes’ emotional and physical maturity, in addition to their present skill level, should be the primary considerations when matching them in competition.

16. The PRICE method of injury care should be the first measure taken for 
    c. sprains.
PRICE is an effective first response for injuries to ligaments and tendons.
17. What is the first step in being prepared to provide basic emergency care?
   c. Getting first aid and CPR training
   Getting quality training in first aid and CPR is the initial step to being prepared for basic emergency situations.

18. Should an injury occur, you can help protect yourself from legal liabilities by
   e. a, b, and c
   Matching, record keeping, and planning are all good steps for fulfilling legal duties.

**True-False**

**F** 19. High-level athletic experience is the best preparation for fulfilling your coaching responsibilities.
   *Having played the sport can help some aspects of coaching, but formal coaching education and coaching experience are more beneficial to becoming a responsible coach.*

**T** 20. Saying something one way and expressing a different message nonverbally shows poor communication with your athletes.
   *Effective communication means providing verbal and nonverbal messages that are consistent.*

**T** 21. Children are quite adept at reading nonverbal messages.
   *Children are very good at reading the nonverbal messages sent to them by adults.*

**F** 22. You need to give athletes more specific information when teaching a new skill than you do when correcting errors.
   *Whether they’re teaching skills or correcting errors, coaches must give young athletes simple, specific information.*

**F** 23. After you introduce, demonstrate, and explain a new technique to athletes, the learning of that skill depends entirely on how much they practice it.
   *Attending to athletes’ initial attempts and subsequent practice of a skill is an essential step in ensuring that they learn the skill. Your job isn’t finished once the skill has been taught.*

**T** 24. Specific instructional goals should be set after you get a chance to assess your athletes’ skills.
   *Although coaches should have some general physical, social, and psychological goals in mind, specific aims are hard to establish until you determine where your athletes stand as far as their skills are concerned.*
F 25. Once you set up a season plan, it’s best to stick to it strictly throughout the season so players learn every skill.
Strictly is the key word here. Coaches should try to follow the progression outlined in their season plan, but the exact time they spend on each element will depend on the speed of their athletes’ learning.

T 26. Apart from warm-up and cool-down, your other practice activities and their length can vary during the season.
Apart from proper warm-up and cool-down, the emphasis placed on practice components might change during the course of a season.

F 27. An informed consent form clears you of responsibility for any mishap that might occur.
A signed informed consent form does not entitle a coach to be irresponsible.

F 28. From a legal standpoint, the best approach to take when one of your players gets hurt is a “hands off” policy.
The justice system doesn’t look kindly on negligent coaches.
COACHING YOUTH CLINIC TEST

NAME ___________________________________________
ADDRESS ________________________________________
(street) (city)
(state) (zip code) (phone number)

DATE OF CLINIC ___________________
DATE TEST ANSWER FORM MUST BE RETURNED BY _____________
RETURN TEST ANSWER FORM TO CLINIC INSTRUCTOR AT
(Instructor’s name)
(street) (city)
(state) (zip code) (phone number)

TEST ANSWER FORM NUMBER CORRECT ______

- This test consists of 28 questions, multiple choice and true-false.
- On this Test Answer Form, circle the letter that corresponds to the answer that you have selected from the Coaching Youth Clinic Test.

1. a b c d e  11. a b c d e  21. T F
2. a b c d e  12. a b c d e  22. T F
3. a b c d e  13. a b c d e  23. T F
4. a b c d e  14. a b c d e  24. T F
5. a b c d e  15. a b c d e  25. T F
6. a b c d e  16. a b c d e  26. T F
7. a b c d e  17. a b c d e  27. T F
8. a b c d e  18. a b c d e  28. T F
9. a b c d e   19. T F
10. a b c d e  20. T F

Coaching Youth Clinic Instructor Guide
**SCORING KEY FOR COACHING YOUTH CLINIC TEST**

1. Check that each question has one, and only one, answer.

2. Any question with more than one answer is incorrect.

3. With a color other than the one used to complete the answer form, mark each number that is answered incorrectly.

4. Subtract the number of incorrect answers from 28 and record the score at the top of the answer form.

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Coaching Youth Clinic Video Transcripts

Video 1: Being a C.O.A.C.H.

Segment 1

Jim Greulich
Are these the answers you would give? Hi, I'm Jim Greulich. Although you might consider youth coaching as just a volunteer activity, it means a lot more to your players than you think. These first athletic experiences most likely will affect their future participation in sports and in leading an active life. In this program we're going to take a look at your responsibilities as a coach. We're also going to examine what tools you need to carry out those responsibilities. And lastly, we're going to look at effective ways to communicate with young players. Let's begin with the main responsibilities of being a youth coach.

Jim Greulich
One of your first responsibilities is to ensure the safety of your players at practices and games. It's a good idea to regularly inspect playing fields or courts for any possible hazards. It's also important to check sport equipment to make sure it's safe. This includes protective gear worn by your players.

