Contents

Preface 4

CLINIC UNITS

Unit 1 Introduction to the Coaching Youth Clinic 5
Unit 2 Being a C.O.A.C.H. 9
Unit 3 Coaching Safety 47
Unit 4 Preparing for Game Day 79
Unit 5 Sport-Specific Program 111
Unit 6 Coaching Youth Clinic Wrap-Up 114
Preface

Welcome to the Coaching Youth Clinic! The goal of this clinic is to help you become the most successful youth coach that you can be. The clinic and at-home activities are designed to help you develop your coaching philosophy, motivate your athletes, manage your team and your relationships with the people with whom you work, and understand the risks associated with sports and the safety issues involved with coaching. You will also learn about the tasks and responsibilities you will take on in planning for games and practices as well as sport specific techniques and tactics.

The Coaching Youth Clinic Study Guide is for your use during the clinic and while preparing for your test. Follow along in the study guide as your instructor leads you through activities, videos, and discussions. All the resources you need for the clinic are in these units, and space has been left for you to write notes.

You will also find activities that you can complete at home after you leave the clinic. You’ll use these activities to learn additional coaching information. You’ll also need to read the Coaching Youth [sport] book. Become familiar with the book so that you can refer to it as you face new coaching challenges.

Attending the clinic, working through the at-home activities, and reading the Coaching Youth [sport] book will prepare you for the test. Together these components will enhance your likelihood of becoming a successful coach.

Take a moment now to think about your ongoing commitment as a coach. The Bill of Rights for Young Athletes that follows 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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UNIT 1

Introduction to the Coaching Youth Clinic

PURPOSE: This unit will introduce you to the Coaching Youth Clinic, including the course purpose, learning objectives, agenda, and resources.

LEARNING OBJECTIVES

In this unit you will learn the following:
- The purpose, learning objectives, and agenda for the Coaching Youth Clinic
- How you might use the course study guide
- Some of the reasons coaches attend the Coaching Youth Clinic

Unit Overview

<table>
<thead>
<tr>
<th>Topic</th>
<th>Activities</th>
<th>Approximate Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Welcome and Introductions</td>
<td>Introduce yourself to the class.</td>
<td>5 minutes</td>
</tr>
<tr>
<td>B. Overview of the Coaching Youth Clinic</td>
<td>Learn about 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>Review key unit points.</td>
<td>1 minute</td>
</tr>
</tbody>
</table>

Unit Content

A. Welcome and Introductions (5 minutes)

Be prepared to introduce yourself by sharing
- your name
- your present position,
- the sports you’ve coached, and
- your experience in coaching youth teams.
Check that you have all the materials needed for the clinic, including the following:

- A *Coaching Youth Clinic Study Guide*
- A sport-specific Coaching Youth text
- A Coaching Youth Clinic Test Packet (test and answer form)

**Overview of the Coaching Youth Clinic (4 minutes)**

- The purpose of the Coaching Youth Clinic is to offer you the essential information needed 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.
- As a youth sport coach, you have a tremendous responsibility to provide a fun, safe environment that helps your athletes learn skills and strategies.
- The Coaching Youth Clinic introduces you to these 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

**Coaching Youth Clinic Classroom Course Agenda**

<table>
<thead>
<tr>
<th>Unit number</th>
<th>Unit title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to the Coaching Youth Clinic</td>
</tr>
<tr>
<td>2</td>
<td>Being a C.O.A.C.H.</td>
</tr>
<tr>
<td>3</td>
<td>Coaching Safety</td>
</tr>
<tr>
<td>4</td>
<td>Preparing for Game Day</td>
</tr>
<tr>
<td>5</td>
<td>Sport-Specific Program</td>
</tr>
<tr>
<td>6</td>
<td>Coaching Youth Clinic Wrap-Up</td>
</tr>
</tbody>
</table>
Clinic Resources

Coaching Youth Clinic Study Guide

- You’ll use the *Coaching Youth Clinic 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.

Coaching Youth [sport] Book

In the *Coaching Youth [sport]* book, you’ll find chapters discussing
- coaching responsibilities,
- communication,
- rules and equipment,
- safety,
- teaching and shaping skills,
- tactics and technical skills,
- game day preparations, and
- season plans.

The Learning Environment

- 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 any way that 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.

Housekeeping Details

- Where to put coats
- Seating arrangements
- Rest room locations
- Refreshments
- Other
C. Unit Summary (1 minute)

- 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 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.
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, you will learn
• about your coaching responsibilities;
• about your personal traits as a coach;
• about the importance of your positive outlook;
• how your character plays a part in coaching; and
• communication skills you can use with players, parents, and other coaches.

Unit Overview

<table>
<thead>
<tr>
<th>Topic</th>
<th>Activities</th>
<th>Approximate Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Unit Introduction</strong></td>
<td>Hear about the unit’s purpose, objectives, and agenda. Form groups for upcoming activities.</td>
<td>2-5 minutes</td>
</tr>
<tr>
<td><strong>B. Responsibilities of a Coach</strong></td>
<td>Segment one of the video introduces the responsibilities of coaching.</td>
<td>16-18 minutes</td>
</tr>
<tr>
<td>Activity 2.1, “Being a C.O.A.C.H.” video—Segment 1</td>
<td>Segment one of the video introduces the responsibilities of coaching.</td>
<td></td>
</tr>
<tr>
<td>Activity 2.2, “Your Coaching Responsibilities”</td>
<td>A self-assessment of responsibilities is presented in the video. You answer questions individually, then take part in a group discussion and contribute to a tally on the flip chart.</td>
<td></td>
</tr>
<tr>
<td>Activity 2.3, “Have Fun!”</td>
<td>Teams discuss ways to make practices and games more fun.</td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>Description</td>
<td>Duration</td>
</tr>
<tr>
<td>----------</td>
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</tr>
<tr>
<td>Activity 2.4, “Being a C.O.A.C.H.” video—Segment 2</td>
<td>In segment two of the video, you consider your personal traits related to the responsibilities of coaching.</td>
<td>22-25 minutes</td>
</tr>
<tr>
<td>Activity 2.5, “Positive Outlook for Coaching”</td>
<td>You answer questions presented in the video regarding having fun, player development, and winning.</td>
<td></td>
</tr>
<tr>
<td>Activity 2.6, “Being a C.O.A.C.H.” video—Segment 3</td>
<td>The third segment of the video gives a brief introduction to the <em>Athletes first, winning second</em> philosophy.</td>
<td></td>
</tr>
<tr>
<td>Activity 2.7, “Athletes First, Winning Second” from Coaching Principles</td>
<td>You respond to scenarios that challenge you to make an <em>Athletes first, winning second</em> decision.</td>
<td></td>
</tr>
<tr>
<td>Activity 2.8, “Being a C.O.A.C.H.” video—Segment 4</td>
<td>In segment four of the video, you look at how your own character reflects on the athletes.</td>
<td>14-17 minutes</td>
</tr>
<tr>
<td>Activity 2.9, “Be a Coach With Character”</td>
<td>You evaluate scenarios and think about your own coaching character.</td>
<td></td>
</tr>
<tr>
<td>Activity 2.10, “Being a C.O.A.C.H.” video—Segment 5</td>
<td>In this video segment, you 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>You work through communication scenarios, then take part in a discussion by the full group.</td>
<td></td>
</tr>
<tr>
<td>Activity 2.12, “The Compliment Sandwich”</td>
<td>Specific sport situations are given, and you create your own compliment sandwiches.</td>
<td></td>
</tr>
<tr>
<td>Activity 2.13, “Unconditional Positive Regard”</td>
<td>You list all the positive phrases you might use with athletes.</td>
<td></td>
</tr>
</tbody>
</table>
F. Unit Summary

