



ISD Sports and Activities Program

Coaches Handbook and Curriculum Guide



ISD Sports and Activities Program
Coaches Handbook and Curriculum Guide

Table of Contents

SAP = Sports and Activities Program

1.	Introduction and purpose	4
2.	SAP Organizational Chart	4
3.	ISD Mission and Philosophy	4
4.	The ISD Educational Process	4
	▪ The IB Learner Profile	5
	▪ PYP Curriculum	6
	▪ MYP Curriculum	8
	▪ Areas of Interaction	9
	▪ Approaches to Learning	9
	▪ IB Curriculum	10
	▪ CAS (Creativity, Action, Service)	11
5.	ISD Physical Education Program	11
	▪ Objectives	11
	▪ Assessment	11
	▪ Rubrics	12
6.	SAP Mission and Philosophy	14
7.	The ISD Student-Athlete	15
8.	The ISD Coach	15
9.	The Coach – Player – Parent Partnership	15
10.	Recruitment, Evaluation and Retention of Coaches	15
11.	Player Development	16
12.	Coaching at ISD	18
	▪ Head Coach Job Description	18
	▪ Personality, Experience, Knowledge	18
	▪ The Psychology of Coaching	18
	▪ The Six Pillars of Character	23
	▪ Professionalism	24
	▪ Code of Ethics	24
	▪ Team Rules	25
	▪ Season Goals	25
	▪ Communication	26
	▪ The First Team Meeting	27
	▪ Coaches Meetings	29
	▪ Selecting the Team	29
	▪ On Parents	30
	▪ “The Ten Commandments of Parental Behavior”	31
	▪ Evaluation of Coaches	31
	▪ Coaches Self-Evaluation	33
	▪ Planning and Organization	35
	▪ Team Management	35

▪	Registration and player passes	35
▪	Practices	35
▪	Home Games	35
▪	Away Games	36
▪	Bad weather days	37
▪	Cancellations and Game Rescheduling	37
▪	Assistant Coach/Team Manager (“Mom”)	37
▪	Public Relations (articles)	37
▪	Pro-Club Partnerships	37
▪	Coaching Methodology	38
▪	Training the Team	38
▪	Developmentally appropriate exercises	38
▪	Professional Development	39
▪	Measuring success / managing failure	39
▪	Tactical, Technical, Functional	39
▪	Fitness and Nutrition	39
▪	Health and Safety	43
▪	Care and Prevention of Athletic Injuries	43
▪	Basic First Aid	44
▪	Emergency Situations	44
▪	Dealing with inclement weather	45
▪	Sport and Child Psychology	46
▪	General Sports Psychology	46
▪	Behavioral Issues	49
▪	Managing Expectations	50
▪	Conflict Management	50
13.	Game day organization	51
14.	Game day coaching	51
15.	Trip organization	51
▪	Pre-trip	51
▪	During the trip	51
▪	Post trip	51
16.	Facilities and Equipment	51
▪	Uniforms	51
▪	Keys	51
17.	Player Equipment	51
▪	Protection	51
▪	Weather Appropriate	51
18.	Appendix	51
▪	ISD Parents Evaluations	52
▪	ISD Summer School Player Evaluations	56
▪	ISD Summer Camps – coaches packets	59
▪	Protect Your Voice!	66

Introduction and Purpose

The ISD Sports and Activities Program - *Coaches Handbook and Curriculum Guide* is an important resource manual for members of our coaching and instructional staff. It has been designed in order to demonstrate key common areas found within our curricular and extra-curricular objectives and how they fit into the overall mission and philosophy of our school. Furthermore, the handbook serves to inform and assist staff members regarding the development of our student-athletes in accordance to an international education approach.

The successful ISD coach will be able to run their program based on the sound understanding of our school, their job description and the group of children they've been entrusted with.

It is the basic educational philosophy of the International School of Düsseldorf to prepare students to become productive, contributing citizens of their community and society. The ISD Sports and Activities Program is a complete extension of this philosophy. It is our hope to promote and foster the following:

1. The ideals of competition, teamwork, and sportsmanship while looking to achieve success and participation.
2. The development of self-confidence, self-discipline, and organization.
3. The concept of the relationship of a sound mind and sound body leading to a lifetime appreciation for personal fitness and exercise habits.
4. Good school spirit through students, coaches, and parents.

SAP Organizational Chart

Just like any good team, our program must be well-structured in order for our program to thrive. The SAP Organizational Chart (*found in the ISD Parent-Player Handbook*) shows how each staff member fits into the "big picture". It is important that every coach and instructor clearly understand the breadth and depth of our program prior to beginning their work at ISD.

ISD Mission and Philosophy

We, the International School of Düsseldorf, believe it is important to provide our students, both local and international, with a challenging academic program in a caring environment. We aim to promote the development of the whole child and work closely and openly with parents to accomplish this. We will encourage students to achieve their potential in all areas of learning. We willingly accept the demands, high level of dedication, continuous evaluation and review necessary to achieve excellence. We believe in the ideals of international understanding and responsible citizenship.

The ISD Educational Process

Since there is a clear link between the educational objectives of our school and those of our sports and activities program, it is imperative that all staff members are well-informed about the way a child at ISD is educated. The more a coach recognizes and embraces the key concepts found within our school curriculum, the better he/she will be able to connect with and ultimately develop each individual.

The IB Learner Profile

The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be...

Inquirers

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Primary Years Program

At the heart of the program's philosophy is a commitment to structured, purposeful inquiry as the leading vehicle for learning.

Six transdisciplinary themes

Six transdisciplinary themes of global significance provide the framework for exploration and study:

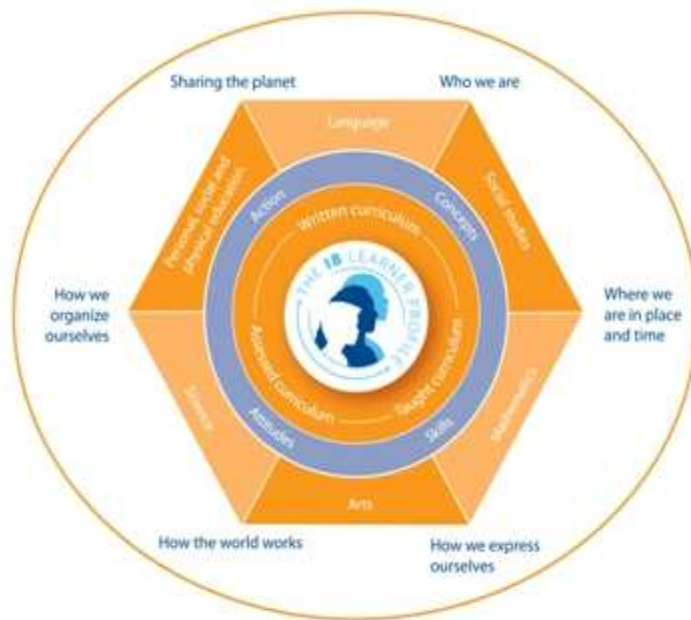
- who we are
- where we are in place and time
- how we express ourselves
- how the world works
- how we organize ourselves
- sharing the planet.

Teachers are guided by these six transdisciplinary themes as they design units of inquiry that both transcend and articulate conventional subject boundaries.

The program can be illustrated by a hexagon with the six transdisciplinary themes surrounding six subject areas:

- language
- social studies
- mathematics
- arts
- science
- personal, social and physical education.

The transdisciplinary themes and subject areas outlined above form the knowledge element of the program.



Five Essential Elements

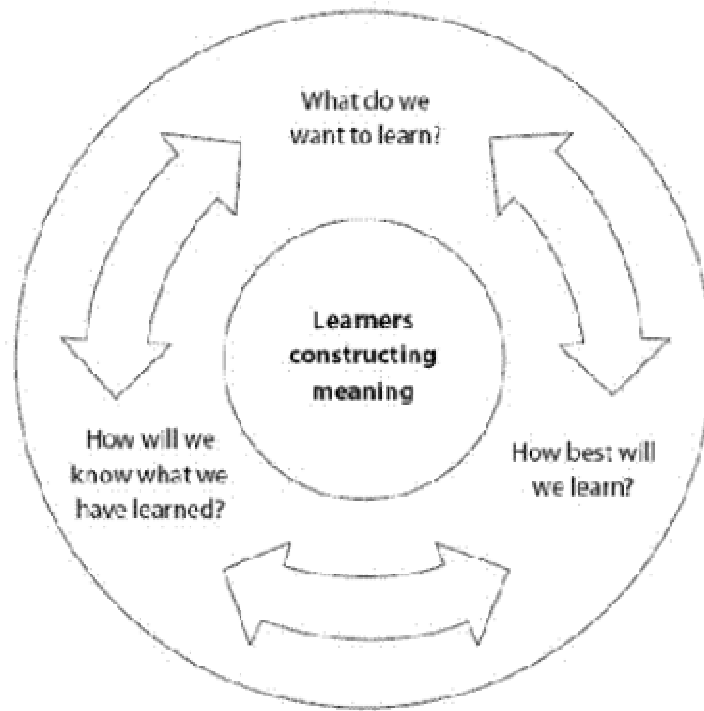
The five essential elements - concepts, knowledge, skills, attitudes, action, are incorporated into this framework, so that students are given the opportunity to:

- gain knowledge that is relevant and of global significance
- develop an understanding of concepts, which allows them to make connections throughout their learning
- acquire transdisciplinary and disciplinary skills
- develop attitudes that will lead to international-mindedness
- take action as a consequence of their learning.

Curriculum Model

The curriculum is expressed in three interrelated ways:

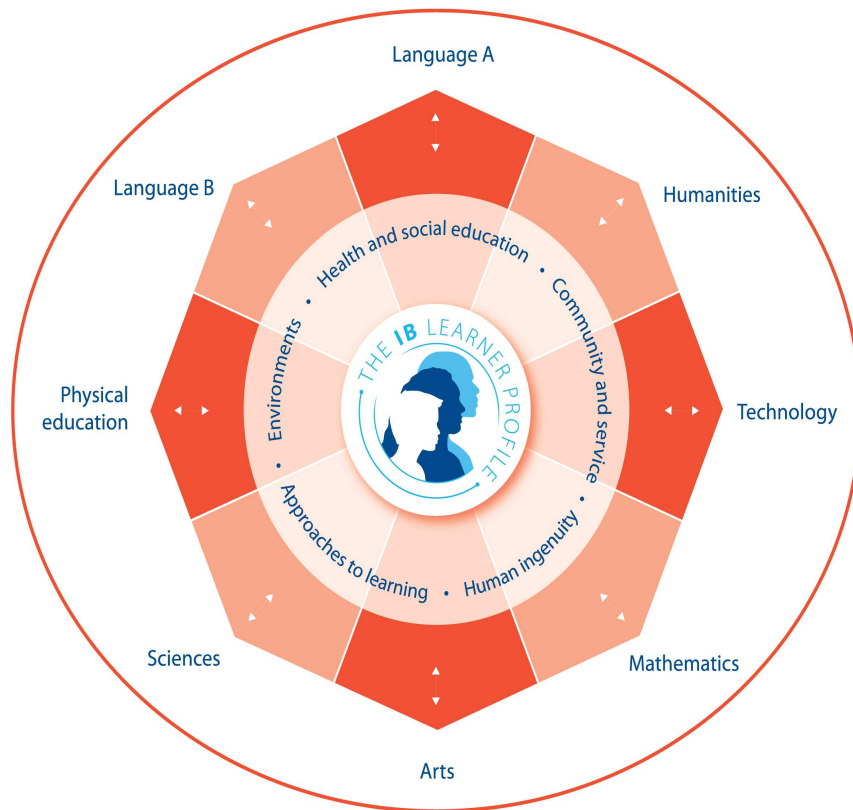
- the written curriculum—what do we want to learn?
- the taught curriculum—how best will we learn?
- the assessed curriculum—how will we know what we have learned?



Middle Years Program

The IB Middle Years Program (MYP) is designed for students aged 11 to 16.

This period, encompassing early puberty and mid-adolescence, is a particularly critical phase of personal and intellectual development and requires a program that helps students participate actively and responsibly in a changing and increasingly interrelated world. Learning how to learn and how to evaluate information critically is as important as learning facts.



Five Areas of Interaction

The five areas of interaction area

- approaches to learning
- community and service
- human ingenuity
- environments
- health and social education

Approaches to Learning (ATL)

Through ATL teachers provide students with the tools to enable them to take responsibility for their own learning, thereby developing an awareness of how they learn best, of thought processes and of learning strategies.

Community and service

This component requires students to take an active part in the communities in which they live, thereby encouraging responsible citizenship.

Human Ingenuity

Students explore in multiple ways the processes and products of human creativity, thus learning to appreciate and develop in themselves the human capacity to influence, transform, enjoy and improve the quality of life.

Environments

This area aims to develop students' awareness of their interdependence with the environment so that they understand and accept their responsibilities.

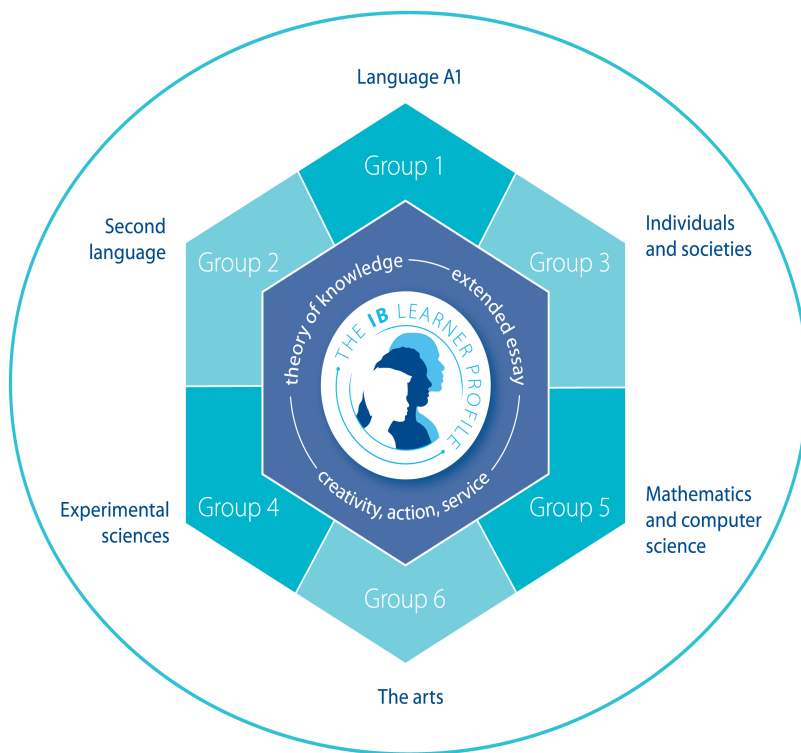
Health and social education

This area deals with physical, social and emotional health and intelligence—key aspects of development leading to complete and healthy lives.