Jim Greulich
We all know coaches are responsible for teaching tactics and skills to their athletes . . .

Jim Greulich
. . . and coaching them in games.

Jim Greulich
But this responsibility for teaching tactics and skills also includes making practices and games an enjoyable experience for all participants. Kids sometimes get into sports for other reasons besides just learning tactics and skills. They want to meet and play with friends . . . get exercise . . . or just have fun. Try to always to keep this in mind.
Coaches also have the responsibility to help players develop character. The old saying that 'sports builds character' is not quite accurate. It's the coach that helps the young athlete learn sportsmanship, respect, and honesty. You can encourage the development of these values at practices and games . . .

. . . by setting a good example in your own interaction with players, opposing coaches, officials, and fans.

So there are four major responsibilities of being a youth coach: First, to provide a safe environment for players; second, to teach tactics and skills; third, to make the sport experience fun; and fourth, to help players develop character.

The next question becomes, “What personal traits do you need as a coach to be successful in carrying out these responsibilities?” The answers are found in the acronym C.O.A.C.H.: comprehension, outlook, affection, character, and humor. Let's begin with a look at your comprehension or understanding of the sport you're coaching.

This includes how well you know the rules and traditions . . . and the basic techniques and tactics of the sport.

COACH
Hold up, guys. Come on, gather around. That was a great basket. How was Tario able to get that open?

PLAYER
Well, he did get a good return pass from Andrew.

COACH
That's right . . . it's a tactic called a 'give and go' where a player gives up the ball and cuts toward the basket. This creates an open passing lane, and allows the cutting player to receive a return pass.

This coach has done his homework and understands the tactics of his sport.

Coaches can always improve their technical knowledge by reading instructional books and by watching sport skills and tactics videos.
Jim Greulich
You can also attend clinics, talk with more experienced coaches, and observe local college or high school games and practices.

Jim Greulich
Having plans for practices and games is another good way to improve your organization and comprehension of the sport.

Jim Greulich
Comprehension also includes using proper training methods that reduce the risk of injury to your players.

Jim Greulich
And if an injury does occur, you should know basic emergency care and first aid. Because more often than not, you'll be the first to respond to players' injuries.

Jim Greulich
Coaches next need to have a healthy outlook toward coaching. This refers to the coach's priorities, planning, and vision for the future.

Jim Greulich
Let's take a quick test to find out what your outlook toward coaching is. Answer these three questions and keep track of your answers.

Jim Greulich
Of which situation would you be most proud? #1 Knowing that each participant enjoyed playing the sport. #2 Seeing that all players improved their skills. #3 Winning the league championship.

Jim Greulich
How would you like your players to remember you? #1 As a coach who was fun to play for. #2 As a coach who provided a good base of fundamental skills. #3 As a coach with a winning record. And lastly . . .

Jim Greulich
Which of the following would be the most rewarding moment of your season? #1 Having your team not wanting to stop playing, even after practice is over. #2 Seeing one of your players finally master an advanced skill. #3 Winning the league championship.

Segment 3

Jim Greulich
If you selected #1 most often, having fun is a priority with you. Selecting #2 suggests that skill development is what attracts you to coaching. And if #3 was your most frequent response, winning is your most important priority. If your priorities are in order, your players' well-being will take precedence over your win/loss record. A good way to remember this important philosophy is *Athletes first, winning second.*
Jim Greulich
Athletes first, winning second

Jim Greulich
Of course striving to win is important to the athlete and coach. But winning should never be accomplished at the expense of the athletes' well-being, development, and enjoyment. Make sure that you incorporate the Athletes first, winning second philosophy in your outlook toward the sport.

Segment 4

Jim Greulich
Another tool coaches need to successfully carry out their coaching responsibilities is a genuine affection for the players.

Jim Greulich
Make an effort to get to know each player on your team . . . and treat each player as an individual with specific needs and strengths. Show your enthusiasm and positive attitude toward the team . . . and each player.

Jim Greulich
Character is also a tool that you can use to fulfill your responsibilities as a coach. When your behavior at practices and games demonstrates honesty and respect, you're setting a good example for your players.

Jim Greulich
What you say must match what you do. If you tell players they must respect the decisions of the officials, you must accept their decisions as well.

Jim Greulich
Set a good example of honesty. If you make a mistake, don't be afraid to admit you were wrong . . . after all, no one is perfect. Recognize your weaknesses and set personal goals to improve them.

Jim Greulich
And last but not least, use humor when it's appropriate. It's a very effective coaching tool.

Jim Greulich
Nothing helps lighten up a serious skill-learning session better than a laugh or two. Humor also can put mistakes in proper perspective. And remember, when your players are laughing, it usually means they're enjoying the sport . . . and you're doing a good job by making the athletic experience fun.

Jim Greulich
This C.O.A.C.H. acronym can be very helpful in identifying your coaching strengths . . . and weaknesses that you want to improve.
So now that you know your coaching responsibilities and the tools you need to carry them out . . . how can you best communicate this knowledge to your players?