In the last video segment, you review the topics covered in this video.

4 minutes

Unit Content

A. Unit Introduction (2 to 5 minutes)

- Your responsibilities as a coach
- Your personal traits as a coach
- The importance of a positive outlook when you coach
- How your character plays a part in coaching
- Communication skills you should use with players, parents, and other coaches
- Organization of teams

B. Responsibilities of a Coach (16 to 18 minutes)

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

The first segment of the “Being a C.O.A.C.H.” video looks at four responsibilities of coaching. A responsible coach strives to
- provide a safe environment for players,
- teach tactics and skills,
- make the sport experience fun, and
- help players develop character.
**Activity 2.2, Your Coaching Responsibilities**

**INTRODUCTION**

Now that you’ve been introduced to the first four coaching responsibilities, let’s see how you assess the importance of providing a safe environment, teaching tactics and skills, making it fun, and developing character.

**RESOURCES**

You’ll use the Coaching Responsibilities table that follows the activity instructions and activity outcome.

**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.

**ACTIVITY OUTCOME**

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

**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!

INTRODUCTION

- Making 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 may become bored.
- On the other hand, if the arousal level is too high, they may 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.

RESOURCES

You’ll use the Have Fun! worksheet that follows the activity instructions and activity outcome.

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.

ACTIVITY OUTCOME

When you’re finished, you should be prepared to discuss the items you have listed in each category.

Activity 2.3, Have Fun!

Have Fun!

You can help your athletes have fun at practice and during games by making the experience exciting and not 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?

2. How can a coach limit an athlete’s anxiety or fear of failure?
C. Positive Outlook for Coaching (22 to 25 minutes)

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

INTRODUCTION

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

- Comprehension
- Rules and traditions
- Techniques and tactics
Activity 2.5, Positive Outlook for Coaching

INTRODUCTION

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.

ACTIVITY RESOURCES

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

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.

ACTIVITY OUTCOME

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

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

INTRODUCTION

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.

- Winning should never be accomplished at the expense of an athlete’s well being.
- Incorporate the *Athletes first, winning second* philosophy into your coaching outlook.
**Activity 2.7, Athletes First, Winning Second**

This activity comes from ASEP’s Coaching Principles Course for high school coaches and college/university students. Many of the activities in the Coaching Principles Course apply to youth coaches as well.

**INTRODUCTION**

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.

**ACTIVITY RESOURCES**

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

**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.

**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.
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.

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

c. Let Margie play, but only briefly, and late in the game if the outcome of the game is in question.

d. Would not let Margie play under any circumstances.

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

c. Tell Fred he will not be allowed to play until his attitude and behavior at practice improves.

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

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.

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.

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.

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

e. Other:
Coaching With Character (14 to 17 minutes)

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

INTRODUCTION

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

- Coaches need a genuine affection for their players.
- Your behavior at practices and games sets an example for players.
- Humor is an excellent coaching technique when used appropriately.
**Activity 2.9, Be a Coach With Character**

This activity is adapted from ASEP’s *Coaching Youth Series Online Courses*. The Coaching Youth Series Online Courses are an excellent resource for youth coaches.

**INTRODUCTION**

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

**ACTIVITY RESOURCES**

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

**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.

**ACTIVITY OUTCOME**

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

**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.

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.
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.

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.

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 him. 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.

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.

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

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.

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.

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

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.

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

e. Other:

Scenario 4: Disgruntled Opposing Coach
During a close game, the coach from the other team starts yelling at you because he believes 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.

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

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.

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

e. Other:
Communication and Positive Regard (18 to 21 minutes)

Activity 2.10, Being a C.O.A.C.H. Video: Segment 5

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.

• Communication includes nonverbal or body language skills.
• Effective feedback is important to coaching communication.
• Coaches must communicate with athletes, parents, officials, and other coaches.
**Activity 2.11 Communicating With Parents**

**INTRODUCTION**

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.

**ACTIVITY RESOURCES**

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

**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.

**ACTIVITY OUTCOME**

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

**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!

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.

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

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.

b. Tell Mrs. Lux that the league is always looking for officials and if she thinks she can do such a great job she should get out there on the court.

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.

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.

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.

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.

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

INTRODUCTION

Two activities for you to complete at home are included.

- 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.

Activity 2.12, The Compliment Sandwich

INTRODUCTION

The words you use when correcting your athletes will make a big difference in how they respond to your coaching. One effective way to communicate specific feedback to young athletes while continuing to encourage their efforts is the compliment sandwich.

There are three parts to a compliment sandwich:

1. Tell the athlete what he or she did correctly.
2. Tell the athlete what was incorrect in the performance and instruct the athlete on how to correct it.
3. Encourage the athlete by re-emphasizing what he or she did well.

RESOURCES

You’ll use the Compliment Sandwich worksheet that follows the activity instructions and activity outcome.

