COACHES MANUAL

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YOUTH SPORTS PHILOSOPHY STATEMENT

YMCA youth sports are played to help young people grow in spirit, mind and body. The learning of skills, the reinforcement of positive values, and having fun while playing are essential elements of the program and shall be considered more important than winning and losing. We strive to always put the growth and benefit of youth first, to maintain a balanced level of league play, and to create and preserve a Christian environment in which to compete. In other words, we put the FUN in FUNdamentals.

SEVEN PILLARS OF YMCA YOUTH SPORTS

Everyone Plays
We do not use tryouts to select the best players, nor do we cut kids from YMCA Youth Sports. Everyone who registers is assigned to a team. During the season, everyone receives equal practice time and plays at least half of every game.

Safety First
Although children may get hurt playing sports, we do all we can to prevent injuries. We’ve modified each sport to make it safer and more enjoyable to play. Our coaches teach the sport as we’ve prescribed so the skills appropriate for children’s developmental level.

Character Development
The YMCAs core values of Honesty, Respect, Responsibility, Caring and Faith are about playing by the rules and more. It’s about the coach and players showing respect for all that are involved in YMCA Youth Sports. It’s about the coach being a role model of sporting behavior and guiding the players to do the same. At the YMCA, we’re more interested in developing children’s character through sports than in developing a few highly skilled players.

Positive Competition
We believe competition is a positive process when the pursuit of victory remains in the right perspective. The right perspective is when adults make decisions that put the best interests of the children before winning the contest. Learning to compete is important for children, and learning to cooperate in a competitive world is an essential lesson of life. Through YMCA Youth Sports, we want to help children learn these lessons.

Family Involvement
YMCA Youth Sports encourages parents to be involved appropriately in their child’s participation in our sports programs. In addition to parents helping as volunteer coaches, officials, and timekeepers, we encourage them to be at practices and games to support their child’s participation. To help parents get involved appropriately, YMCA Youth Sports offers parent orientation programs.

Sport for All
YMCA Youth Sports is an inclusive sport program. That means that children who differ in various characteristics are included rather than excluded from participation. We offer sports programs for children who differ in physical abilities by matching them with children of similar abilities and modifying the sport. We offer programs to all children regardless of their race, gender, religious creed, or ability. We ask our adult leaders to encourage and appreciate the diversity of children in our society and to encourage the children and their parents to do the same.

Sport for Fun
Sports are naturally fun for children. They love the challenge of mastering the skills of the game, playing with their friends, and competing with their peers. Our focus is on the fun of the sport.

THE COACH AND TEAM

Suggestions for YMCA Coaches

Relationship to Players:

1. Strive to make games and practices fun.
2. Praise your team as a group and each team member individually.
3. Refrain from shouting at any player. Never embarrass a player. Constructive criticism is okay, but should be low-keyed, positive and on a one-to-one basis.
4. Be enthusiastic.
5. Develop the idea that each youngster is important to the team.
6. Practices are important. Hold them regularly.
7. Be at games and practices ahead of time. Try to be there when the team arrives, this means a lot to a child.

Relationship to the Officials:

1. Teach respect by being respectful.
2. Avoid and discourage negative criticism, especially during a game.
3. Voice your problems through the “Y” staff. Don’t ask an official to explain a call during play. Wait until half time or the end of the game.
4. Be ready to forgive and forget, time and time again. Adults as well as youngsters will be growing in this program.

Relationship to Parents:

1. Schedule parents’ meeting before the first practice.
2. Get to know your parents as well as possible. They can be a great help to you. Invite their participation and involvement.
3. Be positive about your players, the officials and your opponent. Encourage your parents to do the same.
4. Be prompt beginning and ending practices.

Relationship to Program:

KEEP IN CONTACT WITH THE YMCA CONCERNING THE FOLLOWING:

1. Make sure your roster coincides with the office copy.
2. Make sure you let the YMCA know of any dropouts or injuries on your team.
3. Make sure all e-mails are read and handouts given out to each player.
40 Ways Coaches Can Build Assets for and with Youth

The original 40 Developmental Assets are research based and copyrighted. But many communities and groups find it inspiring and thought-provoking to adapt the framework for specific purposes. Here is one group’s interpretation of the assets for coaches.

**SUPPORT**
1. Family support – Have a team meeting with athletes and their families prior to the season to outline expectations and guidelines.
2. Positive family communication – Remind parent to use positive encouragement and constructive criticism.
3. Other adult relationships – Assign a player (not their own child) for parents to watch during the game and at the end to tell the player something he or she did well.
4. Caring neighborhood – Remind players to invite people to the games.
5. Caring team climate – Encourage team members to cheer for each other.
6. Parent involvement with team – Encourage parents to be involved as assistant coaches, treat providers, etc.

**EMPOWERMENT**
7. Community values youth – Have the players thank the team sponsor.
8. Youth as resources – Ask players for input on how games are going and what they need to improve on.
9. Service to others – Have players pick up trash around the gym or field after the game.
10. Safety – Never jeopardize the physical health of a young person.

