

PARENT/COACH

◀ Handbook ▶



◀◀◀ A PARENT'S GUIDE TO EFFECTIVELY COACHING 5-8 YEAR OLDS ▶▶▶▶▶▶▶▶▶▶▶▶▶▶▶▶

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**For more copies contact:
Coaches Association of British Columbia
200 - 3820 Cessna Drive
Richmond, BC V7B 0A2
Phone: (604) 333-3600
Fax: (604) 333-3450
info@coaches.bc.ca**

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Chris Johnson
Alison Jones
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Gord McCulloch
Deb Nowell



INTRODUCTION

So, you're going to be a coach!

You have committed your time and effort to a team of five to eight year olds who are likely experiencing sport for the first time. They will be inquisitive, energetic and eager. You will be guiding children through fundamental sport skills and the principles of fair play in preparation for an active and healthy life.

This practical resource will allow you to get started in coaching by helping you...

- understand the role of a coach
- create a respectful, positive, safe and welcoming environment
- encourage and develop positive values in children through sport
- plan and manage practices and games
- teach children foundational and sport-specific skills.

**"Get ready Coach!
You will have the
time of your life."**



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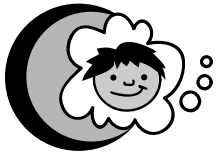
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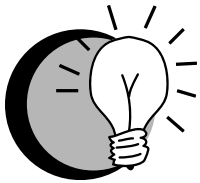
Inside this Handbook...

This Handbook has been created to help you with the situations and challenges you will face as the season unfolds.

Sections include:



INSIGHTFUL COACHING REFLECTIONS



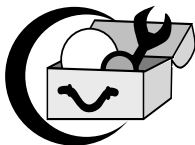
REAL-LIFE SCENARIOS AND SOLUTIONS



PERSPECTIVE-BUILDING CHILD CHAT



RELEVANT SUPPORT RESOURCES



COACHES' TOOL BOX PAGES

INSIGHTFUL COACHING REFLECTION



Once you get started, it is recommended that you take a theory and technical National Coaching Certification Program (NCCP) course within your sport as soon as possible. Sport first aid and CPR courses are also strongly recommended.

① ROLE OF THE COACH

- Superhero?
- Why Children Play
- Parent/Guardian Expectations

Superhero?

A coach plays many roles packaged into one. A coach is a teacher, leader, friend, mentor, cheerleader and confidant.

It might seem that the job is for some sort of superhero, but in reality you will be a teacher of foundational skills and an inspirational leader helping children enjoy the full benefits of physical activity and sport; not a tactician, fitness trainer or drill sergeant.

Young children are participants, not full-fledged athletes or competitors. The pre-adolescent years are an incredibly formative stage in the lives of children. They are developing the physical, mental and social skills that will last them a lifetime. The lessons you provide about values such as respect, honesty, effort and fair play will last longer than anything you teach them about defending, scoring, winning or losing. The positive environment you create will allow them to develop a strong sense of self-esteem that will carry over into all areas of their lives.

INSIGHTFUL COACHING REFLECTION



As a coach your goal is to be a guide for children, keeping them safe, exposing them to new challenges, helping them develop new skills and character, and ensuring their experience is positive and fun.



Why Children Play

Children play sport because they want to have fun. If they are having fun and playing for their own enjoyment they have reasons to keep coming back for every practice and game.

Children stay motivated if they:

- *Have fun*
- *Experience success*
- *Feel part of a team*
- *Learn new abilities*
- *Improve their skills*¹

Children are concerned about:

Safety: Are they in situations where they are afraid of getting hurt?

Respect: Do they feel heard and acknowledged?

Inclusion: Do they experience success?

Recognition: Is their contribution and development acknowledged?

Support: Are parents, peers, or coaches enthusiastic about their involvement?

Variety and Choice: Do participants have input into team decisions?

Enthusiastic Role Models: Do they have someone inspiring them in a positive manner?

INSIGHTFUL COACHING REFLECTION



The focus of sport is meeting children's needs rather than scoring, winning, trophies and championships. Not every team can win, and not every child can get the most points. But every child can feel safe, respected, included, recognized and supported.

PERSPECTIVE-BUILDING CHILD CHAT



Parent: "Do you want to play on a sport team?"

Six year old: "Are my friends going to play?"

Parent: "They are, and you'll get to meet lots of new friends too!"

RELEVANT SUPPORT RESOURCES



- See Appendix C
- *Straight Talk About Children and Sport*

1. National Coaching Certification Program Manual, 2003, adapted

Parent/Guardian Expectations

Parents/guardians often initiate a young child's introduction to sport. Children are looking for fun, positive environments so they all have a reason to participate.

Parents/Guardians' Expectations of Coaches:

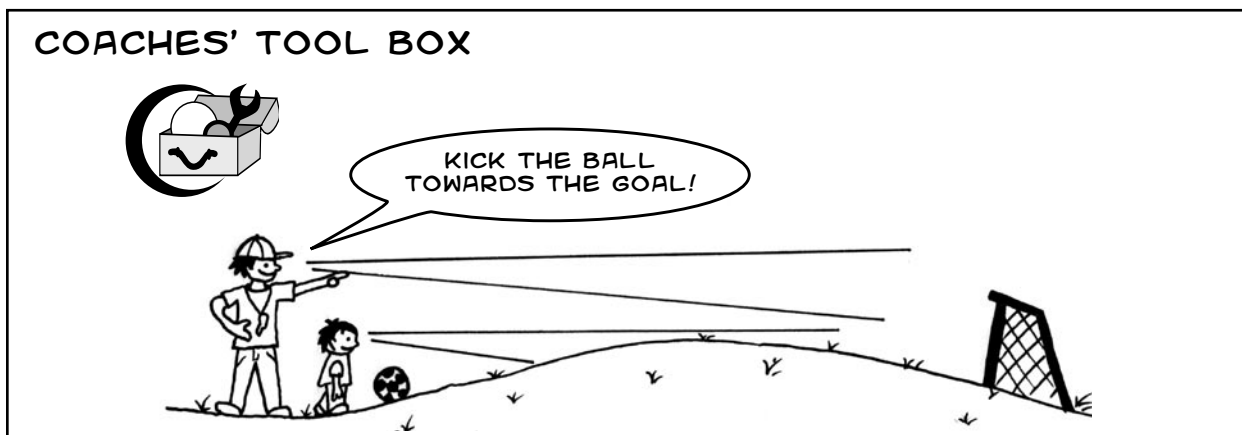
- To make sport enjoyable
- To respect children as individuals
- To be a knowledgeable leader
- To be safety conscious
- To act in a mature and adult manner
- To be fair
- To respect rules and officials
- To be approachable
- To plan activities effectively
- To give equal opportunity for playing time¹

Parents/Guardians' Expectations of Sport:

- *To build self-esteem*
- *To have fun*
- *To develop skills*
- *To increase fitness*
- *To make friends*
- *To learn positive values¹*

As a coach:

- *Keep messages positive.*
- *Model appropriate fair play behaviour.*
- *Provide the Codes of Conduct to participants and parents/guardians.*



INSIGHTFUL COACHING REFLECTION



Reinforce with parents/guardians that participants are not "little pros". Encourage everyone to view the world through the eyes of a child.

Most parents/guardians will be a positive influence on their child's sport experience. Parents/guardians can sometimes exhibit behaviour that is inappropriate. Review some of the materials recommended in the Coaches' TOOL BOX or Support Resources if you become faced with this challenge.