INSTRUCTIONS

1. You will work on this activity at home.
2. Look at each scenario and decide what you would do as the coach.
3. Write your answer in the space below each scenario.

ACTIVITY OUTCOME

When you’re finished, you should have used various adjectives and complimentary phrases for each scenario.
Activity 2.12, The Compliment Sandwich

Soccer
One of your players, Sam, continually overcommits on defense and usually gets beaten easily as a result. He hustles to catch up and try to steal the ball, but he spends a great deal of energy. He is also one of those players who is at every practice and always tries his hardest.

1. Pick out what the athlete did correctly.

2. Let the athlete know what was incorrect in the performance and provide instruction about how to correct it.

3. Provide encouragement by re-emphasizing what the athlete did well.

Basketball
Sandy slides her pivot leg when she stops dribbling. This causes her to get called for traveling. When she stops completely, she makes great passes. Unfortunately, she travels more often than she is able to pass.

1. Pick out what the athlete did correctly.

2. Let the athlete know what was incorrect in the performance and provide instruction about how to correct it.

3. Provide encouragement by re-emphasizing what the athlete did well.
Baseball
Dustin, one of your outfielders, has difficulty tracking the ball. He often misplays fly balls, breaking back on balls that eventually drop in front of him, and breaking in on balls that are going over his head—but when he gets to the ball, he has a strong and accurate throwing arm.

1. Pick out what the athlete did correctly.

2. Let the athlete know what was incorrect in the performance and provide instruction about how to correct it.

3. Provide encouragement by re-emphasizing what the athlete did well

Softball
Aisha, one of your infielders, is very sure-handed, consistently getting in position to field grounders and throw to the appropriate base. But she tends to rush her throws, letting them go from a flat-footed position and not getting anything on them. As a result, runners are sometimes safe when she should have thrown them out.

1. Pick out what the athlete did correctly.

2. Let the athlete know what was incorrect in the performance and provide instruction about how to correct it.

3. Provide encouragement by re-emphasizing what the athlete did well.
INTRODUCTION

We all know that positive reinforcement is what every athlete needs. You are going to compile a list of words and phrases that will be a reference tool to use over and over in your coaching.

RESOURCES

You’ll use the Unconditional Positive Regard worksheet that follows the activity instructions and activity outcome.

INSTRUCTIONS

1. You will work on this activity at home.
2. In the table below, a few positive phrases are listed that you can use with your players to encourage their efforts.
3. Add as many other phrases as you can come up with and list them in the spaces provided.
4. After you complete your list, compare it to the sample solution.

ACTIVITY OUTCOME

When you’re finished, you should have listed several positive phrases you can use with your athletes.

Activity 2.13 Unconditional Positive Regard

Unconditional Positive Regard

<table>
<thead>
<tr>
<th>Excellent job!</th>
<th>Great effort!</th>
<th>Well done!</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like the way you…</td>
<td>Perfect!</td>
<td>Keep going!</td>
</tr>
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</table>

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Unit Summary (4 minutes)

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

**INTRODUCTION**

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.

- Your coaching responsibilities
- The C.O.A.C.H. acronym as a list of tools to use in your coaching: Comprehension, outlook, affection, character and humor
- Good communication, accomplished through verbal and nonverbal messages

**COACHING AIDS**

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 at the end of this unit are two resources for dealing with parents:
- Parent Orientation Program Agenda
- Parent Guidelines

**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 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.
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 2 Activity Sample Solutions

Activity 2.3, Have Fun!—Sample Solutions

Have Fun!

You can help your athletes have fun at practice and during games by making the experience exciting and not 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 everyone active rather than waiting in line for a 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 an athlete’s 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.
Activity 2.7, Athletes First, Winning Second—Sample Solutions

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. Do 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 bench 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!_
Activity 2.9, Be a Coach With Character—Sample Solutions

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.

_Runaway 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 you will make sure that 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:
Activity 2.11, Communicating With Parents—Sample Solutions

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 do 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. Thanking 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 parents 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:
Activity 2.12, The Compliment Sandwich—Sample Solutions

Soccer
One of your players, Sam, continually overcommits on defense and usually gets beaten easily as a result. He hustles to catch up and try to steal the ball, but he spends a great deal of energy. He is also one of those players who is at every practice and always tries his hardest.

1. Pick out what the athlete did correctly:
   *Sam, you do a great job hustling and you always work hard.*

2. Let the athlete know what was incorrect in the performance and provide instruction about how to correct it.
   *You’re spending too much energy because you overcommit on defense.*

3. Provide encouragement by re-emphasizing what the athlete did well.
   *Keep up the hard work and hustle!*

Basketball
Sandy slides her pivot leg when she stops dribbling. This causes her to get called for traveling. When she stops completely, she makes great passes. Unfortunately, she travels more often than she is able to pass.

1. Pick out what the athlete did correctly:
   *Sandy, your passes to your teammates are excellent!*

2. Let the athlete know what was incorrect in the performance and provide instruction about how to correct it.
   *Sandy, you’re sliding your pivot leg when you stop dribbling. You may not even realize you’re doing this. Make sure you’re really grounded when you stop dribbling.*

3. Provide encouragement by re-emphasizing what the athlete did well.
   *I’m impressed with those passes you’re making!*

Baseball
Dustin, one of your outfielders, has difficulty tracking the ball. He often misplays fly balls, breaking back on balls that eventually drop in front of him, and breaking in on balls that are going over his head—but when he gets to the ball, he has a strong and accurate throwing arm.

1. Pick out what the athlete did correctly:
   *Dustin, you’ve got one of the best throws I’ve seen!*

2. Let the athlete know what was incorrect in the performance and provide instruction about how to correct it.
   *Now let’s work on tracking the ball as it comes to the outfield. Keep your eye on the ball and move with it.*

3. Provide encouragement by re-emphasizing what the athlete did well.
   *With those super throws, you’ll do a great job getting the ball to the infield!*
Softball
Aisha, one of your infielders, is very sure-handed, consistently getting in position to field grounders and throw to the appropriate base. But she tends to rush her throws, letting them go while flat-footed and not getting anything on them. As a result, runners are sometimes safe when she should have thrown them out.

1. Pick out what the athlete did correctly:
   
   Aisha, great hands picking up those balls!