International Baccalaureate Program

The Diploma Program

The International Baccalaureate (IB) Diploma Program is a challenging two-year curriculum, primarily aimed at students aged 16 to 19. It leads to a qualification that is widely recognized by the world's leading universities.



What are the three core requirements?

Creativity, action, service (CAS)

Participation in the school's CAS program encourages students to be involved in artistic pursuits, sports and community service work, thus fostering students' awareness and appreciation of life outside the academic arena. Many students in the 11th and 12th grades use the Sports and Activities Program as a way to gain CAS points. This can be done through tasks like: playing in a team, volunteering as an assistant coach or team manager or completing a sport-related project within our program.

ISD Physical Education Program

The aim of physical education in the Middle Years Program is to facilitate

- Physical
- Intellectual
- Emotional, and
- Social development.

The aim of this course is to cultivate a healthy and active lifestyle for students. It therefore advocates activities that are not only enjoyable but also contribute to healthy living. Students are helped to develop the motor skills necessary to enable them to participate successfully in a variety of physical activities, and to learn about the nature of physical fitness.

This subject area also serves to promote intercultural awareness, since physical education is a reflection of elements of history, culture and values. It also enables students to establish links between different areas of experience and provides opportunities for different forms of self-reflection, communication and team work.

Assessment in Physical Education

The way students are assessed in Physical Education provides ISD coaches an additional approach to assessing their own teams. The four categories used to evaluate our students in physical education are:

Use of Knowledge
Movement Composition
Performance
Social Skills and Personal Engagement

Physical Education Rubrics

Below are four examples of rubrics which ISD coaches should use as a guideline for their own system of assessment.

Criterion A: Developing Movement Concepts and Motor Skills

Maximum 10

This criterion refers to the student's level of performance and application of a variety of skills required across a range of activities. Different activities will demand a different set of motor skills. The higher levels of achievement on this criterion are characterised by competence in a wide variety of skills for the given activity. Excellence in a single skill does not merit the award of the highest levels of achievement.

Level of Achievement	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student attempts to apply physical responses in simple performance environments.
3–4	The student performs and applies some physical responses accurately in simple performance environments.
5–6	The student performs and applies a range of physical responses accurately in some complex performance environments.
7–8	The student performs and applies a range of physical responses fluently and with speed and/or accuracy in most complex performance environments.
9–10	The student performs, applies and adapts a wide range of physical responses fluently and consistently with speed and accuracy in complex performance environments.

Criterion B: Composition and Communication through Movement

Maximum 8

This criterion emphasises the quality of the composition of a performance within the allowable constraints of aesthetic activities. The higher levels of achievement on this criterion are characterised by creating and performing complex movement sequences.

Level of Achievement	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student composes and attempts simple movement sequences within the constraints of the activity.
3–4	The student demonstrates control in creating and performing composed sequences of simple movement patterns that reflect some relevance to the required activity.
5–6	The student demonstrates consistency and control in creating, performing and improving linked movements that identify the main requirements of the activity.
7–8	The student demonstrates coordinated actions of the body by creating, performing and improving linked movements that reflect the requirements of the activity.

Criterion C: Fitness

Maximum 6

This criterion refers to the knowledge and practical understanding of the various components which contribute to health-related fitness.

Level of Achievement	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student recalls a few basic facts and possesses limited understanding of various components which contribute to health-related fitness.
3–4	The student possesses a reasonable understanding of various components which contribute to health-related fitness and is able to recall and apply the principles in a variety of different physical activities.
5–6	The student possesses a consistent and thorough understanding of a range of components which contribute to health-related fitness and is able to accurately recall, apply and evaluate the principles across a wide range of physical activities.

Criterion D: Social Skills

Maximum 6

This criterion concerns the student's ability to work effectively with others.

Level of Achievement	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1–2	The student sometimes works well with others towards the achievement of the task.
3–4	The student often works well with others towards the achievement of the task.
5–6	The student consistently works well with others towards the achievement of the task.

ISD Sports and Activities Program Mission Statement and Philosophy

a. Mission Statement

The mission of the ISD Sports and Activities Program is to provide participants the opportunity for continued physical, social and personal development in a challenging and supportive environment, both competitive and non-competitive in nature.

b. Philosophy

We, the ISD Sports and Activities Program...

believe that accomplishments in both academics and extracurricular activities can and should coexist within an educational environment.

believe in the ideals of international understanding and responsible citizenship.

support the mission, goals, and priorities of the International School of Düsseldorf.

adhere to the highest standards of ethical conduct from all those involved in our program.

believe it is crucial that young people become and remain active outside of the classroom.

aim to provide the best possible environment for our children to be successful, regardless of whether they win or not.

aim to promote the development of the whole child through a wide variety of diverse offerings.

set high expectations for our students regarding commitment, persistence and responsibility.

feel that discipline is an important element for success.

prioritize sportsmanship and the positive representation of ISD at all times.

accept the demands, high level of dedication and responsibility that go with developing our children.

aim to integrate with the local German community on various levels, always searching for new ways to further develop relationships.

believe that family involvement directly relates to the quality with which youth experience sport and activity.

The ISD Student/Athlete

It is important that all coaches at ISD are able to recognize, train and develop various characteristics associated with our international students. Although there is no one way to define an ISD student, there are several areas which a coach needs to consider when working with our particular population. These include but are not limited to: *Language ability, cultural differences, previous international experiences, current situation (i.e. first time living abroad), ability to integrate, self-confidence and talent level.*

The Coach – Student/Athlete – Parent Partnership

There are a series of relationships which need to function in a healthy, supportive manner in order for our program to properly function. The most important of these is the “Coach-Player-Parent” partnership. It is only with the player in the center that parents and coaches can work in unity to develop each and every individual toward their potential. Please note that unlike a classroom setting, where the individual may be given consideration in an isolated, more personalized manner, it is often the case in team sports where this focus can shift more to the team as opposed to the single player. What’s best for the group sometimes takes priority over individual requests, concerns and decisions.

Recruitment, Evaluation and Retention of Coaches

ISD coaches are typically recruited from one of three main sources:

- The ISD teaching faculty
- The local ISD community
- Local university students who are studying sports (SPOHO)

All prospective coaches go through an interview process and when possible, are given the opportunity to observe and assist with team training before being hired.

All coaches are evaluated as part of their performance appraisal. This can be done via a formal self-evaluation or an evaluation by the Director of Sports and Activities. This is also done regularly through the presence of the Director/Assistant Director of Sports and Activities at practices and games.

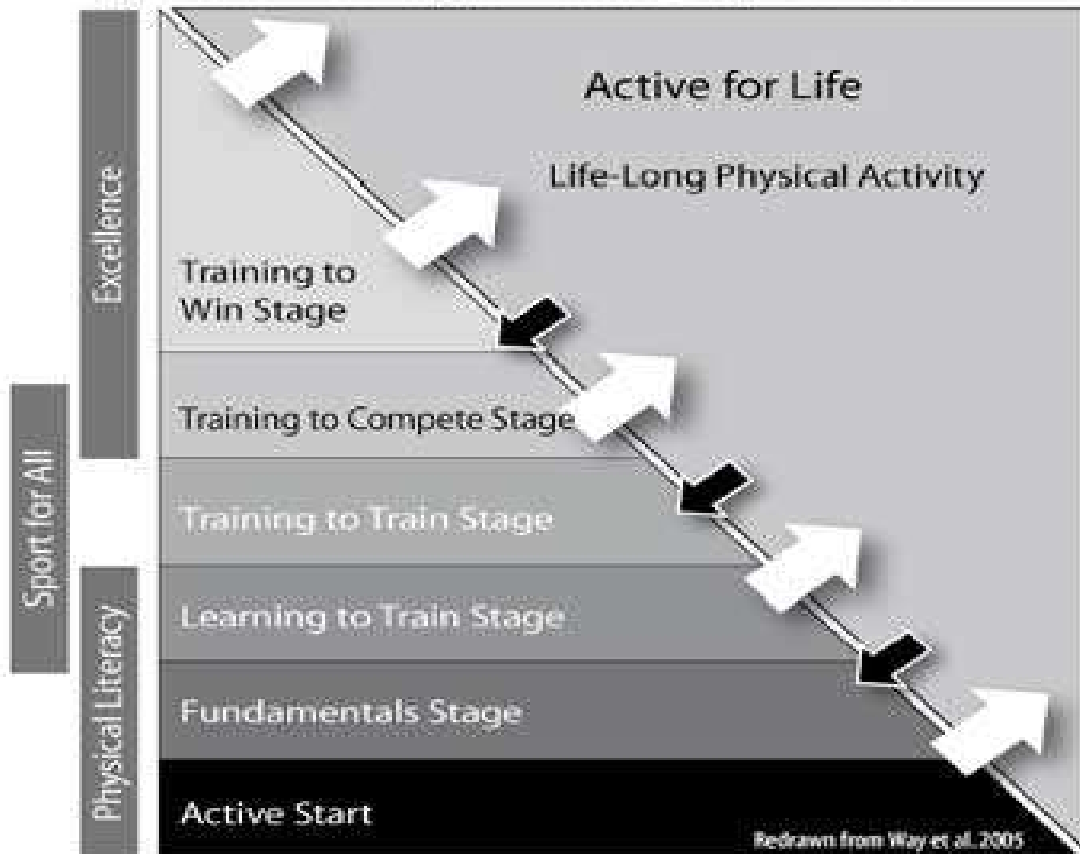
Coaches are retained based first and foremost on their ability to develop their student-athletes according the principles on which the International School of Dusseldorf is based. This development must be evidenced not only in physical improvements (skills and strategies) but more importantly in the social and psychological areas of the team and its individuals. While winning is a valuable tool used to determine the success of a team, the won-loss record of a particular group will not be exclusively considered in the retention process.

Player Development

Stages of LTAD

The current Canadian sport system has identified a seven-stage, long-term athlete development model. This model serves to assist coaches and sport organizations in understanding and catering to the various needs of their athletes (Figure 1). The seven stages are briefly described below:

Figure 1: The Canadian Long-Term Athlete Development Model



Athletes pass through a number of developmental stages. The first three stages provide Physical Literacy, while the two most advanced development stages represent sport excellence. The middle stages and Active for Life are more closely related to Sport for All. Sport systems need to create ways for athletes to easily move between competitive and recreational streams - since athletes move in both directions.

1. Active Start Stage (Ages birth to 6 years)

- During the first few years of life, children need to be exposed to a wide range of activities that are a fun part of daily life, and learn the proper execution of movement skills such as running, jumping, kicking, throwing and catching.
- Children should not be sedentary for more than 60 minutes at a time, except when sleeping.
- Children need to play in a well structured physical environment that provides them many opportunities to explore their movement potential.

2. Fundamentals Stage (Males 6-9, Females 6-8)

- Critical time to learn fundamental movement skills in activities that encourage fun and participation.
- Important time to learn agility, balance, coordination and speed of movement
- Critically important time to learn the ABCs of athletics – running, jumping and throwing (and for wheelchair users wheeling).
- Develop strength through the use of their own body weight in exercises.
- Right time to introduce the simple rules of sport and introduce ethical behavioral expectations.
- Daily physical activity is necessary and athletes need to be encouraged to try sports for which they appear well suited.

3. Learning to Train Stage (Males 9-12, Females 8-11)

- This is a time to develop overall sport skills. All basic sport skills should be learned before the athlete enters the next stage of development.
- There should be an integrated approach developing the athlete mentally, cognitively and emotionally.
- This is the stage at which mental preparation for sport should be introduced.
- Strength development should focus on using the athlete's own body weight..
- Ancillary services such as nutrition, sport medicine, physiotherapy etc. start to become important.
- This is a period during which talent identification can make a useful contribution.
- During the sport year, athletes can handle only single or double periodization.
- By now, athletes should be engaged in sport specific training approximately 2/3 times per week, and participate in other as well.

Physical Literacy: The combined first three stages

Physical Literacy is the combination of having learned fundamental movement skills and overall sport skills, and it critical for the later optimum development of both the competitive athlete and the individual who remains active throughout life.

4. Training to Train Stage (Males 12-16, Females 11-15)

- This is a period of sport specific skill development, and a stage at which major fitness development takes place particularly for strength and aerobic capacity. Fitness training needs to be linked to the timing of the athletes adolescent growth spurt. Free weights can be safely introduced at this stage.
- Mental preparation becomes more important, as does taking into account the mental, cognitive and emotional development of the athlete.
- Ancillary supports such as nutritional counseling, strength and conditioning expertise, sport medicine etc. start to become important.
- Coaches need to track the growth of their athletes with care during this stage to ensure that windows of optimum trainability are not missed.
- Athletes can handle single or double season periodization, and should be engaged in sport specific training 6-9 times per week (if developing an elite athlete), although this should also include complementary sports.