RELEVANT SUPPORT RESOURCES



- See Appendix C
- *Sport Safe*

1. Adapted from Sport Parent Survey, Government of BC, 1994v

② GETTING STARTED

• Safety and Risk Management

Identifying the Risks
Teaching Safety



COACHES' TOOL BOX

- Medical Information Form
- Safety Checklists
- Emergency Action Plan

• Fair Play

What is Fair Play?
Fair Play Plan



COACHES' TOOL BOX

- Fair Play Codes

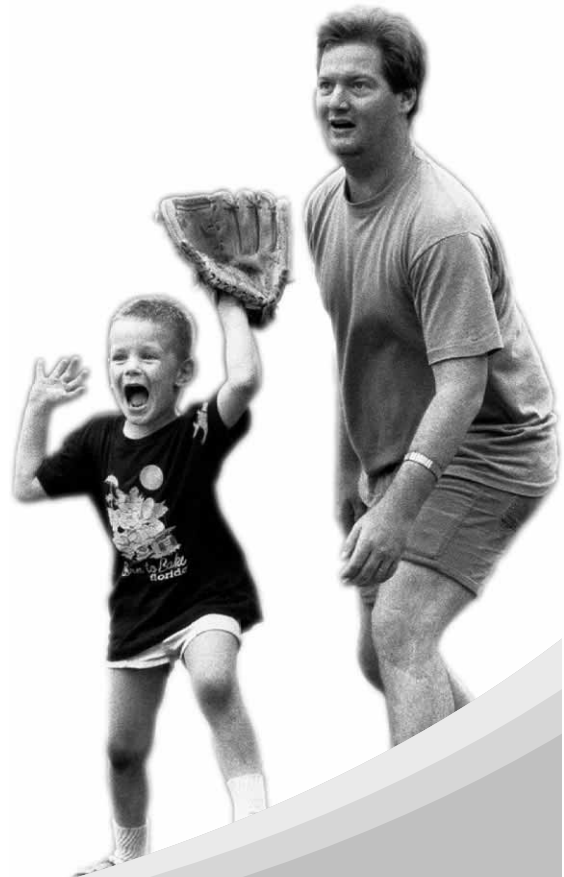
• Harnessing Volunteer Energy

Key Volunteers



COACHES' TOOL BOX

- Volunteer Responsibilities
- Sample Parent Meeting Agenda
- Contact Sheet



Safety and Risk Management

- Identify the Risks: Physical, Human, Environmental
- Teaching Safety

Your first priority as a coach is the safety of your participants. Physical activity is not without hazards, but most dangerous situations can be prevented or managed to keep everyone safe while having fun. Make safety a part of your routine.

Identify the Risks: Physical, Human, Environmental

Physical Hazards: Consider the quality and condition of equipment or facilities.
ie: Walk around and identify any hazards.

Human Hazards: Consider the characteristics and behaviour of participants and everyone associated with the activity, directly or indirectly.

Environmental Hazards: Consider the weather and its effect on the playing surface, equipment and participants.

Examples:

Physical

- Poorly sized helmet
- Deep gouges in the arena ice
- Broken baseball bat
- Broken glass on the soccer field
- Dirty gymnasium floor making it slippery

Human

- A child who does not listen to safety instructions
- A coach distracted by a parent during practice
- Matching up children of different sizes in a contact sport
- Chewing bubble gum
- A child who verbally puts down teammates

Environmental

- Sunburns
- Pooling of rain on the playing field
- Weather, temperature and hydration
- Lightning
- Excessive chemicals or gas: chlorine (swimming pools), ammonia and carbon dioxide (ice rinks)

COACHES' TOOL BOX



1. Have Medical Information Forms completed for each participant. Have parents/guardians complete and return them as soon as possible. A good idea is to have parents/guardians fill them out as they arrive at the first practice.
2. Use the Safety Checklist (included) before every practice and game to ensure you have assessed all potential hazards.
3. Complete the Emergency Action Plan (EAP) for each facility you use.

SAFETY SCENARIO

The Coach did a thorough check of the playing field using the Safety Checklist. When all the participants arrived the Coach got practice rolling right away. During a tag game Kelly reaches to tag Carrie, snagging a necklace and injuring Carrie.

SAFETY SOLUTION

The assistant coach takes a copy of the Safety Checklist and inspects all the physical hazards of the playing field so the Coach can greet participants individually and complete the Safety Checklist with them before starting practice. This includes checking for and removing jewellery.

Teaching Safety

Participants can learn and develop basic skills that keep themselves and others safe in playing areas.

- Teach participants to recognize their personal space; a bubble one metre surrounding their body.
- Have participants always keep their head up, and watch where they are moving to.
- If other participants enter their personal space, find a new space to avoid collisions.
- Teach participants to recognize open space and how to move to open areas to avoid collisions.
- Teach participants to recognize the hazards of the playing area – boards, nets, gates, bases, holes.
- Play tag games and have participants progress from slower movements to faster ones so they learn how to avoid collisions and watch where they are moving.

INSIGHTFUL COACHING REFLECTION



Participants who experience success, have fun, and feel included, respected and valued are more likely to stay safe.





SAFETY CHECKLISTS

Follow checklists for all practices and games and you won't forget anything. Use checklists to identify hazards and manage risk before everybody starts participating.

Safety Checklist #1: Always with you (in a clipboard)

- ☐ First Aid Kit (see Safety Checklist #2 in Coaches' TOOL BOX)
- ☐ Cell phone or quarters for pay phone
- ☐ Completed Medical Information Form(s) (see Coaches' TOOL BOX)
- ☐ Emergency Action Plan (see Coaches' TOOL BOX)
- ☐ Pen, clipboard, paper

Safety Checklist #2: Sample First Aid Kit

- ☐ Kit to hold everything (fishing tackle box/tool box/sport bag)
- ☐ Latex gloves

Ointments

- ☐ Disinfectants
- ☐ Antiseptic wipes
- ☐ Polysporin
- ☐ After Bite
- ☐ Sunscreen (minimum SPF 30)
- ☐ Vaseline

Bandages

- ☐ Sterile gauze pads 10cm X 10cm
- ☐ Butterfly enclosures
- ☐ Band-aids of various sizes, shapes and colours
- ☐ Elastic compression wraps
- ☐ Athletic tape
- ☐ Blister adhesives (mole skin)

Other Items

- ☐ Tweezers
- ☐ Scissors (blunt ended)
- ☐ Instant cold packs
- ☐ Q-Tips
- ☐ Plastic bags for ice
- ☐ Safety pins
- ☐ Dark towel
- ☐ Needle for splinters

Items for specific participant needs, examples include:

- ☐ Epi-Pen for allergies
- ☐ Asthma inhaler clearly marked with participant's names in large letters
- ☐ Others: _____

Remember, to administer medication or treatments you must have the consent and instructions from the parent/guardian.

See Medical Information Form in **COACHES' TOOL BOX**

Pre-packaged First Aid kits may be found at sporting goods stores.

Canadian Red Cross – www.redcross.ca

Mountain Equipment Co-op – www.mec.ca



Pre-Practice/Game Inspection for Coach and Assistant Coach

Safety Checklist #3:

Before Leaving Home:

- ☐ Map to facility and closest hospital
- ☐ Weather forecast
- ☐ First Aid Kit
- ☐ Condition of equipment you are taking: (e.g., bats/sticks smooth and not cracked)
 - ☐ _____
 - ☐ _____
 - ☐ _____

At Facility – Assistant Coach (*outdoor example*):

- ☐ Overall condition of field/facility
 - ☐ Drainage
 - ☐ Debris (garbage, glass, needles, etc.)
 - ☐ Potholes
 - ☐ Other physical hazards you can see:
 - ☐ _____
 - ☐ _____
 - ☐ _____
- ☐ Fences and gates
 - ☐ Will not interfere with play or cause injury
- ☐ Goal posts or bases
- ☐ Condition of equipment at field or brought by someone else:
 - ☐ Balls, bats or sticks
 - ☐ Helmets and protective equipment
 - ☐ _____
 - ☐ _____
- ☐ Key to emergency gate/door at facility for ambulance access
- ☐ Other: _____
- ☐ _____
- ☐ _____

As participants arrive – Coach:

- ☐ Greet everyone individually and check for:
 - ☐ Appropriate clothing and footwear – dressed for weather
 - ☐ Protective equipment – fits and is in good condition
 - ☐ Jewellery removed
 - ☐ Sickness or injury
 - ☐ Concerns of parents/guardians
 - ☐ Chewing gum

After Practice/Game:

- ☐ Nothing is left behind: First Aid Kit, equipment, etc
- ☐ Parents/guardians are aware of any injuries to their children
- ☐ No child is left alone – always wait until a parent/guardian has arrived or a designated person whom you know



MEDICAL INFORMATION FORM

Photocopy and complete one per player. Completed forms to be carried in First Aid Kit and accompany child to the hospital in the event of an emergency.

