



MARINE CORPS YOUTH SPORTS GUIDE





DEPARTMENT OF THE NAVY
HEADQUARTERS UNITED STATES MARINE CORPS
WASHINGTON, DC 20380-0001

NAVMC 2901
MWD
4 August 1989

CORRECTED COPY

FOREWORD

1. PURPOSE

NAVMC 2901. Youth Sports (YS) Guide is designed to assist YS managers in administering and operating their programs. This guide is informative in nature and provides guidelines and information on program management operations.

2. INFORMATION

a. This Guide should be used by recreation staffs and managers of Youth Activities (YA) and YS activities to assist in their planning, Management, and operation of facilities and programs.

b. For requisitioning instructions see MCO P5600.31. Marine Corps Publications and Printing Regulations.

3. CERTIFICATION

Reviewed and approved this date.


J. R. JOY
By direction

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2020005. 006, 007, 008 (5)
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3001/352003913540005/3550001/6050001 (2)
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INTRODUCTION

Youth sports (YS) activities have come a long way in Marine Corps Morale, Welfare, and Recreation (MWR). Through the years, YS has expanded sports opportunities, improved safety factors, created teams for boys and girls together, adopted regulation safety equipment, and increased overall military youth participation.

The role of the volunteer parent has become better defined. To reflect YS goals in conjunction with this premise, professional training and certification is required by all YS coaches and program coordinators.

YS is the place where kids have the right to play to have fun.

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CHAPTER 1

PHILOSOPHY

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CHAPTER 1

PHILOSOPHY

1000. GENERAL. The Marine Corps YS Guide is developed to offer youth a wide array of opportunities for participation in organized sports. For many youth, it provides opportunities for recreational enjoyment and physical development, as well as contact with other youth, volunteer leaders, and youth activity staff. In Marine Corps YS the emphasis is on individual and team effort more than on winning or losing. Through YS, children can develop an enthusiasm for participation which can become the foundation for life long interests in personal fitness and good health.

1001. PLAYER BILL OF RIGHTS

- Right to participate in sports.
- Right to participate at a level commensurate with each child's maturity and ability.
- Right to have qualified adult leadership.
- Right to play as a child and not as an adult.
- Right of children to share in the leadership and decision-making of their sport participation.
- Right to participate in safe and healthy environments.
- Right to proper preparation for participation in sports.
- Right to an equal opportunity to strive for success.
- Right to be treated with dignity.
- Right to have fun sports.

Player Bill of Rights

Reprinted with permission from "Guidelines for Children's Sports," R. Martens and V. Seefeldt (Eds.). Washington, DC American Alliance for Health, Physical Education, Recreation and Dance, 1979

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CHAPTER 2

GOALS

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CHAPTER 2

GOALS

2000. GENERAL GOALS

1. To provide dependent youth who desire the opportunities for participation, fun, and enjoyment.
2. To provide opportunities to youth for the development of life-time leisure skills.
3. To assist youth to develop physically by:
 - a. Teaching fundamental and safe sports skills appropriate for their age.
 - b. Improving their physical condition.
 - c. Teaching sound health habits.
 - d. Providing safe playing areas and proper equipment.
4. To help youth develop psychologically by:
 - a. Fostering the development of self-worth and personal emotions.
 - b. Providing the opportunity to express and control emotions.
 - c. Creating a learning environment.
5. To help youth develop socially by:
 - a. Learning cooperation and sportsmanship.
 - b. Providing opportunities to learn independence and the importance of teamwork.
 - c. Providing all youth with opportunities to develop leadership skills and initiative.
 - d. Providing opportunities to learn how to compete.

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CHAPTER 3

CONCEPTUAL GUIDELINES

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CHAPTER 3

CONCEPTUAL GUIDELINES

3000. GENERAL. Prior to organizing an activity, YS directors must establish a firm, written FOUNDATION OF BASIC CONCEPTS on which the activity must be developed and allowed to grow. The boundaries of these concepts are critical to activities structure and will sometimes vary to satisfy local requirements. The guidelines listed below are the result of input from numerous sports directors, YA director, researchers, and educators and are considered ultimate goals in the structure of an effective and enjoyable activity.

3001. MINIMIZING EMPHASIS ON COMPETITION. The emphasis in YS, especially for younger age groups, should be on skill development, enjoyment, and maximum participation. The intensity of competition for children under 12 years of age should be kept at a minimum.

3002. OPEN ENTRY. Participation in YS should be available for youth athletes at all levels of playing ability. Systems which select only the best players in order to increase the level of competition should be discouraged.

3003. MINIMUM AGES FOR PARTICIPATION. Based on the available evidence and the judgement of YS leaders, the following age guidelines should be followed for children who are maturing at normal rates.

MINIMUM AGE TO BEGIN SPORTS

6 Years	Swimming, tennis, track and field, soccer, tee ball, pitching machine, and coach pitch baseball
8 Years	Basketball, touch football, and modified baseball
9-10 Years	Baseball, following typical rules; and flag football, use of helmets and pads
12 Years	Hockey, tackle football, and wrestling

3004. MANDATORY PLAYING RULES. Mandatory playing rules (requiring each child or youth to participate in each contest) are encouraged and may be waived for injury or discipline if the action is approved in advance by the YA director. Children's other obligations (work, school, other activities, etc.) must be considered in determining whether a youth athlete should be disciplined for missing practice.

3005. AGE GROUPINGS. When there are sufficient numbers of participants to field teams, 2-year age groupings are encouraged.

3006. AGE LIMITS AND DEVELOPMENTAL PROGRESSION. The placement of children and youth on teams and in different types of competition should be based on the skill level and overall development of the individual child. The focus of YS for young children, especially those 6 to 8 years of age, should be on skill development, participation, and fun. As children acquire the fundamental skills, they can be placed on teams and the game adapted to facilitate the development of additional skills.

A development model should be designed and followed for each sport offered so that the participation of the youth will be appropriate for their level of ability and development.

3007. GAME MODIFICATION

1. The YS director or other appropriate groups (with approval from the YA director) are authorized and encouraged to modify rules for sports or equipment where such changes will make play less dangerous, reduce inappropriate physical demands on young players, or make the sport more appropriate and enjoyable for youth.

2. The use of pitching machines or the implementation of an adult pitch program is encouraged for maximum skill development and to increase satisfaction with baseball by young players as compared to a batting tee.

3008. BASE OR NATIONALLY SANCTIONED LEAGUES. The formation of base-level leagues should follow command-established guidelines and is a preferable alternative to affiliation with national sports organizations. National sanction is not required and is discouraged if the rules and procedures of the national organization are not consistent with the purposes of the YS Program. The cost of national affiliation should be weighed against the overall benefits received by the total group of children involved in the sports program.

3009. COACHING AND INSTRUCTION DURING GAMES. For younger age groups, YS policies should allow for instruction to occur during games and practices. This will reduce the overemphasis on competition and make it possible for coaches to instruct on fundamental skills at critical moments for learning. Overcoaching (yelling, critiquing, and providing extensive direction) during games should be discouraged.

3010. COMBAT SPORTS. Combat sports such as full-contact karate and boxing are not authorized for YS activity.

3011. CONDITIONING. Before participating in contact sports, each youth needs to participate in the minimum number of weeks of conditioning specified by the National Federation on YS for the sport.

3012. PARTICIPATION IN COMPETITIVE EVENTS. Each child or youth should have the opportunity to play in every game. The YA director or an advisory group should establish guidelines for YS for specific bases, develop rules which specify the situations in which this rule does not apply, and develop required participation rules for each sport and age group.

3013. PARTICIPATION OF GIRLS. Girls, as well as boy, should be encouraged to participate in individual and team sports.

1. Sex-specific (non-coeducational) sports may be offered to facilitate maximum participation by girls and boys.

2. Sports may be adapted to make it possible to field teams when a small number of girls are interested in playing.

3. Participation of girls in YS can be encouraged by conducting separate clinics for girls, recruiting female coaches, offering less traditional sports such as volleyball, introducing sports as part of day camps, presenting female role models on sports circuits, etc.

3014. PLACEMENT ON TEAMS. The YA directors or their designated alternate is authorized to move a gifted or less gifted athlete into another age group when in the best interest of the child and the other children playing the sport. Such changes should be based on established criteria. Movement of more than one age group is discouraged. Parent's permission for such moves should be obtained, and the overall developmental level of the child should be considered.

3015. SPECIALIZATION OF POSITION. Rotation of children and youth into different playing positions facilitates skill development and is consistent with the purpose of YS. At younger age levels (12 years and younger), rotation is strongly encourage. A departure from the right field syndrome is needed. Rotation of position should be required for practices and encouraged for game play.

3016. TRAINING FOR COACHES, INSTRUCTORS, AND OFFICIALS

1. All coaches, league officials, supervisors, commissioners, and instructors serving YS activities should have successfully completed an established coaches' training program which includes a minimum instruction in:

- First Aid or CPR.
- Psychology of coaching youth.

- Preventing sports injuries.
- Organizing practices.
- Liability.
- Training and conditioning.
- Child and adolescent development.
- Techniques of coaching specific sport(s).

2. Upon completion of training, each person should be issued a National Youth Sports Coaches Association coach's certification card. In accepting this card at another base, the youth program may require the person to participate in training to update their knowledge and skills or to receive instruction in other sports.

3017. NUMBER AND LENGTH OF PRACTICES AND GAMES. The following chart should be used in establishing the minimum season for YS programs. It includes guidance on the number of practices which should be held per week during pre-season and early in the season, the length of practices, the number of games held per week, and the length of the season in weeks.

<u>Chrono-logical Age</u>	<u>Practices Per Week in Pre- and Early Season</u>	<u>Length of Practices (Minutes)</u>	<u>Games Per Week</u>	<u>Length of Season (Weeks)</u>
6-8	2	45-60	1 every other week	6+2 of pre-season practice
9-10	2	60-75	1	6+2 of pre-season practice
11-12	3	75-90	1	8+2 of pre-season practice
13-14	2-3	90-105	1-2	10+2 of pre-season practice
15-18	2-3	105-120	1-2	12+3 of pre-season practice

3018. REMOVAL OF COACHES. Removal of coaches for failure to support the purposes of the YS Program and following the code of behavior for coaches is authorized only after efforts have been made to correct the situation. Removal of a coach by the youth director is authorized; preferably the recommendation for removal would have the approval of the youth advisory committee or other appropriate group.

3019. REMOVAL OF SPECTATORS

1. With the approval of the commander, the youth director or a designated alternate has the authority to require spectators to leave the sports area during a game, practice, or after a contest, if they are not following the guidelines for behavior in the parents' and spectators' code of ethics.

2. There should be established guidelines for behavior for parents and spectators. There should be a warning system so that parents and spectators have the opportunity to modify their behavior prior to being asked to leave the sports area. The youth director, with assistance from an advisory group, should be involved in developing the guidelines and procedures for their enforcement. Head officials may also be granted the authority to remove parents and spectators from the sports area. Officials should be instructed on the guidelines for behavior and their responsibility for enforcing them.

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3020. OFFICIALS. Every effort should be made to ensure that competitive events are officiated by certified officials. Officials should receive training in the policies of the program. If certified officials are not available for competitive leagues, clinics for officials should be conducted. Joint official clinics with other services or local community may be conducted. A sample sports official services form is reflected in appendix A.

3021. FIRST AID TRAINING. All coaches and instructors participating in the YS program should have knowledge of first aid practices and be prepared to treat emergencies which may occur during practice or games.

3022. EQUIPMENT. Protective equipment worn by youth participating in a YS activity should be approved as safe by the National Operating Committee for Standards in Athletic Equipment (NOCSAE).

3023. PHYSICAL EXAMINATIONS AND EVALUATIONS. Prior to beginning participation in competitive YS activities, each child or youth should have a physical examination. It is not necessary for a child to have an examination prior to the start of each sport.

3024. PLAYER RETURN AFTER INJURY OR ILLNESS. The permission of a physician is recommended for a child to return to practice or play in a competitive event if medical treatment was required for the initial injury or illness.

3025. PRESENCE OF A PHYSICIAN. Since most Marine Corps YS events occur on a Marine Corps installation with a physician available in the clinic or hospital, the presence of a physician at practice or events is not required. If the sport is occurring off base and medical treatment is not available within a reasonable time, then requiring the presence of a physician is encouraged.

3026. WEIGHT GAIN OR LOSS. Weight gain or loss to establish eligibility in programs such as wrestling or football is not recommended for youth athletes unless it is under the direction of and has the approval of a physician.