5. Training to Compete Stage (Males 16-23 +/-, Females 15-21 +/-)

- By this stage athletes should be engaging in sport, event and even position-specific physical conditioning, and equally specific technical and tactical preparation, and should be practicing playing skills under competition conditions.
- Advanced mental preparation is critical.
- Need to use a wide range of ancillary expertise – optimum nutrition, physiotherapy, strength and conditioning etc. etc. Career and education counseling becomes important.
- This is a period of extreme specialization, and the athlete can handle single, double or triple periodization, with planned peaking at critical competitions.
- Sport specific technical, tactical and fitness training 9-12 times per week (if developing an elite athlete),

6. Training to Win Stage (Males 19+/-, Females 18+/-)

- Ages of optimum performance are sport specific and based on international normative data.
- This is a time to maintain or improve physical capacity, and refine sport specific technical, tactical and strategic abilities, with a focus on technical, tactical and playing skills.
- All aspects of training and preparations should model competitive expectations.
- The athlete needs frequent breaks from training and competition to maintain health – overtraining at this stage is a frequent problem.
- Athletes at this stage need full access to a wide range of ancillary services and supports.
- Major focus on “Peaking” for major events, with single, double or multiple periodization.
- Sport specific technical, tactical and fitness training 9-15 times per week.

7. Active for Life Stage (At any age)

- Minimum of 60 minutes of moderate daily living activities (such as walking), or 30 minutes of intense activity for adults – more frequent burst of activity for shorter duration for children.
- Transfer from one sport to another, and engagement in a number of different sports usually playing/taking part in age-group competitions.
- Remain engaged with sport as a career or as a volunteer: as coach, administrator, etc.
- It must be remembered that there is a MUCH better chance of a person being Active for Life if they have developed physical literacy before the Training to Train stage.

Coaching at ISD

Head Coach Job Description (basic)

1. Has a thorough knowledge of the rules as they pertain to his/her sport and is able to train the team and/or individual according to these rules.
3. Understands the proper administrative chain of command and refers all requests or grievances through proper channels. Is aware of all public/staff/departmental meetings that require attendance.
4. Instructs and acts in accordance to the ISD and ISD Sports and Activities Program philosophies.
5. Actively seeks and participates in professional development opportunities.
6. Delegates specific duties to team members, team managers, parents and the like, where and when appropriate and supervised their execution.
7. Maintains discipline, mediates grievances and works to increase morale and cooperation.
8. Assists the administrative staff with general organization scheduling, transportation, housing, paperwork and other requirements pertaining to tournaments and special sports events.
9. Assists in the necessary preparation for scheduled home and away contests and tournaments.
11. Is accountable for all equipment/uniforms in his/her program and provides proper safeguards for maintenance and protection of the assigned equipment. Submits notification to the administrative staff for any equipment lost, damaged or not returned.

12. Recommends policy, method or procedural changes to the Director of Sports and Activities.
13. May monitor the academic progress of his/her student-athletes.
15. Provides assistance, guidance and safeguards for each participant by his/her presence at all practices, games and while traveling, and when returning from off-campus events.
16. Completes paperwork on all sport-related injuries on proper forms and submits to the Assistant Director of Sports and Activities.
17. Directs team managers, assistants and other support staff associated with his/her team.
18. Determines discipline and contacts parents when a student is suspended, dropped or becomes ineligible.
19. Participates in the budgeting process with the administrative staff by submitting needs for the next season.
20. Recommends/selects equipment and uniforms within budget appropriations.
21. Assists with issuing and storing of equipment.
22. Instills in each player a respect for equipment and school property, its care and proper use.
23. Secures all doors, lights, windows and locks and stores all equipment properly before leaving a building or area. Supervises locker room area before and after practice.
24. Responsible for maintaining good public relations with parents, school/club officials, referees volunteers, and fans.
28. Performs other duties which may be assigned by the Director or Assistant Director of Sports and Activities or the respective Department Head.

Coaching Personality, Experience, Knowledge

Most coaching education associations agree on the idea that personality, experience and knowledge make up the three most important characteristics a coach needs in order to be successful. The challenge for the individual coach (and his/her employer) is to find the right “fit” between these three factors and the team being trained. The ability of a coach to adapt their personality to fit a specific situation is based on the both the individual and the demands of the situation he/she is placed in. This is by no means easy or something that can be automatically expected. However, experience and knowledge are two areas which can (and must) be improved and developed on a consistent basis. The coach who can match these three characteristics to the sport and age group being coached will ultimately find the synergy needed to develop our young athletes.

The Psychology of Coaching

Don't Underestimate Your Student-Athletes

If your players are very young (less than nine), then it will be a few years before the more technical parts of the game will be understood well enough to routinely occur in the game. But all of it, including more complicated concepts, all of it, should be taught, or at least covered, at all ages. Don't underestimate your players. Some of them will grasp these concepts. Correct execution of the basics should be emphasized right away before bad habits form.

It Takes Time and Patience

There is no magic age. Look at children who master moves in gymnastics, soccer and other sports at seven and eight years old. It's not that younger kids can't learn. They just need someone who understands refined concepts and has the time and ability to teach them.

It largely depends on how much time you have to practice and develop your team, and unfortunately that's the biggest problem. We all have many obligations, and youth sports usually can't be practiced every day. Finding time to do the little "extras" such as fitness, team building and individual discussions will greatly enhance the quality of your team.

Some skills and concepts will take a few sessions, some require much more, some will take years, but it will happen. Stay the course. Like learning how to whistle, suddenly one day it's there, and you sense it was always really simple to do.

The Coach-Player Relationship

The relationship between a coach and a player is a powerful one. You are the final authority in what is, in many of your players minds, one of the most important things in their lives at this time.

Through their athletic experiences, an ISD student-athlete finds out things about themselves - good and bad - and they will always associate those things with you. Coaching is an awesome responsibility. You may want to ignore this larger picture, but sticking your head in the sand does not change what's really going on. This manual provides many tools you can use to help you make the experience a good one, whether you win or lose as a team, but in the final analysis it comes down to whether you really care enough to accept the larger role of being both a coach, a role model and a guiding force in their lives.

Most of your team members won't play in college and you will probably never coach a future professional player. However, every one of your players will become an adult someday with the responsibility of a job and probably a family as well. The whole idea of the ISD Sports and Activities Program is to provide valuable life lessons. It is doubtful that they will remember much about this season twenty years from now, certainly not the scores of various games. But I guarantee you one thing. They will remember you for the rest of their lives. The memory of my coaches is etched clearly in my mind. I remember them vividly, for good or for bad. You may not remember all of the kids you coached, particularly if you do it for a number of years, but every one of them will remember you. How do you want to be remembered?

On Winning

Feelings on the importance of winning run strong. As with religion and politics, everyone thinks they are right. Vince Lombardi, the legendary coach of the Green Bay Packers NFL football team, once said, "Winning isn't everything - it's the only thing". A more suitable quote might be "it's not

whether you win or lose, it's how you play the game" (taken from the ISD Student-Athlete Advisory Board). At ISD, it's simply important that you always play to win.

Let's face it, if you tell kids winning is no big deal, they may blankly nod, but they won't buy it. They *know* about winning. They know the guys on the other team will gloat and taunt them back at school. They know about trophies and news articles. They hear the empty silence after a loss, the lectures from the coach: They feel the pressure.

Well, the truth of it is somewhere in between. Kids talk about winning, but I believe that, down deep, they care as much or even more about how well they are doing personally. Many of you will remember in your playing days, a game where the team won but you didn't contribute. Was that satisfactory? Or how about a game where the team lost, but you had a super day? How did you feel? Sure you wanted to win. But the personal satisfaction is what kept you coming back, not the winning.

What they *will* remember however is how they feel about themselves, and how you reacted following their performance. Practical advice? What's important is how they handle victory or defeat; that it's important to try to be as good as they can be, to help each other and to try to do your best.

Balance Your Needs

At the heart of how good a coach you will be is how well you balance your need to win with the need to develop healthy young people. This balance will affect your every action, your relationship with each player and the atmosphere in your team. It will characterize the memory of your coaching experience for many years to come. Striking that balance involves a continuing struggle between the passions fired up by competition and the caring you feel for your players as a responsible adult. A competitive game will stir up some powerful emotions. It's said that winning builds character, while losing reveals it. Competitive fire can quickly melt an otherwise cool, calm, collected attitude. Be careful!

On Motivation

Coaches need to rely on more than speeches to motivate their team. Sure, some coaches have that charismatic quality and can motivate a team just by the sheer strength of their personality.

However, the rest of us need to consider motivational techniques that can help us get the job done. The "secrets" of good motivation are easily found in the growing science of *sports psychology*. Once considered unimportant and even arguable non-existent, the mental aspect of competition is now a cornerstone of athletic development at the highest levels of amateur and professional sports. Many teams now even have full-time sports psychologists.

Some of the emerging motivational techniques that seem to work best include the following.

Praise

There will never be a better tool than frequent positive reinforcement for young athletes. It is essential to liberally give out motivational comments for good effort and top performances.

In *Kidsports: A Survival Guide for Parents* (Addison-Wesley, 1983), Dr Nathan J. Smith, a consultant for the American Board of Pediatrics, studied two groups of coaches. He found that "the single most important difference in our research between coaches to whom young athletes respond most favorably and those to whom they respond least favorably was the frequency with which coaches reinforce and reward desirable behavior."

A pat on the back, a smile, clapping, praise, a wink and a nod, as well as tangible rewards such as mention in an article, more playing time - all go a very long way toward motivating high

performance. Rewards are even more effective when they emphasize outstanding effort as opposed to a great result. An athlete has complete control over the amount of effort he puts into his game. The result, however, is dependent on many things, many of which are beyond the individual's control. Even corrective action, pointing out mistakes, should be sandwiched somehow within some positive comments; e.g. "Good try, Jack. Next time get your body pointed toward the target first. You can do it!"

Always Stay Under Control

Good coaches spend a lot of time trying to motivate players, trying to get them to increase their energy level and to develop that all-important *desire to perform*. However, we often see coaches lose it, and cross the line of tolerable motivation. The idea is to be firm, to let players know that they can do better if they reach deeper into themselves. First is to ask players if they gave it their best. "Was that your best effort? Is that all you have to give?"

Focus on the Effort

Let a player know what you think about his *effort*, not *himself*. Don't personalize it - the kid is a good person. Focus on the effort during practice. A kid can relate to trying harder, but he can't relate positively to your telling him he stinks.

Explain the problem with fundamentals or forms so he *understands the concept*. Take the time he needs to get the idea. Demonstrate!

Most importantly, reward good effort openly and liberally.

Having one set of standards for everyone doesn't mean you shouldn't handle players differently. Some kids respond well when you correct them in front of their peers. Others are devastated when you get on them. Take these kids aside, sit down with them, and find out what's going on in their lives; see if you can learn what the problem is. In other words, know your players.

"We Are Family"

One constant found in the autobiographies of all great coaches is their ability to relate to the different individuals on their team, to create a family-type environment. Each kid is different, and each one needs a personal approach. Most importantly, even the lowest substitute should be treated with equal respect to the best players.

Start each season with a team discussion on what it means to be on a team. Players need to know that for the rest of the season they are all friends. They are all in a special relationship with each other. They should help each other off the field or court, if needed. Do not tolerate criticism of a teammate on the field or court. Kids are expected to urge each other on, to quickly tell a teammate to put a mistake behind him. A common challenge for a coach is the formation of cliques within the team. Team building events such as team meetings, dinners and outings work well to break these up, as does the way a coach groups the players during training.

Team building is a proven ticket to success. The concept is widely used in all walks of life, and is a staple of Japanese and American business organization. *It doesn't just happen because a bunch of kids are on a team*. It happens when coaches work at it. Team building is actually quite easy to get done; just put it in the practice plan, talk to your assistant coaches/team managers about it, and opportunities to promote *teamness* will present themselves in abundance.

Set Clear and Realistic Goals

It may seem trite to say, but setting realistic goals is essential to proper motivation, for the team and for each individual. With specific goals, a kid has something clear and achievable to work on, something she can set her sights on. She is not responsible for the whole team, not for winning or

losing. She is not overwhelmed and defeated by unrealistic expectations. Remember to keep your goals **SMART** – Specific, Measureable, Achievable, Relative, Timed.

The Six Pillars of Character

The essential elements of character building and ethic in sports are embodied in the concept of sportsmanship and six core principles:

- **Trustworthiness**
- **Respect**
- **Responsibility**
- **Fairness**
- **Caring**
- **Good Citizenship.**

The highest potential of sports is achieved when competition reflects these “six pillars of character.”

Sportsmanship and Character Education

Sportsmanship: It's much more than shaking hands...it's a way of life!

- **Sportsmanship = Character**
- **Character = The way we you lead your life**
- **Sportsmanship = A way of life**

Coaches' Relationships and Expectations

There is a definite need for precise criteria to measure coaching accomplishments within the framework of the ISD Sports and Activities program. Although each member of the coaching staff should make every effort to run a program (team) that emphasizes excellence as a goal, no coach should be made to feel that their job depends strictly upon their won-lost records. Rather, competency will be evaluated on the basis of ability to teach the skills and knowledge that relate to a sport, the ability to develop positive attitudes and “life” skills, and the ability to properly manage or assist in the management of our program.

The following are major performance areas:

1. Rapport

A coach must be able to develop a good rapport with any number of individuals and groups: team personnel, the student body, the ISD school/club staff, the community as a whole, spectators, officials, fellow coaches in the league, and the parents. Good rapport and an image of competency are invaluable for the coach.

2. Cooperation

The ISD Sports and Activities Program expects a maximum of give and take between all individuals associated in any degree with our teams and groups. Coaches must work hand-

in-hand with their coaching peers, department heads, director/assistant director, parents and of course players.

3. Leadership

Diligence, enthusiasm, honesty, and love for the game are all part of the professional pride that should be exhibited by any coach. Personal appearance, dress, physical condition – all should be exemplary. Dressing appropriately for practice, being organized and on-time and building positive attitudes are very important.

4. Discipline

Every facet of discipline is the coach's responsibility. Individually, the coach becomes a role model of all that the program represents – observation of school codes, training rules, rules of the game, ideals of good sportsmanship, behavior of participants throughout the season – at home and away, and the conduct of those involved with the team...including parents. A desire to do well, to win with modesty, to lose with dignity, should be emphasized. Staff, players, and spectators should be motivated toward the established goals of the particular team or group. **The ISD Sports and Activities Program "Action/Consequence Chart"** provides a guideline for coaches to use when disciplining the team or its individuals.