Participant Name: _____

Address: _____

Age: _____ Gender: _____ Birthdate (mm/dd/yyyy): _____

Medicare number: _____

Doctor: _____ Phone: _____

Dentist: _____ Phone: _____

Parent / Guardian Name: _____

Address: _____

Home Phone: _____ Work Phone: _____ Cell: _____

Email: _____

Parent / Guardian Name: _____

Address: _____

Home Phone: _____ Work Phone: _____ Cell: _____

Email: _____

Emergency Contact: _____

Home Phone: _____ Work Phone: _____ Cell: _____

	YES	NO	DETAILS
Allergies _____			
Asthma (Respiratory) _____			
Blackouts/Fainting _____			
Chest pain _____			
Diabetes _____			
Epilepsy _____			
Hearing Disorder _____			
Heart Condition _____			
Recurring Headaches _____			
Seizures _____			
Glasses _____			
Contact Lenses _____			
Medications _____			
Injuries (specify) _____			
Other (including recent surgery) _____			

*Permission for Coach to administer Medication: YES ☐ NO ☐

If yes, please list medication (Tylenol, insulin, inhaler, etc.) and instructions:

I/We, _____ hereby give permission for any and all medical and/or dental attention to be administered to my/our child, _____ in the event of accident, injury or sickness, under the direction of the bearer of this form, until such time as I/we may be contacted.

Signature(s): _____ Date: _____



Emergency Action Plan (EAP)

Complete for each facility ahead of time and keep forms with you. Assign parents, guardians, assistant coaches and volunteers roles they feel comfortable with so they are able to help in case of an emergency. When in doubt, call an ambulance.

Name of field or facility: _____

Address: _____

Valid from: _____ (mm/dd/yy) to _____ (mm/dd/yy)

Phone Numbers: Emergency Response: 911 or local #: _____

Facility _____

Coach's cell phone _____

Ambulance _____

Fire _____

Police _____

Local Hospital _____

Person designated to call emergency personnel: _____

Details of Location (to be read over the phone to a dispatcher in emergency):

Person(s) designated to open any gates/doors and wait/direct emergency personnel:

Person(s) designated to occupy/supervise children while coach deals with emergency:

Diagram of Facility:

(Include phones, exits, fire alarms, fire extinguishers, doors/gates, stairs, access roads, and anything else that might be useful)

When in doubt, call an ambulance.

Fair Play

- What is Fair Play?
- Fair Play Plan

What is Fair Play?

Fair Play is respect for:

- *teammates*
- *opponents*
- *officials*
- *coaches*
- *rules*

Sport develops Fair Play values such as:

- *respect*
- *cooperation*
- *inclusion*
- *trust*
- *fairness*
- *honesty*
- *the importance of effort over outcome*

- Create a welcoming environment that leads to Fair Play in action.
- Help participants learn their teammates' names. See Appendix B – Activity ideas.
- Choose activities that have participants partner and cooperate with different teammates, not just the friends they signed up with.
- Be positive and supportive to each and every participant; encourage them to do the same to their teammates and recognize it when they do.
- Ask participants how they want to be treated, encouraging them to come up with positive Fair Play values.
- Ask participants to give examples of Fair Play values in action.
- Have a team picture, poster or ball that carries the team's Fair Play values so everyone can be reminded how they want to treat each other.
- Have activities, gatherings or parties away from your sport that includes everyone.

As a coach, you are a constant role model. Set an example and children will follow your lead. Many teachable moments will arise and you will have the opportunity to choose what type of role model you want to be:

Option A

"Great effort everyone, let's shake hands and congratulate them on a good game."

"Our goalie saved a great shot!"

"Let's all try to show our fair play spirit and remember we're here to have fun."

Option B

"We're going to leave the better players out there until the end, you have a rest."

"Why didn't anybody check that player who took the shot?"

"That referee is horrible and is costing us the game."

REAL-LIFE SCENARIOS AND SOLUTIONS



FAIR PLAY SCENARIO:

Riley hits the ball right to first base and is out for the third time in a row.

FAIR PLAY SOLUTION:

As Riley comes to the bench the coach exclaims "That was a great try Riley, that's the hardest I've seen you hit the ball! Next time try for the gap between first and second. You're really improving."

INSIGHTFUL COACHING REFLECTION



Support participants when they face challenges or make mistakes. Correct inappropriate behaviour constructively as soon as you see or hear it.

PERSPECTIVE-BUILDING CHILD CHAT



Player: "When we scrimmage in practice we never know who kicked the ball out of bounds."

Assistant coach: "How do you think we can be fair?"

Player: "Let's take turns getting the ball."



Fair Play Plan

Create a Fair Play environment in just three steps:

Step 1: *Reflect on values*

- Consider the values you want to focus on during the season, such as:
 - Respect - Safety - Fairness - Honesty
- Choose ways to promote these values:
 - Be positive and enthusiastic.
 - Have your team develop its own Fair Play agreement: How will we treat each other?
 - Reinforce positive behaviour when you see or hear it.
 - If putdowns occur, immediately remind participant(s) that negative behaviour has no place in Fair Play and sport.
 - Provide equal playing time.
 - Be a role model for participants and parents/guardians.
 - Ask your club/association/league for their policies and procedures.

Step 2: *Share the Fair Play values and your plan at the Parent Meeting*

- Emphasize the importance of the parental role by:
 - Helping to reinforce positive behaviour.
 - Avoiding negative talk participants will carry back to the team.

Step 3: *Incorporate Fair Play into all aspects of your team*

- Talk with your team about Fair Play over the season:
 - Develop a Fair Play agreement by asking:
 - How do we want to be treated?*
 - How do we want to treat each other?*
 - Encourage answers that support Fair Play values.
 - Record the answers on a team picture, ball, or poster so everyone remembers.
 - Have participants provide examples of Fair Play in action.
 - How do they want to treat others including, opponents, and officials?
 - Reference Fair Play Codes
- Make consequences for inappropriate behaviour clear:
 - Have a consequence continuum for negative behaviour ranging from a simple reminder to having a participant sit out activities.
- Send home all the Fair Play codes (see Coaches' TOOL BOX). Provide two copies with your signature on the Coach's Code, then have parents/guardians sign and return one copy as they would with medical information.
- Role Model Fair Play values all the time.

INSIGHTFUL COACHING REFLECTION



There is no such thing as a "good penalty". Having fun and playing fairly are the objectives, not winning.

RELEVANT SUPPORT RESOURCES



- See Appendix C
- Fair Play for Kids, Fair Play Canada
- Collaborative Community Coaching (C3)



Participant's Code

As a member of the _____
Team Name

I will:

- respect teammates, coaches, opponents and the rules
- be a team player
- play for the fun of it
- control my temper
- work equally hard for myself and my team
- cheer all good plays by my team and my opponents
- treat others as I would like to be treated
- cooperate with my coach, teammates, opponents and officials because without them there would be no sport

I agree to abide by the code:

Name: _____

Signature: _____

1. Every Coach's Planner and Idea Book, Chris Johnson, adapted, 1990
2. Coach's Game Plan, Sport Safe



Coach's Code

As a coach of the _____
Team Name

I will:

- remember that children play sport for their enjoyment, not mine
- treat everyone fairly
- ensure a safe environment
- refrain from using offensive language
- treat opponents and officials with respect
- group participants according to age, skill and physical maturity whenever possible
- never ridicule or yell at a participant or the team for making a mistake or losing
- be generous with praise when it is deserved
- remember that I am a role model and children learn best by example

I agree to abide by the code:

Name: _____

Signature: _____

1. Every Coach's Planner and Idea Book, Chris Johnson, adapted, 1990
2. Coach's Game Plan, Sport Safe



Parent's/Guardian's Code

As a parent of _____
(child) (team name)

I will:

- remember that children play sport for their enjoyment, not mine
- encourage my child to play by the rules
- make my child feel like a winner every time by offering praise for competing fairly and trying hard
- never ridicule my child or other participants for making a mistake or losing
- praise good performances by both teams
- respect officials and their judgement
- recognize the value and importance of volunteer coaches that give of their time and resources
- remember that children learn best by example, and applaud good efforts by my child's team and opponents

I agree to abide by the code:

Name: _____

Signature: _____

Name: _____

Signature: _____

1. Every Coach's Planner and Idea Book, Chris Johnson, adapted, 1990
2. Coach's Game Plan, Sport Safe

Harnessing Volunteer Energy

Key Volunteers

Parents/Guardians can be the answer to many of your team's needs:

- assistant coaches
- team parents
- drivers
- fundraisers
- managers
- scorekeepers
- communicators
- enthusiastic supporters

You may be a parent yourself, but remember when dealing with other parents you will be looked upon as the coach first.