3027. DISCIPLINE OF YOUTH ATHLETES. When it becomes necessary to remove a child or youth from a team or group for disciplinary reasons, the action should be approved by the youth director or an appropriate group such as the youth advisory committee. The action should be based on the recommendation of the coach of the team.

3028. EVALUATION OF COACHES. A continuous evaluation program should be developed to identify and eliminate coaches who are not able to support the purposes of the YS activity. Coaches must be able to present evidence of continuing competence in coaching youth participating in sports.

3029. CODE OF BEHAVIOR FOR YOUTH COACHES. Coaches are perhaps the most significant factor in the quality of a YS program. Youth coaches, in addition to participating in the base training program for youth coaches, should agree to:

- Make practices and games fun.
- Teach sport skills to all players, not just gifted ones.
- Encourage, reward, and praise the youth athletes.
- Remember that effort is more important than results.
- Set realistic goals with their players.
- Ensure playing areas are safe before play.
- Permit athletes to share in the leadership and decision-making for their team, including team rules.
- Being the team leader and continuously set a positive, fair, and good sportsmanship example for young athletes.

- Continue to learn about youth and how to help them develop their potential as athletes.

- Accept the "youth athletes first, winning second" perspective on YS.

3030. PARENT ORIENTATION. Orientation programs should be conducted for parents to inform them of the benefits of the sport for their child as well as proper conduct during practice and games, how to promote good sportsmanship and skill development for their child, the basic rules of the game, and other information of interest to parents.

3031. PARENT EDUCATION. Prior to making program changes, such as higher minimum ages for contact sports, parents and other members should be provided with information about the need and rationale for such changes.

3032. PARENT CODE OF ETHICS. A code of ethics should be distributed to players and parents as a part of the YS program. The code of ethics for parents could include statements such as the following:

A Good Parent

- Remains seated in the spectator area during the contest.
- Refrains from yelling instructions or criticism to their or other children.
- Refrains from making derogatory comments or gestures to players, other parents, officials, and league administrators.
- Does not interfere with the coaching provided by the child's coach and relinquishes the responsibility for his or her child to the coach for the period of the contest.
- Applauds good plays by both teams.
- Condemns violence in all forms in YS events.
- Always encourages children to play according to the rules of the game.
- Remembers that children play organized sports for their own fun and enjoyment.
- Remembers that the purpose of YS is not to entertain parents or others and that children are not miniature professional athletes.
- Does not bring alcoholic beverages to games or attend games under the influence of alcohol or drugs.
- Does not criticize or start rumors about the program until they have learned all the facts from the program administrators.
- Applauds the effort as much as the results.

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CHAPTER 4

PROGRAM MANAGEMENT

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CHAPTER 4

PROGRAM MANAGEMENT

4000. GENERAL

1. In YS, the most common and effective unit of organization is per age and sometimes weight. When possible, a maximum of 2-year age divisions should be used. Also, if possible, players should compete only within their age group and should not be moved from one league age to another because of personal preferences. A player should never be moved more than one age division and once moved up or down, he or she should not be permitted to return to the former position.

2. Leagues should not be interlocked with non-base leagues if a sufficient number of teams exists to conduct an on-base intramural program. This policy should be started to ensure that all teams compete under the same rules and policies and to increase the base YS director's ability to fulfill command goals and objectives for the sports program. To show community support, which is highly desirable in all programs, it may sometimes be necessary to join and play among off-base leagues when the community league does not have sufficient teams to provide an enjoyable program for their youths.

3. Special games, tournament games, bowl games, or other games between youth activity, base and off-base leagues should be approved and scheduled only by the youth activity or YS director. All teams supported and sponsored by the youth program represent the base, and ultimate responsibility for the conduct of these games rests with the youth activity or youth sports director. If the responsibility is present, the approval authority must also be present.

4001. ORGANIZING LEAGUE ADMINISTRATORS

1. If a league commissioner and league presidents are needed to assist in administration, the youth activity or sports director, at least two months prior to the starting date of the program should begin recruiting the primary league administrators that they feel will be most effective. The group as a whole, hand picked by the youth activity or sports director, should be known as the LEAGUE COMMISSION and should be involved in the overall operation of the program. Normally the league commission consists of the commissioner, all league presidents, the YS director, and when directly affected, the commissioner of officials. "When selecting league administrators, expertise or abilities in the sport, although desirable, should not be the primary consideration for appointment. Of primary importance should be dedication, available free time for the duties, and a personality that you the YS director can work and deal with personally."

2. Sports directors should actively recruit league commissioners and presidents--they should not wait for volunteers to suddenly appear.

3. The organization of the administrators should be directed and controlled by the sports director. A meeting should be held to establish basic program policies for an effective program. These policies, through mutual agreement by all, must be firm. League administrators should not allow coaches' or parents' personal desires or opinions to change what has been identified as critical control requirements. YA or YS directors should keep their goals and objectives firmly in mind.

4. Sports directors should welcome involvement and input from the volunteer league administrators. However, the sports director must remain committed to the objectives of the program and ensure this input is in line with youth sports goals. League administrators can make recommendations, but the final decision should be left with the YA or YS director.

5. One effective method of directing this input is to be fully prepared for all policy and organizational meetings. When the director conducts such meetings, he or she should have policies and procedures prepared and in writing for everyone's review. They should be fully aware of the policies or procedures that they, as the responsible official, cannot allow to be changed.
6. YA or YS directors will find that volunteers normally add to but do not try to drastically change policies and procedures if they have them in front of them, professionally prepared, a copy for each person, and ready for review.
7. To ensure coach involvement and input, allow the coaches to establish ground rules or supplementary procedures to improve the program; but, do not allow a conflict over basic policy.
8. League administrators and coaches should be selected by the YA or MWR Director on the recommendation of the YS director if this position is not a dual role. Returning league administrators, managers, and coaches should have priority in being assigned a team; but, such an assignment should not be automatic. The priority criteria for selection should be:
 - a. Persons who have a positive attitude and loyalty to the YS, the youths, and to the overall program.
 - b. Persons with certification training by a recognized organization or program in coaching techniques, sports medicine, and the psychology of working with young athletes.
 - c. Returning certified managers or coaches within the same league.
 - d. Returning certified managers or coaches moving from one league to another. This should also include the prior season's league administrators.
 - e. No coaches, including assistants, should change teams during the season unless it is approved by the league administrators and the YS director.
 - f. All managers, coaches, and league administrators should complete a "COACHING ENTRANCE FORM," such as appendix B, on file at the youth center.
 - g. League administrators, commissioners, presidents, and game officials are normally not eligible to serve as managers or coaches. Any exceptions should be approved by the YS director and YA director.
 - h. A manager or coach in one league should normally not be permitted to manage or coach in a second league or division during the same season. The league administrators and the YS director should decide on any exceptions to this policy.
 - i. A manager or head coach may be permitted to be an assistant in another league or division. This allows the coach or manager to be with his or her children if he or she has more than one child in the program.
 - j. Game officials may serve as a coach providing they do not officiate in the same league or division in which their team is a member.
 - k. An official should not officiate a game in which his or her child is participating.

4002. ORGANIZING AND FORMING TEAMS. The system used to select and form teams is a critical factor in the visibility, reputation, and eventual success of the program. Any appearance that a team has been "stacked" will draw a reaction from parents, coaches, and other league administrators that can destroy program unity and open the organization process to criticism. More importantly, "stacked teams" quickly dominate league play, discourage further participation, and immediately turn the program into a bad experience for the majority of the players. It has been shown that players do not value winning first; but, they do want an equal chance at victory. Parents and coaches want to win--children want to play.

1. In the military environment, yearly redraft of all players is the fairest and most commonly used system of team selection. Former coaches that have personal knowledge of the players and have seen their development during the years will have a definite advantage over new coaches. The YS director should not assume that coaches will be fair in their player going to choose a team to win. There should be a policy that during the draft none of the coaches know which team they will be coaching until after the draft. All coaches must be fully aware of and should be explained as a way of equalizing teams to ensure parity of competition-- which team the coaches will coach can be determined by individual draw at the end of the draft. This method helps coaches place the emphasis on all teams being equal--because they will not be certain which team they will draw. "If conducted correctly, the player draft can build an enjoyable and exciting season. If done poorly, it can destroy positive competition except for a very few select teams. The professionalism of the YA director and the YS director will ultimately determine the type of program that will be administered.

2. Teams should have no returning players.

3. There should be no player trading during or after the draft.

4. There should be no pre-season selection of the best players to play on an interlocking or traveling team.

5. During the player evaluation, ensure that all coaches are using the same criteria to judge the youths. Most coaches use the 1 through 10 rating for each player and utilize the criteria reflected as an example in appendix C. Once the youths have been rated, the sports director should provide the coaches a quiet and adequate room or area for the selections.

6. When rating the players 1 through 10, the talent most important to equalize is those players rated 1 through 3 and those players rated 7 through 10. Players rated 4, 5 and 6 will normally have no major impact regardless to which team they are assigned.

7. Sons or daughters of coaches are not to be considered "frozen" during the draft. They will be drafted along with all other talent. They will be reassigned after the coaches have drawn the team they are going to coach.

8. If parents request, sibling combinations will play on the same team. If they are not drafted on the same team, the coach who selected the first child will automatically be assigned the second by transferring a like or higher drafted player to the losing team after teams have been drawn.

9. Outlined below are two optional player draft systems that have proven successful. No one system will be totally successful in all programs. These two systems are excellent examples of how the sports director can equalize competition.

4003. OPTIONAL PLAYER DRAFT SYSTEM NUMBER 1. The Optional Player Draft System number 1 is to be accomplished in the sequences listed when this option is selected.

1. Explain the objectives and procedures of the draft. Make certain all coaches understand the system.

2. Explain to the coaches:

- Coaches are only distributing talent and may not be selecting the team that they are going to be coaching. Team assignment will be determined by draw after the teams are equalized.

- When completing the roster of players as the draft progresses, make certain full names, ages, experience, and telephone numbers are entered on the team roster forms (appendix D) being compiled. This information will be needed later in the draft and will save a lot of time and research. As players are selected from the master list, make certain all coaches delete them from their copy of the master list.

3. Identify all assistant coaches for sibling transfers after the draft.

4. Place four numbers in a hat. The head coach or his or her representative from each team will then draw one number for order of player selection. Pass out team roster forms with numbers matching the numbers drawn. The team that draws 1 will be assigned team 1 and will have first choice in the first round of the draft, 2-second choice, 3-third choice, 4-fourth choice.
5. Draft the players in the order just drawn using the "Z" method.

Order of Draft (4 Team, 20 Player example)

	<u>Team 1</u>	<u>Team 2</u>	<u>Team 3</u>	<u>Team 4</u>
First Round	1	2	3	4
Second Round	8	7	6	5
Third Round	9	10	11	12
Fourth Round	16	15	14	13
Fifth Round	17	18	19	20

- In some instances, and if the coaches wish, age, weight, height, and experience may be compared by averaging the totals of each team selected. In most cases, coaches rely on their own ratings of the players over the averages of such criteria.

- After all coaches, league administrators, and the YS director are satisfied that the teams are as evenly matched as possible, the draw for teams will begin. If controversy exists over the matching of teams, the sports director shall have final authority.

6. The sports director will place four numbers in a hat and allow the coaches to draw for order of draw.
7. After the order of draw has been established, the coaches shall draw for the team they will coach.
8. After teams have drawn, siblings will be transferred to the appropriate team. This transfer must be made between players of equal or better ability according to the order the players were drafted (i.e., a father coach who wants his sibling transferred to his team must transfer to the losing team an equal round draft choice or higher). The child of the assistant coach may not be transferred if both that child and the head coach's child are number one draft choices.
9. A word of caution to the sports director: At this point, "old-timer" coaches normally try to convince you to let them trade players with other teams. KEEP YOUR POLICY ON NO TRADING FIRM.

4004. OPTIONAL PLAYER DRAFT SYSTEM NUMBER 2. The Optional Player Draft System number 2 should follow sequentially when this option is selected.