**BOUNDARIES AND EXPECTATIONS**
11. Family boundaries – Keep in mind that family commitments are important and come before sports.
12. Team boundaries – Ensure that the team has clear rules and consequences.
13. Neighborhood boundaries – Be respectful at the field, behaving in the neighborhood as you would want people to act in yours.
14. Adult role models – Your behavior sets the standard for athletes and spectators.
15. Positive peer influence – Practice and promote unselfishness and teamwork.
16. High expectations – Have realistic expectations and maximize your athletes’ potentials.

**CONSTRUCTIVE USE OF TIME**
17. Creative activities – Create a team cheer.
18. Youth programs – Teach age appropriate skills. Encourage effort without focusing on results.
20. Time at home – Encourage players to practice at home.

**COMMITMENT TO LEARNING**
21. Achievement motivation – Make sure athletes tell you what their goals are and praise them as they move toward meeting their goals.
22. Team engagement – Encourage players to watch the game even when they are on the bench.
23. Homework – Encourage players to get their homework done before their team commitments.
24. Bonding to team – Remember, it’s still a game, fun needs to be everywhere.
25. Reading for pleasure – Have a book about an inspirational athlete to give to an MVP after each game. Have players write something that they learned in the book.
POSITIVE VALUES
26. Caring - Praise players with a smile, nod, or compliment. Remember they look to you for approval.
27. Equality and social justice - Don’t play favorites; move players around to different positions. Aim for active participation from every player.
28. Integrity - Treat players with respect, avoiding put-downs, sarcasm, or ridicule, & require the same from them.
29. Honesty - When you tell a player what you like about her or his effort or performance, be specific.
30. Responsibility - Give players responsibility such as helping with equipment.
31. Restraint - Focus on good sportsmanship. Stay clam when players make mistakes.

SOCIAL COMPETENCIES
32. Planning and decision making - Be organized and ready for practices and games.
33. Interpersonal competence - Model for athletes the need to encourage players as they improve their skills.
34. Cultural competence - Make sure players who are new to the sport understand its rules and strategies.
35. Resistance skills - Remember that young people involved in positive organized activities are much less likely to be involved in risky behaviors.
36. Peaceful conflict resolution - Demonstrate how to peacefully resolve conflicts during games. Set the standard for absolutely no swearing.

POSITIVE IDENTITY
37. Personal power - Involve players in making decisions by asking them for input and inviting their questions.
38. Self-Esteem - Help players develop confidence & self-esteem by greeting them individually when they arrive.
39. Sense of purpose - Praise players for the important role they play in the team (i.e., team leader, biggest fan) or for a particular skill they have mastered.
40. Positive view of personal future - Remember that you are developing good human beings first, developing athletes second.

This is adopted from the Search Institute’s 40 developmental assets and tips for being a great coach and role model. www.search-institute.org
ASSET-BUILDING IDEAS FOR COACHES

Coaches teach young people not only the rules and strategy of games but important lessons about life as well. You can help young people develop confidence and self-esteem, help them learn to resolve conflicts peacefully, teach them ways to take care of their health and well-being, and help them develop skills for communicating with others. Here are a few ways coaches can be asset builders:

Learn the names of all the players on your team and call them by name. Make a point to talk at least once with each player each time you practice or play.

Create and maintain a positive atmosphere. Two top reasons young people participate in sports are to have fun and to spend time with their friends. Winning is not one of their top reasons.

Focus on helping players get better, not be the best. It will reduce players’ fear of failure and give them permission to try new things and stretch their skills (asset #16: high expectations).

Know that highly competitive sports can often cause a great deal of stress for young people. The intense pressure that goes along with trying to be the best can sometimes lead to unhealthy outcomes such as substance abuse and/or eating disorders. Be careful not to push young people too hard and learn about the warning signs of possible problems.

Care about your athletes’ lives outside of the sport and show them that they are valuable people as well as team members.

Adapt your teaching style and language to the players age level. Young children do not always know sport terms. Use words and concepts they understand. On the other hand, older youth may be more successful when they understand the big picture of what they are trying to accomplish as well as the specific skills or strategies.

Set goals both for individuals and for the team. Include young people in setting these goals.

Catch kids doing things right. Be quick to praise a player’s efforts. The best feedback is immediate and positive.

Always preserve players’ dignity. Sarcasm does not work well with young people. They may not always remember what you say, but they always remember how you said it.

Insist that all team members treat one another with respect. Then model, monitor, and encourage respect. Have a zero-tolerance policy for teasing that hurts someone’s feelings.

Be specific about a code of conduct and expectations for athletes, parents, spectators, and team personnel.

Encourage athletes to do well in school and to be motivated to achieve.

Respect other activities and priorities in athletes’ lives. Avoid conflicts with their other commitments and respect their need for time with their families.