- Host initial parent meeting at the first or second practice (see Coaches' TOOLBOX - Parent Meeting Agenda).
 - Inform parents/guardians of the importance of attending and tell them that all questions and concerns will be covered, encouraging them to attend.

Use the Volunteer Responsibilities sheet to discuss job expectations. Trade, share or add responsibilities as your team sees fit. An open dialogue with your parents/guardians and volunteers will be efficient and set a great example for your participants.

Need more volunteers?

- Ask your club or association.
- Contact a local high school.
- Ask parents about older siblings.
- Ask around your neighbourhood, work or community centre. There may be someone who was involved years ago and is eager to come out again, or there may be people who are keen but did not know they were needed.

As you assemble your support team make sure to follow your association's policies regarding background/security checks.

INSIGHTFUL COACHING REFLECTION



Parents/guardians are a component of the extended team and should be treated with the respect and honesty of a teammate. Each parent/guardian is coming from a different background with different experiences. Respect each person's contribution.

REAL-LIFE SCENARIOS AND SOLUTIONS



HARNESSING VOLUNTEER ENERGY SCENARIO:

The Titans U-6 soccer team is working on receiving a pass. Participants are working in pairs but passes are always going astray and participants are not able to practice their trapping.

HARNESSING VOLUNTEER ENERGY SOLUTION:

Each child is paired with a volunteer not from their own family, encouraging parent/guardians to be patient with a child not their own. The helper rolls the ball to the participant, who traps the ball and kicks it back. Coaches can move around and provide feedback while the helpers are able to deliver an accurate roll each time and are better able to control errant passes.



Volunteer Responsibilities

Add, trade or share responsibilities specific to your team's needs.

Assistant Coach:

- Contributes ideas to coach.
- Reviews practice plan with coach before each session.
- Performs the facility/equipment safety check.
- Discusses game plan and substitutions with coach prior to the game.
- Assists with substitutions, team play and injuries during the game.
- Assists in coach evaluation.

Manager: *(managerial duties can be dispersed amongst other volunteers at this level)*

- Attends club, association or league manager meetings if necessary.
- Distributes practice/game schedules, contact information and maps to games.
- Maintains contact information (phone, e-mail, address, medical forms).
- Manages team's finances.
- Delegates and sets goals and parameters for fundraising.
- Makes telephone calls or sends emails to players/parents regarding transportation, scheduling and facility use.
- Manages assignment and collection of team uniforms as well as storage, transportation and cleanliness if necessary.
- Coordinates transportation to and from away games.
- Fills, empties, and washes water bottles.

Team Parent(s):

- Assists Manager in taking care of team uniforms, equipment and water bottles.
- Assists Manager in coordinating transportation.
- Coordinates snack schedule for intermissions and/or after games.
- Coordinates other parents in helping as scorekeepers or assistant officials.
- Coordinates team photos.
- Organizes team party.

Scorekeepers or Assistant Officials:

(Parents comfortable in these roles can take turns at these jobs)

- Listen to and cooperate with referees or umpires.
- Inform Team Parent in advance if you cannot make scheduled responsibilities.
- Act impartially and positively towards both teams.





Parent Meeting

- Call the meeting during the first or second practice.
- Inform parents/guardians of the importance of attending.
- Plan for a volunteer or assistant coach to lead the practice while you meet with parents/guardians.

Sample Parent Meeting Agenda

Introduction *5 minutes*

- Introduce yourself.
- Parent/Guardian Introduction: name, child's name, main purpose of involvement.
- Explain your coaching philosophy:
 - Fair Play
 - Respect
 - Teamwork
 - Goals you have in mind for the team

Hand Outs / Information Gathering *5 minutes*

- Medical Information.
 - Hand out forms if the club or association has not already provided the information
(SEE COACHES' TOOLBOX - SAFETY).
- Fair Play
 - Hand out information (SEE COACHES' TOOLBOX ▯ FAIR PLAY CODES).
 - Speak about the importance of parents discussing the codes with their children
 - Encourage parents to approach you with questions or concerns, instead of communicating through their children.
- Hand out Team Contact sheet (SEE COACHES' TOOL BOX) with phone numbers and e-mails, check for accuracy and ask about the best communication strategy (e-mail, phone or both).

Review Schedule *7 minutes*

Volunteers *5 minutes*

- Explain how the team needs volunteers for a successful season.
 - Jobs can be done in partners and there are places for everyone to help.
- Outline positions that need to be filled
(SEE COACHES' TOOLBOX - VOLUNTEER RESPONSIBILITIES).
- Allow volunteers time to consider options and to get back to you.

Conclusion *5 minutes*

- Question and answer period.
- Emphasize your preference to keep an open dialogue and parents/guardians may approach you at any time.
Asking questions displays your approachability.
- Allow for time to socialize.



② GETTING STARTED

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② GETTING STARTED

② GETTING STARTED

③ COACHING IN ACTION

- Planning

Practice Plan
Practice Activities
Teaching Approaches
Ability Levels

COACHES' TOOL BOX

- Practice Planning Sheet

- 5 to 8 Year Olds

5 to 6 Year Olds
7 to 8 Year Olds
Age Appropriate Activities

- Practice Management

Practice Routine
Communication

- Game Time

Before the Game
During the Game
After the Game

- Time for Everyone

Inclusive Environment
Inclusive Language



Planning

- Practice Plan
- Teaching Approaches

You arrive at the field with great intentions. You are enthusiastic, have all the equipment, and remember a few activities from when you were a kid. Do you really need a plan? Make it easy on yourself – successful coaches plan whether they work with pre-schoolers, teenagers or professionals.

Practice Plan

When creating a practice plan, consider the children's motivation to participate and the needs of children (see **Why Children Play** section). Choose a theme for the practice and then determine one or two goals.

Movement Goals:	What movement or skill will participants be able to do or improve on by the end of this practice?
Mental Goals:	What will participants become more knowledgeable about?
Social Goals:	What social skills or aspects of fair play will be emphasized?

INSIGHTFUL COACHING REFLECTION



The primary goal always remains the same:
By creating a positive environment full of respect, safety, and inclusion, at every practice and game participants will feel welcome, feel safe, learn skills and have fun.

Design the plan so that if you were unable to lead the session an assistant or volunteer would have enough information to do so. Volunteers are willing to help if your practice plan is simple and effective.

A practice plan will include:

1. Organized Free Time

5 min

- Free play activity is ready upon arrival - providing an opportunity to experiment in play and allowing the coaches to greet participants and positively interact.

2. Warm-Up

10 min

- Everyone moving and involved right away.
- Minimal explanation and low level of difficulty.
- Hearts pumping and children become focused on practice.
- Recommended: Promote safety and fun through shuttles, tag game progressions, ultimate games (see Appendix B – Activity Ideas).

3. Skills Theme

20 min

- Introduce one or two new skills with some drills.
- Offer lots of repetition, practice and feedback.
- Recommended: stations approach rotating every 5-7 minutes.

- Water Break and Free Time

3-5 min

4. Skills Review

10 min

- Provide an activity or skill they have done in previous practices.
- Offer lots of feedback on their progression.

5. Concluding Activity

10 min

- Incorporate both old and new skills.
- Recommended: mini games, modified rules, everyone participating.

6. Cool Down Chat

5 min

- Briefly remind participants of new skills and one or two key points.
- Team cheer.
- Manager hands out any necessary information to parents.



A practice plan will include: *(cont.)*

Successful plans, practices and seasons all have successful starts. The care, thought and effort you put into the start of your plans, practice and seasons will be visible and you will reap the benefits. Participants will stay motivated if they experience success early.

COACHES' TOOL BOX



Practice Planning Sheet

INSIGHTFUL COACHING REFLECTION



Planning is the difference between a safe, fun, inclusive practice, and utter chaos.
If you fail to plan, you plan to fail.

PERSPECTIVE-BUILDING CHILD CHAT



Seven year old: We should have our practices [Tuesdays] closer to game day [Saturdays].
Parent: Why?
Seven year old: Because then maybe we would remember what the coach told us to do.

RELEVANT SUPPORT RESOURCES



- "Every Coach's Planner and Idea Book"

Practice Activities

Practices should be a mix of drills and games focusing on basic skill development, being physically active and keeping everyone involved. Foundational skills are so important that you can work on the same basics week after week using a variety of teaching methods, drill activities and games.