5. Improvement

A coach is encouraged to take advantage of opportunities for self-improvement. Attendance at clinics, special workshops, conventions, coaching education programs and similar inservice training is important.

Thoughts on Professionalism

Professionalism at ISD is of utmost importance. Professionalism is observed in everything you do and say. From how you dress to how you speak to your non-verbal expressions, you will be under constant observation and scrutiny. It is expected that all ISD coaches dress in a professional manner connected to their particular sport. Generally, this means ISD sport clothing (warm-up suit) with proper sport shoes. It is also expected that coaches refrain from all negative, degrading and vulgar language. This can be difficult at times due to language differences. Therefore, coaches should always be working on their language skills and thus be able to recognize which words are appropriate and which are not. Non-verbal communication (body language) is also a very powerful tool to send messages to your players. In general, your non-verbal communication should reflect a supportive, positive coach who is there to improve the team physically, mentally and socially.

Code of Ethical Conduct

1. Show respect for players, parents, other coaches, and staff.
2. Respect the integrity and judgment of the game officials.
3. Establish and model fair play, sportsmanship, and proper conduct during practices/contests and in the community.

4. Establish player safety and welfare as the highest priority. If there is any question as to the extent of an injury, a physician must be consulted, and a written release obtained before the child is allowed to play.
5. Provide proper supervision of student-athletes while under the coach's direction.
6. Use discretion and proper language when providing constructive criticism and when reprimanding players – the use of profanity at any time is unacceptable.
7. Understand the proper administrative chain of command and refer all requests or through the proper channels (i.e. department head, assistant director, director).
8. Consistently require all players to adhere to the established rules and standards of the game.
9. Properly instruct players/parents in the safe use and care of equipment and uniforms.
10. Coach according to the mission and philosophy of both ISD and the ISD Sportverein at all times.

Team Rules and Season Goals

It is up to the head coach of each sport to develop a set of team rules and season goals for their sport. These must be available and made clear to all student-athletes and parents at the preseason meeting. Asking the players and perhaps even the parents to be part of the process of designing the rules and goals is suggested.

ISD Student/Athletes should at all times follow team rules, school rules and NECIS rules.

Team rules need to be fair and should not punish student-athletes for things they cannot control (i.e. doctor appointments that can't be scheduled at other times and academic priorities). In addition, team rules should address, but not be limited to the following:

How will discipline be carried out?

What constitutes bad behavior?

What rules will govern practice attendance?

What rules will govern game attendance and subsequent participation?

How will absences be addressed?

How will coaches, parents and athletes communicate and interact in a positive manner?

Setting goals, both individual and group, is a crucial part of a team's start of season organizational process. If a player doesn't know where the team is headed, how are they to know what needs to be done to get there? Goals allow the coach to measure and adjust throughout the season. Goals provide additional motivation for the team and its individuals. Goals hold players and coaches responsible for their development and give all involved a guideline for their progress.

Goals can cover the following areas: technical and tactical development, competitiveness, social interaction, effort, responsibility, communication, knowledge of the game, fitness, character education and of course performance results.

Communication

There is arguably nothing more important than communication from the head coach and it falls on the head coach's shoulders to have a clear plan and to stick to that plan regarding how team members, parents, other coaches, the athletic director, the school and its teachers, and the press receive information about our program and the specific team.

Student-Athletes

Coaches need to have a way of sharing information with their team members, a consistent method of publicizing changes in routines, a formal and probably repetitive way of getting information out about games, departure times and return times and a clear and meaningful way for the student-athletes to communicate and get feedback. In the modern world, this is most commonly done via internet and e-mail. However, phone calls and meetings also play an important role, simply due to their interpersonal nature.

Parents

Failure to communicate logistical details to parents is the single most common complaint that is lodged against a coach, and usually most of these problems can be avoided with a little planning up front and then consistent follow-through after-the-fact. Practice time, game departure and return times, parents' role in team support, expectations regarding training and the process that will be followed regarding how parents can communicate with the coach are the kinds of details that need to be laid out early and then adhered to. Ninety-nine percent of all parents want to be supportive, they just need to know what they can expect to be told and that they will have that information in a timely fashion. Failure to plan for this leads to major problems.

The School/Club

Coaches have to respond to two different sets of expectations when it comes to communication with the school and club. Teachers need to know what students are on your team, they need to know every time there will be a disruption to their school day and they need to know in advance when an early departure is planned. The other communication that teachers appreciate concerns a student's academic standing in a given teacher's class. If a coach has a student-athlete who is struggling in a class or in several classes, he/she needs to have a plan for communicating with the in question in order for the student-athlete to be successful. Behavior issues are also important to communicate, in both directions. Failure to check up on the most fragile learners reinforces the image that these young people are merely student-athletes in name only and their academic progress is unimportant. The main responsibility for providing this communication falls to the Director/Assistance Director of Sports and Activities.

The First Team Meeting

Pre-Season Information:

As soon as the team is selected, the coach, together with the team manager, should create a document containing:

- 1) The official team list with all players' names, birth dates and contact info (address, phone, e-mail, etc.)
- 2) A list of parents with all first names
- 3) A season schedule with all games, home and away (Sportverein and NECIS)
- 4) A telephone tree
- 5) Methods of communication (e-mail, phone, at practice, info screen, website, bulletin board)
- 6) coach's expectations and rules for both individual players and the team as a whole
- 7) A uniform-laundrying / snack (fruits, juices, sport-drinks) schedule for the games.
- 8) A list of parent driver's for away Verein games

It is very important to have a preseason meeting with both parents and players. This is your opportunity to set out your coaching philosophy (including your plans for the team as a whole and your approach to player development). This is also your chance to explain team rules in a non-confrontational setting (before any discipline is needed), and to recruit volunteers to help you with administrative tasks.

Skip this first meeting at your peril. If the first time that a concerned parent has any contact with you is on game day when your team is getting pounded, and this parent tries to "help" you by yelling at the kids or standing beside you to offer "helpful" suggestions, you will be **very** sorry that you did not lay out your game-day ground rules early. And, when little Johnny doesn't show up for 4 practices running, doesn't call, and then appears on game-day without shin guards and no uniform (and mom is furious that he isn't starting - or even listed on the game board), you will be very sorry that you had not given out team rules which covered mandatory equipment or your expectations on attendance.

We are not kidding when we suggest that this is probably the most important meeting which your team will have for the entire season. So, plan it carefully; get organized; and do your best to make an excellent first impression.

1. Where To Have The Meeting

You will need about 30-45 minutes to go over the items which you want to cover, so you want your "audience" to be comfortable. There are many places, both on and off-campus, where you might consider holding your meeting. Most common at ISD is the Sportverein Clubhouse, a school classroom or the Commons Room.

2. When To Have The Meeting

Try to schedule your as soon as your team has been formed. Most players will have friends on other teams in your age group, so they will know when their buddies have gotten calls from their coaches. Players can get very anxious when they haven't heard in a day or two, so get your meeting set up quickly. If you don't have a place yet, you can always call and tell the parents when you plan on having it - and then call back with the place/time.

Families at ISD are often busy, and it can be tough to find a time when everyone can attend. Use your own judgement in trying to find a moment when most people are likely to be free. In some cases, Sunday afternoon may be the only unclaimed time in the schedule of many busy families, so around 4 pm on Sunday can be an excellent time to hold this type of meeting. Scheduling during the week around 7 pm allows the family to eat first if they want. Directly before or after training is also a good time.

3. What To Cover At The Meeting

Here is a sample agenda for a preseason meeting, which addresses the common topics to be covered.

1. Introductions
 - First of all, introduce yourself and your assistants (if any) to the parents. Most parents like to hear something about your background and your philosophy of coaching, especially as it impinges on their own child.
 - It's also a good idea to go around the room and ask parents to introduce themselves and say which player they're related to. Some of the parents may know one another well, others may not, and they'll be seeing quite a bit of one another.
 - You may also want to pass around a sign-in sheet and ask people to put their name and phone number on it; this can be useful later to see who was present at the meeting and to check phone numbers.
2. Distribution of player packets (see below)
3. Discussion of plans for the team
 - Typical training set-up and contents.
 - Need for every player to do soccer "homework" between practices.
 - Expectations for personal and player development by end of season.
 - Expectations of the team and its individuals.
 - Organization, management and how communication will operate to this effect.
 - Equipment and uniforms – training gear for bad weather, etc.
4. Review materials in pre-season info packet.
5. Need by team for volunteers (phone/e-mail trees, assistants, uniforms, etc.).
 - General roles and expectations of parents.
 - You may want to set up a parent committee if there are matters such as fundraising or carpooling. If possible, it's a good idea for this committee to be appointed on the spot and meet for a few minutes to get to know one another.
6. Team uniforms and equipment – distribution and care
7. Questions/Answers
8. **Any other areas which you as a coach wish to specifically address**

ADJOURN

4. Tips On Making The Meeting Run Smoothly

Many parents will want to go ahead and fill out the questionnaires at the meeting, so bring plenty of pencils/pens. Young players tend to get fidgety, so try to talk to them as much as you can. Ask the players who are there questions like "Why do you suppose that I want you to call me if you cannot come to practice?" This will only enhance the player-parent-coach relationship.

Be sure to go over the team rules, and your expectations for parental behavior (especially at games). While being friendly, be firm that you expect that parents will not yell at kids on the field or yell at referees - and that the only talk that you want to see is positive (good try, nice save, etc.). Remind parents that children perform worse if distracted or harshly criticized, so you really need their cooperation. Also remind them that referees are usually inexperienced themselves at lower age groups, and often will make mistakes. However, if we yell at the referee, we can make him/her more rattled, or get the ref mad at the team, or even might convince the kids that the ref is against them, which tends to make players want to stop trying or say bad things to the refs themselves (which can get the kids in really hot water) - so you expect the parents to set a good example of sportsmanship for the team.

If you are going to take a long-term approach toward player development, and move players around (instead of locking players into single positions to increase your win/loss record), tell the parents why you have chosen this route. Explain how you define "winning", and what your approach towards player development will be. Of course, there may be some parents who really want their child on a hyper-competitive team. By giving them early warning of your approach, this allows them manage their own expectations of their child's experience.

Some coaches haven't done much public speaking, and may be nervous about talking (especially if they have never coached before - and are not sure exactly what they are doing). As an old college professor used to say, "There is a big difference between ignorance and stupidity - one is curable." Don't be afraid to make mistakes, and to admit that you are learning as well. If you are trying hard, and doing your best to be fair and make learning fun, most kids and most parents will give you the benefit of the doubt. So, try to relax; get prepared for the meeting ahead of time; ask some questions yourself to get the kids/parents talking; and enjoy. It is going to be a fun year!

Coaches Meetings and Socials

In today's modern, high-tech world, it becomes increasingly important that coaching staffs like ours come together personally on a regular basis, both socially and professionally. At ISD, we have three regularly-scheduled events to make this happen:

- 1) Annual Coaches Meeting (August)
- 2) Annual Coaches Christmas Market Visit (December)
- 3) Annual Coaches Picnic (June)

In addition, it will be expected that each department hold at least one staff meeting per year to discuss areas connected to their specific sport. Individual meetings with coaches will be scheduled on an "as needed" basis.

Selecting the Team

Open Practice Period

After one to two weeks of open practice, the coach has to select his/her team according to the team numbers and priorities described in the Sports and Activities Program Brochure. Coaches who are involved with a team that will also compete in NECIS should make sure that the age level of the players is correct for the NECIS league as well as the German league.

NOTE: Sportverein teams: participation-based

NECIS teams: selection-based

On Parents

As you know, parents can be of great help in youth sports; however, *interfering parents* can become a major problem for coaches if not handled early and well. This is especially true in sports because parents are usually right on top of the team during training and games.

There is no problem with parents who want to talk to the coach regarding their child or the team. In fact, this is important and will often lead to open communication and a partnership approach to finding solutions. The key is the timing and quality of such discussions. Directly before or after a game is certainly not the time. In general, parents who wish to speak with the coach about serious matters should make an appointment with the coach so that a productive, two-way form of communication is encouraged.

Before entering into any such discussions, first try to think about what's going on from their perspective.

Parents Feel for Their Kids

Most parents understandably have difficulty when they see their child going through a bad time. Maybe she is not playing much, having self-doubts, and acting out at home or school because of it. Parents feel the pain along with their kids—it's tough for a kid, or anyone, to find out she's not good enough or to be unaccepted socially.

Offer Suggestions

Hear parents out! Give them some ideas to help understand what the problem is, and perhaps you can focus them on things they can do to help at home. Tell them you are "on" the kid because you think he can do better, and you are trying to arouse his potential. Maybe, in return, you can get some insight into what is troubling the child. Maybe, just maybe, you are dead wrong; and you need to give the kid another look. Tell the parents you will do that. I've seen kids sit on the bench as a sub for half a season, suddenly come alive, and wind up as starters. Be willing to take the parents' suggestions as well. Make a "deal".

Be Understanding

Most of all, keep in mind that *she's their kid!* They may feel a bit threatened by your control over their child. As a parent, I have had uneasy feelings about coaches: It's quite natural. A little patience on your part can defuse some strong emotions. You can turn a potential feud into something that helps the child and, ultimately, the team.

Don't Tolerate Abuse

A major problem is the parent who abuses his child during a game. He scorns his son or daughter for missing a shot or bad defense. It's the worst thing in sports to see. You do not

have to put up with this. Talk to the parent and ask him to keep quiet. If he doesn't, remove him from the facility.

“Ten Commandments of Parental Behavior“

1. Talk about the players on the team (indeed, both teams) in the same manner you would want other parents to talk about your child. When you're making conversation on the sideline with your friends and neighbors, think about what you're saying before you actually say it. Your comments will generally be heard by other parents as well as the players.
2. It's nice to give the coach a pat on the back - win or lose.
3. Don't hesitate to give the official a "thank you" as well.
4. Everyone wants to win, but reinforce with your child the effort they put in. Always be prepared to soften a child's disappointment in losing with kind words about their hard play and effort.
5. Avoid the Postgame Analysis Syndrome. Let you child enjoy having played and relax. Right after a game is not the time for "friendly criticism".
6. Smile. A lot. Children take their behavioral cues from you.
7. Be a good sport at the games. Again, your children take their behavioral cues from you. They will mirror your conduct.
8. Learn the rules of the game, especially if you are not familiar with the game.
9. If you make noise at games, make only positive comments. Also, remember that there is only one coach. It is not appropriate to coach your child or the other children during games. There is never a place for vulgar, derogatory, profane, humiliating or sarcastic comments at games.
- 10 Above all, be there for your children and support them in their efforts.