Find ways each child can participate, even if he or she is not particularly skilled in the sport.
Listen to and encourage your athletes’ dreams, concerns, and desires – sports related or otherwise.

Develop leadership skills in young athletes by giving them opportunities to lead practice drills and develop a team code of conduct.

Take time at the end of practice to have the group offer positive comments about each player’s performance that day. Make sure no one is left out.

Split up cliques on the team by mixing up groups for drills or scrimmages.

Plan a community service project for the team. It teaches players to give something back to the community.

If you have an end-of-the-season gathering, take time to say a few positive things about each player. Avoid Most Valuable Player awards and other “rankings.” Focus on the relationships, the improvement of the team, and the unique contributions of each player.

YMCA CHARACTER DEVELOPMENT

At the YMCA, our concern for youth goes beyond the sport they are in. The development of character in any context is a vital concern for the youth of today. All of our programs are designed to promote character development in four main areas.

Caring
Caring is compassion, empathy, concern for others. One’s level of caring is reflected in one’s actions, not words. Youth need to learn to care about the needs of others. They learn this by watching you, their parents. Would your child name you as the most caring person they know?

Honesty
Honesty is truth telling, reliability, forthrightness ethics, and integrity. Again, children’s first impression of this is at home. Our programming deals with children in a true, open and forthright manner. We would never try to convince a child that their skills were beyond what they truly are. Encouragement and positive reinforcement should always be tempered by the truth.

Respect
Respect is showing regard for someone or something. In regards to people, it is valuing their dignity regardless of race, creed, or gender. Today because of the ever-increasing need for early childcare, children are at a very early age exposed to social interaction. The need for learning to respect other people, property, nature, animals and the environment has become very important. The simple lesson of why not abuse the YMCA ball or equipment extends much deeper into later life.

Responsibility
Responsibility is how one fulfills his or her obligations. A responsible parent loves, nurtures, disciplines, and guides a child. Too often today children have excuses made for them. Although this is the easiest most convenient way of dealing with the situation, a pattern of irresponsibility can be established with far reaching effects. Being encouraged to keep track of one’s ball, equipment, and personal items at a practice or game helps to prepare for more important responsibilities in the future.
Faith
Be sure of what you hope for and certain of what you do not see. Practice what you believe. By instilling Christian principles through its mission and programs that strengthen spirit, mind, and body for all, the YMCA encourages kids, teens and adults to trust in faith.

YMCA Character Development can help differentiate us from organizations that exist only to provide recreation, sports, etc. Our programs are only conduits of our mission; character development is our product.

Our Youth Sports Program is specifically designed to promote values education. It gives participants practical experience in using values and seeing them work. The YMCA teaches youth these skills through this program.

Specifically, Youth Sports is working at these sportsmanship values: Self Respect

How people look at things influences what they do. So, if participants think of themselves as good players and as important parts of the team, they will play that way. Our goal is to help youth believe in themselves and see themselves as important in some things, if not in everything.

Respect for Teammates
Each participant is not the only member of a team. All the players help the team and are important in some way. Players are taught to show teammates that they are important by praising them when they do well, by not scolding a player who makes a mistake, and by helping a teammate whenever they can. Players must be cohesive and play as a team in order to do well.

Respect for Other Teams
You need the other team. Without two teams you could not play. Therefore, players are taught to show respect for other players by treating them as needed partners not enemies.

On Sidelines
Each player spends about half the game on the sidelines. They already know that they can help their team when playing by scoring points and by stopping the other team from scoring points. But they can also be a big help even when not playing. Here are some things they can do: Cheer for their team and watch the whole game. Be ready to help the coach any time he needs someone to play. Recognize all good plays no matter who makes them.

Winning
Everybody likes to win, but not everybody likes a winner. There are two kinds of winners: one kind is happy that he won and is happy that his team played a good game; the other kind brags about winning. He brags that if it were not for him, the team surely would have lost. He also rubs it in to the other team so that they really feel badly that they lost. Y-Winner participants work at being winners people like.

Losing
Everyone should always play his best. But we do not always win. Therefore, we all must learn how to lose. There are two kinds of losers. The first is one whose whole day is shattered because he lost; he will not talk to the other team; he blames his teammates or himself for mistakes that lost the game. The other kind of loser tells the other team that he is happy for them that they won and
he knows for himself that he tried the best he could and he looks forward to winning the next one...maybe!

**Building the Team**
To be a good team member each participant needs to get to know all of his teammates and the coach and to let them get to know him. We are all different in ability and skills. It helps the team to listen to each other, learn from each other, share ideas and feelings, and help each other increase strength and reach goals.

**Respect for Officials**
The rules of the game help everyone play the game better. So go along with the rules and cooperate with the officials. They are there for one main purpose: to make sure the game is played well. Players are taught not to argue with an official. If they make a mistake, let your coach take care of it. If they are really honest with themselves and with officials, it often turns out that they get more out of the game.

**Respect for Coach**
The team leader is the coach. He is there to try to help the team win; but more importantly, to help each youth learn the sport better. The coach can help if the players listen to everything he says.

