

Working Well With Kids - Soccer Nights 2015

Objective:

1. For volunteers to feel comfortable creating a safe community for our kids.
2. For volunteers to be comfortable with the values curriculum.

Agenda:

1. Clear Expectations/Agenda setting
2. Team Time Role Play/ Debrief (30 minutes)
3. Consequences (Practice the 2 minute rule)
4. Questions

Clear Expectations/Agenda Setting: Each night your kids should know what's going on! We as humans like to know what is going to happen next. Set a clear agenda for the night, and let them know what you are expecting them to do and learn. During Large Group each night Kaiti will give a preview of what will happen each night.

“What Makes a Hero?” Curriculum: at Soccer Nights we value not only developing soccer skills and physical health, but also developing positive character values and leadership skills. As field volunteers, you'll receive instructions (see Values Curricula Packet) each night on how to lead your team in developing in these areas, primarily through “Team Time,” a chance to meet and check-in with your team to highlight, showcase, and debrief the value and skill of the night.

Relationship Building: Knowing your kids well is the best way to get them to respect you, listen, and participate. Don't be afraid to ask for names again and clarify pronunciation.

Consequences: Go over the 3-strike system (page 5 of general handout)

Positivity & Praise:

- Stay positive! Frame everything in the positive (i.e. "Please walk" instead of "Don't run")
- Be quick to praise individuals and groups. Be specific in your praise (instead of "good job" say "Max, I love how you passed the ball to your teammate; that showed good sportsmanship.")

Preventative Strategies:

1. You need to be actively thinking about how you create a night where your team is as engaged as possible. Minimize the amount of time that you as a coach are talking to the kids, while they are silent.
2. Have a 2 minutes rule (don't talk directly to kids while they sit and listen for any longer than 2 minutes)
3. “I do, we do, you do” model of teaching - 1st the teacher models, then we do as a group, then individuals do it on their own.
4. Think of ways for kids to participate/lead.
5. Be age appropriate with what you are expecting and requiring.

6. Get moving! If you have downtime, quickly shift into another drill or game.
7. Take initiative: know your team and if something isn't working, move on or adjust accordingly.
8. Specific techniques: call and response, active watching, clapping.

Call and responses techniques:

- *"If you can hear me, clap once. If you can hear me clap twice...."*
- *Develop a team call and response cheer ("When I say, Heyyyy Campers, you say, heyyyy Coach!") ("When I shout our team name, we all take a knee")*
- *If you can hear me touch your nose, If you can hear me touch your toes," etc. moving more quickly through directives)*

Turn and talk about "best practices, what works, what doesn't" then share ideas in large group.

Notes