Evaluation of Coaches

How will coaches be evaluated?

Coaches' evaluations serve to commend coaches for their accomplishments during the season and can provide constructive criticism and support for coaches to improve. Coaches' performance will be evaluated during and at the end of the season. Both the Director and Assistant Director of Sports and Activities can evaluate head coaches. Evaluations should be discussed between evaluator and evaluatee in a non-threatening manner, always seeking to improve on past performance. The Coaches Self-Evaluation found in this handbook serves as a basis for all evaluations.

Coaching Performance – the following are general statements used to guide The Director/Assistant Director of Sports and Activities in the evaluation of his/her coaching staff.

1. Is well versed and knowledgeable in all aspects of the assigned sport and can effectively teach them.

2. Establishes the fundamental philosophy, skills and concepts to be taught throughout the season.
3. Develops a well organized practice schedule which utilizes the team to its maximum potential.
4. Effectively utilizes practice time for both individual and team development.
5. Delegates authority with responsibility while remaining accountable for such delegations.
6. Develops integrity within the team and works to make each and every individual better.
7. Understands the medical aspects of the position, including CPR, first aid, safety, injury policies and working with doctors, as needed.
8. Provides leadership and attitudes that produce positive efforts by participants.
9. Team performance is consistent with quality of athletes available.
10. Has individual, team discipline and general control of the program.
11. Develops respect by example in appearance, manners, behavior, language and conduct.
12. Provides an atmosphere of cooperation in being receptive to suggestions and giving credit to those responsible for success.
13. Is fair, understanding and patient with team members.
14. Shows an interest in student-athletes in off-season activities and classroom efforts.
15. Has awareness of legal coaching responsibilities and operates within those responsibilities.



ISD Sports and Activities Program Coaches Self-Evaluation



Return this form to Frank Tschan, Director of Activities

**Please use this form to evaluate your performance in the
NECIS, Sportverein and/or City Championship programs this year.**

Coach's Name: _____ Team(s): _____

How many years have you been coaching at ISD? ____

Poor Average Good Excellent

Your Management of Registration/Team Formation

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Start of Season Information to the Team..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Team Selection ("try-outs")..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Keeping <u>Updated</u> Phone, E-mail, Team Lists..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Communication with Team Manager ("Mom")..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

Your Coaching

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Attendance/Punctuality..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Positive Attitude..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Communication / Organization..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Role Model (appearance, sportsmanship, behavior)... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Development of Team Spirit (motivation)..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Fair Treatment of Players | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Quality of Practices (technical, tactical, fitness, psychological) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Disciplining of Players/Team..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

Your Administrative Organization

- 1. Communication to Parents and Players.....
- 2. Communication to Director/Department Head.....
- 3. Management of Uniforms and Equipment.....
- 4. Management of Home Games.....
- 5. Management of Away Games.....
- 6. Management of Game Changes (when applicable).....

Comments: _____

Your Overall Contribution to the ISD Sports Program

Two Major Goals for Your Coaching Next Season:

1) _____ 2) _____

Team Management

Player Passes:

Only players with valid player pass or whose correctly-completed application has been received by the Association (Verband) are eligible to play in the Sportverein. It is expected that coaches understand the application process and support the Sportverein Manager and the Sportverein Board in implementing it. In some cases, the coach may need to notify a player of his/her ineligibility to participate in games if fees are not paid within a reasonable time period. For NECIS events, no passes are required.

Team Registration Form (Mannschaftsmeldeliste):

In addition, for basketball teams, the Verband must be provided with a current team list (Mannschaftsmeldeliste). Only players on the list are eligible to play in games. This list must be updated with the Verband before new players can play in any games.

Responsibilities at Practice:

The ability to plan, organize and implement thematic, objective-based training sessions is expected of all ISD coaches. Sessions should be intense, focused on a specific area of the game, fitness-oriented and fun. Play in the form of small-sided and modified games should be emphasized.

The coach is responsible for the players during the official practice time, not for the transport to and from the facilities. The coach is also responsible for the team's equipment. Special care must be taken with the balls, scrimmage vests and cones, which must be counted before and after each practice session and then put back in the designated bins after practice. **It is of utmost importance to keep all equipment organized and in good shape throughout the season.**

The coach who is the first to arrive at our facility opens up the gates, the gymnasium, the locker rooms, etc. Coaches who have the last practice must make sure that everything is locked up before leaving. Therefore, please bring your keys to every session! The coach also has to ensure that players leave the locker rooms clean.

At no time is any student, whether from ISD or not, permitted to use any of our facilities without adult supervision from a member of our staff.

Home Games:

For all home games, the coach should be the first one at the facility and is responsible for opening up gates, the gym, the clubhouse, locker rooms, first aid rooms, equipment rooms, etc.

The following responsibilities may be carried out with the help of the groundskeeper, department head, team manager, parents or assistant coaches:

Soccer:

- * Welcoming the guest team and showing them the locker rooms and the facility (toilets, imbiss, etc.)
- * Providing bottles of water for the guest team for half time (water can be found in the groundkeepers hut at the field or in the first aid room in the gym).
- * Welcoming the referee and showing him/her to the referee locker room.
- * Filling out the game report before and signing it after the match.

- * Keeping both the ISD and opponents' locker rooms clean.
- * Locking up all game equipment and locking up the facility if there are no other games.

The respective Department Head (soccer, volleyball, basketball) will show the coach the game report procedure.

Basketball:

In addition to the above soccer list, the following things must be done:

- * The team benches must be set up.
- * Chairs, pencils, 4-different color pens, game report forms and tables must be provided for the officials.
- * The baskets, the sun curtain (when needed), and the clock must be operational.
- * Balls for warming up and playing must be provided.

Other than coaches, players, officials, and time- and bookkeepers, no one is allowed to be on the floor at any time. The official referee as well as timers and game report writers will be provided. The coach is responsible for keeping the gym clean and for locking the equipment and the facility up correctly after the game. Unlike in soccer, the game report should be sent in by the coach. A stamped, addressed envelope will be provided. Coaches will also report their game scores via telephone after every home game.

Scorekeeping and Timing:

ISD is required to provide scorekeepers and timers for all home games. Unlike most German clubs, these individuals are paid a small fee for their services. **IT IS REQUIRED THAT PLAYERS AND/OR COACHES ALSO KEEP SCORE AND RUN THE CLOCK FOR OTHER TEAM'S HOME GAMES.**

The Basketball Department Head will assist coaches in all of these areas, as needed.

Volleyball:

In addition to both the above lists, the following things must be done:

- * All player pass cards must be signed and returned by the players along with a photo before they are eligible to play.
- * Nets, referee stand, etc. set up and taken down.
- * ISD Player-Referees certified, organized and informed (in volleyball, the players referee the games. Official association referees are not used.

Away Games:

The game time should be announced at practice and re-communicated via e-mail, fax, telephone and/or bulletin. This should be done as far in advance as possible. Directions and maps will be provided and should be distributed at practice. *Unless the coach and the parents make other arrangements (i.e. meet at the school and drive together), the team will meet at the game site.*

For all away games, the coach should bring the player passes, the uniforms, a first-aid kit and warm-up balls. Again, help from the team manager may be useful here. The hosting team will provide the game report, which must be filled out as usual.

NECIS Events:

- 1 - away games, bus pick-up times, hotel and site info will be provided.
- 2 – coaches must check that bus is kept clean at all times
- 3 – coaches must depart with required materials (health forms, trip agenda, per diem, etc. and return with any necessary receipts
- 4 – coaches must be available at all times via telephone (mobile). For coaches who do not own a mobile phone, one can usually be obtained from the Sports Office or a player. This number will be given to all families, should they need to contact their children.
- 5 – it is expected that coaches supervise their teams during away trips. This means arranging wake-up calls and meeting times, performing head-counts, taking necessary security measures, etc.

Team Manager/Assistant:

It is very important and helpful for a coach to assign an individual (usually a parent) as team manager to be the communicational link between parents, players and the coach. The assistant helps to organize and to establish things, especially at the beginning of the season. The recruitment of a student-assistant is also helpful to manage various “unofficial” items with the players. The ISD “CAS Credit” system may be helpful here.

Cancellations and Rescheduling:

A practice should not be cancelled due to bad weather, poor field conditions, or other reasons associated with EVERY-DAY SITUATIONS. Coaches should always have a bad-weather plan ready to use under such circumstances (video presentation, “chalk-talk”, team run, coordination course, strength training, other facility usage, etc.). Any such cancellation must be approved by the Sportverein Manager and should be made as early in the day as possible so that the players and parents can be notified before they travel to the field. Cancellations due to UNAVOIDABLE CIRCUMSTANCES should be announced well in advance and communicated to the individual department heads. When a cancellation is only due to the coaches’ absence, every effort must first be made to find a replacement coach.

Game-Rescheduling:

Unfortunately games will have to be rescheduled over the year for a variety of reasons (e.g. ski week vacation, holidays, NECIS, etc.). However, this is very difficult to do and the Associations (Verbände) do not look favorably on such changes. When necessary, any schedule alterations will be made as early in the season as possible. Coaches are responsible for notifying the players, parents and Sports Office in the event of a last-minute cancellation. The prepared “phone-tree” will ensure this runs smoothly.

Public Relations (articles)

The positive promotion of our ISD teams and programs is a priority. Coaches will be asked to write articles several times per year highlighting the teams accomplishments and providing updates to the community as to what the team has been up to. The most common publication for this is the ISD Quarterly, which comes out four times per school year. There may also be times when a coach or athlete is asked to write, interview or comment on the team for other ISD publications, other clubs’ newsletters or local newspapers.

Pro-Club Partnerships

ISD has strong connections to some of the professional clubs in the area. Events like pro player visits to ISD, ISD student visits to pro games, student practicums, friendly games, top ISD players playing for the local pro club’s youth teams, business initiatives for parents and the like are common features of these partnerships.

Coaching Methodology

In general, there are five areas in which all ISD coaches are expected to work with their teams on a regular basis.

Technical, Tactical, Functional, Physical, Mental

The extent and level of the training in these areas will of course depend on the age and ability level of the student-athletes. The key is using developmentally appropriate exercises to develop players, instructing them via a student-centered teaching approach and implementing a solid, well-rehearsed “teaching cycle”.

The Training Environment

One of the most important factors in developing player motivation is the training environment. Each day a child comes to practice they will be immediately motivated by the following factors. It’s up to the coach to develop an environment that allows for maximum participation, maximum learning and maximum fun.

Quality of facilities, lighting, location, space, activity set-up, organization, training expectations, proper equipment, safety precautions, timing, proper sport clothing for players and coach, mood and spirit of the coach, communication, team rules, time of day, training theme, training intensity, training creativity (avoid boredom), discipline, etc.

Training the Team

- **The coaching cycle**
 - Selecting what to train based on the last game or practice.
- **Training session phases**
 - Fundamental – getting the players prepared, both mentally and physically. Should relate to the session’s theme. Should work toward executing skill at top speed before entering the next phase. Dynamic stretching.
 - Game-related – modified, small-sided games with restrictions and conditions which lead to the desired theme being trained. This is the key phase for teaching to take place.
 - Game condition – equal teams, conditions and restrictions taken off, focus is still on the topic of the training session
 - Cool-down – a “must do”. Use the time wisely, bring the body back to steady-state. Static stretching.
- Developmentally appropriate exercises
 - Train your team using exercises that are challenging yet ones they are able to succeed at over time.
- **Qualities of a good activity**
 - **No lines, multi-dimensional (mental, physical, technical, tactical, social)**
 - **Lots of participation time on the ball**
 - **Competitive**
 - **Game-oriented, not just drills**
 - **Challenging yet fun!**
- Related to the theme
- Layers in multiple aspects of training
 - Examples: competition, endurance, strength, flexibility, problem solving/decision making, speed of play, questioning (get them to give you the answers) technical/tactical, rules of the game, team building, positional play, etc.

- Organized
 - Prepared when the session begins, simple to complex, proper field size and player numbers.
- Easy to understand
 - Can be easily communicated and demonstrated
- Free-flowing
 - Avoid starting and stopping too much. Activities should flow.
- Provides lots of opportunities to execute chosen them
- All-inclusive
 - Everyone is involved, players are not eliminated.
- Measuring success / managing failure
 - Training is the first place where children should learn winning and losing and how to manage both. How to deal with giving their best and coming up short as well as challenging themselves when things are too easy.
- Tactical, Technical, Functional: These three main areas of all sports need to be covered in training. Functional play is the training of a specific player in a specific position within a specific system.

Professional Development

Professional development at ISD comes in the form of coaching courses. Coaches have the option of taking courses at ISD in English through the NSCAA or visiting any number of courses provided by the local sport associations. Coaches are also encouraged to seek professional development opportunities in their home countries (if not Germany). Funding is available for a coach to develop themselves via coaching courses, conferences or clinics.