2. Let the athlete know what was incorrect in the performance and provide instruction about how to correct it.

   Let’s polish up the technique on those throws now. Make sure you’re not rushing and be sure to step into your throw.

3. Provide encouragement by re-emphasizing what the athlete did well.

   Your sure hands are a fantastic first step to throwing out the runners.
### Activity 2.13 Unconditional Positive Regard—Sample Solutions

#### Unconditional Positive Regard

<table>
<thead>
<tr>
<th>Excellent job!</th>
<th>Great effort!</th>
<th>Well done!</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like the way you...</td>
<td>Perfect!</td>
<td>Keep going!</td>
</tr>
<tr>
<td>You are very good at...</td>
<td>Keep up the good work!</td>
<td>That’s it!</td>
</tr>
<tr>
<td>You are GOOD!</td>
<td>You are GREAT!</td>
<td>I’m impressed</td>
</tr>
<tr>
<td>Congratulations!</td>
<td>Great work!</td>
<td>Wow!</td>
</tr>
<tr>
<td>Tremendous!</td>
<td>Keep it up!</td>
<td>Yeah!</td>
</tr>
<tr>
<td>You rock!</td>
<td>You look marvelous!</td>
<td>You go, girl!</td>
</tr>
<tr>
<td>You’re in the zone!</td>
<td>Phenomenal!</td>
<td>That’s perfect!</td>
</tr>
</tbody>
</table>

You look like you’re having fun!

You are... the bomb, the man, da man, da woman,...etc.

How do you do what you do so well?

You are playing well with your teammates.
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 you 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

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>Hear about the unit’s purpose, objectives, and agenda.</td>
<td>2-5 minutes</td>
</tr>
<tr>
<td>B. Providing a Safe</td>
<td>In video segment one, you are introduced to the first steps to creating a</td>
<td>22-24 minutes</td>
</tr>
<tr>
<td>Environment</td>
<td>safe environment.</td>
<td></td>
</tr>
<tr>
<td>Activity 3.1, “Coaching</td>
<td>Teams list items to be done preseason, before practice, during practice,</td>
<td></td>
</tr>
<tr>
<td>Safety” video—Segment 1</td>
<td>and after practice.</td>
<td></td>
</tr>
<tr>
<td>Activity 3.2, “Creating a</td>
<td>Teams are assigned scenarios to determine the causes, symptoms, and signs</td>
<td></td>
</tr>
<tr>
<td>Safe Environment Checklist”</td>
<td>of the illness described.</td>
<td></td>
</tr>
<tr>
<td>Activity 3.3, “Responding</td>
<td>In this video segment, you begin to look at procedures for treating</td>
<td>11-14 minutes</td>
</tr>
<tr>
<td>to Heat Related Problems”</td>
<td>injuries.</td>
<td></td>
</tr>
<tr>
<td>C. Being Prepared for an</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emergency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 3.4, “Coaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety” video—Segment 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity 3.5, “Ready for an Emergency?”

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

D. Conditioning and Training
Activity 3.6, “Coaching Safety” video—Segment 3

Activity 3.7, “Sample Stretches”

Video segment three presents information about liabilities when dealing with injuries and stretching for athletes.

You are given seven sample stretches to use with your athletes.

9 minutes

E. Unit Summary

In the last video segment, you review the topics covered in this video.

6 minutes

Unit Content

A. Unit Introduction (2 to 5 minutes)

- The importance of a safe environment for the athletes
- Planning for emergency situations
- The importance of conditioning and stretching to prevent injuries

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

Activity 3.1, Coaching Safety Video: Segment 1

INTRODUCTION

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.

- Meet with parents and players before the season begins.
- Provide both aerobic and muscular fitness activities for the team.
- Inspect facilities and equipment for safety hazards.
- Keep players properly hydrated.
- Supervise all team activities.
Activity 3.2, Creating a Safe Environment Checklist

INTRODUCTION.

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

ACTIVITY RESOURCES

You’ll use the Creating a Safe Environment worksheet that follows the activity instructions and activity outcome.

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.

ACTIVITY OUTCOME

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

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
DUTIES PRIOR TO EACH PRACTICE OR GAME

RESPONSIBILITIES DURING PRACTICE AND AFTER PRACTICE

COACHING AIDS

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, but you may prefer to adapt them to fit your program. The following Coaching Aids are included in this unit:

- Informed Consent Form
- Playing It Safe—Safety Checklist (from Coaching Youth Clipboard)
- Healthy History Form
- First Aid Kit Checklist
INTRODUCTION

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.

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.
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.

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.

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>Causes</th>
<th>Causes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Dehydration</td>
<td>• A malfunction in the brain’s temperature control center, caused by severe dehydration, fever, or inadequate balance of the body’s temperature regulation</td>
</tr>
<tr>
<td>• Electrolyte (sodium and potassium) loss</td>
<td></td>
</tr>
<tr>
<td>• Decreased blood flow to the muscles</td>
<td></td>
</tr>
<tr>
<td>• Fatigue</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Symptoms</th>
<th>Symptoms</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Pain</td>
<td>• Feels extremely hot</td>
</tr>
<tr>
<td>• Fatigue</td>
<td>• Nausea</td>
</tr>
<tr>
<td></td>
<td>• Irritability</td>
</tr>
<tr>
<td></td>
<td>• Fatigue</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Signs</th>
<th>Signs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Severe muscle spasms, often in the quadriceps, hamstrings, or calves</td>
<td>• Hot and flushed or red skin</td>
</tr>
<tr>
<td></td>
<td>• Very high body temperature—rectal temperature 104 degrees or more</td>
</tr>
<tr>
<td></td>
<td>• Rapid pulse</td>
</tr>
<tr>
<td></td>
<td>• Rapid breathing</td>
</tr>
<tr>
<td></td>
<td>• Constricted pupils</td>
</tr>
<tr>
<td></td>
<td>• Vomiting</td>
</tr>
<tr>
<td></td>
<td>• Diarrhea</td>
</tr>
<tr>
<td></td>
<td>• Confusion</td>
</tr>
<tr>
<td></td>
<td>• Possible seizures</td>
</tr>
<tr>
<td></td>
<td>• Possible unconsciousness</td>
</tr>
<tr>
<td></td>
<td>• Possible respiratory or cardiac arrest</td>
</tr>
</tbody>
</table>
First Aid Table

<table>
<thead>
<tr>
<th>Illness name</th>
<th>Scenario name</th>
<th>Illness name</th>
<th>Scenario name</th>
</tr>
</thead>
</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).