Drills

- *Highly structured*
- *Work on specific skills repetitively*
- *Require specific timed movements*

Games

- *All participants moving*
- *Provide choices*
- *Participants think creatively*
- *Allow for spontaneous movements and reactions*

There are hundreds of books, guides and websites for sport, drills, games and modified play. Refer to the Support Resources in Appendix C for recommended places to start.

Teaching Approaches

1. Vary the learning environment: individual work, pairs, small groups, large groups and stations.

Stations:

- Create variety and keep participants motivated.
- Variations can be used from one practice to the next since participants rotate every 5-7 minutes.
- Can include foundational skills that are not sport-specific (jump rope, strength, balance).

2. Provide sequential progressions that are essential to the learning, development and improvement of skills.

Whole-Part-Whole: is a technique allowing you to teach parts of a skill and build up to its completion.

1. Demonstrate and have participants try the complete skill.
2. Demonstrate a basic part of the skill (example: wrist movement in softball throw) and have participants practice while you provide feedback.
3. Have a drill or game where participants must use the complete skill and offer feedback about the part that was emphasized.
4. In future practices progress by practicing more of the parts and putting them together.

Ability Levels

The abilities of participants will vary. Participants who do not experience success will get frustrated, and those not challenged will get bored. Keep participants interested by decreasing or increasing the challenge level. Modify the:

- size or type of equipment (mushballs vs hardballs, light vs heavy pucks)
- speed of activity (start walking and progress to running)
- type of movement (running, skipping, hopping, sidestepping)
- amount of movement (5, 10, 15 jumps)
- number of pieces of equipment involved
- number of participants working together
- amount of concentration or decision-making required

It is important to pay attention to how you group or pair participants during practices. It is often effective for skill development if participants are put with others of similar abilities when rotating through stations or running different drills at the same time.

This allows everyone in a group to:

- move at the same speed
- work towards the same standards
- receive the same level of feedback and teaching from a coach

In other instances you should try for a mix of abilities. This allows everyone to:

- play with all members of the team
- put respect, inclusion and fairness into action
- realize the importance of accepting others' differences

For more activity ideas to get you started see Appendix B – Activity Ideas.

INSIGHTFUL COACHING REFLECTION



Sometimes the biggest reason a child is participating is because a friend is. Consider this when making pairings or groups. Incorporate activities into your practice that help participants feel welcome and meet new friends, see Appendix B – Activity Ideas.

PERSPECTIVE-BUILDING CHILD CHAT



Coach: "Why do you like to play sports?"

Participant: "Because I get to play with my friends."



Practice Plan

Team Name: _____

Age and Level: _____

Participant Numbers: _____

Time : _____

Number of coaches: _____

Equipment : _____

Skills Theme: _____

Goals: 1.) _____

2.) _____

Time	Activity	Teaching Points	Equipment & Set-up
	Free Time		
	Warm-Up		
	Skills Theme		
	Water Break and Free Time		
	Skills Review		
	Concluding Activity		
	Cool Down/Chat		

SAFETY: _____

COMMENTS: _____

5 to 8 Year Olds

- 5 to 6 Year Olds
- 7 to 8 Year Olds
- Age Appropriate Activities

Between the ages of five and eight children develop at varying rates and no child will develop exactly like another.

Tips to help you plan activities that are age and developmentally appropriate:

5 To 6 Year Olds ^{1,2}

- Play fun games with lots of activity before moving to structured drills.
- Teach skills using plenty of demonstrations.
- Break down skills and focus on one aspect of a single skill at a time.
- Keep activities short and change frequently.
- Set up activities so they experience success early and often.
- Allow for frequent water breaks so participants can drink and rest, particularly in hot weather.
- Encourage participants to dress appropriately for cold or wet weather (children lose body heat rapidly).
- Use modified or alternative equipment, playing areas, rules and games to promote learning and proper development.

7 To 8 Year Olds ^{1,2}

- Build on the tips for 5 to 6 year olds. (*see above*)
- Begin adding simple explanations when teaching and demonstrating skills.
- Break down skills into two or three developmental stages.
- Be generous with praise and encouragement, while being specific.
- Provide a series of simple activities that involve a lot of movement and play experience progressing into simple structured drills.
- Allow children to participate in activities that demonstrate their improvement.
- Incorporate structured drills but keep movement, exploration and/or play as a key component.
- Encourage the use of both right and left hands, arms, legs and feet.
- Use modified or alternative equipment, playing areas, rules and games to promote learning and proper development.

1. NCCP, Theory Manual, Coaching Association of Canada, 2003, adapted

2. Physical Education for Elementary School Children, Glenn Kirchner & Graham Fishburne, adapted, 1998.

Age Appropriate Activities

With 5-6 year olds¹

Emphasize:

Agility

Quick movements and changes in direction.

- skipping
- jumping
- turns
- cross-over steps
- short tag game
- shuttles

(see appendix B – Activity Ideas)

Balance

Unusual positions or postures.

- stand on one foot and crouch
- hop on one foot
- walking a line on heels or toes
- stand on one foot as tall as possible
- partners on one foot help each other balance
- control equipment or game object while balancing
- use play structures

Coordination

Simple movement sequences.

- running and dribbling
- catch and pass
- shoot while moving
- dribble with head up

Break Down Basic Skills

Focus on the simple components of the sport's basic skills.

- movements: walking, skipping, jogging, running, jumping, striding, cross-over steps, side steps
- catching/throwing, passing/receiving
- dribbling, object control, with hands/feet
- shooting

With 7-8 year olds¹

Build on the emphasized skills from 5-6 year olds and begin to incorporate:

Short Endurance

Activities 5-10 minutes in duration that keep everyone moving and motivated the entire time.

- tag games
- shuttles
- jump rope
- modified game play
- continuous obstacle course

Warm-Up

Stretch muscles in a controlled and gradual manner.

- quick tag game or tag progression
- short stretch after movement
- review at the end to reinforce stretch

Allows children to develop healthy habits. Keep stretching activities short and simple.

Speed

Dynamic activities performed at high speed for 15-30 second bursts repeated 2-6 times.

- relays
- follow the leader
- sprint and shoot drills

Basic Individual Techniques or Tactics

Simulate simple game scenarios and engage participants in thinking about how to perform simple skills completely.

- look for and move into open space
- passing and moving to open space to receive a pass
- move to the front of the net to receive a pass and be in the best place to shoot
- spread out over the territory
- have game rules that promote high degrees of interaction between participants.

RELEVANT SUPPORT RESOURCES



- Support Resources – See Appendix C
- Coaching Theory Manual, National Coaching Certification Program

1. NCCP, Theory Manual, Coaching Association of Canada, 2003, adapted

Practice Management

- Practice Routine
- Communication

Quality practices have participants active most of the time and watching and waiting is kept to a minimum. Routines, clear communication and planning are keys to a successful practice.

Practice Routine

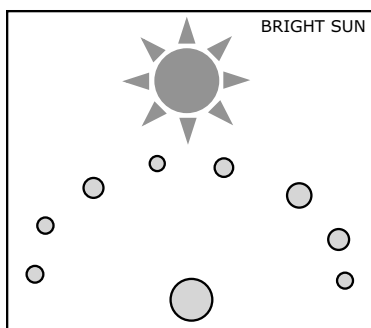
Routines keep practices flowing as participants become familiar with where they should go and what they should do. Some ideas include:

<i>Suggestion</i>	<i>Example</i>
<i>Have a free play activity for participants as soon as they arrive.</i>	<i>Coach puts out ten cones and each participant gets a ball as they arrive. They have to dribble wherever they want, in, out and around cones.</i>
<i>Develop routines that help your participants put Fair Play values into action.</i>	<i>When a water break is called all the participants have to find two teammates they saw working hard and give them positive feedback or compliment.</i>
<i>Use consistent verbal and visual signals to have participants freeze or gather together.</i>	<i>When coach calls out "freeze", everyone in the gym knows to stop where they are, sit down, and face the coach.</i>
<i>Use the same starting point for different activities.</i>	<i>Whenever Coach calls "Time for a Game" everyone knows to leave their sticks in the referee circle and kneel down in the blue crease.</i>
<i>Have participants put down or hold the equipment they were playing with to show they are listening.</i>	<i>When a coach is talking all the participants know to put the softball on the ground.</i>

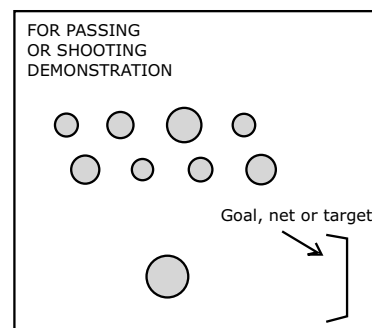
Coaching Clearly

Positioning

- Have groups gather in a semi-circle or double line with you in front.
- Have the participants' backs to the sun.
- Make sure there are no distractions behind you.
- Make sure everyone can see and hear you.
- When speaking one-on-one, position yourself at the participant's eye level, don't just bend over.