**Role Modeling**
Whether we aware of it or not, we are all providing value examples for our participants, good or bad. Through Youth Sports, we want you to become conscious of your role and do a good job with it!

How do you do it? Here are a few guidelines!

- Set a good example yourself. Actions speak much louder than words. Your conduct with other coaches, officials, and players is significant.

- Create a value rich environment. Conduct your practices and chalk sessions in such a way that players can learn, clarify and test their values. A values rich environment is based on the house rules and open communication between players and coaches.

- Take the opportunity to point out the value opportunities in games and practices. Talk about team spirit, avoiding put downs, being responsible for their own actions.

- Set a special place to sit and review some of the happenings during that days session that help instill these values.

- Take advantage of the resources available to you. YMCA staff can suggest value exercises and approaches even for the youngest players.

- It is the little things that happen over a season that makes the value impact. These little things will provide a base for growth over the years.
“Y” PLEDGE

“WIN OR LOSE ... I PLEDGE BEFORE GOD ...
TO DO THE BEST I CAN, TO BE A TEAM PLAYER;
TO RESPECT MY TEAMMATES, MY COACHES, AND OFFICIALS;
TO IMPROVE MYSELF IN SPIRIT, MIND, AND BODY.”
AMEN

THE YMCA COACH

The youth coach’s job is to teach skills and team play within a framework that includes these elements:
Work with every player on your team. The most highly skilled and least highly skilled player on your team should be given equal attention. Every player can be helped to improve in ability and enjoy playing. And it’s more important that every player participate and have fun, than that a few good players dominate the action. Work on basic skills and fundamentals and teach physical fitness habits. Younger teams especially should concentrate on fundamentals. Teach the skills and concentrate on the basics.
Help players become conscious of the importance of proper techniques in execution. Stop the action often to help individual players improve. But don’t interfere excessively.
Demonstrate the importance of fitness habits such as warm-up and conditioning exercises. Talk to your players about diet, rest and involvement in other sports and activities.
Teach fair play. Playing fair is an essential part of youth sports. It’s a set of attitudes, which include ...
  • Respect for oneself – taking responsibility for one’s own behavior and learning.
  • Respect for one’s teammates – working to become a team player who unselfishly contributes to the good of the whole team.
  • Respect for the other team – considering the other team an essential partner in competition.
  • Respect for the rules and the officials who uphold them.

Help players set and evaluate individual goals. Competing against oneself is perhaps the best way to improve skills. Help players measure their skills, set goals for the future and work to reach those goals.
What is important is not so much how players measure up against each other, but how much each player learns and grows and reaches new levels of skill and enjoyment.
Keep winning in perspective. Winning games is only one of the many goals which are important in sports. Help players (and their parents) become aware of other important goals; learning skills, becoming more fit, being a good leader sometimes and a good follower other times, dealing with the emotions of sport, and having fun.
YMCA coaches should provide keen, intense competition, but not at the expense of any of these important goals.
Encourage lifetime involvement in sports and physical activity. Sports are fun for life. More importantly, regular cardiovascular exercise is important for a lifetime.
Unlike some sports which are appropriate primarily for the young, soccer and basketball may be enjoyed for many years. Encourage parents to play the game with your players at home, and discuss the importance of physical exercise through sports as a lifetime interest.
Work with the whole person: spirit, mind and body. Physical fitness is important but so are mental attitudes and spiritual growth. YMCA sports programs emphasize overall personal development.
By working with each person individually to realize his or her physical limits, potentials, ideas and feelings the YMCA coach has an opportunity to build strong values along with strong bodies.

**WHAT A COACH SHOULD BE**

1. Be knowledgeable of the rules and of the game in theory.
2. He/She communicates well with players and parents.
3. He/She conducts good, well-organized practices.
4. Be well organized in every aspect of coaching.
5. He/She works well with all Y staff and other coaches.
6. He/She develops all players.
7. He/She changes line-ups as much as possible.
8. He/She plays each player as much as possible.
9. Conducts Him/Herself in a very positive manner during games.
10. He/She does not argue with referee’s decisions.
11. He/She shows good sportsmanship at all times.
12. He/She coaches how to be a gracious Winner and Loser.
13. He/She attends all meetings so everyone is working with the same information.
14. Follow through with handouts and other YMCA information.

**A CHECKLIST FOR PRACTICE SESSIONS**

Practice sessions can be tedious for a player and frustrating to a coach. Often, a quick evaluation of your previous session will give you a clear idea of an area of weakness. The following checklist should provide any coach (from youth to state select) the opportunity to improve their practice sessions and create meaningful practices for their players.