It has been said that great coaches are great communicators. They not only speak clearly and simply, but they also possess effective nonverbal or body language skills. They’re also good listeners . . . and they’re experts at providing their players with effective feedback. Let’s now look at some examples of the wrong way . . . and right way for coaches to communicate with young athletes.

You’ll never get your message across as a coach if you’re unprepared and rambling on.

COACH
(Mumbling and rambling)
Jacqueline, your footwork is really sloppy; don’t you remember what we practiced? You’re moving laterally instead of vertically . . . and you must not be paying attention to the ball because you’re arcing from the side. Think balance, movement to the ball; don’t wait till it gets all the way to the other side.

Organize your thoughts before speaking to your athletes . . . and use language that your players can understand. Speak clearly, and don’t overload your players with too much information.

Here’s an example of a good verbal message.

COACH
Jacqueline, that was a really good approach on your attack. And if you make contact with the ball at the peak of your jump, you’ll be able to get more zip on the ball, and you’ll be able to get a better angle on your spike. That was right on target. That’s the way to go.

Our coach here has corrected the player’s technique, while remaining positive. She provides clear and brief feedback.

Some coaches mistakenly believe that communication consists entirely of verbal instruction. When in fact, more than half of what is communicated is done nonverbally. Actions do speak louder than words.
COACH
Is that the way you box out? . . . with your arms in the air and your body turned to the side, huh?

Jim Greulich
The look on your face is the quickest clue to what you’re thinking or feeling. An angry expression and disapproving body language is not a good way to give young players feedback on their performance.

Jim Greulich
Open body language and a smile from the coach can be a great boost to an unsure athlete.

COACH
Good job. I know it’s tough to keep those really big guys boxed out but you did a really good job of getting into good position. Next time try keeping your arms down and out. This will help keep those guys from getting around you.

Jim Greulich
Try to maintain a positive demeanor around your players. And don’t forget: a thumbs up, high five, or a pat on the head are also good ways to send a message of approval to a young player.

Jim Greulich
Too often coaches are good talkers but not good listeners.

PLAYER
Coach, I don’t feel well, I want to go home.

COACH
Look, I really need you to work on your shot. Alright, now listen; your foot work and your release are just terrible, and you’ve just gotta learn to take your time. OK, now look; let’s get out there and work on it.

Jim Greulich
Even though you will have a lot to think about during games and practices, make a strong effort to pay attention to what your players are saying.

PLAYER
Coach, I don’t feel well, I want to go home.

COACH
What’s wrong?

PLAYER
I’ve been feeling sick all day. I think I have the flu.
COACH
OK, why don’t you go over and sit down, and I will have coach Evans call your parents.

Jim Greulich
How you receive messages from your players, perhaps more than anything else demonstrates that you care for them and respect what they have to say.

Jim Greulich
Young athletes want feedback from their coaches . . . but it shouldn’t be negative feedback.

COACH
Good grief, Brittney, have you forgotten everything we’ve worked on about pitching? If you weren't goofing off at practice, you'd able to get the ball over the plate!

Jim Greulich
Players respond to and are motivated by positive reinforcement. Praise them when they perform well. And when they make a mistake, focus on what they should do . . . not what they did wrong.

COACH
Brittney, you've really got a great windup. And you'll really get more control when you get the wrist to snap after coming over the ball. I know you can do it. Give it a try.

Jim Greulich
Try to 'sandwich' your corrections in between positive comments. This lets the player know what they did correctly and how they can improve.

Jim Greulich
As a coach, you’ll also need to be able to communicate effectively with parents, fans, game officials, and opposing coaches.

Jim Greulich
Holding a preseason meeting with parents and players is a good way to let them know you have an approach to coaching that puts Athletes first, winning second.

Jim Greulich
Your game preparation and interactions with players also send a positive message to the parents and fans.

Jim Greulich
But if you do hear criticism of your coaching during a game, keep calm, consider what was said, and if doesn't have any merit . . . forget it. Responding to your critics during a game will be disruptive to the team and will encourage other fans to voice their opinions.
Jim Greulich
When you communicate respectfully with officials, you set a good example for your players. If officials make a mistake, keep control of your emotions and recognize that officials are human. And follow the league rules for communicating with officials.

Jim Greulich
And if the officials do a good job, tell them. Officiating is often unappreciated.

Jim Greulich
And lastly, make the effort to communicate with the opposing coach by introducing yourself before the game and by shaking hands after the game. This models respectful behavior and shows your players that competition involves cooperation.

Segment 6

Jim Greulich
We covered a lot in this program, so let's quickly review what we've learned... beginning with your responsibilities as a coach.

Jim Greulich
Your first responsibility is to provide a safe environment for the team.

Jim Greulich
Second, you must teach players the rules, tactics, and skills of the sport.

Jim Greulich
Third, it's really important to make practicing and playing the sport fun for your team; otherwise the kids will drop out.