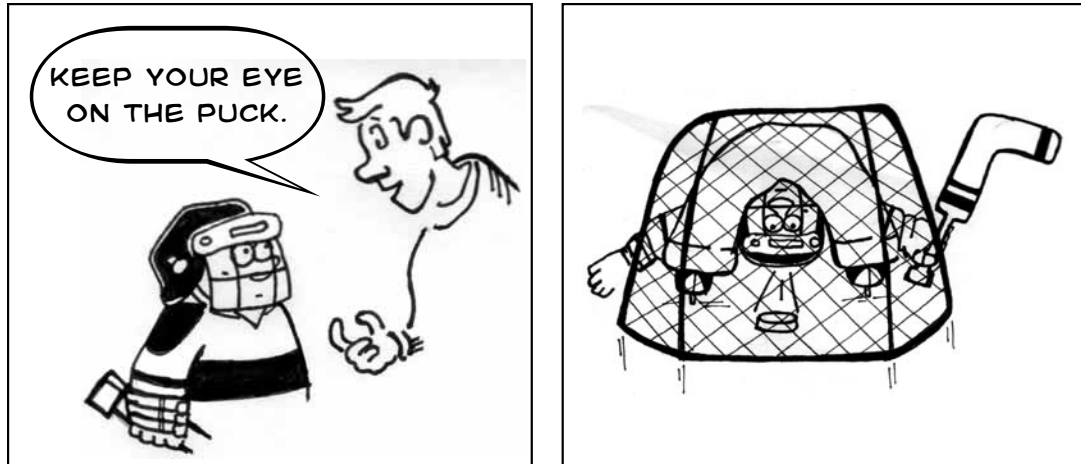
No distractions behind you



No distractions behind you

Communication

- Communication is the difference between having knowledge and imparting it:
 - Be clear.
 - Be concise.
 - Be respectful.
 - Be careful of your body position.
 - Avoid technical and confusing language.



- Explain how to correct something, don't just point out what went wrong.
AVOID: "Don't throw the ball so high"
TRY: "Hold on to the ball a little bit longer and it won't go up so high"
- Relate what you cover in practice to feedback you give to participants in games.
- Position yourself and assistant coaches where they can provide feedback and ensure the safety of participants.
- Make sure you or an assistant coach provides feedback to each participant.
- Ask yourself some simple questions every few minutes:
 - Is everyone safe?
 - Is everyone as active as possible?
 - Who needs feedback?
 - Are coaches providing feedback?
- If an activity isn't working, don't be afraid to change it.

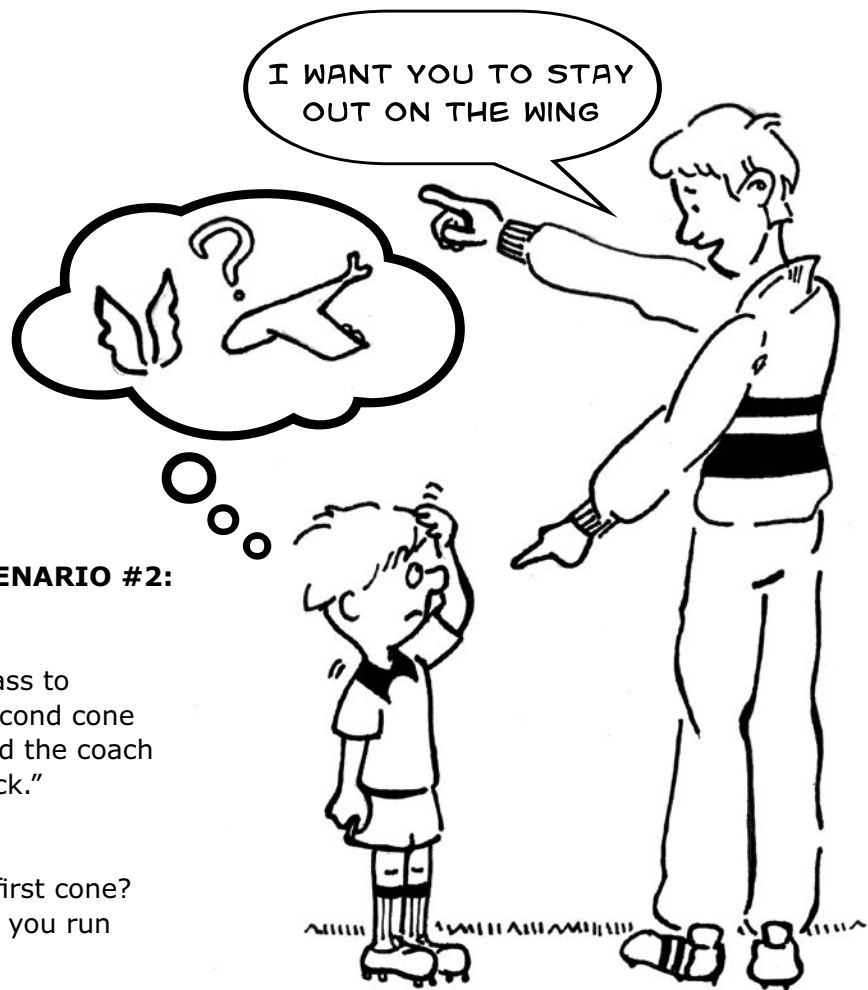
Practice Management Scenario #1:

- Demonstration: "Watch how I sweep the puck when I make a pass."
- Feedback to participant practicing: "That was great how you looked at the target Jay, now **sweep** the puck next time and you've got it."
- Sara comes to the bench after making a perfect pass in the game: "That was a perfect pass Sara, you **swept** the puck."

INSIGHTFUL COACHING REFLECTION



Use and emphasize key words and cues in explanations and demonstrations so you can emphasize again when giving feedback.



PRACTICE MANAGEMENT SCENARIO #2:

- **EXPLANATION:**
"Stop at the cone and pass to the coach. Run to the second cone without the ball, stop and the coach will pass you the ball back."
- **CHECK:**
"What do you do at the first cone?
Everyone point to where you run after passing."

INSIGHTFUL COACHING REFLECTION



Check for understanding after you have given an explanation.

PERSPECTIVE-BUILDING CHILD CHAT



Participant: "Dribbling the ball around the cones is too hard, I'm going to go and play on the side."

Coach kneels down and says: "Take a ball with you to play and then come join us in the next activity."

COACHING REFLECTION



Participants will get better at their skills and you will get better at running a practice. Consider watching an experienced coach in your club or association – there are many good ideas out there and a lot of great coaches willing to share.

Game Time

- Before the Game
- During the Game
- After the Game

Competition for skill and social development can be a great experience. Children enjoy friends, uniforms, water bottles, team cheers, meeting new players and travelling. Prepare carefully for games just as you do for practice.