- Decide on a topic for emphasis based on previous match or practice and make written plans for the sessions.
- Arrive 15 minutes before scheduled start time.
- Assure that water and medical kit are available.
- Arrange all equipment and field or gym set-up for exercises before practice begins.
- Begin practice on time.
- Warm-up to be related to theme of practice.
- Verbal explanations to be concise, meaningful, and to the point. Players allowed chance to experience and learn. Avoid lecturing.
- Ample number of balls. Don’t spend time chasing balls.
- Keep all players actively involved.
- Exercises to provide game-like pressure on players.
- Exercises conducted on proper third of field.
- Arrange grids in proper size to get proper pressure training, improve speed of decision-making and improve technical ability.
- Use positive reinforcement with all players.
- Use “freeze” method of explanation from the point of the mistake. Players to begin from the point of the mistake and follow instructions correctly.
- No more than five “freezes” during the session.
- Do not interrupt play during the final scrimmage or match/game condition.
- Allow time to cool down and stretch at the conclusion of practice.
- Ask players questions relating to the practice theme and solicit their input.
- Remain enthusiastic and upbeat during the entire session.
- Provide information concerning upcoming matches/games and tournaments to players.
• Recognize improvement in play related to the practice topic.
• End session on time.
• Quality practice sessions will result in quality players. Have enough confidence in yourself to ask a coach you respect to watch your training session and make suggestions. When experiencing difficulties with your sessions ask for help or use the checklist. Your players deserve the best.

OUTLINE OF FIRST MEETING WITH PARENTS

1. Introduce yourself
   A. Briefly tell about yourself and why you coach
2. Explain the “Y” philosophy and it’s youth sports programs
3. Conduct, and how you handle it as a coach
4. “Y” Rules and Regulations
5. Player conduct
6. Parent conduct
7. Equipment:
8. What “Y” furnishes
9. What parents furnish
10. Shoes, guards, misc. eyewear strap
11. What the player cannot wear, (ie. earrings etc.)
12. Bad weather clothing
13. Safety
14. Rule that Coach may enter playing field/gym floor
15. Practices
16. Where
17. Time (starting and ending promptly)
18. Rules for practice – attendance and conduct
19. Playing time is a minimum of one(1) half, but try to average 3 quarters
20. Handouts
21. Equipment, schedules, name list (see examples)
22. Establish call list for information flow
23. Coach and assistant
24. 2 - 4 parent responsibility for rest of team
25. Refreshments
26. Make list to be followed by parents
27. Take up enough money to supply for entire season, to be handled by coach or team parent
28. Have a question and answer session
29. Prayer and/or “Y” Pledge before game is encouraged!
30. Have a team parent plan a team and parent function (pre-season & post-season)

What to do in an Emergency
Emergency Medical Plan
Injury & Risk Management Prevention
Guidelines
Risk Issues
Daily Safety Checklist
Common Injuries & Prevention
Emergency Medical Plan
Required Information For All Game and Practice Sites

1. The closest working phone is: **Inside the Jerry Long YMCA**
2. The exact address of the activity site is: **1150 S. Peace Haven Rd, Clemmons, NC 27012**
3. The major cross streets are: **S. Peace Haven Rd & Lewisville Clemmons Rd.**
4. The exact entry location (which door) for the emergency personnel is: **Front entrance at YMCA**
5. The first aid kit is: **Located at each pavilion and on golf cart**

What to do When a Child Gets Hurt........

1. Acknowledge what happened and take care of the child (Band-Aids, ice packs, ice cubes, etc...administer first aid, seek medical attention etc).
2. If the parent is not present notify them immediately, even if the injury is minor. If someone other than the parent transports the child, tell them and then call the parents to follow up.
3. If the injury is serious make every attempt to notify the parents or emergency contact and let them make the judgment for treatment. If they are unavailable or the injury demands immediate attention you make the determination of whether to seek medical assistance.
4. Notify the YMCA.
5. Document the injury and circumstances with an Incident Report - fill out an incident report and get it to the League Director A.S.A.P.
6. Procedure for Calling 911
7. Remain Calm; this will aid the operator in receiving your information.
8. Dial 911
9. Let the operator direct the call. Give them the information in the order they ask for it.
10. Have the following information ready to give to the operator:
11. Your name
12. Address of the injury
13. Type of injury/symptoms
14. Activity area
15. Phone # you are calling from
16. Specify place and person who will meet paramedics
17. Let the operator terminate the call.

Injury and Risk Prevention Guidelines

**THE DO’S**

Coaches have a responsibility to help prevent injuries. Many injuries can be prevented if coaches take a few simple precautions.

1. Regularly inspect your playing area and equipment for hazards. Report dangerous conditions immediately and do not permit your athletes to play until it is safe.
2. Warn your players of potential injuries, which can occur in sports and point out their responsibility for the health of teammates and opponents. List common injuries and how to prevent them.
3. Make sure that players do not participate in physical activities when hurt.
4. Make sure that players warm up/cool down before all practices and games.
5. Supervise all activities and teach strict observance of game rules. "Horsing around" is a common cause of injuries.
6. Prevent heat injuries by encouraging regular water breaks and including brief rest periods.
10. Advise players about the proper playing equipment. Teach players how to prevent blisters by wearing footwear that fits correctly, by gradually breaking in new shoes, and by wearing two pairs of socks if needed. Never be the only adult on site. An accident requires a lot of attention. Always take a first aid kit.