Jim Greulich
And fourth, as a coach, you have the responsibility to help your players develop character.

Jim Greulich
The C.O.A.C.H. acronym is a list of tools you can use to assess your coaching strengths and weaknesses.

Jim Greulich
With comprehension, think about if you need to learn more about the sport to become a better coach.

Jim Greulich
Your coaching outlook gets at what you're seeking as a coach. The best outlook is one that puts Athletes first and winning second.
Jim Greulich
You are interested in youth coaching because you like kids and the sport. Affection for your players is more than just liking your players; it’s treating them as individuals. It also means empathizing with their difficulties in learning new skills or performing them in game situations.

Jim Greulich
Character. Your own personal values of honesty and respect will be picked up by your players. Be consistent in what you say and do. This will set a good example for your team.

Jim Greulich
Humor is making a mistake less serious . . . and it’s putting the game in perspective.

Jim Greulich
And don’t forget about the importance of good communication. Think about how you send verbal and nonverbal messages to your players. Listen to your players and always try to give them positive feedback whenever possible.

Jim Greulich
When you fulfill your responsibilities as a coach and use the coaching tools we’ve talked about . . . both you and your players will have a rewarding experience. Good luck.

Jim Greulich
For more information and resources about youth coaching, contact the American Sport Education Program at 1-800-747-5698 or at our website, www.asep.com
Video 2: Coaching Safety

Segment 1

Jim Greulich
When you get a group of kids together to play a sport . . . you get a lot of physical activity . . . and with it, you also get the risk of injury. In this program, we'll show you how to create a safe environment that will help prevent injuries.

But even with the best precautions, some injuries will occur . . . and we'll show you how to administer basic first aid for the most common minor injuries . . . and give you an emergency plan to handle any potentially serious injuries. And lastly, we'll demonstrate how basic conditioning and training not only prevent injuries . . . but also improve performance and promote lifelong fitness habits. So let's begin with how to create a safe environment for your players that reduces the potential for injury.

Jim Greulich
Before your season begins, it's a good idea to meet with parents and players.

Jim Greulich
Here you can discuss the risks of injury in playing a sport. It's also a time when parents or guardians should sign release forms that allow their children to be treated in case of an emergency.

Jim Greulich
Encourage parents to have their children get preseason physicals. Young players without severe injuries or ongoing illnesses should have a preseason physical every two years. If they have a known complication, players should have the physician's approval before participating in the sport.

Jim Greulich
And before the season begins, take the time to organize how you will keep records of practice plans and players' injuries. This record keeping will give you protection against any unfounded lawsuits.

Jim Greulich
During the season, there are a number of things you can do to ensure a safe environment for your players. Coaches should provide both aerobic and muscular fitness activities for the team.

Jim Greulich
This physical conditioning helps prevent injuries by preparing the athlete's body for the demands of the sport.
Jim Greulich
Conditioning does not have to rely exclusively on running and calisthenics. You can make training less tedious by using small, sided games or by adding a skill component to your drills.

Jim Greulich
And before all practices and games, coaches can reduce the possibility of some injuries by making sure the facilities are free from any safety hazards.

Jim Greulich
A brief equipment inspection is also a good way to prevent players from getting hurt unnecessarily.

Jim Greulich
When exercising in hot weather, coaches should be aware of the dangers of heat illness. Encourage your young players to drink plenty of water, before, during, and after practices and games. Quite often they will need water even when they aren't thirsty.

Jim Greulich
And it doesn't have to be hot and humid for players to become dehydrated. So protect your athletes from poor performance and possible heat illness by keeping them well watered!

Jim Greulich
Coaches provide a safe environment when they supervise all team activities. This includes prohibiting dangerous horseplay and canceling practices during unsafe weather.

Jim Greulich
Matching players of a similar size and weight helps prevent injuries. It will also protect you from some liability concerns. Kids of the same age may vastly differ in height and weight. Don't match larger stronger players with smaller, weaker players.

Jim Greulich
Try to give smaller, less mature players a better chance to succeed and avoid injury, and larger players more of a challenge.

Jim Greulich
So to summarize, you can provide a safe environment for your players by taking a few simple steps. Before the season begins, have a meeting with parents and players. Explain the inherent risks of injury in your sport, encourage preseason physicals, get medical releases signed, and start your record keeping. During the season, make sure your players are properly conditioned, inspect all sport equipment and facilities, keep your players properly hydrated, provide player supervision, and match players by size and skill level to avoid injuries.
Coaching Youth Clinic Instructor Guide

Segment 2

Jim Greulich
All of the activities you've just seen will provide a safe environment for your players . . . and will reduce the probability of injuries. But no matter what you do to prevent injuries, they will occur.

Jim Greulich
When an injury does happen you'll most likely be the one in charge. The severity and nature of the injury will determine how actively involved you'll be in treating it. Let's take a look at how you should be prepared to take appropriate action when an injury occurs.