**First aid**
1. Rest the athlete.
2. Assist the athlete with stretching the affected muscle.
3. Give the athlete a sport beverage (containing sodium) to drink.
4. If the spasms do not stop with stretching or after a few minutes of rest, look for other possible causes.
5. If spasms continue or other injuries are found, inform parents or guardian and send athlete to a physician.

COACHING AIDS

The Warning Signs of Heat Illness Chart in the Coaching Aids section at the end of this unit shows symptoms, treatments and return to play guidelines for coaches to use with their athletes.
C  Being Prepared for an Emergency (11 to 14 minutes)

Activity 3.4, Coaching Safety Video: Segment 2

INTRODUCTION

The second segment of the “Coaching Safety” video takes a look at some common practices for treating injuries.
• Be prepared to take appropriate action when an injury occurs.
• Have appropriate first aid supplies and an emergency plan.
• Know basic first aid guidelines to provide care before medical personnel arrive.

VIDEO REVIEW POINTS:

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 are 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?

INTRODUCTION

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.

ACTIVITY RESOURCES

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

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.

ACTIVITY OUTCOME

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

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?

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?
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?

COACHING AIDS

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 following Coaching Aids are included:

- Emergency Numbers Card
- Emergency Information Card
- Information for Emergency Call
- Injury Report
Activity 3.6, Coaching Safety Video: Segment 3

INTRODUCTION

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

- Plan appropriate activities for your team.
- Provide a safe physical environment and proper equipment.
- Make sure athletes are uninjured and healthy enough to play.
- Discuss inherent risks, and supervise the activities closely.
**Activity 3.7, Sample Stretches**

**INTRODUCTION**

Here is a sample list of stretches.

**ACTIVITY RESOURCES**

You’ll use the sample stretches shown on the pages following the activity instructions and activity outcome.

**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.

**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.
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


- 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


- 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**

**INTRODUCTION**

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

- Coaching safety begins with a safe environment.
- Learn the basics of first aid, and have an emergency plan in place.
- Good fitness and training prepare athletes for competition and help prevent injuries.
- Coaches must be aware of legal liabilities associated with injuries.

**COACHING AIDS**

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

**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.
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 ______________

From Sport First Aid Online • © Human Kinetics, Inc. • www.asep.com • 800-747-5698
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 court 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 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></th>
<th>No</th>
<th>Yes</th>
<th>Details (if answered yes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
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<td>3.</td>
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<td>4.</td>
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<td>5.</td>
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<td>6.</td>
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<td>7.</td>
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<td>9.</td>
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<td></td>
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</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number</td>
<td>Condition</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------------------------</td>
<td>----</td>
<td>-----</td>
</tr>
<tr>
<td>11.</td>
<td>Ulcers, other stomach trouble, or colitis</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>12.</td>
<td>Kidney or bladder problems</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>13.</td>
<td>Hernia (rupture)</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>14.</td>
<td>Mental illness or nervous breakdown</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>15.</td>
<td>Addiction to drugs or alcohol</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>16.</td>
<td>Surgery or advised to have surgery</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>17.</td>
<td>Taking medication regularly</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>18.</td>
<td>Allergies or skin problems</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>19.</td>
<td>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 done-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
## 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 degrees C)</td>
</tr>
<tr>
<td>• Dry lips and mouth</td>
<td>• Temperature below 104 degrees F (40 degrees C)</td>
<td>(rectal temperature 104 degrees F or more) (40 degrees C)</td>
</tr>
<tr>
<td>• Flushed skin</td>
<td>• Profuse sweating</td>
<td>• Confusion, disorientation, or irrationality</td>
</tr>
<tr>
<td>• Irritability</td>
<td>• Pale skin</td>
<td>• Altered consciousness, coma</td>
</tr>
<tr>
<td>• Headache or dizziness</td>
<td>• Dizziness or fainting</td>
<td>• Hot and wet or dry skin(^a)</td>
</tr>
<tr>
<td>• Apathy</td>
<td>• Coordination problems</td>
<td>• Nausea, vomiting, diarrhea</td>
</tr>
<tr>
<td>• Nausea or vomiting</td>
<td>• Rapid, weak pulse</td>
<td>• Headache or dizziness</td>
</tr>
<tr>
<td>• Dark urine</td>
<td>• Headache</td>
<td>• Increased heart rate, rapid breathing</td>
</tr>
<tr>
<td>• Weakness or unusual fatigue</td>
<td>• Nausea</td>
<td></td>
</tr>
<tr>
<td>• Decreased performance</td>
<td>• Vomiting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Chills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Fatigue</td>
<td></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

<table>
<thead>
<tr>
<th>STOP the activity immediately.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MOVE to a cool environment.</td>
</tr>
<tr>
<td>DRINK fluids immediately (sport drinks containing carbohydrates and electrolytes are preferred).</td>
</tr>
</tbody>
</table>

### 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.

### Return to play guidelines

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

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

• 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.  

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

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 ______________________________________

From Coaching Youth Sport Online • © Human Kinetics, Inc. • www.asep.com • 800-747-5698
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 ________________
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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Activity 3.2, Creating a Safe Environment Checklist—Sample Solutions

Create a checklist to remind your self 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 fields 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.
### Activity 3.3, Responding to Heat Related Injuries—Sample Solutions

#### Causes, Symptoms, and Signs Table

<table>
<thead>
<tr>
<th>Illness name</th>
<th>Scenario name</th>
<th>Causes</th>
<th>Symptoms</th>
<th>Signs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heat cramps</td>
<td>Hector</td>
<td>• Dehydration</td>
<td>• Pain</td>
<td>• Severe muscle spasms, often in the quadriceps, hamstrings, or calves</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Electrolyte (sodium and potassium) loss</td>
<td>• Fatigue</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Decreased blood flow to the muscles</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Fatigue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heat stroke</td>
<td>Nancy</td>
<td>• A malfunction in the brain’s temperature control center, caused by severe dehydration, fever, or inadequate balance of the body’s temperature regulation</td>
<td>• Feels extremely hot</td>
<td>• Hot and flushed or red skin</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Nausea</td>
<td>• Very high body temperature—rectal temperature 104 degrees or more</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Irritability</td>
<td>• Rapid pulse</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Fatigue</td>
<td>• Rapid breathing</td>
</tr>
</tbody>
</table>

### Causes

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

### Symptoms

- Pain
- Fatigue

### Signs

- Severe muscle spasms, often in the quadriceps, hamstrings, or calves
- 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>Illness name</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Heat stroke</em></td>
<td><em>Heat cramps</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scenario name</th>
<th>Scenario name</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Nancy</em></td>
<td><em>Hector</em></td>
</tr>
</tbody>
</table>

### First aid

**Heat stroke**

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 semi-reclining position (if unconscious, roll athlete on 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 sports beverage to drink (if conscious and able to ingest fluid).