15. THE DONT’S
16. You must avoid doing these things. This will further protect the youth, the YMCA, and yourself.
17. Don’t administer medications. This includes aspirin and sunscreen.
18. Don’t transport the injured child/youth yourself. If you feel the youth needs medical attention notify the parents or call 911.
19. Don’t give a diagnosis of injury unless you are a physician. Just state the symptoms and what happened.
20. Don’t leave any youth unattended without adult supervision.
21. Don’t give a statement to the media concerning an incident. Direct them to the Director.

RISK ISSUES

BAD WEATHER
In case of bad weather, decisions about whether or not a game will be played will be made by the YMCA staff. Exercise caution if you practice in the rain or if the fields are wet. If you are in doubt about having a safe environment, cancel the practice.

TORNADO WARNING
Discontinue practice and return to the building or seek shelter near by.

CHILD ABUSE
Protect yourself against possible accusations. Never allow yourself to be alone with a youth. Always have another adult with you. Do not escort youth into their house when their parents are not there. Do not show any special treatment for one particular youth. Never transport children.

DIFFICULT PARENTS
Occasionally, a team will have a parent that disagrees with the coach or the coaching style. If you encounter difficulties with parents and you need help, call the YMCA League Director.

MEDIA
Please do not speak with the media regarding any incident. All inquires are to be sent to the YMCA.

EXTRA PRACTICES OR GAMES
Anytime a practice or game is scheduled that is not part of the formal YMCA practice and game schedule you must notify the YMCA League Director before proceeding. Failure to give notification could result in termination. Furthermore you could be found personally liable for incidents that occur as part of a non-YMCA sanctioned event.

MISSING CHILD
If you notice a child in your care is missing:
1. Determine through a quick search that they are really missing (never leave other children unattended).
2. Arrange for other adults to continue searching while you contact the YMCA staff to notify the staff in charge. The YMCA will send help and call the parents.
3. Activate the 911 system.

RESTRICTIVE PROBLEMS
Please ask every parent if their child has any special needs that might affect their participation in the program. If you are aware of a special need a child has, and you are unsure how or if an accommodation can be made, please contact the YMCA League Director.

DAILY SAFETY CHECKLIST GUIDELINES FOR SPORTS
Safety is our primary concern.
- Inspection of the playing surfaces prior to use.
- You have asked all the athletes if they have any current injuries and/or pains.
- Inspection of equipment for any damage.
- Review the proper use of equipment with any new team members or new coaches.
- Inspection of equipment to make sure it fits the athlete.
- Spectators are observing from a safe area.
- You have a copy of the emergency procedures document.
- You have access to a first aid kit.

Common Injuries and Prevention
Basketball
Finger Sprains
Muscle Pulls – quads and hamstrings
Sprained Ankles – knees
Nose Bleeds
Baseball
Tendonitis – shoulder and elbow
Slide Burns
Rotator Cuff
Hamstring Pulls – muscle strain
Soccer
Ankle Sprains
Strain to a Muscle
Fractures to a Bone
Nose Bleeds
Chronic (over use)
Tendonitis – inflammation of a Tendon
Bursitis – inflammation of a bursa
Stress Fracture – small crack in the bone usually lower leg

Prevention
General Injury Prevention Know the risk factors of the sport specific physical activity. Help athletes to develop strength flexibility and endurance. Increase training time, distance and repetitions, no more than 10% a week. Encourage athletes to report pain and injury. Respond positively about complaints of pain.

Preventing Muscle Strains
Warm up activities are slow sustained stretching exercises, calisthenics and slowly increasing the intensity of motion.

Ingredients of a good warm up:
Increased Body Temperature
Increased Respiration
Increased Heart Rate
Followed by stretching muscles with a slow static stretch

Cool Down gradually reduce workout intensity. Have athletes walk at a slow rate until their heart rates get near normal. Follow up with light stretching.

Over Use Injuries
Tendonitis, Bursitis, and Stress Fractures. Usually caused by repetitive stress and damage to tissue. Usually athletes continue to play when fatigued or injured. Athletes often fail to report injuries. It is very important that coaches are proactive and ask pointed questions if they suspect an athlete is injured or overly fatigued. Youth are predisposed to overuse injuries because of the physiology of growing. Cartilage of young athletes is easily damaged. Muscles and tendons of young athletes tend to be tighter. Some youth specialize in a select sport too early, cross training is very important.

Dehydration Prevention: Two to three hours before a workout or competition drink 2 cups of fluid. One hour before a workout drink 1 cup of fluid. Fifteen minutes before, 1/2 cup of fluid. Fluid should be caffeine free. Athletes should have water breaks every 10–20 minutes.

Preventing Sprained Ankles and Knees: Stretching of muscle groups surrounding the joints is very helpful in reducing sprains. Have players practice pivoting on the ball of their foot with their heals elevated.