Jim Greulich
Being prepared to provide basic emergency care begins with training in CPR and first aid. You can receive this training from several nationally recognized organizations.

Jim Greulich
Next it's important to have an appropriately stocked first aid kit on hand at practices and games.

Jim Greulich
And finally, you'll need to have an emergency plan to be prepared for a serious injury. This plan has three steps. First, evaluate the injured athlete. Your CPR and first aid training will help you make the right decision.

Jim Greulich
Second, delegate the responsibility for calling medical help to a person who will be attending all practices and games.

Jim Greulich
Develop an emergency response card that contains a list of emergency phone numbers.

Jim Greulich
Give this card to the designated person or another reliable person to call for medical help.

Jim Greulich
This will enable you to remain with the injured athlete and help keep him or her calm.

Jim Greulich
It's also important to take each athlete's emergency information to practices and games, so that you can give this information to the responding medical personnel.
And third, before the medical personnel arrive, you can provide some basic first aid care depending on your training. Here are some guidelines:

Do not move the athlete if the injury is to the head, neck, or back . . . or there’s a dislocation or fracture of a large joint.

Calm the injured athlete, and keep others away as much as possible.

Evaluate the athlete’s breathing to determine if it is stopped or irregular, and if necessary clear the airway with your fingers.

Administer artificial respiration if breathing has stopped, or CPR if circulation has stopped.

Remain with the athlete until medical personnel arrive.

Because you will most likely be the first to respond to an injury, make sure you’ve received CPR and first aid training, have a stocked first aid kit and an emergency plan in place.

However, don't 'play doctor'. In all cases, provide first aid only to the extent of your training. Let's now look at how you can provide basic first aid to your injured athlete.

When one of your players has an open wound or bloody nose, the first thing you should do is put on a pair of disposable surgical gloves. These should be in your first aid kit. The gloves protect the athlete and you from any risks of AIDS. Let's take a look at how to treat a common injury the nosebleed.

With nosebleeds, have the athlete sit down and lean slightly forward. Next have the athlete gently pinch the nostrils shut. Put on the surgical gloves, and use a dressing to clean up the blood. If the bleeding continues after a few minutes, or the athlete has a history of nosebleeds, seek professional medical assistance.
**Jim Greulich**
With cuts and scrapes or other open wounds, the first thing you must do is stop the bleeding. With a clean dressing, apply direct pressure to the wound while elevating it. The athlete may apply pressure while you put on your gloves. Do not remove the dressing if it becomes soaked with blood...just add another dressing on top of it. If the bleeding continues, elevate the wound above the heart and maintain pressure.

**Jim Greulich**
The next step is to cleanse the wound thoroughly after the bleeding has been controlled. Rinsing with water to remove any debris will help prevent infection.

**Jim Greulich**
Now apply a bandage to protect the wound.

**Jim Greulich**
And lastly, dispose of the gloves carefully.

**Jim Greulich**
If an athlete has a sprain or strain, the first step, is to assess the injury.

**Jim Greulich**
After you have determined that the injury is not serious, use the PRICE method to treat the condition. Begin by protecting the athlete and injured area from further danger or trauma.

**Jim Greulich**
Rest the area to avoid further damage and assist the healing process.

**Jim Greulich**
Now ice the area to reduce swelling and pain.

**Jim Greulich**
Next compress the area by securing an ice bag or pack with an elastic wrap. If a player has injured an ankle, do not remove the shoe as this also helps compress the injured area.

**Jim Greulich**
And finally, elevate the injury above heart level to keep the blood from pooling in the affected area.

**Segment 3**

**Jim Greulich**
We've covered the basics of protecting and caring for your athletes. Let's now look at how you can protect yourself from most legal liabilities when an athlete is injured.
First, plan appropriate activities and provide proper instruction for your team.

Second, provide a safe physical environment and proper equipment. Make sure that fields, courts, and equipment are safe for athletes’ use.

Third, make sure athletes are uninjured and healthy enough to play, and provide emergency assistance if necessary. In all cases, if a player is hurting, give him or her a rest, and evaluate the extent of the injury.

And fourth, warn athletes of inherent risks and then supervise the activity closely.

Conditioning and training comprise another important element in preventing injuries. One of your first responsibilities is to get your players in shape to play the game. Because if they’re not in shape, fatigue will cause player mistakes . . . and sometimes injuries.

Let’s focus on the essentials of proper conditioning and training . . . aerobic fitness, muscular fitness, and flexibility.

Training for aerobic fitness helps players perform well and reduces the risk of injury. And at the same time, it develops the toughness and endurance needed for more intense training. Good aerobic training includes low-intensity and long-duration activities such as running or jogging.

It should also include natural intervals where players cover shorter distances with occasional periods of increased intensity.

And it should include resistance work such as running hills once a week.

It should be noted that prepubescent athletes are more vulnerable to high temperatures. Take extra care to keep the intensity of aerobic training lower during these conditions. Prepubescent athletes can do aerobic training, but hard training should not be attempted until they’ve reached puberty.
Proper conditioning and training improves muscular fitness, and increases strength and endurance.