**Heat cramps**

1. Rest the athlete.
2. Assist the athlete with stretching the affected muscle.
3. Give the athlete a sports beverage (containing sodium) to drink.
4. If the spasms do not stop with stretching or after a few minutes of rest, look for other possible causes.
5. If spasms continue or other injuries are found, inform parents or guardian and send athlete to a physician.
Activity 3.5, Ready for an Emergency? —Sample Solutions

Scenario 1: Sandy
Sandy has been playing goalie 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_

NOTE:
The Sample Solution for activity 3.2 can be found in the Coaching Aids section of unit 3—Creating a Safe Environment Checklist.
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 you 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 your athletes
- The usefulness of postseason evaluations

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>Hear about the unit’s purpose, objectives, and agenda.</td>
<td>2-5 minutes</td>
</tr>
<tr>
<td>B. The Games Approach to Coaching</td>
<td>This video segment introduces the games approach to coaching.</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Activity 4.1, “Preparing for Game Day” video—Segment 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 4.2, “Traditional Approach Versus the Games Approach”</td>
<td>Individually, you will decide which approach each scenario illustrates and the advantages and disadvantages of each approach.</td>
<td></td>
</tr>
<tr>
<td>C. Teaching Sport Skills</td>
<td>In this video segment, you learn ways to introduce skills to athletes.</td>
<td>16-18 minutes</td>
</tr>
<tr>
<td>Activity 4.3, “Preparing for Game Day” video—Segment 2</td>
<td>Work in teams to complete the activity sheet that explains and reinforces the IDEA Method.</td>
<td></td>
</tr>
<tr>
<td>Activity 4.4, “Understanding the IDEA Method”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Activity 4.5, “Using the IDEA Process”
You complete the worksheet using the IDEA process to teach a specific skill.

### D. Practice and Game Day Plans

**Activity 4.6, “Preparing for Game Day” video—Segment 3**
This video segment shows the importance of preparing complete practice plans.

**Activity 4.7, “Preparing a Practice Plan”**
Teams complete their own practice plan. Team discussion follows.

**Activity 4.8, “Checklist for Game Day”**
This activity prepares you for game day with your own checklist of what should be done prior to, during, and after the game.

**E. Postseason Evaluations**

**Activity 4.9, “What You Need to Know at the End of the Season”**
In this activity, you create your postseason evaluations that can be used with parents and athletes. Samples are included in the Coaching Aids section.

**At-home activity**

### F. Unit Summary

**Activity 4.10, “Preparing for Game Day” video—Segment 4**
In the last video segment, you review the topics covered in this video.

**6 minutes**

### Unit Content

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

- The advantages of the games approach to teaching skills
- Steps to developing practice plans
- Practical guidelines for game day
3. The Games Approach to Coaching (20 minutes)

Activity 4.1, Preparing for Game Day Video: Segment 1

INTRODUCTION

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

- Traditional approach to coaching
- Games approach to coaching
Activity 4.2, Traditional Approach Versus the Games Approach

This activity is taken from ASEP’s Coaching Principles Course for high school coaches and college/university students. Many of the activities in the Coaching Principles Course apply to youth coaches as well.

INTRODUCTION

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.

As you complete 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

ACTIVITY RESOURCES

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

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.

ACTIVITY OUTCOME

When you’re finished, you should 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.
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 that 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 # _____</th>
<th>Games Approach = Scenario # _____</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advantages</td>
<td>Advantages</td>
</tr>
<tr>
<td>Disadvantages</td>
<td>Disadvantages</td>
</tr>
</tbody>
</table>

### Scenarios 3 and 4

<table>
<thead>
<tr>
<th>Traditional Approach = Scenario # _____</th>
<th>Games Approach = Scenario # _____</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advantages</td>
<td>Advantages</td>
</tr>
<tr>
<td>Disadvantages</td>
<td>Disadvantages</td>
</tr>
<tr>
<td>Traditional Approach</td>
<td>Games Approach</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<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

INTRODUCTION

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

• Introducing, demonstrating, explaining, and attending
• For complex skills, show the entire skill and then break it down
• Detecting and correcting errors
• Use simple and precise feedback to correct errors
Activity 4.4, Understanding the IDEA Method

INTRODUCTION

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.

ACTIVITY RESOURCES

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

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.

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.

Activity 4.4, Understanding the IDEA Method

1. What does each of the letters in the IDEA acronym represent?
   - I—
   - D—
   - E—
   - A—

2. What are the three steps you should use every time you introduce a new skill to your players?
   1.
   2.
   3.
3. When demonstrating a skill to your players, what are some tips you can use to make your demonstration more effective?

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

5. What are some suggestions for steps in teaching a complex skill, especially to younger athletes?
**Activity 4.5, Take-Home Activity for Unit 4**

**INTRODUCTION**

This activity is for you to complete at home.

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

**REVIEW—The IDEA Process**

1. **Introducing**
   - When introducing a skill, arrange your athletes so they can see and hear clearly.
   - Then name the skill and describe why it’s important.
   - This step should generally take less than three minutes.

2. **Demonstrating**
   - Decide who will demonstrate the skill.
   - Choose someone who can perform the skill correctly.
   - Demonstrate the skill from different angles and, when appropriate, for left- and right-handed athletes.

3. **Explaining**
   - Your explanation should complement the demonstration.
   - Avoid pointing out every detail.
   - Focus only on a few key points.