Fitness and Nutrition

Fluid Replacement and Acclimatization

Athletes and marching band members should begin every athletic activity well-hydrated and be allowed unlimited access to water/sports beverages at all practices and games. Water may never be withheld from a student who requests it during participation. At every ISD sport facility, there must be an outside source of water that is functional and adequate for use. The following rehydration schedule will serve as a guideline by coaches and players:

Prior to Exercise

Drink 17-20 fluid ounces of water or sports beverage two to three hours before exercise

Drink 7-10 fluid ounces of water or sports beverage 10-20 minutes before beginning of practice or competition

During Exercise

Drink early and often, whether or not thirst is present •

Drink 7-10 fluid ounces of water or sports drink every 10-20 minutes (8-12 every 20-30 minutes)

After Exercise

Replace any fluid loss due to sweating within two hours from the end of exercise

Drink 20-24 fluid ounces for every pound of weight lost

Basic Fitness Components - Health Related

Body Composition (fat : lean body tissue)
Cardiovascular Endurance
Muscular Strength
Muscular Endurance
Flexibility

Basic Fitness Components - Performance Related

Power
Speed & Quickness
Agility
Balance
Motor Skill

Energy Systems

1. ATP-PC System (up to 30 sec.)
2. Anaerobic Exercise (30 sec. to 3 min.)
 - Without the presence of oxygen
 - Short duration, higher intensity
3. Aerobic Exercise (3 min. +)
 - In the presence of oxygen (muscle glycogen)
 - Longer duration, lower intensity
4. Oxidative Phosphorylation (long duration, low intensity)
 - Fat-burning
5. Sport-Specificity
 - Volleyball, Basketball, Soccer
 - Track and Field, Swimming, Rugby
 - Tennis, Softball, other...

Factors that effect fitness

- Motivation
- Nutritional habits
- Weight (over and under)
- Fatigue
- Dehydration
- Genetic makeup
- Psychological stress
- Overtraining (burnout)
- Injury
- Sedentary lifestyle
- School workload
- Social issues

Frequency, Duration, Intensity

- American College of Sports Medicine - *Minimum guidelines to maintain a “healthy” body*
 - Frequency: 3 days per week
 - Duration: 20 minutes per day
 - Intensity: at least 50% maximal heart rate (THR)
- ISD Sports and Activities Program
 - 3 days per week (Sportverein/NECIS)
 - 90 minutes per day
 - Intensity: 50% and up
 - Plus seasonal sports, other activities, Physical Education

Training Implications

- Fitness testing (Coopers, MHR, VO2 Max, Muscular Strength/Endurance, Flexibility, Agility, Beep Test)
- Adjustment of the Freq., Dur., Int. controls
- Varied curricular content of training sessions
- 10,000 hours

Basic components of nutrition

- Carbohydrates (simple, complex), proteins (amino acids), fats (saturated, non-saturated, trans)
- Vitamins and Minerals
- Liquids

General nutritional requirements of young athletes

- Protein: 15% - 20%
 - Amino Acids – 20 standard
 - 11 are produced by the body, 9 are not
 - Need from food: histidine, isoleucine, leucine, lysine, methionine, phenylalanine, threonine, tryptophan, and valine
- Fat: 25%
 - Good: Monosaturated, Polysaturated, Omega 3
 - Bad: Saturated and Trans
- Carbohydrates: 55 – 65%
 - Simple: burn fast or convert to fat
 - Complex: burn slow
- Other: cholesterol, sodium...
- Caloric Intake
 - Estimated calories needed by children range from 900/day for a 1-year-old to 1,800 for a 14–18-year-old girl and 2,200 for a 14–18-year-old boy.

Common Sport-Nutrition Practices

Before competition and training

- Last large meal before competition should be 3-4 hours before the start.
 - High carbohydrate meals like pasta, rice, chicken, potatoes
 - Consumption of liquids normal, avoid excess caffeine and carbonation
- Small snacks up to the start.
 - Bananas, snack bars, dried fruit, not too much fiber
 - Consumption of liquids lead to a “topping off” of reserves

During competition and training

- Fluid replenishment most important
 - Water, sports drinks
- Avoid excess citric acids (stomach)
 - Oranges, apples
- Small, easily digestible snacks
 - Raisins, trail mix, banana

Following competition and training

- “Reload the system” (regeneration)
 - **Solids**
 - No large meals, small snacks, carbohydrate rich
 - 0-4 hours after the event, one gram of carbohydrate per kilogram body weight per hour
 - Discussions on role of protein here still taking place
 - **Liquids**
 - As quickly as possible
 - Electrolytes, salts, H₂O

Implementing a change of lifestyle

- Education
- Learning good nutritional habits early in life
- Access to nutritionally sound alternatives
- Psychological implications
- Having good role-models to follow
- Time management which incorporates meals
- Maintaining proper body temperature
- Monitoring of physical growth and psychological maturity
- Sport specific routines
- Weekend events (NECIS tournaments)
- Know what’s fact and what’s myth!

ISD has its own in-house fitness center. This facility may only be used by students 15-years of age and older and must always occur under the supervision of an adult ISD staff member. All groups using the facility are responsible for opening and closing the room, making certain that everything is clean when finished and reporting any problems with the equipment.

Health and Safety

Care and Prevention of Athletic Injuries

One of the best ways to take care of athletic injuries is to prevent them from happening in the first place.

Injuries occur for a variety of reasons. *Traumatic injuries* occur when contact or force is too much for your muscles, joints or bones to absorb. A sprained ankle, a twisted knee, a fall off your bicycle or a collision at second base are examples of this type of injury. *Overuse injuries* are a gradual breakdown of body structures. They can often be prevented and are generally caused by any one or combination of the following:

1. not enough strength for the activity
2. not enough flexibility for the activity
3. inappropriate activity or intensity (too much, too soon!)
4. improper or faulty equipment
5. change in exercise surface (different running terrain or exercise floor)
6. poor biomechanics or technique

Pain is an indication that something is wrong, so listen to your body. As your injury progresses, pain will increase and/or occur earlier during exercise. Swelling, redness or warmth-to-the-touch are also signs of injury and inflammation. Seek medical attention to begin your road to recovery.

How do you prevent injuries?

1. Do some pre-season conditioning for your sport or activity. Get strong. Become flexible.
2. Make training changes gradually.
3. Always warm up. Warm up should include 5-10 minutes of low-level cardiovascular activity, stretching and movement patterns to mimic your sports activity.
4. Start your first practices or workouts gently and slowly. Work up gradually to more aggressive play or training.
5. Use proper equipment in good condition.
6. Learn and practice good technique.

If you get injured, when should you see a doctor?

- if you have severe or prolonged pain (more than 48 - 72 hours)
- loss of function (you have difficulty performing work or daily activities)
- if you heard a "popping sound" when the injury occurred
- an injury to a joint
- any infection

First Aid for Musculoskeletal Injuries (R.E.S.T.)

R = REST Don't be a hero! Stop whatever you are doing if you get injured. If you continue to exercise, you'll create more tissue damage and be out of action longer.

I = ICE Apply an ice pack to the injured area for about 20 minutes. Wet cold penetrates faster than dry cold, so place a wet washcloth between your skin and the ice pack. If you don't have crushed ice readily available, a bag of frozen peas or corn works nicely! Apply the ice pack 3-4 times per day as long as pain and swelling are present (before work, after work and before bed). Ice helps prevent swelling and slows down tissue metabolism to reduce damage.

C = COMPRESSION Applying pressure helps prevent swelling. The more swelling that occurs during the initial injury, the longer your recovery time. Use an ace wrap to secure the ice to the injured area with some pressure. Watch for blue skin or cool skin temperature below the injury site. Your wrap may be too tight.

E = ELEVATION Raise the injured area at or above heart level so the force of gravity won't contribute to fluid accumulation at the injury site.

What can you do to speed the healing of an athletic injury?

- The primary concern of an injured athlete is to maximize the healing process and reduce lost time from exercise. When the injury occurs, you can take an important first step by following the RICE first aid principles.
- Ask your doctor for a physical therapy referral. Rehabilitation from an injury involves three phases: "active rest", reconditioning and practical movement training.
 - Active rest: During this phase your goal is to reduce the effects of the injury, including pain and swelling, return normal motion to the injured part, keep the non-injured muscles active through strength and flexibility training, and maintain cardiovascular fitness through aerobic activities that do not involve the injured area.
 - Reconditioning: The goal of this phase is to correct deficits created by the injury using strengthening, stretching, body awareness training and cardiovascular conditioning.
 - Practical Movement Training: After you have developed a basic level of conditioning in your injured muscle or joint, the next step is to gradually train your body to perform sport-specific movements such as jumping, sprinting and agility drills.
- Anti-inflammatory drugs may help alleviate swelling. Your doctor can advise you about medication.

Calling an Ambulance

At most sporting events in Germany and throughout Europe, an on-site ambulance will not be available. The only exception to this rule is NECIS or ISST end-of-season tournaments. When deciding whether or not to call an ambulance, remember to "err on the side of caution". In the event of any injury which requires immediate medical attention, please call and inform the parents as soon as possible. Call the hospital and make arrangements before taking the injured person for medical treatment. If the person is suspected of having a head, neck, back injury or

any other serious injury, call and wait for the ambulance. A coach or chaperone will ride with the student to the hospital if a parent/guardian is not available unless the parent/guardian does not desire this. Always be sure to have all completed paperwork with you and double check to be certain permission has been given from the parents to take the student to the hospital in foreign countries. With any medical injury, the athlete will need a doctor's permit before returning to participate in that sport. A full medicine kit should be at all games and practices.

Emergency Numbers

POLICE:	110
FIRE DEPT.:	112
AMBULANCE:	112
POISON CONTROL	0228-19240
ISD SCHOOL DOCTOR	0211-9406-709

Dealing with Inclement Weather

The safety of our student athletes should take precedence over all other considerations. When school is dismissed early or cancelled due to dangerous weather conditions, all athletic practices and games scheduled for that day will be cancelled automatically. Coaches are responsible for strict adherence to these guidelines.

Weather-related conditions

A. High Heat and Humidity

Heat and humidity illness and injury can range from simple muscle cramps, to more severe heat exhaustion and life-threatening heat stroke. Catastrophic heat injuries are preventable. Effective prevention of heat injury requires hydration, acclimatization and limitation of activity when heat and humidity make it difficult for the body to cool through evaporation of sweat.

B. Storms with Lightning

Extreme caution must be taken with dealing with storms and lightning at ISD. Every year, several deaths are reported on outdoor playing fields across Europe due to lightning strikes. The general rule is that once lightning has been spotted in the area where you're playing, the entire field must be cleared (see 30/30 rule below). If you are playing an away game and don't see action being taken by the host club, you have every right to protect your team and demand the game be stopped.

Monitoring Weather Conditions

All responsible parties (SAP staff, coaches, parents and players, game officials, etc.) should be alerted of the forecast of possible thunderstorms for the time of any outdoor ISD event. If the day's forecast suggests the possibility of thunderstorms during a scheduled athletic event, the Director/Assistant Director of Sports and Activities, or designee (coach or department head), is responsible for monitoring the conditions throughout the day. The plan for severe weather should be discussed and accepted prior to a game or practice. In the case of lightning, all play should be stopped and the fields evacuated immediately according to the thirty-thirty (30-30) rule, that is when the time between thunder and lightning is less than or equal to 30 seconds. All involved should wait until at least 30 minutes after the last lightning flash before resuming outdoor activity.

General Safety for Training and Games

There are several factors which coaches must pay close attention to in order to guarantee a safe training environment, such as:

Objects in the way which may impede free movement, setting activity boundaries too close to walls or fences, not properly warming the team up, improper clothing and equipment, poor lighting, wearing jewelry or other items, unstable goals (especially in windy conditions), activity design which puts players in vulnerable positions (i.e. getting the ball from the goal while the next player is shooting), exercises which are far too difficult for the players, lack of adequate supervision, etc.

General Sports Psychology

Sports Psychology the study of a people's behavior in sport. It seeks to understand psychological/mental factors that affect performance in sports, physical activity and exercise and apply these to enhance individual and team performance. It's a tool to increase performance by managing emotions and minimizing the psychological effects of injury and poor performance. There have been countless personal reports of success and improvement after using a sports psychologist come from all levels of play, in areas all over the world.

Successful Emotional States of Athletes - the following are emotional states experienced with successful performance:

Happy - I felt that this was my opportunity to demonstrate an excellent performance. I felt I could beat anybody.

Calm and nervous – I felt nervous but really at ease with these feelings. I accepted and expected to be nervous but felt ready to start.

Anxious but excited – I felt so ready to compete but a little nervous. Nerves and excitement come together.

Confident - I remembered all the successful training sessions and previous best performances.

The 4C's

Concentration, confidence, control and commitment are generally considered the main mental qualities that are important for successful performance in most sports.

1. Concentration - ability to maintain focus
2. Confidence - believe in one's abilities
3. Control - ability to maintain emotional control regardless of distraction
4. Commitment - ability to continue working to agreed goals

Concentration

This is the mental quality to focus on the task in hand. If the athlete lacks concentration then their athletic abilities will not be effectively or efficiently applied to the task. Research has identified the following types of attention focus:

The demand for concentration varies with the sport:

- Sustained concentration - distance running, cycling, tennis, volleyball, soccer...
- Short bursts of concentration - cricket, golf, athletic field events...
- Intense concentration - sprinting events, bobsleigh, skiing...
- Common distractions are: anxiety, mistakes, fatigue, weather, coach, parents, opponent, negative thoughts etc.

Confidence

Confidence results from the comparison an athlete makes between the goal and their ability. The athlete will have self-confidence if they believe they can achieve their goal. ("You only achieve what you believe").

- When an athlete has self confidence they will tend to: persevere even when things are not going to plan, show enthusiasm, be positive in their approach and take their share of the responsibility in success and failure.

Control

Identifying when an athlete feels a particular emotion and understanding the reason for the feelings is an important stage of helping an athlete gain emotional control. An athlete's ability to maintain control of their emotions in the face of adversity and remain positive is essential to successful performance. Two emotions that are often associated with poor performance are anxiety and anger.

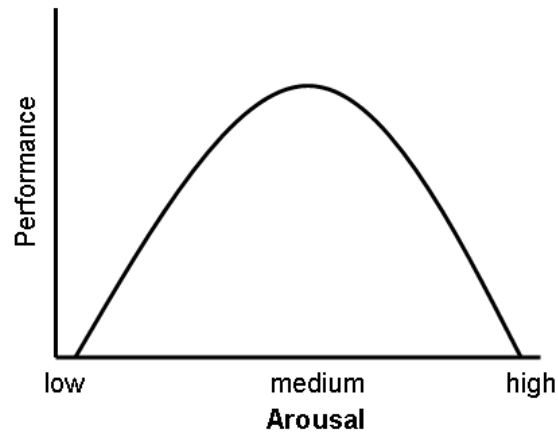
- Anxiety comes in two forms - Physical (butterflies, sweating, nausea, needing the toilet) and Mental (worry, negative thoughts, confusion, lack of concentration). When an athlete becomes angry, the cause of the anger often becomes the focus of attention. This then leads to a lack of concentration on the task, performance deteriorates and confidence in ability is lost which fuels the anger - a slippery slope to failure.