Muscular strength improves when the muscle is working hard.

Prepubescent athletes can increase their strength and improve their athletic performance with resistance training without significant injury risk. But this should be undertaken with supervision, emphasizing low weight and high repetitions.

Your athletes will build their muscular endurance by a skill repeatedly.

And lastly, physical conditioning also includes stretching for flexibility. Don't forget to warm up your players with some easy running or jogging. This gets the blood flowing to the muscles.

After the warm-up, have your players do some low-intensity, dynamic stretching. This means having your players stretch in a manner that mimics the sport or activity to be performed.

At the end of practice, cool down with some walking or games and drills at half speed. These activities allow the heart and breathing rates to return to normal.

End with static stretches where players hold the stretch without bouncing. Players should gently pull the muscle and hold it for a 10 count for each stretch. Athletes should do 3 to 5 repetitions of each stretch before the muscles cool down. These stretches are good for helping avoid stiff and tight muscles the next day.

As you've learned in this program, coaching safety begins with a safe environment. It's also important to learn the basics of first aid and to have an emergency plan for injuries. And lastly, when you provide your players with good fitness and training, you've not only prepared them for competition, but also taken a big step in preventing injuries.
Jim Greulich
Coaches can protect themselves from legal liabilities associated with an injury by first warning parents and players of the risks involved in playing the sport. Make sure you plan and supervise all activities for your players. Take the proper steps to provide a safe environment for your team and to care for injured athletes.

Jim Greulich
When you take the time to protect your players from injury and are prepared to respond to an injury, your coaching experience will be less stressful and more rewarding. Good luck.

Jim Greulich
For more information and resources about youth coaching, contact the American Sport Education Program at 1-800-747-5698 or at our website, www.asep.com
Segment 1

Jim Greulich
Hi, I'm Jim Greulich. Good coaches are good teachers. And in this program, we're going to show you how to effectively teach young players the tactics and skills of the sport, including how to shape skills and effectively correct errors. We're also going to show you how to develop practice plans . . . and we're going to provide practical guidelines for coaching during games.

We'll begin with a look at two coaching methods—the traditional approach and the games approach.

Jim Greulich
In traditional coaching, players are introduced to a sport through drills. That is, coaches use drills almost exclusively to teach players basic skills. Practices become a series of drills ending with a scrimmage . . . often resulting in bored players standing in long lines, repeating drills over and over. Coaches who use this traditional approach, find that many of their players end up not paying attention to their instruction.

Jim Greulich
And even if the players adequately perform the skills in practice, they often don't know how to use these skills effectively in tactical game situations. That's because the skills aren't taught in the context of playing the game . . . they're taught in drills.

Jim Greulich
It used to be that you learned a sport by just playing with a group of friends in the neighborhood. If you didn't have all the basic skills, players on your team told you what to do so that they could keep on playing. You learned by playing the game, and this is the basis for the games approach to coaching.

Jim Greulich
The games approach recognizes the importance of the game in teaching tactics and skills together. In fact, coaches at all levels use games to teach skills and tactics. Here's a simple way to show how the games approach is different from traditional coaching.

Jim Greulich
The traditional approach to coaching begins with having the players learn the skills, then learn the tactics and finally play the game. The games approach begins with playing the game, learning the tactics, and finally learning the skills.
By putting the game up front, players better learn how tactics and skills work together, and they also have more fun in practices. Let's take a look how the games approach works in action.

We begin with modified games. Coaches assess their team's skill level and adjust the rules and objectives of the games so that they're developmentally appropriate. That is, so they're challenging but not too difficult. These games are also modified so that they emphasize a particular skill and tactic.

Here the coach is observing his team as they play a 3 on 3 soccer game. The objective of this game is to make three consecutive passes. The coach has determined that this objective—making three consecutive passes is appropriate for their skill level. This game focuses on how passing skills and the tactic of getting open or providing support work together.

The coach has observed the team is having a problem being successful in this game. He lets them play for awhile then freezes the action. The coach now begins a brief question and answer session to discuss the problems they're having.

The coach basically asks three questions: What is the aim of the game, what must you do to achieve that aim, and what skills are necessary to be successful in the game.

Q & A with players.

OK guys, what was the aim of this game?

To make three passes in a row.

That's right. What do you guys need to make those three passes in a row?

Players are open to get a pass.

Great, you need to have your teammates move to an open space where you can get the ball to them. Now what skills do you need to make those three passes in a row?
**Player #3**  
Good, controlled passing.

**COACH**  
Good, guys. Now let's try that game again.

**Jim Greulich**  
This question and answer session allows players to discover personally what they need to do to play the game successfully.

**Jim Greulich**  
With the games approach, players have to think about what they're doing. This "thinking" experience helps them make better tactical decisions in competitive game situations.

### Segment 2

**Jim Greulich**  
Once your players recognize the skills they need to learn, it's your job to teach those specific skills. And one of the most effective ways to teach skills is to use the "IDEA Method".