Preventing Slide Burns: If possible an athlete should wear long pants or have protective pads on when sliding. Preventing Tendonitis: Most commonly caused by repetitive movements on body parts that lack conditioning and stamina. It is an inflammatory response to repeated stress or irritation. Keep athletes from increasing training time, distance and repetitions to no more than 10% per week.

CHILD ABUSE PREVENTION POLICY
(effective 1/1/2007)
This policy covers the required steps involved in the hiring, training and supervision of staff; appropriate conduct related to the supervision of children; reporting procedures of suspected abuses; responsibilities to parents and recommendations for good practices related to the above.

DEFINITION OF TERMS
Staff: All full-time, part-time, temporary or seasonal staff including director, program leaders, teachers or aides. All volunteer staff who have frequent and routine contact with children. (Parents who volunteer for special events are excluded).
Child: 17 years of age or under.

STAFF HIRING, TRAINING AND SUPERVISION
(For infant, preschool, school-age child care, day and residence camp programs)
1. A minimum of two reference checks are conducted, documented and filed on all potential staff prior to employment. References must include immediate prior employment and/or any employment involving supervision of children.
2. Child abuse and criminal record checks are conducted on all staff.
3. YMCA Staff name tags will be worn by all employees during program operation and/or work hours. Children are instructed to avoid any person not so identified.
7. All child care staff receive the following orientation training before or within the first 30
days of employment:
   a. YMCA policies related to swimming pool safety, transportation and prevention of
      child abuse.
   b. YMCA emergency procedures.
   c. National YMCA child care program standards.
   d. YMCA of the USA Child Abuse Prevention Training.
   e. Training in recognizing the signs of suspected child abuse.
   f. Training in CPR, First Aid and Bloodborne Pathogens.

9. Program Administrator supervising decentralized sites of operation or designee makes
10. unannounced visits at least two times per month. YMCA site observation forms are filled
11. out and original filed at the Association Office.
12. President/CEO, VP of Program Development, Branch Executive, Program Director or
13. designee, other than staff referred to in above, visits each child care and day care
    operating site at least two times a year.

**STAFF RELATIONSHIP WITH CHILDREN**
(Pertaining to all YMCA programming with children)
1. As a general rule, staff members should not be alone with a child(ren) in an area/location
   where they cannot be observed by other staff except where necessary and appropriate.
2. Although the state requires a staff/child ratio of 1:25 in school-age care programs, the
   YMCA of Northwest North Carolina will exceed this standard by providing one staff member
   for each fifteen (15) children (1:15). A minimum of two staff should be assigned to each
   program operating site.
3. Each decentralized site of operation will install or have access to a telephone on location
   and on buses during operating hours.
4. As a general rule, children should not be left unsupervised.
5. YMCA staff will have no one on one contact with children outside approved YMCA activities
   where there was no relationship with the child prior to YMCA employment. Any participation
   in activities with children outside approved YMCA activities will not be considered as
   functions of an employee of the YMCA; and the YMCA or anyone related to the YMCA
   cannot be held responsible for any adverse action, conduct or misbehavior that may arise
   from the association of any employee with children outside YMCA approved programs.
   YMCA staff violating this rule will be subject to disciplinary action up to and including
   termination.
6. Staff behavior or disciplinary actions with children must avoid all abuse actions.
   Constructive methods must be used for maintaining group control and handling individual
   behavior. Corporal punishment and other humiliating or frightening techniques are
   prohibited. Appropriate disciplinary action must not be associated with food, rest,
   separation from group for illness or toilet training.

**RESPONSIBILITIES TO PARENTS**
1. As part of an orientation, parents will be informed that they are invited and welcomed to
   visit program sites at any time.
2. Under no circumstances will Y staff release children to anyone other than the authorized
   parent(s), guardian(s) or an individual authorized by parents in writing or verified by
   telephone. Formal sign-in and sign-out procedures will be established and appropriate
   records will be maintained and kept on file in accordance with published regulations which
   govern the operation and administration of a child care program and/or facility.
3. Staff will check for signs of illness/injury and personal wellness of the children.
4. A serious injury or life threatening situation will require us to act without the written authorization of parent(s), guardian(s) or other individuals.

RECOMMENDATIONS
(Concerning involvement of Parents and Supervision of Children)

1. Parents should receive regular written information about the programs content and schedules; feedback regarding their child’s participation in program including behavior and general health; and an introduction to the program staff.

2. Each Branch should offer positive assistance and resources for parents and children through workshops, counseling and the use of printed and audio-visual resources. All resources should be thoroughly investigated prior to use.