1. Initial Sign-Up. Obtain past experience of players, (appendix E), coaches need:
 - a. Number of seasons.
 - b. All-star seasons.
 - c. Positions.
 - d. Block for parents to print their names (coaches will need during season).
 - e. Any injuries or medical conditions that the coach should be aware of.
 - f. Both parents' telephone work numbers.
 - g. Height, weight, shirt and pants size, etc.
2. Team Selection
 - a. Prior to player evaluations (try-outs):

(1) League administrators fill in applicable information on evaluators' rating list:

- (2) Points for players age.
- (3) Points for seasons played.
- (4) Points for all-star seasons.

b. Brief all evaluators:

- (1) Teach them to use the point system.
- (2) Look for skills not results.
- (3) Be consistent.
- (4) Double check totals.
- (5) Sign evaluators checklist.
- (6) Review evaluators checklist.

c. A minimum of four evaluators should be used (evaluators must be experienced).

- (1) Non-coaches.
- (2) Coaches in the same division.
- (3) Coaches from other age divisions.

d. During player evaluations:

- (1) Separate evaluators.
- (2) Compare scores with no one.
- (3) Run each participant through a drill before beginning another.

e. Post player evaluations:

- (1) Turn in rating list to league administrators.
- (2) Standby for player distribution.

f. League administrators responsibilities:

- (1) Rank all players, highest number of points to lowest.
- (2) Drop personal names and then number the players.
- (3) Place players number of rating list--do not give to coaches until after team selection.
- (4) Write players number, total points and any other comments (i.e., pitcher, catcher, etc.) on a blackboard or large sheets of paper.

g. Final team selection:

- (1) Distribute players equally (coaches are not aware of personal names).
- (2) Add totals for each team--arrange totals as close as possible.
- (3) Have coaches draw teams.

(4) Trade player of equal value, or as close as possible, for coach to get own child on his team.

(5) Place siblings on the same team only if both coaches agree to make the trade.

h. Parent head coaches may automatically be assigned their son or daughter; however, the number of coaches allowed this privilege per team should be determined at the beginning of each season for each respective sport.

i. After the player draft, assignment of players remaining should be made only by the sports director or league commissioner.

j. The number of players on a team roster will be determined by the number of players registered; however, the number should be as evenly matched between teams as possible. Player assignment after the draft should be based primarily on the relative strength of the team, with the objective of keeping the teams as evenly matched as possible.

k. An example of the evaluator's rating criteria and the rating list is reflected in appendix C.

4005. PROGRAM RESPONSIBILITIES

1. Youth Activity Director. The command assigned youth coordinator is responsible for overseeing the YS program through coordination with all base youth agencies, he or she is responsible for:

a. Providing, within available resources, opportunities for youth to participate in a variety of sports.

b. Preparing yearly appropriated and nonappropriated budgets to support the program.

c. Recommending registration fees.

d. Establishing, coordinating, and publishing by-laws.

e. Procuring and providing supplies and equipment necessary to support the program.

f. Recommending, through the chain of command, establishment of interlocking leagues.

g. Approving schedules with 6ff-base teams or leagues.

h. Serving as the chief official charged with overall administration and operation of sports leagues.

i. Making final decisions on all program affairs.

2. YS Director. On those bases having a YS director, he or she should be directly responsible to YS director and assume the following duties:

a. Recruiting, training, and appointing volunteers to act as league administrators, managers, coaches, and in other related positions within the sports program.

b. Organizing and conducting meetings with league administrators for player registrations, player evaluations, drafts, practice, game schedules, issue of equipment, uniforms, coach certification training, etc.

c. Working along with league administrators, to maintain league records and team standings, and ensuring their availability to coaches and interested persons.

d. Training, scheduling, and supervising game officials if necessary.

- e. Coordinating the maintenance and upkeep of playing facilities.
- f. Controlling and accounting for all program supplies and equipment.
- g. Providing administrative support to league administrators.
- h. Arranging transportation for teams when required.
- i. Coordinating and conducting all registration activities.

3. League Commissioners and Presidents. The league commissioners and presidents are key volunteer positions recommended by the sports director and approved by the youth director. They should be responsible for:

- a. Providing close and continuous supervision of players to ensure their welfare and safety.
- b. Helping the sports director in recruiting and training managers, coaches, officials, and parents.
- c. Ensuring that all volunteers are briefed and kept current on league operations and administration.
- d. Attending all scheduled league and division meetings.
- e. Developing and submitting practice and game schedules to the YS director.
- f. Recommending league by-laws and ground rules for play for each sport.
- g. Reporting all injuries and incidents to the YS director immediately.
- h. Ensuring that everyone adheres to YA policies and the rules and regulations governing league play.
- i. Assisting the YS director in all program related meetings and activities.
- j. Acting as public relations officers for championship or tournament teams.
- k. Acting as tournament co-directors for all pre- post-season tournaments or championship games; ensuring sufficient volunteer support is available to conduct the games.
- l. Evaluating coaches, managers, and officials and forwarding such evaluations to the sports director.

4006. THE COACHES

1. Recreational sport for youth has been influenced by a variety of outside forces; directing the programs toward adult desires and toward college and professional images. This direction, although usually well intended, has not always been best of youth. Adults have all too often neglected the fact that youths came in different sizes, weights, needs, physical and psychological levels of maturation, chronological ages, and emotional requirements. These variances are the prime reason why YS programs cannot be designed the same way as adult programs and why being a youth sport coach is such a different and challenging position.

2. Coaches Are The Heart of YS. The interaction of the coaches and players, the ability to teach game skills, and the psychological effects of the coaches actions toward the players can create an impression that the youths will remember for the rest of their lives. For this reason, coaches should be reminded of the positive or negative impact they are going to have on young athletes. In no way should coaches be expected to disregard winning, however, they should put winning in perspective to what they are trying to teach the youngsters. For your use as a training aid for coaches, appendix F contains the Youth Coaches' Training Guide.

"Enough emphasis cannot be placed on maintaining the dignity of ALL TEAM MEMBERS-not just a few talented players who are many times manipulated only to win games."

3. Coaches are RESPONSIBLE. They are an extension YA and the military community and must be held responsible for all their decisions and actions. They represent the integrity of the program being conducted and should at all times and in all situations abide by and enforce program objectives and policies. Responsible coaches should:

- a. Ensure the safety and well-being of all assigned players.
- b. Ensure complete and timely cooperation and coordination with league administrators and the youth center on all aspects of team participation.
- c. Ensure that players are aware of all details of team practice, games, and team functions, either personally or through team parents.
- d. Enforce eligibility and participation rules.
- e. Inventory, control, and maintain equipment used by the team, ensuring that all players return team property and uniforms at the end of the season.
- f. Offer all help necessary (personally and through team parents) to maintain the appearance of the playing facility.
- g. Never commit their team to a game, practice, special or tournament game without the expressed permission of the youth director.
- h. Ensure that all pre- and post-game publicity for their team is routed through the youth center prior to the youth center prior. to submission for publication.
- i. Give adult supervision at all team practices and games 15 minutes prior to starting and at least 15 minutes after completion (safety is a primary factor in the program and most accidents and injuries are horseplay accidents which occur before or after the activity. Adult supervision can prevent most occurrences).
- j. Offer, when necessary gymnasium or facility monitors to aid in program supervision and crowd control.
- k. Use coaching techniques which teach fundamentals and team effort.
- l. Ensure that as much or more time is devoted to the unskilled players as to the talented players.
- m. Setup a plan for each practice session and include all youngsters in each session. An example is reflected in appendix F.
- n. Keep in mind that all sports programs are conducted exclusively for the enjoyment of the youngsters.
- o. Have a pre-season meeting with the players and parents. Outlined in appendix F are areas and subjects that should be covered.
- p. Ensure that no youth is struck, slapped, shaken, kicked, or roughly handled by any individual associated with the team or program. Players should not be verbally abused, harassed, or berated by the coach or other players. Ensure all disciplinary talks are held privately and in a firm but respectful manner. Refer to appendix F for accepted principles of administering discipline.
- q. Inform league officials and the youth director of all disciplinary actions taken against a player, especially if the discipline concerns restriction from playing.
- r. Ensure the dignity and welfare of the youths. Conduct no punishment drills during practices or during periods of competition. Such punishment drills are detrimental to the youth's development and are an inexcusable substitute for team or player discipline.

s. Setup consistent practice schedules and ensure that players and parents are informed of team commitments and functions. Coaches should never leave a group of players unsupervised. If a coach cannot attend a practice or game or will be late, he or she should ensure that an assistant will be present prior to the arrival of the players. An adult--coach, aide, or parent--should be supervising the players at all times.

t. Display respect toward and confidence in the game officials. Coaches should ensure that all adults associated with their team show proper consideration of officials. Coaches must respect official's efforts and integrity and prevent confrontations which are detrimental to the youths and to the program--especially loud vocal challenges in front of the players and spectators.

4007. REMOVAL OF A COACH

1. Occasionally, after all possible attempts to rectify the problem, YS directors face the problem of having to dismiss a coach. This is never a pleasant task and fortunately one that is not a common occurrence. When the need to dismiss a coach occurs, the following procedures should be followed:

a. Require all complaints to be in writing and submitted to the sports director. If the complainant will not present his or her case in writing, the validity and seriousness of the complaint, in most cases, can be doubted. YS directors, because of their positions, should avoid listening to verbal complaints about another individual.

b. Convene the arbitration board and allow the coach the opportunity to be heard.

c. Notify the coach in question of the date, time, and location of the hearing.

d. Have the arbitration board present the coach, by letter, its ruling within 3 calendar days after the hearing.

e. Allow the coach if he or she is not satisfied, the appeal, by letter, to the youth director within 2 calendar days and again be entitled to a hearing.

f. Select two completely disinterested persons to attend the hearing. Their decision, along with YS director's, should be final.

2. Keep in mind that following formal dismissal procedures is usually effective in handling such a problem; however, such procedures should be the last resort. An effective sports director should, through his or her own initiative, make every effort to informally counsel the coach and give him or her every chance to correct his or her behavior or shortcomings--prior to formal proceedings.

4008. LEAGUE ARBITRATION

1. Arbitration or the need for arbitration is contrary to the goals and objectives of the YS program. The primary goal of the YS director in handling protests should be to keep such conflicts away from the youths. Protests actions should be handled at the coaches' level upward through league administrators. The most effective resolutions are those that have that least effect on the players and the program.

2. An arbitration board should be organized and act upon all protests, acts of misconduct, failure to adhere to established program policy, and other similar type incidents. The board should consist of two knowledgeable but disinterested parties (normally other league presidents), the league president concerned, the league commissioner, the commissioner of officials, and the YA sports director.

3. The youth director or his or her representative should determine if the submission of a protest is valid and if the protest should be considered. Under no circumstances should an official's judgement be the basis or arbitration. "Although arbitration should be discouraged at all levels, YS directors should recognize that it is an integral program consideration and that it must be organized and prepared for if the program is to progress smoothly."

4. All protests or misconduct grievances should be logged in writing to the appropriate league administrator and the YS director within 24 hours of the incident and should contain the following information:

a. The official's entry in the official scorebook at the time with acknowledgement that both head coaches of the game, the officials, and the official scorekeeper were aware of the protest before further play resumed.

b. The date, time, place of contest, teams involved, and the names of the game officials.

c. The precise rule and section of the rules under which the protest is being filed.

d. All facts pertinent to the situation in question (score at the time, time remaining, exact line-ups, coaches and players involved, etc.).

5. The protest or grievance should be accepted only from the head coach or his or her designated representative.

6. The arbitration board should convene and give their recommendations to the youth director within 72 hours of the incident. All individuals involved may be asked for statements and should be prepared to give them. The final ruling should be approved by the YS director. Such rulings should be final. Failure to abide by the decision should result in dismissal of the guilty party from the program.

7. Under no circumstances should the arbitration board alter or rule upon program policy established by the YS director and the YA director.

8. The dismissal should be reported to the NYSCA Director.

4009. ORGANIZING GAME OFFICIALS

1. Although it is sometimes difficult in YS to recruit and retain experienced officials, the sports director still must maintain supervision and control of officials' performance. "They are all we got" concept is true in many instances, but, to treat the officials, in this manner is a negative approach. Officials should be held responsible for their actions. Only in this manner will they strive to improve their performances. Adequately emphasizing the importance and impact of officials on the playing atmosphere is difficult. The judgement, knowledge, and integrity of each and every official reflects on a program, despite how well planned, organized, and administered.

2. YS directors should ensure an effective training and support program for the officials.

a. Offer adequate space, time, and materials to conduct rules clinics.

b. Offer practice games so the officials can practice.

c. Give all material support that is possible (whistles, chest protectors, masks, ball and strike counters, etc.).

d. Recruit the president of a local professional officials' association to conduct clinics and demonstrations.