Before the Game

- Parents/Guardians know where they are going and when to be there
- Managers, team parents and volunteers know what to bring
- Have a plan for warm-up, substitutions and positioning
- Bring the First Aid Kit, equipment, and checklists (cell phone if you have one)
- Arrive early
- Complete safety checklist and check for hazards
(see Coaches' TOOLBOX – Safety)
- Review Emergency Action Plan (Coaches' TOOLBOX – Safety)
- Greet participants individually as they arrive
- Make sure all volunteers understand their responsibilities:
 - Assistant officials
 - Snacks and water duty
 - Assistant coach/manager
- Allow participants to be active right away;
 - free play with lots of equipment or use a familiar game or drill
- Keep the pre-game meeting short and specific;
 - Focus on two or three skills
 - Emphasize your team's Fair Play values and remind participants how they chose to treat each other, opponents and officials
 - Address the officials and other coaches, wishing them a good game

During the Game

- Be enthusiastic – it's contagious and will create a positive environment
- Provide feedback to individuals:
 - In a positive manner
 - One-on-one
 - Using skill cues where appropriate
(see Practice Management Scenario #1)
- Create line-ups and player combinations that allow everyone to succeed
- Make substitutions to ensure equal playing time and positioning
- Encourage your team and parents/guardians to cheer good plays by both teams
- Focus on the process and effort rather than the outcome
- Keep intermission meetings specific and positive

After the Game

- Be positive and enthusiastic
- Shake hands with and thank the other team, coaches, and officials
- Highlight great plays by both teams
- Check to make sure you and your volunteers have everything you brought
- Say goodbye to each player and send them off with a positive individual remark
- Have a Fair Play award go to one player and one parent/guardian who actively exhibited Fair Play



PERSPECTIVE-BUILDING CHILD CHAT



Parent/guardian: "What was your favourite thing this season?"

Participant: "Choosing our team cheer, we all got to help!"

INSIGHTFUL COACHING REFLECTION



Write out a small review of the game as soon as you get home.

1. What did your team do well?

2. What could they improve?

3. Something you want to work on next practice:

4. What did you do well? (Did you stay positive and fair?)

5. What would you like to work on next time?

6. Any follow-up to be done? (phone calls, discussion with parents, practice update)
Do it sooner while it is fresh in your mind.

Time for Everyone

- An Inclusive Environment and Diversity?
- Inclusive Language

An Inclusive Environment

Sport and physical activity are for everyone. Each child is different so there are different factors to consider when creating an inclusive experience.

- Gender
- Culture
- Size
- Ability
- Use of Language

Inclusion is providing children of all abilities the opportunity to participate. An inclusive environment recognizes that every child has:

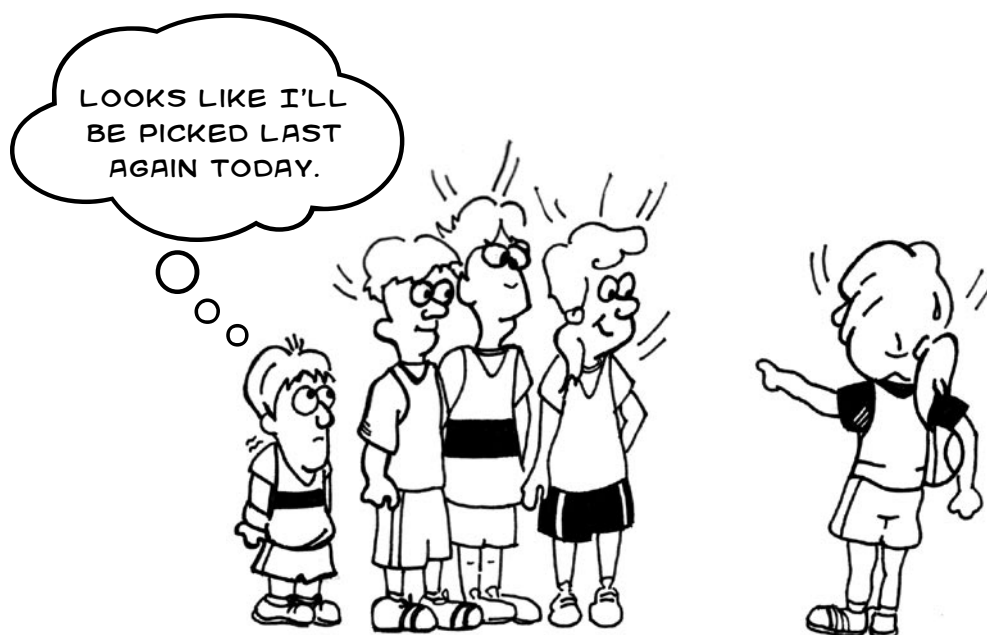
- Inherent value
- The right to take risks and make mistakes
- The need for independence
- The right to choose¹

INSIGHTFUL COACHING REFLECTION



Building a team starts with the simple things. For example, help children learn their teammates' names and have a team cheer after every practice.

Be observant of how children treat each other. Catch them being positive or negative and reinforce appropriately.



1. *Wheelchair Sports: Teaching Resource*, 2000.

Inclusive Language

What you say and how you act sets a tone of inclusion or exclusion. Make a conscious decision to use inclusive language.

TRY: player-to-player defence, you throw correctly/incorrectly, fair play, everyone

AVOID: man-to-man defence, you throw like a girl/boy, guys (to include both genders)

TRY: talented player, energetic instructor, thoughtful coach,

AVOID: well-built, cute, bouncy, jockette¹



REAL-LIFE SCENARIOS AND SOLUTIONS



TIME FOR EVERYONE SCENARIO:

The coach's hands are full with cones as the team of six year olds head out to the soccer field. The coach turns to the group and says: "Can I get someone strong to carry the soccer bag out for us, how about Kevin or Michael?"

Without thinking about it the coach has told the team that boys are the strongest.

TIME FOR EVERYONE SOLUTION:

"Can I get a few players to cooperate and carry out the heavy soccer bag?"

This time the coach has put the request out in the open saying anyone can contribute to a group effort. This inclusive statement also encourages participants to work as a team.

INSIGHTFUL COACHING REFLECTIONS



- Participants look up to you and will remember and interpret what you say. Once you get into the habit of using inclusive language it will roll off your tongue.
- Give everyone a job when the opportunity arises.
- Armed with variety and flexibility you will always be making an effort to include everyone. That is the essence of a team atmosphere.

RELEVANT SUPPORT RESOURCES



- See Appendix C
- *On the Move Handbook, Canadian Association for the Advancement of Women and Sport and Physical Activity*
- *Girls and Boys in Elementary Physical Education: Issues & Action,*
- *Canadian Association of Health Physical Education Recreation and Dance*

1. *On the Move Handbook, CAAWS, 2004*

4 APPENDIX

A • Sample Season Schedule

B • Activity Ideas

C • Support Resources

Sample Season Schedule

• Ice Hockey

Week	Skills	Team Management
1	<i>Introductions: make everyone feel welcome and safe. Assess skill levels</i>	<i>Parent meeting. Fair Play meeting: "How will we treat each other" Uniform assignment</i>
2	<i>Balance and Edge Control (BEC)</i>	<i>Medical and contact information complete for every player. Schedule handed out</i>
3	<i>BEC and Forward (Fwd.) striding</i>	<i>Fair play codes signed and returned</i>
4	<i>BEC and Backward (Bkwd.)striding</i>	<i>Volunteer positions filled, Exhibition games begin</i>
5	<i>Fwd and Bkwd. Striding</i>	<i>Review skill development schedule</i>
6	<i>Puck Control (PC)</i>	
7	<i>PC</i>	<i>Who can attend in-house December jamboree? Who can volunteer at in-house December jamboree?</i>
8	<i>Fwd. striding with PC</i>	<i>Halloween practice</i>
9	<i>BEC Review and Tight Turns (TT)</i>	<i>Begin preparing for our December jamboree</i>
10	<i>TT</i>	<i>Team photos</i>
11	<i>TT with pucks</i>	<i>Begin fundraising for association raffle and March Jamboree</i>
12	<i>Passing</i>	
13	<i>Passing</i>	
14	<i>Passing and Team play</i>	<i>Review Skill development schedule</i>
15	<i>Team play</i>	<i>December Jamboree</i>
16	<i>Review skating skills</i>	<i>Return from break</i>
17	<i>Wrist Shot</i>	
18	<i>Forward Cross-Overs (Fwd. X-overs) and Wrist shot</i>	<i>Who can attend the Hawk's March Jamboree? Who can help with transportation and supervision at March Jamboree?</i>
19	<i>Review puck control</i>	
20	<i>Fwd. X-overs</i>	<i>Register for March Jamboree</i>
21	<i>Wrist Shot and Backhand Shot</i>	<i>Distribute team photos</i>
22	<i>Fwd-X-overs with puck</i>	<i>Collect fundraising tickets</i>
23	<i>Pivots</i>	
24	<i>Review passing and Team play</i>	
25	<i>Shot review</i>	
26	<i>Skating Review and team play</i>	<i>Hawk's March Jamboree</i>
27	<i>Exhibition Game</i>	<i>Wrap-up Party, Collect Jerseys</i>

Activity Ideas

When deciding on an appropriate activity or creating one of your own ask:

- Will it be safe?
- Will it be fun?
- Is it developmentally appropriate? See Section 3, Coaching in Action.
 - Refer to 5 To 8 Year Olds section.
- Do participants possess enough size, strength and skill?
- Will participants be able to experience success?
- Will everyone be kept active?
 - Is it inclusive?
- Can it be modified or adapted?
- Is it progressive?
 - Can there be lead-up activities?
 - Can further activities/skills be built after it?
- Do participants have a chance for any input into the activity?