Commitment

Sports performance depends on the athlete being fully committed to numerous goals over many years. In competition with these goals the athlete will have many aspects of daily life to manage. The many competing interests and commitments include work, studies, family/partner, friends, social life and other hobbies/sports. Within the athlete's sport, commitment can be undermined by:

- a perceived lack of progress or improvement
- not being sufficiently involved in developing the training program
- not understanding the objectives of the training program
- injury
- lack of enjoyment
- anxiety about performance - competition

- becoming bored
- coach and athlete not working as a team
- lack of commitment by other athletes



Goal Setting

Goal setting is a must in sports. Every coach of every team at every level needs to set goals. Be sure your goals are short-term and long-term, team and individual, and focus on areas of the game besides just winning and losing. Keep your goals S.M.A.R.T.

Specific – by the end of the season, we will have a 90% or better participation rate at training.

Measurable - by the end of the season, we will have a 90% or better participation rate at training.

Attainable - by the end of the season, we will have a 90% or better participation rate at training.

Relative - by the end of the season, we will have a 90% or better participation rate at training.

Timed - by the end of the season, we will have a 90% or better participation rate at training.

Self-Assessment

Relaxation

- Getting proper rest is the key. But it also means taking timeouts during your day to rise above the stress. Athletes use everything from video games and music to quiet time alone.

Centering

- Centering during sports is critical to stay focused and avoid distractions. It helps an athlete stay in the moment and release past and future thoughts, worries and plans. Sports psychologists recommend centering techniques to reduce anxiety and stress. These techniques allow athletes to pay attention to their body and breathing, redirecting their focus from the negative- or anxiety-causing event to the present task.

Using Rituals

- Many high level athletes develop routines that help them to focus their minds and block out distractions. These may involve complex and detailed rituals that involve preparation, detailed dressing rules, or precisely executed warm-ups. Routines help you get into a zone.

Imagery/Visualization

- Visualization is a technique in which the athlete imagines performing various tasks. It deals not only with the visual but also with 'feel'. A runner might, for example, imagine and experience an efficient, smooth stride while running up a long hill. The imagery should be what the athlete would experience from the first person perspective, not what he would see watching from the sidelines.

Self Talk

- Athletes talk to themselves as a way to focus and keep their confidence under pressure. The way you think is strongly linked to the way you perform. So if you want to perform better, gain greater control and enjoy your sport more, start planning today because in this sphere the thoughts really do count.

The Self-Assessment Process

- Identify the emotion that is hindering performance
- Identify when this emotion is most prevalent
- Identify possible roots of this emotional state
- Identify potential strategies for changing this emotional state
- Implement strategies
- Measure performance
- Adjust as necessary

Burnout

Typically it will occur in hard working, hard training, hard driven people, who become emotionally, psychologically or physically exhausted. This can occur when:

- find it difficult to say 'no' to additional commitments or responsibilities
- under intense and sustained pressure for some time
- trying to achieve too much
- giving too much emotional energy for too long
- overtraining

What to watch for in your players:

- Constantly feeling tired
- Easily frustrated
- Not wanting to go to practice or training
- Increased irritability
- Physical ailments
- Worrying about failure and social expectations

Behavioral Issues in Youth Sport

The Nature of Sports – Sports are structured, rule-oriented, disciplined, physical, competitive, group-oriented, challenging, pressure-filled and result-driven.

The Goal - to build a team in which all members can develop physically, mentally, socially and spiritually, thus contributing back to the good of the whole. To do this, tolerance, acceptance, understanding and support is needed.

The Challenge - To develop teammates who identify with and accept their individual roles in order to meet the goals of the team.

The Eleven Ingredients to a Winning Team

- 1) Vision – where to go and how to get there
- 2) Work – 5% is talent, the rest is work
- 3) Attitude – what will you do with your talent?
- 4) Enjoyment – everyone contributes to this
- 5) Positivity – good mood, not moody
- 6) Adaptability – being able to deal with change positively
- 7) Competitiveness
- 8) Communication
- 9) Leadership and Authority – in order to reduce uncertainty
- 10) Team pride
- 11) Confidence – comes from...
 - Positive feedback
 - Reaching goals
 - Sense of belonging

Building the Team – the following are associated with typical team-building strategies:

Finding common ground
Setting common goals and rules
Considering individual needs
Defining roles and expectations
Working toward common goals
Constant review and evaluation
Communicating all of this

Behaviors and Consequences

The Cardinal Rule – treat others the way you yourself want to be treated!
School, SAP and team rules – please see the parent/player handbook for more information

Dealing with consequences – dealing with the consequences of one’s actions can be a difficult experience. Remember, consequences are not intended to inflict mental pain and suffering but rather to ensure that the same behavior won’t repeat itself and that a learning process take place with the child. Be sure to separate the player from the person in these cases. The player is the one who’s made the mistake. This does not make them a bad person.

Strategies for Managing Behavioral Issues

Communication – finding the common denominators
Conflict management
Admittance, acceptance, willingness to change and the compromise
Taking responsibility for your own progress
Behavioral goal setting
Determining “the me I want to be”
The coach, team and SAP program as rehabilitation tools

The Parent/Coach/Player partnership

Game Day Organization – things to think about

- Preparation off-site
 - System, line-up, “talks”, equipment/uniforms, organization, opponent, fluids, snacks
- Preparation on-site
 - Facility, time, weather, game report, referee, home/away, warm-up, individual players
- Meeting time
 - Too early? Too late? Mood and spirit of players and coach
- Warm-up
 - Objectives – preparation for the game, meaning building the team up to the physical and mental intensity that they will experience during the contest.

Trip organization

- Pretrip – packing, paperwork, equipment/uniforms, fluids/snacks, weather
- During the trip – use the time wisely (individual player meetings, strategic planning, nutritional controls)
- Post trip – paperwork, equipment/uniform check

Facilities and Equipment

Uniforms:

At the beginning of the season, the coach receives a complete set of uniforms and is responsible for returning the complete set at the season's end. He/she is also responsible for making sure that all uniforms are either collected and given to the parent or player on "laundry duty" at the end of each game or, if uniforms are signed out to individual players, the players' names and corresponding uniform numbers must be recorded in a list.

****Coaches and their teams are responsible for any missing uniforms.***

Care of Equipment:

Each head coach has responsibility for all equipment in their sport throughout the entire program. Each coach should keep an inventory of materials issued to any student. Coaches are responsible to see that all equipment and uniforms are returned at the end of the season, before a final coaching check is approved and issued. Equipment should be stored in its proper place and inventoried at that time. Each head coach will turn in inventories and needs in writing to the Director/Assistant Director of Sports and Activities at the end of their season.

Keys:

Each coach is responsible for their keys. Keys will be signed out in the office prior to the first season and returned at the end of the coach's tenure at ISD.

Player Equipment:

- Protection – Coaches must ensure that their players have proper protection which is typical to their particular sport (shin guards, mouth guards, goalkeeper gloves, knee pads, etc.)
- Weather Appropriate – Players need to be dressed appropriately for the weather conditions in which they are training. Rain gear should be waterproof and shoes must fit to the quality of the surface (cleats, spikes, etc.)

ISD Parent/Player Evaluations

**ISD Sportverein e.V.
Season Evaluation**

Please return this form to Frank Tschan, Director of Activities

Please Rate Your Experience This Year in the Sportverein

Player's sport: _____ Coach: _____

Player's name (optional): _____

School Year: _____ How many years has the player participated in the Sportverein? _____

Poor Average Good Excellent

Registration/Team Formation

- 1. Start of season information.....
- 2. Registration process.....
- 3. Open practice period/team formation.....

Coach

- 1. Attendance/Punctuality.....
- 2. Positive Attitude.....
- 3. Communication / Organization.....
- 4. Role Model (appearance, sportsmanship, behavior)
- 5. Development of Team Spirit.....
- 6. Fair Treatment of Players
- 7. Quality of Practices.....
- 8. Player's Overall Improvement.....

Sportverein Organization

- 1. General Communication to Members.....
- 2. Board Member/Director Accessibility.....
- 3. Communication of Game Times/Locations.....
- 4. Management of Home Games.....
- 5. Condition of Home Facilities.....
- 6. Value Received for Fees Paid.....

I get most of my information from: Website Friday Notes Coach/Team Manager Other _____

Comments:

**NECIS Program
Season Evaluation**

Please return this form to Frank Tschan, Director of Activities

Please Rate Your Experience This Year in the NECIS Program

Player's sport: _____ Coach: _____

Player's name (optional): _____

School Year: _____ How many years has the player participated in the NECIS Program? _____

Poor Average Good Excellent

Tryouts/Team Formation

- 1. Start of season information.....
- 2. Communication of tryout information.....
- 2. Tryout period/team formation.....

Coach

- 1. Attendance/Punctuality.....
- 2. Positive Attitude.....
- 3. Communication / Organization.....
- 4. Role Model (appearance, sportsmanship, behavior)
- 5. Development of Team Spirit.....
- 6. Fair Treatment of Players
- 7. Quality of Practices.....
- 8. Player's Overall Improvement.....

NECIS Organization

- 1. NECIS Director Accessibility.....
- 2. Communication of trip/tournament information
- 3. Management of Home Games.....
- 4. Condition of Home Facilities/Food.....
- 5. Quality of hotels/transportation.....
- 6. Value Received for Fees Paid.....

I get most of my information from: Website Friday Notes Coach/Team Manager Other _____

Comments:

**After School Activities
Season Evaluation**

Please return this form to Frank Tschan, Director of Activities

Please Rate Your Experience This Year in After School Activities

Activity name: _____ Coach: _____

Student's name (optional): _____

School Year: _____ How many years has the player participated in ASA? _____

Poor Average Good Excellent

Registration/Group Formation

- 3. Start of season information.....
- 4. Registration process.....
- 3. Open practice period/group formation.....

Coach

- 1. Attendance/Punctuality.....
- 2. Positive Attitude.....
- 3. Communication / Organization.....
- 4. Role Model (appearance, sportsmanship, behavior)
- 5. Development of Group Spirit.....
- 6. Fair Treatment of Students
- 7. Quality of Sessions.....
- 8. Student's Overall Enjoyment.....

ASA Organization

- 1. General Communication to Families.....
- 2. Coordinator Accessibility.....
- 3. Condition of Facilities.....
- 4. Value Received for Fees Paid.....

I get most of my information from: Website Friday Notes Coach/Team Manager Other _____

Comments:

**City Championships
Season Evaluation**

Please return this form to Frank Tschan, Director of Activities

Please Rate Your Experience This Year in the City Championships

Player's sport: _____ Coach: _____

Player's name (optional): _____

School Year: _____ How many years has the player participated in the City Championships program? _____

Poor Average Good Excellent

City Championship Events

- 1. General information.....
- 2. Communication of tournament information.....
- 2. Team formation.....

Coach

- 1. Attendance/Punctuality.....
- 2. Positive Attitude.....
- 3. Communication / Organization.....
- 4. Role Model (appearance, sportsmanship, behavior)
- 5. Development of Team Spirit.....
- 6. Fair Treatment of Players
- 7. Quality of Practices.....
- 8. Player's Overall Improvement.....

City Championship Organization

- 1. Coordinator Accessibility.....
- 2. Communication of trip/tournament information
- 3. Management of Home Events.....
- 4. Condition of Home Facilities.....
- 5. Quality of away events.....
- 6. General Assessment of Program.....

I get most of my information from: Website Friday Notes Coach/Team Manager Other _____

Comments:

ISD SPORTVEREIN e.V. BASKETBALL CAMP

2009 PLAYER EVALUATION FORM

PLAYER'S NAME _____ BIRTH YEAR _____

RATING SYSTEM:

- 1 POOR**
- 2 FAIR**
- 3 GOOD**
- 4 VERY GOOD**
- 5 EXCELLENT**

TECHNICAL ABILITY	1	2	3	4	5	COMMENTS
1. Ball handling						
2. Passing						
3. Shooting						
4. Layups						
5. Catching						
6. Footwork						

TACTICAL ABILITY	1	2	3	4	5	COMMENTS
1. Decision making						
2. Utilization of space/vision						
3. Timing of movements						
4. Support of the ball						
5. Defensive play						

PHYSICAL ABILITY / FITNESS	1	2	3	4	5	COMMENTS
1. Strength						
2. Endurance						
3. Agility						
4. Speed						
5. Flexibility						

PSYCHOLOGICAL ABILITY	1	2	3	4	5	COMMENTS
1. Work ethic						
2. Teamwork						
3. Coachability						
4. Confidence						
5. Understanding of the game						

COMMENTS:

COACH'S NAME _____ SIGNATURE _____

ISD SPORTVEREIN e.V. SOCCER CAMP

2009 PLAYER EVALUATION FORM

PLAYER'S NAME _____ BIRTH YEAR _____

RATING SYSTEM:

- 1 POOR
- 2 FAIR
- 3 GOOD
- 4 VERY GOOD
- 5 EXCELLENT

TECHNICAL ABILITY	1	2	3	4	5	COMMENTS
7. Dribbling/Ball control						
8. Shooting						
9. Passing						
10. Receiving						
11. Heading						
12. Defending						

TACTICAL ABILITY	1	2	3	4	5	COMMENTS
6. Vision						
7. Utilization of space						
8. Timing and accuracy of runs						
9. Support of the ball						
10. Defending						

PHYSICAL ABILITY / FITNESS	1	2	3	4	5	COMMENTS
6. Strength						
7. Endurance						
8. Agility						
9. Speed						
10. Flexibility						

PSYCHOLOGICAL ABILITY	1	2	3	4	5	COMMENTS
6. Work ethic						
7. Teamwork						
8. Coachability						
9. Confidence						
10. Understanding of the game						

COMMENTS:

COACH'S NAME _____ **SIGNATURE** _____

ISD SPORTVEREIN e.V. VOLLEYBALL CAMP

2009 PLAYER EVALUATION FORM

PLAYER'S NAME _____ BIRTH YEAR _____

RATING SYSTEM:

- 1 POOR
- 2 FAIR
- 3 GOOD
- 4 VERY GOOD
- 5 EXCELLENT

TECHNICAL ABILITY	1	2	3	4	5	COMMENTS
13. Passing						
14. Setting						
15. Hitting ("Spiking")						
16. Serving						
17. Receiving						
18. Footwork						

TACTICAL ABILITY	1	2	3	4	5	COMMENTS
11. Decision making						
12. Utilization of space						
13. Timing of movements						
14. Support of the ball						
15. Defensive play						

PHYSICAL ABILITY / FITNESS	1	2	3	4	5	COMMENTS
11. Strength						
12. Endurance						
13. Agility						
14. Speed						
15. Flexibility						

PSYCHOLOGICAL ABILITY	1	2	3	4	5	COMMENTS
11. Work ethic						
12. Teamwork						
13. Coachability						
14. Confidence						
15. Understanding of the game						

COMMENTS: _____

COACH'S NAME _____ SIGNATURE _____

ISD Summer Sports School – coaches information

CAMP RULES (PLAYERS)

- 1) Sign in each morning / sign out each afternoon
- 2) Your coach must know where you are at all times
- 3) No player may leave the camp without permission
- 4) Clean up after yourself
- 5) Help the coaches with the equipment
- 6) Don't use vulgarity or insulting words at any time
- 7) Don't eat too much junk food and drink plenty of water
- 8) No mobile phones on the fields
- 9) Tell your coach if you're injured or not feeling well
- 10) Treat each other with respect

WORK HARD! HAVE FUN!