3. Sports directors should ensure that the organization and administration of officials is kept separate from the organization and administration of other phases of the program. Playing rules and conditions are determined by league administrators and coaches. The official's role is to enforce these policies, and too much personal involvement and mixing of duties can be disruptive to the overall program. Simply stated, the sports director should not allow officials to influence program administration, and they should not allow league administrators to influence how the officials call the games. The sports director should act as the liaison between the two functions.

4. The sports director should supervise the officiating and conduct of games and demand that players and coaches abide by the playing rules and respect the officials, especially during hotly contested situations. League administrators will demonstrate complete support for the officials especially when they are in a highly visible situation. They will take corrective action for poor performance in a private setting.
5. If a commissioner of officials is appointed, his or her responsibilities should be organizing, training, scheduling, and maintaining consistency in the group. Too much attention cannot be placed on the CONSISTENT APPLICATION OF THE SAME RULES ON THE PART OF OFFICIALS. In most cases officials are consistent. The opinions of coaches on the sidelines and the opinions of spectators in the bleachers can influence this consistency. YS directors should support their officials and realize that normally they are the only ones who really saw the play the way it was.
6. All officials should be thoroughly familiar with local program policies, by-laws, and ground rules. Nothing can be more disorganizing than different officials applying different rules to the same group of youngsters because they have not been thoroughly briefed on local requirements and policies.
7. The most important requirement for the sports director is to treat all officials with respect and expect all officials to act in a responsible manner.
8. YS directors should require all officials to:
 - a. Honor all contracts and assignments despite possible inconvenience. Be on time--at least 15 minutes prior to the start of a game.
 - b. Study the rules of the game, observe the work of other officials, and at all times attempt to improve themselves.
 - c. Remember that their work as an official is important and that they have a responsibility to each athlete to do his or her best. Be objective.
 - d. Dress and maintain their appearance in a professional manner befitting the dignity and importance of their position.
 - e. Conduct themselves as worthy examples for the contestants who play under their jurisdiction.
 - f. Render fair and unbiased decisions and judgments without regard to the score or contestants.
 - g. Support the program which they serve and the association they represent.
 - h. Cooperate and be professional in their association with their fellow officials and do nothing to cause public embarrassment to the program or to fellow officials.
 - i. Do not criticize other officials in public or at a game when they are officiating. Constructive criticism should be referred to the Chief of Officials or the sports director.
 - j. Leave the premises as soon as a sporting event has finished and they have completed any necessary administrative duties such as signing the scorebook. Do not allow them to get into discussions with players, coaches, fans, or players relative to a situation in the game.
 - l. Do not smoke in the vicinity of the playing facility nor drink any alcoholic beverages on the day of the game.
 - m. Do not offer information which might be used by a team's future opponent or visit with players during breaks during breaks in action. Be impartial.

n. Never "show boat." Remember the spectators did not come to see the official; they came to see the players in the game.

o. Keep in mind that the game is more important than the wishes of any individual player or the ambitions of any individual official.

p. Follow these actions on the field:

- (1) Be firm, but not overbearing.
- (2) Be courteous, but not ingratiating.
- (3) Be positive, but never rude.
- (4) Be dignified, but never arrogant.
- (5) Be friendly, but not companionable.
- (6) Be calm, but always alert.

4010. ORGANIZING TOURNAMENT COMPETITION

1. If league administrators and coaches request, and the youth director approves, hosting pre-season, post-season, or championship tournaments should be conducted and can be organized as follows:

a. YA should be responsible for:

- (1) Acquiring all required approvals (i.e., base commander, coordination with special service athletics department and approval for food operations, etc.).
- (2) Preparing and disseminating publicity, with the assistance of league officials.
- (3) Purchasing supplies and resalable items for the activity.
- (4) Providing and paying for game officials.
- (5) Setting spectator fees, costs of resale items, and control and accountability of funds.
- (6) Providing certified food handlers to supervise concession operations if appropriate.

b. The league administrators, coaches, and parents should be responsible for recruiting and coordinating all volunteers required to conduct and supervise the competition (i.e., concession workers, ticket takers, field maintenance, personal announcers, scorers, crowd control, etc.). They should also:

- (1) Assign volunteers to prepare, maintain, and clean playing areas and facilities.
- (2) Provide a publicity chairperson to promote and publicize the activity including all newspaper and post-activity articles and write-ups.
- (3) Provide youth activities, before approval of the tournament, a checklist of required actions (how much time, how many people, extent of supplies needed) awards needed, facilities needed, etc., and the names of designated personnel tasked against each action.)

2. An example of a host base checklist is reflected in appendix G.

YOUTH SPORTS GUIDE

CHAPTER 5

PROGRAM ADMINISTRATION

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YOUTH SPORTS GUIDE

CHAPTER 5

PROGRAM ADMINISTRATION

5000. SPORTS REFERENCE LIBRARY

1. YS directors cannot be expected to be knowledgeable on all aspects of YS programming. The center should maintain a quick reference file with answers and procedural guides available from other professional sources. The sports director should be able to locate a proven method and have it available "in writing."

2. Too frequently untrained individuals became involved and try to change things to satisfy their own personal desires--they literally take the sport away from the youngsters and administer the program to satisfy the whims of the adults. In some cases, sports directors have not known or practiced the fundamentals of administering the program. They have not had the backup "in writing" to confront these individuals and show that there are tested methods that ensure that the program is administered for the sake of the kids--NOT ADULTS!

3. The following are excellent references and should be required in each youth sports director's library:

a. STAGING SUCCESSFUL TOURNAMENTS, by E. Douglas Boyden and Roger G. Burton, Copyright 1979 VOLLEYBALL PUBLICATIONS, P.O. Box 286, Huntington Beach, CA 92648.

b. RECREATIONAL SPORTS PROGRAMMING, by Richard F. Mull, Kathy G. Bayless, Craig M. Ross, Copyright 1983 by the ATHLETIC INSTITUTE, 200 Castlewood Drive, North Palm Beach, FL 33408.

c. AMERICAN COACHING EFFECTIVENESS PROGRAM. LEVEL I Leadership Guide, Human Kinetics Publishers, Inc., Box 5076, Champaign, IL 61820 (217) 351-5076 Rainer Martens Ph.D.

d. COACHING YOUNG ATHLETES, Human Kinetics Publishers, Inc., Box 5076, Champaign, IL 61820 (217) 351-5076 by Rainer Martens, Ph.D. Roberd Christina Ph.D., John Harvey, Jr., and Brian Sharkey, Ph.D.

e. THE COMPLETE BOOK OF SPORTS MEDICINE. Warner Books, Inc., 75 Rockefeller Plaza, New York, NY 10019 Richard H. Dominaux, M.D.

f. MOTIVATING YOUNG ATHLETES, Youth Sports Institute Room 213, IM Sports Circle, Michigan State University, East Lansing, MI 48824 Daniel Gould Ph.D.

g. SPOTLIGHT ON YOUTH SPORTS. Published Quarterly free to Michigan residents, \$2.00 per year for others. Youth Sports Institute Room 213, IM Sports Circle, Michigan State University, East Lansing, MI 48824.

h. IMPROVING RELATIONSHIP SKILLS IN YOUTH SPORT COACHES. Youth Sports Institute Room 213, IM Sports Circle, Michigan State University, East Lansing, MI 48824 Frank Small Ph.D.

i. A WINNING PHILOSOPHY FOR YOUTH SPORTS PROGRAMS. Youth Sports Institute Room 213, IM Sports Circle, Michigan State University, East Lansing, MI 48824 Vern Seefeldt Ph.D., Frank Small Ph.D., Ronald Smith Ph.D., and Daniel Gould Ph.D.

j. GUIDELINES FOR CHILDREN'S SPORTS. The American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Drive, Reston, VA 22091, Rainer Martens Ph.D., and Vern Seefeldt Ph.D.

k. ADMINISTRATIVE PROCEDURES FOR CONDUCTING RECREATIONAL SPORTS TOURNAMENTS. Charles Thomas Publisher, 2600 South First Street, Springfield, IL 62717 Francis Rokosz.

l. YOUTH LEAGUE BASEBALL COACH'S EDITION. The Athletic Institute, 200 Castlewood Drive North, Palm Beach, FL 33408.

m. YOUTH LEAGUE FOOTBALL COACH'S EDITION. The Athletic Institute, 200 Castlewood Drive North, Palm Beach, FL 33408.

5001. YOUTH BASEBALL PROGRAM-PLAN OF ACTION

YOUTH BASEBALL PROGRAM-PLAN OF ACTION	
<h2 style="margin: 0;">ADMINISTRATION</h2> <p>A written plan of action, or a duties checklist, can aid in the administration of a sports program. This plan can be used in orienting new staff members and in volunteer training. Such a plan is needed because there is a constant turnover of volunteers in the military environment; a plan can help provide continuity and stability.</p> <p>The following example plan of action could be used to improve the administration of a youth baseball program. The major areas of required duties are listed to provide the youth sports director and volunteers a brief overall picture of the projected program. It can be adapted to fit other programs.</p> <p>If the decision is made to have a program, it is up to the sports director to provide the force behind the decision—determining the methods and procedures that will be used to make certain the program is effectively administered.</p>	<p>PHASE I</p> <p><u>Planning</u></p>
	<ul style="list-style-type: none"> *Review last year's records *Prepare checklist of future duties and requirements *Personally select presidents and commissioner *Begin field preparation *Reserve additional facilities as needed *If necessary, order uniforms, caps, and equipment. Don't forget tools and supplies for maintenance personnel *Order rule books and other materials *Submit last minute work orders and work requests to civil engineers *Determine the approximate number of players, teams, and coaches expected *Establish tentative: <ul style="list-style-type: none"> -Start date -Registration date(s) -Player evaluation date -Coach certification date -Meeting dates -Practice dates -Player draft date -Uniform issue date -Publicity and promotion start date **Review final plan with supervisor, league commissioner, and league presidents <p style="text-align: right;">*Time Phase: 1-15 Feb</p>

YOUTH BASEBALL PROGRAM - PLAN OF ACTION

PHASE II Publicity & Volunteer Recruiting	PHASE III Registration & Administration	PHASE IV Coaches/League Administrators Training
<p>*Publicize plan just completed:</p> <ul style="list-style-type: none"> -Local schools -Newspapers -Posters -Flyers -Radio & TV -Local meetings -In youth center -Word of mouth <p>*Promote benefits of the program</p> <p>*Publicize details of the program:</p> <ul style="list-style-type: none"> -Registration dates -Who is eligible -Competitive age groupings -Registration costs -Age cutoff date -Proof of age requirements -Game and practice locations -Practice dates & times (tentative) -Penalty and impact on program caused by late registrations <p>Within this publicity, recruit for coaches. Emphasize:</p> <ul style="list-style-type: none"> -Need for quality supervision -Numbers needed for different age groups -Purpose of program: FUN! -Benefits of program -Self-satisfaction derived <p>*Consider local pay days when scheduling registration dates</p> <p>*Continue to prepare fields</p> <p>*Begin preparing local by-laws with league commissioner. Consider last year's program evaluations</p> <p>*Recruit for a commissioner of officials and the officials</p> <p>*Organize for registrations</p> <p>*Require coaches to come to the youth center and fill out coaches' application form</p> <p>*Check to make certain and adequate supply of administrative forms are available for the upcoming registrations and meetings</p>	<p>*Require parents to register in person with proof of age. Allow three free days after registration and before player evaluations to consolidate lists by age and prepare for player evaluation and draft</p> <p>*Registration form should include spaces for height, weight, playing experience, medical problems, and a section for parents to volunteer their assistance</p> <p>*Provide a program information kit to parents when they register. Include all program information and the Parents Code of Ethics Pledge</p> <p>*Maintain consolidated list of names by age (showing playing history) and reproduce copies for the coaches to use during player evaluations</p> <p>*Three days prior to player evaluations, conduct commissioner and coaches meeting to establish PROGRAM POLICY</p> <p>*Keep commissioner and presidents briefed and updated on the progress of registrations</p> <p>*With commissioner and presidents, select coaches</p> <p>*Prepare for upcoming coaches meeting</p> <p>*Ensure space is available in the youth center or elsewhere for the meetings that will be required</p> <p>*Continue to prepare fields</p> <p>*Prepare draft of by-laws for initial coaches' meeting</p>	<p>*Conduct coaches' meeting on program POLICY to establish program procedures, and organize player evaluations and player drafts. Thoroughly brief coaches on the player draft system. Inform coaches of the requirement to attend coach certification training</p> <p>*Conduct officials' clinic</p> <p>*Conduct officials' clinic on the actual playing facility</p> <p>*Conduct coaches' certification training</p> <p>*Conduct officials' and coaches' clinic</p> <p>*Conduct parents' meeting to educate on overall program (if desired)</p> <p>*Continue to take registrations</p> <p>*Continue to prepare fields</p> <p>*Conduct safety inspection of the playing facilities with base ground safety office</p> <p>*Correct any safety hazards on-the-spot or submit work orders/requests to civil engineers</p> <p>*Maintain records of all coaches and league administrators who attended the training</p>
<p>*Time Phase: 15 Feb - 15 Apr</p>	<p>*Time Phase: 1-7 Mar</p>	<p>*Time Phase: 8-15 Mar</p>