**Jim Greulich**  
This method of teaching sport skills begins with introducing the skill, demonstrating and explaining it, and attending to players as they perform the skill.

**Jim Greulich**  
When introducing a skill, coaches first need to get the players' attention. This includes making sure that all members of the team can hear you. Position players close enough so that you don't have to yell. Also use the same name for the skill so the players aren't confused. And always give players a reason for learning the skill, such as it will make them a better ball player.

**COACH**  
Alright, today we're going to work on our throwing skills. Throwing is one of the most important skills in baseball. That's because without it, you don't have any defense. Once you learn the overhand throw, you'll become a much better ball player.

**Jim Greulich**  
The demonstration is the most important part of teaching the skill. If you can't demonstrate the skill correctly, have an assistant or a skilled player perform it. Be sure to show the skill from different angles and from the right and left sides. When possible, perform the skill demonstration in slow motion.
Jim Greulich
When you give a brief explanation as you demonstrate the skill, players will learn more effectively. Keep the explanation short and simple. You can also ask your players questions to ensure they understand what you’ve said.

COACH
Alright, bring the throwing arm back and up; now you want to turn so that your front shoulder is pointed toward the target. Now your weight is on the back foot, and the glove hand points toward the target. The throwing arm extends behind the body with the elbow bent and the wrist cocked. Are there any questions?

Jim Greulich
For complex skills, first show players the entire skill.

Jim Greulich
Then break it down into its component parts . . .

COACH
Now we're going to look at the four-step approach. Take two explosive steps to set up the quick foot-plant into the jump. Now on the approach, the arms extend and swing straight back, as high as possible, on the third step.

Jim Greulich
. . . and have your players demonstrate these parts in their correct sequence.

Jim Greulich
Then re-explain the entire skill and have the team practice it in gamelike conditions. Your job now becomes one of attending to your players as they practice the skill. This includes giving them feedback and more instruction, if necessary.

Jim Greulich
After your athletes have demonstrated that they understand how to perform the skill, you now focus on helping them improve the skill by shaping. Shaping a skill is the process of providing positive feedback to players who execute the skill successfully. It begins with rewarding the player for the first signs of the correct technique.

Jim Greulich
Now break the skill into small steps. For example, if a pitcher’s release is inconsistent, re-enforce the correct technique of her windup . . . and teach her how to improve her release.

Jim Greulich
Don't try to shape two components of a skill at a time. If a basketball player is not squaring up to the basket and is not getting his elbow at a 45-degree angle . . . work on one of these problems, not both.
Jim Greulich
As the players become more proficient with the skill, reinforce them only occasionally, and reinforce only the best examples of the skill behavior. This will help the player improve beyond the basic skills.

Jim Greulich
If an athlete is attempting a new skill; some other skills may temporarily deteriorate. In this case just relax your standards for rewarding the athlete.

Jim Greulich
However if the other skills continue to deteriorate over a long period of time, you may need to reteach or re-emphasize the basics.

Jim Greulich
Another part of teaching skills to young players is detecting and correcting errors. Did you know there are two kinds of errors? Learning errors and performance errors. Learning errors occur because athletes' don't know how to perform a skill. Performance errors are errors made in executing a known skill. It's sometimes not easy determining the difference between the two.

Jim Greulich
You must carefully observe your athletes in action to determine whether a mistake was a learning or a performance error. A performance error could be caused by an injury, lack of concentration or fitness. Coaches can address these performance issues with the player.

Jim Greulich
There are two important things to remember about correcting learning errors. First, correct only one error at a time. And secondly, always use positive feedback to correct errors.

Jim Greulich
Let's say you have a player on your team who isn't a good hitter. His technique is good in some areas but you notice that he's swinging late and he's overstriding to the ball. First you need to decide which error to correct first. This is because athletes learn more effectively when they attempt to correct one error at a time.

Jim Greulich
If you can determine which error is causing the other error . . . work on that first. For example, by shortening the stride, the player might start swinging earlier.

Jim Greulich
If neither error is causing the other, work on correcting the error that will bring the greatest improvement.
Jim Greulich
Take a positive approach to correcting errors. Use encouragement, praise, rewards, and compliments to acknowledge correct performance as well as efforts to improve.

COACH
Great positioning, Nice shot.

Jim Greulich
Next give simple and precise feedback to correct errors. And be sure not to demonstrate what the athlete did wrong . . . only what he needs to do correctly.

COACH
OK, now remember to keep your elbow up at a 90-degree angle.

Player #1
Like this?

COACH
Yeah, that way you'll get more arc on the ball that way. Great.

Jim Greulich
And make sure the athlete understands your feedback.

Jim Greulich
And always end your error correction with encouragement to help motivate them to keep on trying.

Jim Greulich
You can also use nonverbal positive feedback with your players, such as smiling, clapping your hands, or any other gesture that shows approval.