**ACTIVITY RESOURCES**

You’ll use the Using the IDEA Process worksheet that follows the activity instructions and activity outcome.

**INSTRUCTIONS**

1. You will work on this activity at home.
2. You will complete the first three steps of the IDEA process for a skill you plan to teach your athletes.
3. Choose the skill you want to teach.
4. Fill in the steps for each of the three categories shown—Introducing, Demonstrating, and Explaining.

**ACTIVITY OUTCOME**

When you are finished, you will have the first three steps planned out for teaching a specific skill to your athletes.
Activity 4.5, Using the IDEA Process

Step 1: Introduce

1. Name the skill:

2. Purpose of the skill:

3. Importance of the skill:

Step 2: Demonstrate

1. Who will demonstrate the skill?

2. Describe the angles it should be demonstrated from:

3. Should it be demonstrated for left- and right-handed athletes?

Step 3: Explain

1. List the key points to be included in the explanation:
D. Practice and Game Day Plans (14-16 minutes)

Activity 4.6, Preparing for Game Day Video: Segment 3

In the third segment of the “Preparing for Game Day” video, we’ll see the importance of a practice plan.

- Purpose of the practice plan
- Equipment needed
- Written outline of practice activities
Activity 4.7, Preparing a Practice Plan

INTRODUCTION

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.

ACTIVITY RESOURCES

You’ll use the Preparing a Practice Plan chart that follows the activity instructions and activity outcome.

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.

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.
## Activity 4.7, Preparing a Practice Plan

### Practice Plan

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

### Safety Checklist:
- Have first aid kit on hand.
- Inspect facilities.
- Match athletes appropriately.
- Provide proper supervision.
- Provide drink break.

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Activity 4.8 Take-Home Activity for Unit 4

INTRODUCTION

This activity is for you to complete at home. “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.

ACTIVITY RESOURCES

You’ll use the Checklist for Game Day worksheet that follows the activity instructions and activity outcome.

INSTRUCTIONS

1. You will work on this activity at home.
2. List the items you should prepare for in each of the three categories listed.

ACTIVITY OUTCOME

When you are finished, you will have a complete checklist of what you need to do in preparing for game day.

Activity 4.8, Checklist for Game Day

Pre–Game Day Coaching

List the items you should cover with your athletes at the last practice before game day.

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________
What to Do at the Game

List the items you should take care of on game day.

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

After the Game

List your responsibilities after the game is over.

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

Coaching Youth Clinic Study Guide
E. Postseason Evaluations (Take-Home Activity)

Activity 4.9, Take-Home Activity for Unit 4

INTRODUCTION

This activity is for you to complete at home.

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.

ACTIVITY RESOURCES

You’ll use the What You Need to Know at the End of the Season worksheet, the Postseason Parent Evaluation Form, and the Postseason Athlete Evaluation Form that follow the activity instructions and activity outcome.

INSTRUCTIONS

1. Complete the three questions in Section A with reference to parent evaluation areas.
2. Complete the three questions in Section B with reference to athlete evaluation areas.
3. Incorporate your lists from Sections A and B to create the evaluation charts in Section C.

ACTIVITY OUTCOME

When you’re finished, you will have created evaluations to use with your parents and athletes at the end of the season. You will also find sample evaluation forms to use with your parents and athletes in the Coaching Aids sections of the study guide.
Activity 4.9, What You Need to Know at the End of the Season

Part A: Parent Evaluation Form

1. List areas you will ask the parents to evaluate from your season.

2. List specific areas where you would like the parents to evaluate how their child may have changed throughout the season.

3. List specific areas where you would like the parents to evaluate how you, as the coach, did throughout the season.

Part B: Athlete Evaluation Form

1. List areas you will ask the athletes to evaluate from your season.

2. List specific areas where you would like the athletes to evaluate how they may have improved throughout the season.

3. List specific areas where you would like the athletes to evaluate how you, as the coach, did throughout the season.
Part C: Making the Evaluation Form

Now incorporate your lists from parts A and B into the chart to be filled out by the parents or athletes. Use the items you listed in the first two sections and add columns for how you want each section to be rated. You can find examples in the sample evaluation forms in the Coaching Aids section of your study guide.

Postseason Parent Evaluation Form

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## Postseason Athlete Evaluation Form

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Unit Summary (6 minutes)

Activity 4.10, Preparing for Game Day Video: Segment 4

INTRODUCTION

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

- The games approach is a great way to motivate athletes.
- The IDEA method is useful in teaching skills.
- Prepare as a coach with written practice and game plans.
- Be a model for your players.

COACHING AIDS

The Coaching Aids included at the end of this unit are samples and ideas for you to use throughout your season. You may be 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

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.
Practice Plan

Date __________________________ Location ______________________

Purpose ______________________________________________________

Equipment needed _____________________________________________

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

**B. Evaluate the degree to which you believe your child 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>
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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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<td>Leadership skills</td>
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<tr>
<td>Learning the rules of fair play</td>
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<td>Development of initiative</td>
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<td>Learning to compete</td>
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</table>
C. Evaluate how the coach did on the following items (check one):

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<th>Excellent</th>
<th>Good</th>
<th>So-so</th>
<th>Weak</th>
<th>Poor</th>
<th>Don’t know</th>
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<td>Treated your child fairly</td>
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<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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<td>Communicated with you</td>
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<td>Was effective in teaching skills</td>
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<td>Encouraged your child</td>
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<td>Recognized your child as a unique individual</td>
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<td>Held your child’s respect</td>
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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):**

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

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

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<thead>
<tr>
<th></th>
<th>Improved</th>
<th>No change</th>
<th>Declined</th>
<th>Don’t know</th>
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<tbody>
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<td>Learning to cooperate</td>
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<td>Self-confidence</td>
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<td>Desire to continue to play this sport</td>
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<td>Learning to compete</td>
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C. Evaluate how the coach did on the following items (check one):

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<th>Excellent</th>
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<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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<td>Took safety precautions</td>
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<td>Organized practice and contests</td>
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<td>Talked and listened to you</td>
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<td>Taught the skills of the sport</td>
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<td>Showed self-control</td>
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<td>Encouraged and recognized you</td>
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<td>Helped you feel good about yourself</td>
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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 4 Activity Sample Solutions