YOUTH BASEBALL PROGRAM-PLAN OF ACTION		
PHASE V	PHASE VI	PHASE VII
Administration	Beginning	Conclusion & Wrap-up
<ul style="list-style-type: none"> *Conduct player evaluations. Recruit parents and league administrators to supervise and leave coaches free to evaluate. Ensure all coaches are using the same criteria for evaluating *Conduct player drafts. Require league administrators to be present at all times *Begin practice. Provide schedule if required *Prepare playing schedule *Publish and disseminate final by-laws and ground rules. Have extra copies for parents *Conduct final coaches' meeting immediately before opening day to organize opening, review total program and promote unity and cohesiveness of program *Clarify chain of command. Make certain it is understood (youth director, youth sports director, league commissioner, league presidents, coaches/managers) *Continue to maintain fields *Plan and organize opening day ceremonies. Invite command and MWR staff *Prepare brochures for opening day ceremonies 	<ul style="list-style-type: none"> *PLAY BALL! *Conduct opening day ceremonies *Conduct periodic coaches' meetings to maintain league unity and to communicate new policies or new information *Revise schedule when necessary *Play makeup games as soon as possible. Never let games stack up *Ensure daily field maintenance *Maintain daily records and standings ensuring scores and historical data are available at all times *Continue to publicize the program and the schedule *Prepare post game publicity for local news media *Keep superiors briefed on program *Constantly monitor and evaluate quality of officiating *Constantly monitor and evaluate conduct of coaches and spectators *Be present, BE SEEN! 	<ul style="list-style-type: none"> *Closing ceremonies and awards presentations *Wrap-up final standings and forward to the news media *Collect uniforms (at closing ceremonies if possible) *Pass out pre-addressed program evaluation forms to coaches, league administrators--also a sampling of parents *Clean, inventory, and store uniforms and equipment *Conduct post season condition inspection and post season safety inspection of the playing facilities *Order next year's uniforms and equipment as soon as possible *Leave bases, home plates, and pitcher's plates on fields for pick up games and general play *VERY IMPORTANT: Consolidate and file all records notes, and comments for next year's planning review. Determine what to keep next year--not now--it could be important! <p style="text-align: center; margin-top: 20px;">Take a well deserved break--its been a very long season!</p>
*Time Phase: 15 Mar - 15 Apr	*Time Phase: 15 Apr - 15 July	*Time Phase: 15 Jul-15 Aug

5002. ROUND ROBIN TOURNAMENT (SEASON SCHEDULE)

1. The round robin tournament (commonly known as the season schedule) is the most common type of competition used in team and league play. If sufficient time and facilities are available, round robin competition should be used. This tournament is superior to other types of competition because it produces a more qualified winner, ranks the other contestants, and permits all contestants to continue play without interruption until the competition ends. It provides for maximum participation—one of our primary goals in YS. Round robin tournament schedules are listed in appendix H.

2. In this type of competition, each entry must play every other team in the league. A league usually consists of eight teams or less. In a single round robin tournament, each entry plays one game with every other entry. In a double round robin, two games are played with each of the opponents.

3. To determine the number of games to be played in a round robin tournament (season schedule) use the following formula:

$$\frac{N(N-1)}{2}$$

N represents the number of entries. Substituting 8 for N in an eight team league, the formula is

$$\frac{8(8-1)}{2} \quad \text{or 28 games per round}$$

4. Scheduling

a. Even number of teams. To draw up a round robin tournament schedule, as many numbers as there are entries should be placed in two vertical columns counterclockwise:

1	8
2	7
3	6
4	5

Beginning with number 1, the procedure is to go down the first column and up the second. Each number represents a team which will play with the paired opponent. To schedule subsequent games, the number 1 will be kept constant and the other numbers (2 through 8) will be rotated counterclockwise around it. For example:

1 vs 8	1 vs 7	1 vs 6	1 vs 5	1 vs 4	1 vs 3	1 vs 2
2 vs 7	8 vs 6	7 vs 5	6 vs 4	5 vs 3	4 vs 2	3 vs 8
3 vs 6	2 vs 5	8 vs 4	7 vs 3	6 vs 2	5 vs 8	4 vs 7
4 vs 5	3 vs 4	2 vs 3	8 vs 2	7 vs 8	6 vs 7	5 vs 6

The number 1 remains in the same position until paired with the remaining numbers, thus a complete round of 28 games is completed.

b. Uneven number of teams. When an uneven number of teams is entered, the same procedures should be used except that a BYE should be placed in the upper left corner of the two columns and the other numbers rotated around the BYE. For example for a seven team league:

BYE -7	BYE -6	BYE -5	BYE -4	BYE -3	BYE -2	BYE -1
1 vs 6	7 vs 5	6 vs 4	5 vs 3	4 vs 2	3 vs 1	2 vs 7
2 vs 5	1 vs 4	7 vs 3	6 vs 2	5 vs 1	4 vs 7	3 vs 6
3 vs 4	2 vs 3	1 vs 2	7 vs 1	6 vs 7	5 vs 6	4 vs 5

The final positions of the round robin competition are determined by the number of games each has won, or by the percentage of games played which each has won. The percentages are obtained by dividing the number of games played into the number of games won. For example, if eight games were played and seven games were won, divide eight into seven and the team's percentage of wins would be .875. In the case of ties several procedures can be followed. As a general rule, ties are not considered as games played when the percentages are computed. A better plan is to consider a tie as half a win and half a loss. Thus, a team which has won seven games, lost four, and tied one, would have a percentage of .625.

d. The round robin schedules reflected above do not even out the number of times a team will be scheduled as home team. Especially in baseball, home team assignments can provide an advantage. After the schedules are made, some of the numbers have to be switched to allow each team, as much as possible, the same number of home games.

e. If more than one round is scheduled, the home team assignments must be switched, or "flip flopped," for each round played thereafter.

5003. SINGLE ELIMINATION TOURNAMENT

1. There are several types of elimination tournaments. The advantages of the single elimination are:

- a. It offers the quickest way of determining a champion and is interesting to the spectators.
- b. It can be conducted with limited facilities (fewer games).
- c. It can be used to qualify or rank players and teams for perpetual tournaments, leagues, or other types of tournaments.

2. The disadvantages of the single elimination are:

- a. It eliminates 50 percent of the competitors from participation every round.
- b. It eliminates the best team if the team has an off-day.
- c. It does not adequately select second and third place winners.
- d. It presents a more stressful situation for the coaches and players because there is one chance and one chance only.

3. The organizing factors of a Single Elimination Tournament are:

a. Determine the number of games required to complete a single elimination tournament, by subtracting one from the number of teams entered. For example, for an eight team tournament, subtract one from the eight teams and seven games must be played.

b. Determine the number of rounds to be played:

(1) Find the power of two equal to or next greater than the number of entries.

(2) Count the number of times it was necessary to multiply two by itself to get this number. For example, with seven entries, eight is the next greater power of two. Two is multiplied by itself three times; consequently there will be three rounds played.

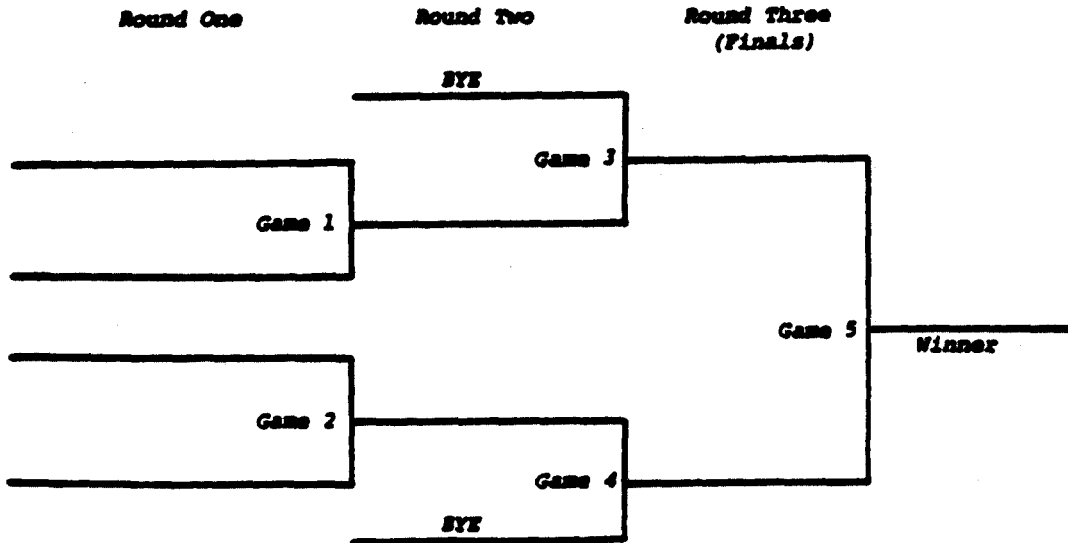
c. Make a draw sheet. The series of brackets known as the tournament draw sheet is a very important element of any tournament. The draw sheet is relatively simple to make, when the number of entered teams is a perfect power of two. All teams are bracketed in pairs and the first round of the tournament will be full--everyone gets to play an opponent and no one must wait or "stand by." If the number of teams is not a perfect power of two, you must arrange the tournament brackets so that the preliminary matches are completed and some teams are out of the tournament, this

yields a round of contestants whose total number is a perfect power of two and straight elimination may then follow. See appendix I for elimination tournament and averages and percentages schedules.

d. Understand the term "BYE." While the first preliminary matches are being completed, the remaining teams are inactive and standing by. This waiting period standing by has been termed "BYE."

e. Determine the number of BYES by subtracting the number of competitors from the next higher power of two. To determine the number of teams in the first round, subtract the number of BYES from the total number of competitors. If the BYES are even in number, one half of them will be placed in the lower bracket and one-half of them will be placed in the upper bracket. If their number are uneven, place the extra BYE in the upper bracket. BYES will always be drawn first, upper bracket then lower bracket. All other teams must then compete in the first round.

6 Team Single Elimination Tournament

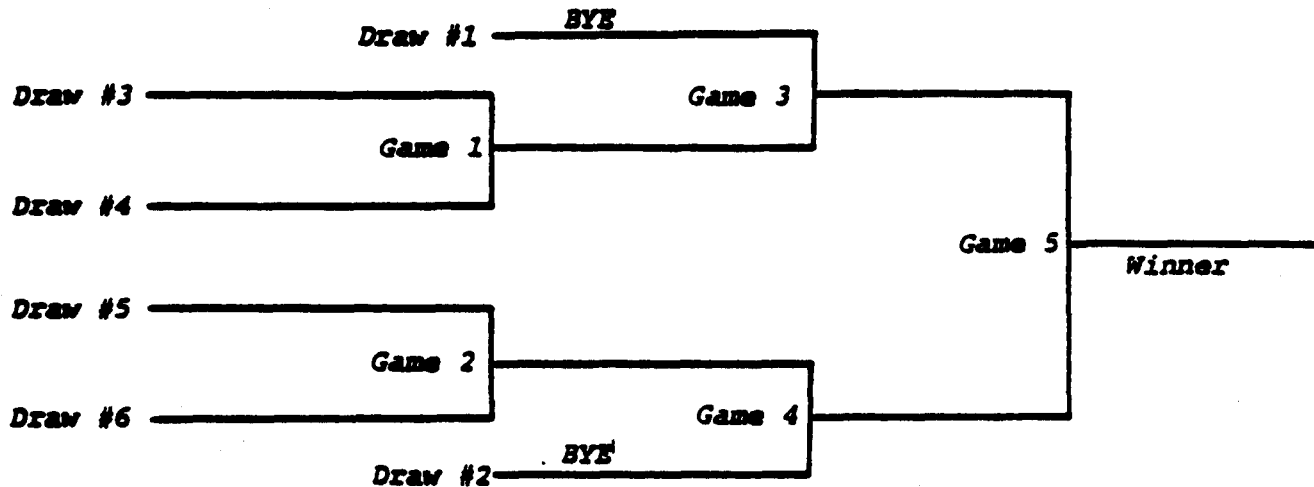


- Number of Games:** 5 (Number of Teams Minus One)
- Number of Rounds:** 3 (3rd Higher Power of 2)
- Number of Byes:** 2 (Number of Competitors Subtracted From the Next Higher Power of 2)

f. Determine the Order of Play.