REPORTING REQUIREMENTS PERTAINING TO ALL YMCA PROGRAMS

Mandatory Reporting of Child Abuse: YMCA employees are recognized as mandated reporters under State guidelines. The YMCA requires all employees, especially child care employees to report known or suspected child abuse to a child protective agency by telephone immediately or as soon as practically possible and to complete the YMCA Child Abuse Reporting Form. The original of this form must be sent as soon as possible to the SVP/COO or designee and a copy to the Branch Executive and a copy to the supervisor. A child protective agency may be a police or sheriff’s department, a county probation department, a county welfare department or the Department of Social Services for the county in which the Branch is located. Reasonable suspicion means that it is objectively reasonable for a person to entertain such a suspicion, drawing when appropriate on his or her training and experience, to suspect child abuse. Failure to report is grounds for disciplinary action up to and including termination.

NOTE: Every staff member has an absolute duty to report and document any suspicion of child abuse, molestation or sexual misconduct to the proper authorities. The Department of Social Services will determine the accuracy of the report.

TELEPHONE NUMBERS:
Davie County Department of Social Services: (336) 751-8800
Forsyth County Department of Social Services: (336) 727-8351
Stokes County Department of Social Services: (336) 593-2861
Wilkes County Department of Social Services: (336) 651-7400
Yadkin County Department of Social Services: (336) 679-4210

YMCA of Northwest North Carolina
Coaches Code of Conduct for Youth Sports

I pledge myself to uphold the mission of the YMCA in my association with team members, coaches, spectators, and opposing teams.

I will exemplify all the principles of good sportsmanship and instill them in the youth under my care. I will not permit any unsportsmanlike conduct from players or spectators representing the team I am coaching.

I will, by personal example, display the qualities of leadership, which will inspire youth to strive toward the goal of good leadership and sportsmanship.

In accordance with the YMCA principles, I shall make fair play and good sportsmanship the primary
objective of all competition.

My primary aim as a YMCA coach shall be the development of youth spiritually, mentally, and physically.

I will abide by and uphold the rules and regulations governing athletic contests, as established by the YMCA.

I will, at the conclusion of each game, line up my team facing our opposition and lead them in shaking hands with each member and coach of the opposing team.

YMCA of Northwest North Carolina
Parent’s Code of Conduct for Youth Sports

YMCA Youth Sports Philosophy

YMCA Youth Sports are based on certain beliefs and philosophies: participation and everyone plays. The YMCA encourages having a healthy spirit, mind, and body, meaning the development of the whole person. The YMCA also emphasizes fundamentals, teamwork, fair play, cooperation, and respect for the officials one’s self, one’s teammates, and the other team. Our philosophy is simple: EVERYONE PLAYS – EVERYONE WINS. Every decision you make and every behavior you display is based first on what you think is best for your athletes, and second, on what can be accomplished to have everyone become a winner.

I hereby pledge to provide positive support, care, and encouragement for my child participating in the Youth Sports Program by following this Parent Code of Conduct:

I will encourage good sportsmanship by demonstrating positive support for all participants, coaches, and officials.

I will do my best to make this program fun for my child.

I will keep winning in perspective. A child usually forgets the outcome of the game: it is the adults that have a tendency to stress the win/loss record.

I will ask my child to treat other participants, coaches, officials, parents, and spectators with respect regardless, of race, age, sex, creed, or ability.

I will treat officials and coaches with respect. They are there to provide your child with a safe and healthy learning environment. Officials and coaches deserve the same type of environment from the parents and spectators.

I will strive to be a good role model for my child and the other children in the program. I will encourage my child to learn to lose with dignity and win with grace.

I will respect my child’s coach and do my best to have my child at all practices and games on time. I will recognize the importance of volunteer coaches. I realize they are important to the development of my child and the program. I will communicate with them and support their decisions.
YMCA
Coaching Agreement

As a coach in the YMCA sports program you will have a tremendous influence on the lives of the youngsters on your team. They will look up to you and try in many ways to mirror your actions.

This puts a great responsibility on you as a YMCA coach. The boys and girls may notice things about you that you may not even notice yourself. They will copy your personal habits and attitudes toward the total program.

The most important influence is your personal attitude. If you are having fun working with your team, they will enjoy working with you. Your attitude can make this a growing, enriching, healthy experience. You can grow and help others grow in the “Y” program.

With these thoughts in mind, we request that you read and sign the following coaches agreement:

As an adult volunteer coach in the YMCA of Northwest North Carolina sports program, I understand that my first responsibility is to provide a positive learning experience for the youth that I will be associated with.

I will abide by all YMCA rules and policies related to this program.

I understand that winning is not the main objective of YMCA sports and will keep winning in perspective and will help players and their parents become aware of other important goals of the program. I will teach good sportsmanship in winning situations as well as in losing situations. I will set good examples by my personal attitude toward my team members and parents.

By signing below I acknowledge I have read, understand and agree with the YMCA of Northwest North Carolina Code of Conduct for Youth Sports and this coaching agreement.

________________________________________________________________________________________________________________________________

Print Name Here    Sign Here    Date

JERRY LONG FAMILY YMCA
1150 S Peace Haven Road, Clemmons NC 27012
Our Mission: “Helping people reach their God-given potential in spirit, mind and body.”