CAMP RULES (COACHES)

- 1) Take full responsibility/accountability for your group
- 2) Come to every session with an organized plan
- 3) Have your field already set-up when the players arrive
- 4) Dress, look and act like a coach
- 5) Don't use vulgarity or insulting words at any time
- 6) Don't punish with exercise
- 7) Let the game teach them, not drills with long lines
- 8) Discuss your equipment/field needs before your session
- 9) Report all problems to the camp director or administrator
- 10) Be professional at all times

WORK HARD! HAVE FUN!

IMPORTANT INFORMATION

MAIN GYM ADDRESS: Niederrheinstrasse 336, 40489 D'dorf

ES GYM ADDRESS: Niederrheinstrasse 333, 40489 D'dorf

0211- 9406-751 / -758

GYM PHONE NUMBER:

E-MAIL: tschan@isdedu.de / racheedo@gmx.de

SODEXHO/HERR WEDER: 0160-91203126

POLICE: 110

FIRE DEPT.: 112

AMBULANCE: 112

BASKETBALL SAMPLE TRAINING SCHEDULE

DAY/GROUP:	<u>U-16 / U-18 Boys</u>	<u>U16 Girls</u>	<u>U12 Mixed</u>
MONDAY:			
SESSION I:	Passing / Dribbling	Passing / Dribbling	Passing / Dribbling
THEORY SESSION:	Rules/Signs	Rules/Signs	Rules/Signs
SESSION II:	Offense Moves	Offense Moves	Offense Moves
SESSION III:	1 on 1	1 on 1	1on1
TUESDAY:			
SESSION I:	Basics	Basics	Basics
THEORY SESSION:	Defense	Defense	Defense
SESSION II:	Offense Moves	Offense Moves	Offense Moves
SESSION III:	Defense	Defense	Defense
WEDNESDAY:			
SESSION I:	Offense Moves	Offense Moves	Offense Moves
THEORY SESSION:	2 on 2	2 on 2	2 on 2
SESSION II:	Uniform Handout/Photos	Uniform Handout/Photos	Uniform Handout/Photos
SESSION III:	National Wheelchair Team	National Wheelchair Team	National Wheelchair Team
THURSDAY:			
SESSION I:	Offensive Footwork	Offensive Footwork	Offensive Footwork
THEORY SESSION:	Movie “ The Hook”	Movie “ The Hook”	Movie “ The Hook”
SESSION II:	Offense Moves	Offense Moves	Offense Moves
SESSION III:	3 v 3, 5 v 5	3 v 3, 5 v 5	3 v 3, 5 v 5
FRIDAY:			
SESSION I:	Skills Challenge	Skills Challenge	Skills Challenge
THEORY SESSION:	Dusseldorf Giants	Dusseldorf Giants	Dusseldorf Giants
SESSION II:	Offense Moves	Offense Moves	Offense Moves
SESSION III:	Tournament	Tournament	Tournament

MORNING WARM-UP: 09:00 - 09:15

SESSION TIMES:

SESSION I: 09:15 – 10:30

THEORY SESSION: 10:30 – 11:00

SESSION II: 11:00 – 12:00

SESSION III: 13:00 – 14:15

SCRIMMAGE 14:15 – 14:45

COOL DOWN/QUIZ: 14:45 - 15:00

LUNCH: 12:00 - 13:00

DEPARTURE: 15:00

ORGANIZATION (sample)

MONDAY: Registration, full camp meeting, player assessments, medical needs/first aid,

WEDNESDAY: Player shirts distributed, National Wheelchair Basketball Team, camp photos, afternoon social in K'werth

FRIDAY: Dusseldorf Giants, Camp closing, player evaluations and photos handed out

GENERAL: Coaches should periodically rotate through stations as well as stay with their groups (“mix it up”), contests, demos, English sessions

SESSION STAGES: *Fundamental, Match-Related, Match-Condition, all supporting the theme.*

PROGRESSIONS: In free space, in confined space, in confined space with direction, with direction to one basket with counter attack option, with direction to two baskets.

INCREASING PRESSURE: reduce space, time constraints, add defenders, reduce attackers, add restrictions (must dribble, must beat the defender before going to goal, 5 passes requirement, etc.)

Go to the basket as much as possible to goal and most importantly, actively teach the players.

SOCCER SAMPLE TRAINING SCHEDULE

DAY/GROUP:	<u>U-6 / U-8</u>	<u>U-10 / U-12 / U-14</u>
MONDAY:		
SESSION I:	Dribbling/Ball Control	Dribbling/Ball Control
SESSION II:	Games, etc.	1v1 Defending
SESSION III:	None	Mini-Games (1 v 1 theme)
TUESDAY:		
SESSION I:	Passing	Passing/Receiving
SESSION II:	Games, etc.	Principles of Attack/Possession
SESSION III:	None	Small-Sided Games
WEDNESDAY:		
SESSION I:	Receiving	Principles of Attack/Combination Play
SESSION II:	Camp Pictures	Camp Pictures/Heading
SESSION III:	None	Fortuna Düsseldorf Visit
THURSDAY:		
SESSION I:	Shooting	Small and Large Group Defending
SESSION II:	Games, etc.	Serving/Shooting/Finishing
SESSION III:	None	Mini-Tournament
FRIDAY:		
SESSION I:	Coaches' Choice	Full-Camp Session/Choice
SESSION II:	Camp Contests/Closing	Camp Contests/Choice
SESSION III:	None	Players vs. Coaches/Camp Closing

Substitution Sessions: fitness with the ball, juggling, coordination, fast footwork, classroom discussion, video, goalkeeping, endurance training, etc.

U-6 / U-8**U-10 / U-12 / U-14****MORNING WARMUP:** None 9:00 (Tues. – Fri.)**SESSION TIMES:**

SESSION I: 9:00 – 10:00 9:15 – 10:45

SESSION II: 10:15 – 11:00 11:00 – 12:00

SESSION III: 12:00-13:00 13:00 – 15:00

LUNCH: 11:15 - 12:00 12:15-13:00**DEPARTURE:** 13:00 15:00***ORGANIZATION*****MONDAY:** Registration, full camp meeting, player assessments, medical needs/first aid, goalkeepers, girls players**WEDNESDAY:** Player shirts distributed, Fortuna Dusseldorf visit, camp photos, afternoon social in K'werth**FRIDAY:** Camp closing, player evaluations and photos handed out**GENERAL:** Coaches should periodically rotate through stations as well as stay with their groups (“mix it up”), contests, demos, English sessions**SESSION STAGES:** *Fundamental, Match-Related, Match-Condition, all supporting the theme.***PROGRESSIONS:** In free space, in confined space, in confined space with direction, with direction to one goal and a counter goal, with direction to two goals.**INCREASING PRESSURE:** reduce space, time constraints, add defenders, reduce attackers, add restrictions (one and two touch, must beat the defender before going to goal, 5 passes requirement, etc.)

Go to goal as much as possible and

most importantly, **actively teach the players****U-6/U-8 Groups:** It is important that not everything be soccer-related. Movement and coordination activities and games should be used daily to develop the child’s general physical abilities. Lots of fun activities, lots of changes and lots with the ball!

VOLLEYBALL SAMPLE TRAINING SCHEDULE

<u>DAY/GROUP:</u>	<u>Group I</u>		<u>Group II</u>	
MONDAY:				
SESSION I:	Technical I:	Passing	Technical:	Passing and Setting
SESSION II:	Technical II:	Setting	Tactical :	Setting up to Attack
SESSION III:	Game Theme: Attacking as a Team		Game Theme:	Attacking as a Team
TUESDAY:				
SESSION I:	Technical:	Serving	Technical:	Serving/Receiving
SESSION II:	Special :	Fitness/Nutrition	Special :	Fitness/Nutrition
SESSION II:	Mini-Games:	Serve/Receive	Mini-Games:	Serve/Receive
SESSION III:	Game Theme:	Transition	Game Theme:	Transition
WEDNESDAY:				
SESSION I:	Special:	Beach Volleyball	Special:	Beach Volleyball
SESSION II:	Technical II :	Hitting and Blocking	Technical :	Hitting and Blocking
SESSION III:	Game Theme:	Defending as a Team	Game Theme:	Defending as a Team
THURSDAY:				
SESSION I:	Tactical:	Basic Combinations	Technical:	Advanced Combinations
SESSION II:	Special :	“The Complete Player”	Special :	“The Complete Player”
SESSION II:	Mini-Games:	Playing at the Net	Mini-Games:	Playing at the Net
SESSION III:	Game Theme:	Mini-Tournament	Game Theme:	Mini-Tournament
FRIDAY:				
SESSION I:	Technical:	Diving/Digging	Technical:	Diving/Digging
SESSION II:	Tactical :	Systems of Play	Tactical :	Systems of Play
SESSION III:	Final Games: “Putting it all Together”		Final Games:”Putting it all Together”	

*Substitution Sessions: fitness with the ball, coordination, footwork,
classroom discussion, video, endurance training, etc.*

GROUP I/GROUP II

CHECK-IN/WARMUP: 16:00

SESSION TIMES:

SESSION I: 16:15 – 17:45
DINNER: **18:00 – 18:45**
SESSION II: 19:00 – 20:00
SESSION III: 20:15 – 21:00
DEPARTURE: 21:00

*****Start each session with a review of the previous session or day*****

ORGANIZATION

MONDAY: Registration, full camp meeting, player assessments, medical needs/first aid.

WEDNESDAY: Player shirts distributed, camp photos, afternoon coaches social in K'werth.

FRIDAY: Camp closing, player evaluations and photos handed out.

GENERAL: Coaches should periodically rotate through stations as well as stay with their groups (“mix it up”), contests, demos, English sessions.

SESSION STAGES: *Fundamental, Match-Related, Match-Condition, all supporting the theme.*

PROGRESSIONS: In free space, in confined space, in confined space with direction, with direction over the net.

INCREASING PRESSURE: reduce space, time constraints, add defenders, reduce attackers, add restrictions (must pass and set, 5 passes requirement, etc.).

Most importantly, actively teach the players.

LOOK AFTER YOUR VOICE!

When our children participate in any kind of school sports, whether at home or away, our coaches and chaperons do everything they can to keep them safe and healthy. We would never allow them to behave in a way which would put them at risk of injury.

Or would we?

A very important part of the whole sports experience is the vocal support of our teams during tournaments and matches. Cheering raises the morale of all and ensures that our players know we are fully behind their efforts. We are able to release the pent-up feelings of enthusiasm, joy or even frustration with our voices at full volume.

When this activity is taken to excess, however, our young people are putting their voices at risk. The vocal folds form one of the smallest, softest and most flexible of all our muscle groups. Good vocal health ensures that we can speak and sing with expression and with a clear sound which ranges from loud to quiet and from high to low. In young people, the vocal folds undergo considerable changes as they grow and develop, making them vulnerable to injury. We all know people (many of them active in sports over a long period) whose voices are croaky and unable to produce a clear sound. This permanent damage has been caused simply by using the voice wrongly.

When screaming, yelling and cheering are taken to excess, the tiny blood vessels which supply the vocal folds can burst, causing internal bleeding. In most cases, the result of this is a sore throat, hoarseness or loss of voice for a few days. If the child is unlucky, however, the healing process can cause leathery scar tissue to form in the vocal folds, making the muscles much less flexible than they should be. This damage is permanent.

It is very worrying, especially to music teachers who care about the welfare of their young singers, to have children returning time and again from sports tournaments with voices which just can't function. Like any other physical injury, this damage can be avoided with just a little bit of thought, care and consideration. Should the children cheer for their teams? Certainly, yes, they should. The human voice is capable of producing very loud sounds, especially with the correct support from the diaphragm. Sports teachers must therefore monitor the way in which children use their voices. They must not encourage vocal activity which causes injury. Common sense tells us when the vocal output is at its limit and the danger of damage is present. If loud support is absolutely necessary, why not take whistles or rattles to the match, to supplement the vocal sound?

It is no longer acceptable to allow young people to injure their voices, or to think of this damage as an inevitable part of sports activity. An internal or invisible injury is no less real than one which can be seen. This information will help us to look after our voices. Please explain to the children in your care, and to their parents, that our school will take much better care in future to avoid vocal damage.

Ian Thompson

Head of Music Department



Please submit your comments, corrections and ideas to

tschan@isdedu.de