(1) The first step, after determining the number of entries, is to draw for playing positions. The positions in the bracket that follows are numbered and each entry takes the position indicated by the number that is drawn.

6 Team Single Elimination Tournament



***If the relative strength of the teams or contestants is known, the two BYES could be awarded to the two strongest.**

(2) BYES are always drawn first unless seeded entries are placed in the BYE positions.

g. Seed the teams or entries with known strengths.

(1) Seeding is the process of separating and placing the known strong entries on the draw sheet so that they will not meet in the early rounds. This distribution of teams is called "seeding." The original word was "cede" meaning to grant or assign; however, popular misuse has resulted in the word "seed" which is now recognized in dictionaries as a special meaning in reference to sports.

(2) The number of entrants to be seeded will be ranked according to ability. When the draw is posed, a list of the entries seeded and the order in which they were ranked should be posted also.

(3) Only 20 to 25 percent of the entries should be seeded when there are numerous contestants.

(4) The top ranked seed should be paired in the initial bracket with the bottom ranked seed, when four or more entries are seeded. The second ranked seed should be paired in the initial bracket with the third ranked seed.

(5) By seeding either 2, 4, 8, or 16 entrants (power of 2) when possible you can make the process simpler.

(6) After the seeded teams or players have been placed on the brackets. The remaining positions are filled with nonseeded entries, give the names of players or teams in the order of their handicap, qualifying score, season record, or simply by drawing names from a hat.

(7) The availability of teams is another consideration in establishing the order of play or seeding. It is common courtesy that teams that want to compete but have to travel a great distance be scheduled for the later playing times of the

initial competition. However, make certain that this courtesy is not misused and the fairness of the order of play is maintained. Avoid penalizing traveling teams by assigning them the earliest playing times.

5004. CONSOLATION ELIMINATION TOURNAMENT

1. The consolation elimination tournament is considered by some to be superior to single elimination because it allows the losers to play among themselves for a consolation award; each entrant plays at least twice. Some sports directors prefer it to single elimination except when time, facilities, or equipment are limited or when there is a large number of entries. It should be confined to entry lists of 16 or under. The winner and runnerup in a consolation tournament usually receive third and fourth places in the final rankings.
2. In the straight consolation, the losers in the first round of the elimination tournament play a single elimination to determine a consolation winner. The disadvantages of this are that only the losers of the first round of competition are able to compete in the consolation bracket.
3. In the consolation elimination tournament in which all losers in all rounds are moved to the consolation bracket, the competition is conducted the same as a double elimination tournament except the winner of the consolation bracket does not play the winner of the single elimination tournament.

5005. DOUBLE ELIMINATION TOURNAMENT. The double elimination tournament is superior to the others in that each entry must be defeated twice before being removed from championship contention. It is the most popular and most commonly used tournament to determine a champion at the end of round robin competition (season play) or other extended play tournaments. To determine the number of games necessary, multiply the number of entries by two. The number of entries multiplied by two, minus two, equals the number of games required if the winning team completes the tournament without defeat. The number of entries multiplied by two, minus one, equals the number of games required if the winning team loses one game. In planning, always expect the maximum number of games to be played.

5006. LADDER TOURNAMENT (EXTENDED TOURNAMENT)

1. The ladder tournament is one of the best known and most popular tournaments to use when you wish the competition to extend over a longer period of time. It can be used very effectively at youth centers in developing and sustaining interest in table tennis, pool, tennis, horseshoes, one-on-one basketball, and similar activities. The objective of the tournament is to create a "king of the hill" type situation by having contestants on the lower rungs of the ladder get to the top by challenging and defeating the contestants on the rungs above them.
2. The number of contestants will determine the duration of the competition. If possible, this number should be limited to no more than 12. If more contestants wish to participate, split the numbers and establish two ladders.
3. Loss of interest, especially at youth centers, may be experienced if the play extends more than two months. Normally one or two months will capture and sustain youths' interest.
4. Usually the initial placement of the entries on the rungs of the ladder is done by a draw from the hat. If possible, rate the contestants by ability and place them on the rungs in reverse order. This will motivate the better players to climb the ladder to their rightful place.
5. At least the last 20 percent (some prefer 30 percent) of the ranking list should be open for challenge by anyone not on the ladder. They can be challenged in writing (usually by posting on a challenge board provided for the tournament). A specific period of time is allowed to reply to a challenge, usually 48 hours minimum and one week maximum. If the challenged person does not accept, he or she forfeits his or her place to the challenger. For example, number nine on the list is challenged and does not accept. The challenging party takes number nine's place in the ranking and number nine is removed from the ladder.

6. It should be established in advance that in the event of an unavoidable absence by the top ranking member or other people on the ladder, regardless of cause, that the challenged loses place. This is essential if the sports director is to avoid delays which many times destroy the interest and play of the tournament.
7. Contestants should be allowed to challenge a maximum of three places above their own on the ladder.
8. If the challenger wins, the rankings of the two contestants are reversed. No other rankings of other contestants are affected. If the challenger loses, the rankings remain the same.
9. Each contestant must play at least one match per week. At the beginning of the week, the sports director should determine which contestants have not competed and move the rung of each one as though he or she had lost to the person below. The contestant moving up is given a win by forfeit.
10. The sports director must maintain exact and timely records on the on-going competition. The ladder board or sheet should be maintained in a controlled area with only the sports director making changes. If the board is tampered with in any way and the sports director does not have exact records of the games played, the tournament will have to begin again from the start.
11. This type of competition can be very successful, providing the sports director keeps in close touch with its progress and constantly encourages participation. A physically attractive tournament board with moveable rankings, tournament rules, competitor contacts, and scheduled challenges add an extra ingredient to the tournament that the youths will appreciate. Lack of involvement and effort is apt to result in an unsuccessful tournament.

5007. PROGRAM CONDUCT AND DISCIPLINE

1. No coach or league administrator can effectively communicate team principles and values to his or her players unless they themselves exemplify the same qualities both on and off the playing field. Setting up and maintaining the highest standard of conduct must typify all coaching behavior and this conduct must be in line with league objectives. "Discipline, especially self-discipline, on the part of league administrators, coaches, managers, players, team volunteers, is a primary factor in the success of any YS program. The difficulty of satisfying everyone is recognized; however, for the sake of the youths, maximum-discipline is a goal with must be strived for and reached if YA are to have a worthwhile and self-satisfying program."
2. No coach, manager, player, or league administrator should be suspended from a game or the program without a warning. Once suspended, the individual should automatically remain on suspension from all aspects of the program until such time as the arbitration board can convene and determine if permanent restriction is warranted.
3. Only the league commissioner, with the youth recommendation and command approval has the authority to suspend any player, manager, coach, league administrator, or umpire from the program.
4. When a manager, coach, or player is dismissed from a game for unsportsmanlike conduct, he or she should be disqualified for the remainder of that game and the next game, scheduled or not, in which his or her team participates.
5. At the time of dismissal, such individuals should completely leave the playing area. Refusal to leave by the guilty party should result in a forfeiture by that team. If a spectator is causing the disruption, the coach of the team the spectator is supporting should first ask for their cooperation. If the disrupter refuses to change behavior, the coach should report this to the head official at the game. If the unfavorable situation continues, both coaches and the official should confer and consider contacting the military police for help.

6. A participation rule for each player should be established for each program. Establishing a specific time each youth must play in a game is discouraged because of the conflicts which occur as to whether the youth was in the game the exact prescribed time or not. In most cases, require the playing time in quarters, innings, plays, etc.
7. Profane language, cursing, vulgarity, or obscene gestures should not be permitted on the part of any individual.
8. Players who demonstrate a continued lack of interest, poor sportsmanship, consistently miss practices, or demonstrate a belligerent attitude toward others should be dismissed from the program upon the written recommendation of the head coach and upon the approval of the league commissioner and the youth director.
9. Alcoholic beverages should not be permitted at any function or activity sponsored by the youth center. No individual should be permitted to supervise children after consuming alcoholic beverages including beer and wine.
10. Only the head coach should be permitted to ask for an interpretation or clarification of a rule and only if the game official gives his or her approval and is approached in a respectful manner. Game officials should deal only with head coaches or their designated alternate.
11. Parents should be encouraged to attend practice sessions to support their child. No disruptions of any kind should be allowed. If necessary, the parent may be asked to leave until the practice is completed. Any such action on the part of coaches or parents should be reported to league administrators and the sports director immediately.
12. Coaches must understand the necessity for timely action by league administrators when a problem occurs. Under such circumstances, coaches should accept the official's ruling and if a disagreement exists, they should request a settlement at a later and more appropriate time. Discussions should take place in private and only between the two concerned individuals--not in front of players and spectators.
13. Smoking should be prohibited on or around the playing area and in the team bench area.
14. Misuse or abuse of playing equipment should be considered unsportsmanlike conduct.
15. Individual coaches have the responsibility to impose disciplinary measure when necessary. The league administrators, the child's parents, and the sports director should be advised by telephone within 8 hours concerning any disciplinary action taken. This should be followed by a letter to the league administrators not later than 2 calendar days after the incident. If taken during competition, the opposing manager and the official scorer should be advised and the official scorebook should be annotated "not participating due to disciplinary action."
16. Only the YS director, in cooperation with league administrators, should change, cancel, postpone, or alter playing schedules. If there is time to contact everyone concerned, the league administrators should cancel games due to inclement weather or other unforeseen incidents before they begin, otherwise, the head official at the game should make the determination at game time or during the game.
17. The basic playing rules for each sport should be the national or official association rules for children closest to the age of players participating.
18. Under no circumstances should promises of special activities, functions, awards, or prizes be made to the players by coaches, team parents, or volunteers unless cleared by the sports director prior to the promise. Such activities do not include team trips to the movies, team parties, or other minor function which promote team unity. "No activity should be sponsored or supported by YA unless specifically sanctioned and approved by the sports director. The intent of this requirement is to ensure that all teams and players are treated equally and that the sports director is aware of actions which could possibly leave the program open to criticism."

19. The Sports director should fully support volunteers conducting functions to recognize players and coaches. It should be remembered that parents can be taxed only to a certain extent for money contributions. There should be a policy that no parent be asked for contributions for team functions or awards unless authorized by league administrators and the sports director.

20. Each head coach should be furnished a roster of all players assigned to his or her team. They should have this roster at all scheduled games and should make it available to any league official or opposing coach upon request.

21. Game time should be forfeit time. At the head official's discretion, a 10-minute extension should be allowed when it is justified due to unusual circumstances or if the situation can be corrected within the 10-minute period.

22. All players should have at least 1 calendar week of practice before participating in competition (football, 2 weeks: 1 week for conditioning and 1 week for conduct).

5008. PROGRAM AWARDS

1. Awards and recognition should be an integral part of any YS program. Their importance should be kept in perspective. Programs should be conducted for the fun of participation, and awards and winning should not be program's primary purpose. Awards should be presented for a job well done and to recognize those teams and players which have succeeded in team performance. Awards should be of nominal size and price and presented only when earned.

2. Individual awards should be presented to league administrators, managers, coaches, pep squad leaders, and other outstanding volunteers for exceptional service in support of the sports program.

3. No awards should be presented in an instructional or training league. Every player should receive a patch or certificate of participation. League standings and the pressures of competition should be held to an absolute minimum. The objective for this age group, usually 6-, 7-, and 8-year olds, should be solely to introduce each youth to the FUN OF SPORTS and to instruct them in learning the basics of the game.

4. Team awards should not be presented since teams are disbanded at the end of each season.

5. Solicitation to purchase "luxury" or extra awards (i.e., warm-up suits, jackets, jerseys, sweat bands, trophies, etc.) should not be permitted.

6. Individual awards for special recognition (i.e., most valuable player, best hitter, best offensive player, high scorer, etc) should not be permitted.

7. Participants (players, cheerleaders, etc.) who are dismissed from a team for disciplinary reasons or those who resign or quit before the end of a season, including playoffs, should not be eligible for recognition.