### Activity 4.2, Traditional Approach Versus the Games Approach—Sample Solutions

#### Scenarios 1 and 2

<table>
<thead>
<tr>
<th>Traditional Approach = Scenario # 2</th>
<th>Games Approach = Scenario # 1</th>
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<tbody>
<tr>
<td><strong>Advantages</strong></td>
<td><strong>Advantages</strong></td>
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<tr>
<td>No real planning needed</td>
<td>Focused.</td>
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<td></td>
<td>Takes some thought to plan.</td>
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<td><strong>Disadvantages</strong></td>
<td><strong>Disadvantages</strong></td>
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<tr>
<td>Not very fun.</td>
<td>Competitive.</td>
</tr>
<tr>
<td>Physical conditioning seems like a burden.</td>
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<tr>
<td>Accomplishes two goals at once: physical conditioning and having fun.</td>
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</tbody>
</table>

#### Scenarios 3 and 4

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<tr>
<th>Traditional Approach = Scenario # 3</th>
<th>Games Approach = Scenario # 4</th>
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</thead>
<tbody>
<tr>
<td><strong>Advantages</strong></td>
<td><strong>Advantages</strong></td>
</tr>
<tr>
<td>Easy to plan.</td>
<td>The players will have a good time.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<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>
<td>The coach lets the athletes find out for themselves what the problem is, so that they are interested in how to improve.</td>
</tr>
<tr>
<td>The athletes don’t learn how to perform the skills in a game situation.</td>
<td></td>
</tr>
<tr>
<td>The players learn the technique and tactics at the same time. They’ll know how to use the skills in a game situation.</td>
<td></td>
</tr>
<tr>
<td>There isn’t any deliberate coaching of technique or correcting of errors.</td>
<td></td>
</tr>
</tbody>
</table>
Activity 4.4, Understanding the IDEA Method—Sample Solutions

1. What do 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 4.7, Preparing a Practice Plan—Sample Solution

Practice Plan

Date ______________  Location ______________  

Purpose To practice playing effective team defense

Equipment needed ______________

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

Safety Checklist:

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

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NOTE:

The Sample Solution for activity 4.8 can be found in the coaching aids section of unit 4—Checklist for Game Day.

The Sample Solution for activity 4.9 can be found in the coaching aids section of unit 4—Postseason Parent Evaluation Form and Postseason Athlete Evaluation Form.
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 you will do the following:
• Learn specific sport content knowledge
• Have the opportunity to work through a practice plan with a sport specific expert

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>Hear the unit’s purpose, objectives, and agenda.</td>
<td>2-5 minutes</td>
</tr>
<tr>
<td>B. Meet the Expert</td>
<td>Meet 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>Activity 5.1, “Coaching Youth [sport] video”</td>
<td>44 minutes</td>
</tr>
<tr>
<td></td>
<td>Activity 5.2, “Using a Practice Plan”</td>
<td></td>
</tr>
<tr>
<td>D. Unit Summary</td>
<td>Review key unit points</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>
Unit Content

A. Unit Introduction (2-5 minutes)
   - Content and skills specific to our sport
   - How to implement a practice plan
   - Sport expert will lead you through a practice plan

B. Meet the Expert (3 minutes)
   - Introduction to the sport-specific expert
   - Qualifications of the sport-specific expert are presented

C. Sport-Specific Content (44 minutes)

Activity 5.1, Coaching Youth [sport] Video

INTRODUCTION

You will watch the “Coaching Youth [sport]” video to begin this unit. Items covered in the video include the following:
   - Coaching responsibilities
   - Communicating as a coach
   - Player safety
   - Games approach
   - Teaching skills
   - Preparing for game day
   - Rules and equipment
   - Tactics and skills
   - Season plans
Activity 5.2, Using a Practice Plan

INTRODUCTION

Look at this 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

ACTIVITY RESOURCES

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

INSTRUCTIONS

1. The expert will lead you through this practice plan.
2. The expert is the coach and you are on 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.

ACTIVITY OUTCOME

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

Unit Summary (5 minutes)

- 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.
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, you will do the following:

- Discuss the test and testing dates
- Review the evaluation form
- Learn about the National Coaches Registry

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>Hear about the unit’s purpose, objectives, and agenda.</td>
<td>2 minutes</td>
</tr>
<tr>
<td>B. Clinic Wrap-Up</td>
<td>Receive the Coaching Youth Clinic Test and a Test Answer Form.</td>
<td>10 minutes</td>
</tr>
<tr>
<td></td>
<td>Learn about deadlines for finishing the test.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Receive Coaching Youth [sport] video.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Understand the clinic evaluation form.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learn how coaches’ names are entered in the National Coaches Registry.</td>
<td></td>
</tr>
</tbody>
</table>
Unit Content

**A. Unit Introduction (2 minutes)**

- The steps to take to receive credit for the course test
- The importance of the course evaluation
- The National Coaches Registry

**B. Clinic Wrap-Up (10 minutes)**

- 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.

**INSTRUCTIONS**

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

**DEADLINES AND DETAILS**

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

**TEST SCORING**

- You must get 22 items or more correct on the test to successfully complete the Coaching Youth Clinic.
- If you score below 22 you can try again; you will be entered in the registry on your successful (22 or more correct) completion of the test.

**EVALUATION FORM**

- It is very important for you to complete the evaluation form before you leave 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.
INSTRUCTIONS

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

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 roster sheet at the beginning of the clinic) will be used. Please make sure that you entered this information on the roster sheet before you leave today.
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></td>
<td>Agree</td>
<td>No Opinion</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>I understood the concepts presented.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I will be able to perform the skills presented.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I had enough opportunities to practice the skills presented.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rate the effectiveness of…</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>…the student materials (e.g., study guide).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>…the video segments.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>…the instructional activities (e.g., team interactions).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>…the overall clinic.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rate the instructor’s…</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>…ability to lead the activities and to facilitate discussion.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>…knowledge of the subject matter.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>…organization and ability to stay on time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>…enthusiasm.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rate the physical setting (e.g., ease of viewing video, temperature, seating, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellent</td>
<td>Good</td>
<td>Fair</td>
<td>Marginal</td>
<td>Poor</td>
<td></td>
</tr>
</tbody>
</table>

Please indicate how this clinic could be improved: ________________________

__________________________________________________________

Coaching Youth Clinic Study Guide