Welcoming Activities

These activities can be done at the beginning of your first few practices or as a part of a team party early in the season.

Group Juggle

- Arrange groups of 5-8 participants in a circle, not too close, not too far from one another and include a coach or volunteer as a leader in each group.
- The leader begins by asking someone's name, saying his/her own name, then tossing, rolling, or passing the ball to the person.
- "What is your name?" "Jamie" "Hi Jamie, my name is Alex...here you go!" [underarm toss to Jamie] "Thank you Alex".
- Then Jamie will pick someone new to pass the ball to and go through the same process.
- After the ball has been passed around a few times you can add in new questions like "What's your favourite cereal?" "Any pets?" "Favourite colour?"
- Finally instead of asking questions, participants pick someone in the circle and say things they know about him/her before passing the ball.

Name Relay

- Arrange participants in groups of four or five and each person introduces him/herself to the group by saying her/his name and two or three things (favourite colour, favourite animal, etc.)
- Groups are arranged in a relay game set-up and a felt pen and a piece of paper for each group is placed at a short distance. The first person in each group must run to the paper write down the name of another person in his/her group and one of the person's favourite things. Then run back and high-five the next person in line. Each participant goes two or three times.

Blanket Name Game

- Divide the team into two groups and have a coach or volunteer help out each group. Have each group sit on the ground facing the other group. Hold up a blanket or tarp between the groups so they cannot see each other. A member of each group is quietly selected to move right up to the blanket or tarp. On the count of three, drop the barrier so each of the selected members is facing each other. Each must try to say the other's name first to collect a point. Each participant can earn bonus points if he/she is able to say one of the other person's favourite things learned from another game.

Shuttles

A shuttle is one of the simplest yet most effective activities for getting everyone moving and focusing on foundational skills. The shuttle can be inside, outside, running, walking, skating, with equipment or without. Set-up is the same each time, but activities can always be changing. Once participants have done the shuttle a few times they will be familiar with the format.

Set-up:

- Groups of three: two participants (A & C) on one side of the area and one participant (B) on the other.
- The shuttle always begins on the side with two participants and is continuous:
 - A runs across the area to B and gives a high-five.
 - B runs across the area to C and gives a high-five.
 - C runs across the area to A and gives a high-five.
- After everyone has gone two or three times, freeze, change the mode of moving across the area and/or add a task, skill or a piece of equipment.
- Change the mode of moving and/or task every few minutes.

Variations:

- A group of four works as well by having two participants begin on each side.
- Change the mode of moving:
 - Running
 - Walking
 - Jogging
 - Cross-over steps
 - Hopping, two feet or one foot
 - Skipping
 - Side step
 - Movement in different directions
- Add movement tasks:
 - Jump
 - Skip for three steps
 - Turn in a circle
 - Drop down and do a roll
 - Do five jumping jacks
 - Have participants create their own tasks or movement patterns
- Add equipment:
 - Carry, dribble or bounce a ball across the area
 - Pass the ball to the next person across the area using hands or feet
 - Toss and catch the ball to themselves while in the middle
 - Use skipping ropes to cross the area
- Place an obstacle in the middle
 - Jump over a small box
 - Circle around a pylon
 - Dribble through scattered pylons

Tag Games

Tag games are great warm-ups for all physical activity and work as precursors to games like basketball, handball, field hockey, ice hockey, lacrosse, rugby and soccer because participants learn to interact with others safely, develop spatial awareness, choose paths to take and learn to read and react to other players' movements. Hearts get pumping and muscles moving.

Tag tips:

- Change who is "It" frequently
- Increase or decrease the number of "Its"
- Change the boundaries

- Change tasks to be performed when participants are tagged
- Change the mode of moving (hop, skip, walk)
- Use progressions, starting with basic games and moving to more complex

Chain Tag: When tagged, the participant joins hands with “It”. The chain can continue to grow or have it break in two every time four participants are linked to grow smaller chains.

Island Tag: Participants are safe from being tagged when they stop on an island (hula hoop, circle drawn in chalk or other designated area). They may only stay on an island for 7 seconds before they must leave for a different island. If participants are tagged off an island they are frozen until another free player comes along and gives them a high five.

Sharks and Fishes: All the fishes line up on one side of a playing area and the It (sharks) players start in the middle of the playing area. On the ‘GO’ signal the fishes try to make it to the other side of the playing area without being tagged by the sharks. When tagged, the fishes become seaweed, frozen to the spot but able to move their arms and help the sharks tag. When the coach calls “tidal wave” the seaweed is free.

Frozen Tag: One of the most traditional tag games can be modified in countless ways. The simplest version has a participant freeze when tagged and remain frozen still until a free participant gives them a high five. Variations include:

Sport tag: Freeze in a sport pose until someone has a guess at the pose and taps them on the shoulder. Ideas for poses; a runner, a downhill skier crouching, a hockey player following through on a slapshot, a volleyball player going up for a block, a golfer on a backswing, a pitcher in a wind-up, a curler delivering a stone, a dancer about to jump.

Toilet tag: Freeze on one knee and an arm out like a toilet handle. They are free when another participant “flushes” them by pushing the arm down.

Candle tag: Freeze with their hands together above their head like a candle wick. With feet together they “melt” by slowly bending their knees until a free participant “blows them out”.

Wacky tag: Freeze in the exact position when the tag was made or in the wackiest pose they can think of until a free participant taps them on the shoulder.

Open Space Games

An open space game like Ultimate takes the concepts of moving to open space and away from other players to the next level by introducing a game object. The object can be a soccer ball, rugby ball, basketball, disc, Frisbee, bean bag or rolled up wool sock. Ultimate can be played on the field, in the gym or on the ice. The objective is to pass the object into a scoring zone. The participant who has the game object cannot move. The only way to advance the object to the scoring zone is by passing. If the object is intercepted or hits the ground (even if it is knocked down) the other team gains possession from where it is picked up. Only one defender may try to block the object holder who must be an arm’s length away. The other players must try to intercept or knock down the pass.

RELEVANT SUPPORT RESOURCES



- Support Resources – See Appendix C
- *Every Coach’s Planner and Idea Book*
- *You’re It! Tag, Tag...and More Tag*
- *p.s.a.p. Teaching the Basics Sports Manual*

Support Resources

Coaches Association of BC

Offering information about support services and resources as well as certification and education of coaches in BC

Contact:

www.coaches.bc.ca

info@coaches.bc.ca

604.333.3600

Coaching Female Athletes

A concise handbook highlighting the suggestions of experienced coaches and athletes.

Contact:

Coaches Association of BC

604.333.3600 info@coaches.bc.ca

www.coaches.bc.ca

or ProMOTION Plus

604.333.3475

www.promotionplus.org

Every Coach's Planner and Idea Book

Chris Johnson. *Physical Education and Consulting Services, 1990.*

Tips and tools to help coaches with administration, planning, safety and activity ideas.

Contact:

Chris Johnson, Physical Education & Recreation Consulting Services

604.531.0720

dr laugh@telus.net

On the Move Handbook

Increasing the Participation of Girls and Young Women in Recreational Sport and Physical Activity, Canadian Association for the Advancement of Women and Sport and Physical Activity, 2004.

Includes ideas on inclusive practices and increasing the participation in girls and young women.

Contact:

Canadian Association for the Advancement of Women and Sport and Physical Activity,

613.562.5667

caaws@caaws.ca www.caaws.ca

p.s.a.p. Teaching the Basics

Premier's Sport Awards Program, 1980-2004.

14 sport manuals (badminton, basketball, curling, disc sports, field hockey, golf, gymnastics, ice skating, judo, orienteering, soccer, softball, track & field and volleyball) that help coaches and instructors teach children their basic sport skills.

Contact:

Premier's Sport Awards Program

604.738.2468 1.800.565.7727

psap@jwsporta.ca www.psap.jwsporta.ca