8. League administrators, managers, coaches, or pep squad leader who attempt to circumvent such policies should be dismissed from the program.

5009. SELECTION OF TOURNAMENT TEAMS

1. Tournament teams are an added activity that can supplement an intramural "participation" program. Tournament teams in most cases should be discouraged. If a team is formed in any manner, it should have the approval of the YS director and the YA director.

a. To develop a tournament team, coaches should nominate a designated number of players from their teams and submit the list to the league administrators. League administrators should consolidate the nominations and have the coaches vote on the total group of players. Final selection of the team should be based on the votes cast and the league administrators' personal knowledge of the players.

A designated number of additional players can be selected by the tournament team coach from the total league's remaining players. For example, in a four-team league forming a 15-player tournament team, the individual coaches could select 3 players from their team for a total of 12 players. The tournament team coach could then have the option of selecting three players in the league to fill the remaining three positions on the tournament team. Records of all nominations and selections should be maintained by league administrators for approval by the YS director and YA director prior to the team's practice for competition.

b. Tournament team players should be nominated using the following criteria:

- (1) Attitude toward the coaches and the program.
- (2) Teamwork and hustle.
- (3) Dependability and conduct at practices and games.
- (4) Ability in the sport.

2. No alternates to tournament teams should be selected.

3. Tournament team players should be required to be available to the team during the entire tournament period, including practices,

4. The coach of the league championship team should be given first consideration as tournament team coach; however, such appointment should not be automatic. The YA director, in cooperation with YS director, should have the final authority in selecting the most qualified and most deserving tournament team coach.

5. All assistant coaches should be selected by the tournament team head coach and approved by the YS director,

6. The league commissioner or president should act as business manager and publicity agent for the tournament team.

7. Tournament team expenditures and material support should be determined and approved at the time the tournament is approved by the YA director.

5010. PROGRAM EVALUATION

1. The YS director may use several methods to evaluate the program. Whatever methods are used, they usually involve a combination of observation, interview, written evaluations, and studies of existing records and reports. Evaluation can help the staff:

- a. Determine the effectiveness of the sports program in relationship to its mission and objectives.
- b. Pinpoint areas of the program which requires special attention.
- c. Obtain valid information to serve as the basis for corrective measures.

2. The sports director should spend time observing the program in order to determine its strengths and weaknesses. He or she should pay particular attention to player and spectator conduct, equipment, playing areas, personnel, officiating quality and attendance, and the leadership provided by the league administrators. Only by observation can the YS director determine whether the program is operating properly. Observation provides a starting point for correction and improvement.

3. In evaluating the sports program, the sports director should setup or redefine the objectives of the program. Then, through observation, interview, and through an analysis of reports and records, collect data about the following:

- a. Scope of the program and the various program phases.

b. Methods of administration and effectiveness of established policies and procedures.

c. Adequacy of the staff in terms of number, training, experience, and personal attributes.

d. Extent to which facilities meet program requirements.

e. Availability of supplies and equipment.

f. Measures taken to encourage participation.

g. Measures taken to protect the participants.

h. Quality and amount of advance planning.

i. Attitude of the participants.

4. After the findings are compared with the objectives for the sports program, corrective measures can be taken in the areas that need improvement. Samples of program, coaches', and officials' evaluations can be found in appendix J.

5011. PROGRAM SAFETY. Safety is a major factor in the success of any YS program. The responsibility for safe play must start with the YA director and be shared by the YS director, league administrators, team coaches, team coordinators, officials, and most importantly by the players themselves. The YS director must ensure that all paid staff, volunteer coaches, and administrators who work directly with the youths, are trained in first aid practices and be prepared for emergencies which occur during practice or games. They must be completely versed in heat injuries, warm-up and cool-down procedures, care and maintenance of protective equipment, and the rehabilitation of sports injuries. "Constant and effective control and supervision by coaches is by far the best preventive safety practice in youth sports." Remember:

1. Coaches must have a positive attitude toward safety--the safety and welfare of the youths must be their first consideration.

2. An undisciplined player during practice and competition is far more likely to be injured than a disciplined player.

3. The use of common sense and common courtesy while competing will eliminate 90 percent of all game and practice accidents.

4. A thorough knowledge of the game, the playing rules, and the intent of those rules is necessary to protect the youths from unnecessary injury.

5. Physical conditioning equal to or surpassing the requirement of the sport is mandatory.

6. Most accidents resulting in injury are careless or horseplay accidents and do not occur because of playing situations.

7. Coaches should never a group of players unsupervised. If the coach cannot attend a practice or game or will be late, he or she should ensure that an assistant will be present prior to the arrival of the players. Coaches should be at all practices and games and remain, if possible, until all players have been picked up or left for home. An adult--coach, assistant coach, or parent--should supervise the players at all times.

8. A planned, well-controlled, and well-conducted practice will in most instances be completely free of injury.

9. Players should wear only the protective equipment issued by YA. Individually bought equipment should not be authorized unless specifically inspected and approved by league administrators.

10. Only protective equipment with a stamped NOCSAE should be worn. This NOCSAE approval stamp must be for the age groups using the equipment.

11. Specific safety rules for an individual sport should be included in each sports program by-laws.

12. Any player receiving an injury requiring a cast or splint should be placed on the disabled list and not allowed to participate for the remainder of the season unless written consent of a physician is received by league administrators.

13. Once a player is removed from a game because of injury he or she should not reenter if doubt still exists as to the nature and extent of the injury. In the rehabilitation of a sport injury, an athlete should not return to any type competitive demands until:

- a. The full range of motion has returned.
- b. The full strength to the injured area has returned.
- c. Overall body strength is normal for the individual.
- d. All pain has disappeared.
- e. The player is psychologically ready (not reluctant, apprehensive, or scared to return to the game).
- f. Permission of a physician should be required when medical treatment was required for the initial injury.

14. When it appears that an injury has occurred, require the player to remain completely motionless and ask the five questions you should always ask an injured player

- a. What happened?
- b. Where does it hurt?
- c. Did you hear anything?
- d. Does it hurt to touch?
- e. Does it hurt to move?

15. If any injury is suspected, the coach should immediately send for medical help and do all he or she can to protect the player. A first aid kit should be available with following recommended supplies:

- a. Adhesive tape.
- b. Band-aids.
- c. Clean towels.
- d. Clean water.
- e. Elastic bandages; i.e., ace bandages.
- f. Emergency telephone numbers (from parents).
- g. First aid cream.
- h. Hospital telephone number.
- i. Ice (code packs, spray, or ice).

- j. Scissors.
- k. Soap.
- l. Sterile dressing (gauze).
- m. Coins for phone call.

(Sports directors should use caution in the use of first aid kits-- especially by untrained individuals)

YOUTH SPORTS GUIDE

CHAPTER 6

EFFECTIVE VOLUNTEER MANAGEMENT

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EFFECTIVE VOLUNTEER MANAGEMENT

6000. "HOW TO GET WHAT YOU DESERVE"

1. The YS program requires the involvement of community volunteers. Most programs could not exist without the additional manpower and the extraordinary energy and interest which volunteers bring to the activity. In mobilizing this usually large and diverse task force, youth "coordinators" should always keep one thing foremost in their minds--volunteers want to feel needed and they desire the personal satisfaction of doing something important and worthwhile.

a. Volunteers want to enjoy their involvement, whether coaching, officiating, or serving on a committee.

b. Volunteers, particularly those chairing and working on a committee, appreciate being asked their opinions and want to feel as if they are involved in planning.

c. Volunteers value their self-esteem and appreciate having their contributions acknowledged.

2. Examine your existing sports program and design your future plans with the view that volunteers are a paramount importance--they are and they will always be. The most important fundamental in soliciting the needed volunteers is in selling the program to the community. Recruiting takes more imagination than just "putting the word out," placing an announcement on bulletin boards, or placing an advertisement in the daily bulletin and the base paper. Recruiting requires promoting the program's image. Image refers to the way people view the program. Is the program

a. Professional?

b. Perceived as being important?

c. Considered a privilege to volunteer in the program?

d. Considered a wholesome environment where parents want their children to participate?

e. Spoken of highly by the staff and existing volunteers?

3. Key Assumptions.

a. You get what you deserved to get.

b. You get what you expect to get.

c. You must have a positive and enthusiastic attitude toward volunteers and volunteer programs.

d. Volunteers should be treated like unpaid staff.

4. People volunteer to satisfy a need for:

a. Connectedness or belonging.

b. Commitment to the goal or activity.

c. Creative expression or self-fulfillment.

5. Persuasive individual motivators:

a. Achievement--goal oriented, likes to find solutions.

b. Power--influence or impact on others, makes good supervisors or advocates.

c. Affiliation--feeling oriented, wants friendship and enjoys working with others.

6. Motivation is brought by the volunteer to the job and by the job to the volunteer.

7. Before recruiting, you must have written instructions for the service needed. A volunteers instructions should include:

- a. Title.
- b. Supervisory control.
- c. Duties and responsibilities.
- d. Time commitments required.
- e. Training provided.
- f. Qualifications and special skills needed.

8. Recruiting

- a. Make specific appeals to appropriate audiences.
- b. Be honest about time and skills required.
- c. Invite people to do something specific they would be good at.
- d. Target recruiting:
 - (1) Analyze the current volunteer population.
 - (2) Brainstorm ideas for new volunteers.
 - (3) Go after potential volunteers where they are.
 - (4) Do person-to-person recruiting through friends and associates.
 - (5) Build up a MC-wide pool of qualified volunteers.
 - (a) Send volunteer referral letters of volunteers.
 - (b) Suggest contact by receiving YA directors.
 - (6) Know when to give up.

e. Proven recruiting methods

(1) Word-of-mouth and personal associations are two of the most effective means of recruitment. Know traits and capabilities of the prospective volunteer will allow the sports director to be more selective in quality volunteers.

(2) Recruit during registrations when you have personal contact with parents. The registration form should always include space for parents to volunteer for a variety of positions.

(3) Contact the commanders of base organizations. Some commanders will provide entire coaching staffs to represent their unit and demonstrate their support for the community.

(4) Survey the coaches presently in the programs and seek their assistance. Some may want to continue coaching and support the overall program.

(5) Contact the base athletic department and recruit local athletes who may only need to be asked.

(6) Contact the physical education departments of base high schools.

(7) Recruit the support of private organizations; i.e., officers' wives clubs, noncommissioned officers' wives clubs, junior officers' councils, American Legion, VFW, etc.

(8) Recruit retired military groups if the physical demands are within their capabilities.

(9) Never overlook women as volunteers. Fortunately, women (especially mothers) are becoming more and more involved in coaching and administering sports.

(10) Recruit through publicity; i.e., flyers, posters, daily bulletins and base paper, radio and TV, etc.

(11) Ensure that the command is fully aware of the needs of the YS program.

(12) Announce the upcoming need for coaches at the closing ceremonies of the other sports.

(13) Discuss needs during all large base organizational meetings; i.e., commander's calls, large staff meeting, etc.

9. Volunteer placement

a. Screening. Have applicants complete volunteer application forms including name, grade, (or of sponsor), duty station, projected rotation date, address, phone number, previous experience, educational and occupational experience, training, hobbies, time preference, a list of any previous or current volunteers they know, why they want to volunteer, etc.

b. Interview potential volunteers.

c. Match the right person to the right task.

(1) Explain training process.

(2) Refer to another agency or program if unable to place.

10. Orientation and Training

a. Orientation Before Starting Volunteer Job.

(1) Gives a sense of belonging.

(2) Offers understanding of mission, goals, and objectives.

(3) Teaches volunteer rights and responsibilities, rules, and procedures for grievances and termination.

(4) Offer volunteer handbook.

b. On-the-job-Training

(1) Specific to the work instruction.

(2) Incrementally difficult and documented.

11. Supervision

a. Helps the volunteer grow in the job.

b. Observes and evaluates volunteer's services.

- c. Offers meaningful two-way communication.
- d. Provides written rules and procedures.
- e. Directs, supports, and guides, not bosses.
- f. Corrects the volunteer courteously and privately.
- g. Accounts for and is responsible for making goals.

12. Evaluation

- a. Check for task accomplishment and growth.
- b. Consider new placement, more training, or reconsider volunteer's motivation if problems prevail.

13. Retention and Motivation

- a. Volunteers will stay in job where:
 - (1) Their motivational needs are met.
 - (2) The positive in their performance is encourage and supported.
 - (3) The managerial climate is a shared leadership style.
- b. Essential motivators for job retention (Herzberg):
 - (1) Challenge.
 - (2) Sense of achievement.
 - (3) Increasing responsibility.
 - (4) Growth and development.
 - (5) Recognition.