Jim Greulich
And don't praise an athlete when the effort wasn't good. Players can sense if a compliment is sincere or not. It's the same with too many compliments; players tend to tune them out.

Jim Greulich
And what is the best way to give individual feedback during a team practice? Well . . . don't yell across the court to correct the error and embarrass the player. Make a substitution and calmly correct the error.

Jim Greulich
This technique has several benefits. The player will be more receptive to the one-on-one feedback. The other players won't hear your comments. And your comments to the player will have to be simple and concise because your other players are still playing and need your attention.
Segment 3

Jim Greulich
Now let's take a look at how to develop effective practice plans. Each plan should cover the purpose of the practice, the equipment needed, and a written outline of what activities you will do during practice time. The purpose of the plan is another way of saying what your theme is for practice. It is the area of the game on which you want to focus.

Jim Greulich
The practice plan lists the activities and the approximate time you want to spend on each. A typical plan would begin with 5 to 10 minutes of warm-up activities such as jogging, followed by stretching.

Jim Greulich
Next you tell your players what the theme is for the practice. You can then use the games approach to set up small, sided games which focus on your practice theme.

Jim Greulich
Here you'll be able to assess the skill levels of your players. They will also become aware of the need to work on specific skills.

Jim Greulich
Then set up a skill session where you use the IDEA method to teach basic or advanced skills. Your introduction, demonstration, and explanation of the skill should take no longer than 2 to 3 minutes. You can also use this time to practice previously taught skills.

Jim Greulich
After this you will attend to players and provide feedback as they practice the skill.

Jim Greulich
Next use more small, sided games to refine the new skill . . . or have a scrimmage.

Jim Greulich
End practice with a cool-down and stretch. At this time you can add a few summary remarks and remind your players about the next practice or game.

Jim Greulich
So to summarize a good practice, begin with a short warm-up and stretching; then play some small, sided games that focus on a particular tactic or skill; provide skill instruction; play another game to reinforce the main tactic or skill for that practice; and finally cool down.

Jim Greulich
So far we've been talking about coaching at practice. But what about coaching at games?
**Jim Greulich**

When getting your players ready for games, begin your preparation at the last practice before the game. Here you can talk about what to eat before the game. A high carbohydrate meal 3 or 4 hours before the game is ideal. But if the game is early, still have the kids eat a breakfast high in carbohydrates, like toast and cereal.

**Jim Greulich**

Let your team know what to wear for the games such as the color of the jersey.

**Jim Greulich**

And tell your players when to show up before a game . . . at least 20 minutes before game time so that they can get warmed up. And lastly, discuss with your players what tactics to use during the game.

**Jim Greulich**

Getting input from your players is a good way to help them grow through the sport experience. Because they have a say in the game plan, they'll most likely be more enthusiastic and motivated than if you just told them what to do. Of course, your game tactics should be simple and should focus on the basics.

**Jim Greulich**

In determining starting lineups and substitutions, try to give players equal playing time as much as possible.

**Jim Greulich**

During the game, coaches can help players who are making performance errors by giving them encouragement.

**Jim Greulich**

If it's necessary to correct a player, do so in a quiet and controlled voice during a break or when the player is on the bench.

**Jim Greulich**

Your behavior as a coach has a great influence on your players. Be supportive and encourage players often. Avoid too many instructions; let your players concentrate on their performance during the game.

**Jim Greulich**

Athletes often attach their own self-worth to winning and losing. Try not to place too much emphasis on the outcome of the game or your players can become anxious and tight during the game. Use humor to lighten the moment if possible. And set realistic performance goals for the team.

**Jim Greulich**

The conduct of your players is your responsibility. Set team rules regarding language and behavior and enforce them. And remember your team will be modeling your behavior.
If you find the officials are not calling the rules that affect the safety of your players, discuss your concerns calmly in the appropriate manner. This may involve using the captain on your team to relay this concern for safety. As a coach you need to show respect for officials even if they miss a call. Many are young or inexperienced. As with your players, don’t expect perfection.

When the game is over, thank the officials, and acknowledge the performance of the other team and coach. If you're players can handle winning and losing well, they'll be successful in whatever they do.

Remember to keep winning in perspective. Don't allow taunting, boasting, or any other behavior that is disrespectful to your opponents. After a loss your first concern should be the players attitudes and mental well-being. This is the time you set a good example and put the loss in perspective. And lastly, don't criticize individual players for poor performance in front of the team.

As you've seen in this program, good coaches always keep the young athlete's well-being as their number one priority.

The games approach is a good way to keep your players motivated by letting them have fun in your practices, while they're learning tactics and skills together.

The IDEA method is a great way to teach skills. But when you need to correct a mistake, remember to correct one error at a time and always use positive feedback with your players.

Take the time to make written practice and game plans. You'll find that you'll keep your players focused.

Coaches are models for their players. What you say and do greatly influences them. Follow the coaching guidelines in this program, and your team will be well prepared for game day and the season. Good luck.

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