14. Recognition--Continuously Necessary

- a. Formal--certificate, trophy, pin, etc., at a formal ceremony, picnic, meeting, etc. (with media coverage).
- b. Informal--a smile, being known by name, respected, and included.
- c. Recordkeeping--awards, academic credit, job references, transfer letters, service record entries, etc.
- d. Publicity and public relations.
 - (1) Blow your own horn.
 - (2) Gain and hold favorable opinion.
 - (3) Are essential for recognition and recruiting.

15. Activities and people must be coordinated to establish the proper mix and maintain interest. Be creative and develop unique duties, programs, and recognition that will appeal to the needs of potential volunteers in your community. Remember, above all, play the program around the volunteer. By making that person the key element, the program will be well supported, will be expanded, and more of the community will be involved in the program.

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CHAPTER 7

PROGRAM MARKETING, PROMOTION, AND PUBLIC RELATIONS

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PROGRAM MARKETING, PROMOTION, AND PUBLIC RELATIONS

7000. General

1. Since members of the Marine Corps community work long hard hours, and adult recreational activities and family responsibilities take much of their remaining time, youth programs must be promoted to ensure maximum participation. A successful YS director must be a successful promoter. He or she cannot schedule a program, sit back and relax, and expect a large turnout. It just won't happen. It must be promoted, promoted, and then promoted again. See NAVMC 2777, PLANNING AND MARKETING GUIDELINES as a reference.

2. Some youth activity directors and YS directors find public relations and promotion unpleasant, while others accept the challenge and find a thrill in watching their program grow. Public relations and promotions are management functions which cannot be delegated to others.

3. After determining attitudes and policies, the next step is to execute a program of action. Since most youth workers are not trained in public relations and promotion, involve those who are. The basic public affairs officer, the base newspaper, base radio station (when available), the audio-visual center, daily bulletin, and the base photo lab and printing facility are possible promotion resources. Use them all! "A good public relations program does not depend upon whims, guesses, or wishful thinking. Public relations must be based upon the attitudes of the public and the policies of the section doing the promotional work. The public image of your section doesn't just happen. It is built moment by moment, one patron at a time."

7001. MOTIVATING TECHNIQUES. Finding the proper motivating techniques and using them is much like solving any problem. First, the YS director must find out why youth have been interested in attending and taking part in the current program. Informally, talking with selected youth might reveal the answers. If not, distribute a questionnaire to a target group, not just any questionnaire will do. It must be a valid instrument developed by someone with knowledge in this particular area. A poor questionnaire can lead to false conclusions and hinder the promotional effort. Secondly, after the data has been collected, planning must be done to determine what and how it can be accomplished. Poor planning resulting in "wheel spinning" and reacting to emergencies "The basketball coaches' meeting is next Tuesday; we forgot to send out notices!" should be avoided. Public relations and promotion are never without problems and only through adequate planning can order be maintained.

7002. PLANNING AND PUBLICITY APPROACH

1. The primary planning should be done by the YA or YS director and endorsed by his or her supervisor, the director. There is usually a program manager working for the YA director who is designated to supervise social and athletic activities. All YA personnel should be involved in the planning of their programs. An adjunct group in the youth program is The Youth Advisory Committee. The committee is not a policy making body. This committee advises, helps, and promotes programs. The base public affairs staff is also in a position to help in the promotion of all YS and social programs. The base public affairs staff is also in a position to help in the promotion of all YS and social programs. Promotional plans should be discussed with someone in the base public affairs, so YS section might be asked to write their own publicity releases. If this happens, members of the public affairs office can help by providing the form and format for the release.

2. Principles of good publicity and media relations.

- a. Be honest.
- b. Be cooperative and available by telephone or in person.
- c. Tell it like it is. Don't pad a weak story.

d. Be aware of rumors which might arise from or about the athletic program. If a rumor begins, try to nip it in the bud as soon as possible.

e. Get the newsworthy events out as soon as possible. Current news makes a good story; old news is worthless.

f. Cooperate with and help the base public affairs office as much as possible. Don't beg or demand to have your story used. This is the prerogative of the newspaper editor.

g. Don't complain about a story not being used. Occasionally more important copy forces the editor to lay your story aside; try again another time.

h. Become acquainted with people in the base newspaper, radio and other media offices. Invite them to athletic events or to drop by and have coffee. Their cooperation is more easily gained if they know who and what you are all about.

i. Commend public affairs for their support and cooperation publicly. A "pat on the back" usually results in a reciprocative action.

j. Do not try stage a publicity stunt. They usually backfire and create problems beyond your control.

7003. PROMOTIONAL PUBLICITY

1. Program promotion and publicity stimulate interest, motivate participation, and encourage Marine Corps personnel to attend youth events. The Assistant Chief of Staff Special Services Director, and the activities or YS director are directly responsible for publicizing MWR activities. An adequate program and attractive facilities will attract many people. There are always those people who require further inducement. The YS director should use all available media, and maintain a close liaison with the base public affairs officer. Contact key people and agencies. Become familiar with their program and the ways and means by which they may be of help. If available, use the services of local coordination agencies such as the council of social agencies.

2. Overall interest in YS activities can be developed and stimulated through joint sports clinics, and courses of instruction conducted in relation to the season or scheduled sports activities. Professional baseball teams, and so forth, are often available and can be obtained for performances at Marine Corps bases. Coaches from nearby colleges or national sports figures now in the service may be willing to conduct sports clinics. Outstanding sports figures on tour may be scheduled to play exhibition matches or games at the base. Bottom line: People have leisure time and will participate in a variety of programs if they know what is available. Promote programs and activities!

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CHAPTER 8

EQUIPMENT AND FACILITIES

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EQUIPMENT AND FACILITIES

8000. APPEARANCE AND CONDITION. The appearance and condition of playing facilities is very important in a sports program. YS directors should place special emphasis on field maintenance because in most cases its appearance is the first and most visible image the community gets of the program. Most spectators will accept conditions less than perfect, providing the field condition does not affect the play of the game. A shabby appearance--AN IMAGE OF NOT REALLY CARING OR TRYING--will not be tolerated, especially if it interferes with the intended activity or increases the chance of injury to one of the participants. Athletic fields are made to be used and used hard. Maintaining a playing surface under constant hard wear requires the application of all known principles of facility management. Maintaining outdoor facilities is difficult--it requires judgement based on training and practical experience.

8001. PRE- AND POST-SEASON INSPECTION. The initial evaluation, in the form of a pre-season inspection, should be completed at least 30 days prior to the start of team practice. The inspection team should include the YA director or YS director, civil engineer, ground safety, environmental control, and other personnel appropriate to the particular base. Using the expertise of each team member will help ensure a safe, presentable playing area. Action should be taken immediately to correct noted discrepancies. If work requests or job orders are required, ensure that each agency participating in the inspection agrees to the work that is necessary. A completion date should be reflected on the document to give the action agency a reference as to the immediacy of completion. Follow-up is essential. From the date practice begins until the last season game, the areas must be inspected daily by the sports director or assigned maintenance personnel and sustained at the highest possible standards. Within 1 week of the close of the program, prepare to perform a post season inspection to be completed not later than 1 month after the season ends. Again, the keys to success are: inspect, identify, document, establish a completion date for the work required, submit proper work and maintenance requests, obtain necessary coordination and FOLLOW-UP.

8002. TURF MAINTENANCE

1. "The most important and most effective control you, as sports director, have in turf maintenance is the BASE AGRONOMIST in public works. Rely on this individual's expertise for establishing a fundamental and simple yearly maintenance schedule for your facilities, i.e., when to seed, when to water, how much water, when and how often to mow, height of grass, etc."

2. Field turf can be maintained at different management levels. The particular management level desired should be the direct result of the grass species present or selected; the turf quality desired; the climatic conditions; the intended use of the facility; the amount of time, personnel, and money available; and lastly but most important, the training and capabilities of the maintenance team. The maintenance level being presented here is the minimal requirements to sustain the playing surface.

3. The selection of grass depends on the geographical area, appearance desired, cost, and climate. Blue grass and bermuda grasses seem to be the most durable for athletic fields. There are more than 20 varieties of bluegrasses and a dozen varieties of bermuda grass. The variety used will depend on the geographical location of your facilities. Consult your public works.

4. In managing the playing surface, factors such as climate, grass variety, and type of field must be considered. Adequate drainage, or soil moisture control, is a key to turf management. Excess water lubricates the clay and silt particles of the soil, which tends to compact under the pressure of the players' feet.

5. Vigorous grass growth that counters the wear of the turf is essential to a quality field. Basic to a turf management program is the protection of the turf from

drought, damage, and competition through a well-managed program of watering, mowing, certification, and weed control.

a. Certification. An aerator can be attached to a tractor and the whole field can be aerated in a relatively short time. Aeration of the turf is important so that water and fertilizer can penetrate to the roots of the grass. Fertilization should follow certification. The resulting certification plugs should either be removed or chopped up with a steel drag mat, depending upon the soil type and condition. Some fields are certified monthly during use to break up compaction.

b. Fertilization. The growing season of the turf can be extended by early- and late-season applications of fertilizer. Slow-release fertilizer provides long periods of uniform growth and favors production of new leaves. It is recommended that fertilizer be applied at a rate of 6 pounds of nitrogen per 1,000 square feet of turf in four equal applications per season. More or less may be required, depending on the length of the growing season. The amounts of nitrogen-phosphorous-potassium can best be determined by having soil samples analyzed. A good turf should be grown in soil with a neutral acid condition (ph of 6.0 to 7.0).

c. Mowing. The frequency and height of cut should vary according to grass variety, use of field, and weather conditions. Increase mowing height and reduce the amount of nitrogen applied during hot weather to avoid undue stress on the turf. Conversely, the mowing heights should be lowered and fertility levels increased as the weather cools. Grass height should remain between 3/4 and 1 inch for infields and between 1 and 1 1/2 inch for outfields and football fields.

d. Watering. Developing a wise water management program is a challenge. As with fertilizing, the maximum benefit of water is gained through the root system. A key question is: How "little" can be used to produce healthy grass? When the field is not in use, water should be applied sparingly--only when early wilt signs are detected. Close mowing and frequent light watering produce a shallow rooting system which is highly undesirable. A good, deep-rooted turf is produced by maintaining grass height at about 2 inches during off-season and using deep watering methods. There are many watering systems available. Those that require the most work (i.e., portable sprinklers and traveling sprinklers) eliminate potential safety problems since there are no sprinkler heads or covers. The built-in watering systems that use maintenance, such as preventing the grass from growing over them. To prevent this, the turf is often cut away around the sprinkler, creating an unsafe "hole" and the potential for injury.

e. Seeding

(1) Fertilizer should be added to the surface to be seeded. Don't rely on a standard commercial fertilizer as a cure-all. Request that the base agronomist have the soil chemically analyzed to determine how much nitrogen-phosphorus-potassium are in it. Then add fertilizers, upon his or her recommendations, to take care of the specific needs of that particular soil.

(2) After fertilizer has been applied, the ground should receive a slight harrowing. Then the seed mixture is sown in two applications--once with the seeder going in one direction and the second time with the seeder going at right angles to the first application. After seeding, rake the entire area, use a light roller for compaction, and then thoroughly soak the area. The seed should be applied at about 125 pounds per acre. A light coating of peat moss or sawdust on the surface will aid in keeping the new grass moist.

(3) In the northern half of the U.S., bluegrass is most extensively used. The trend is away from mixing annuals, such as red top and winter rye, with bluegrass.

(4) Many grounds keepers are mixing fescue with bluegrass to use in softball and baseball outfields. There are several types of soft fescue: chewing, creeping, and tall (Alta and Kentucky 31); however, most professionals prefer the tall variety.

(5) In the southern half of the U.S., bermuda grass is predominant. Winter annuals, such as winter rye, are used extensively because they germinate very rapidly in the south (4 to 6 days), providing early-season greenness. A lot of seed must be used, however, and the area must be reseeded every year.

(6) Sodding versus Seeding: Most authorities prefer seeding over sodding because of the smooth, even surface that seeding provides. If sodding is done, prepare the soil as was suggested for seeding. Select sod that is weed free and does not have manure burn. Good sod should be cut as thin as possible yet still handle well. It will root faster than sod cut 1 1/2 inches below the base of the blade. Fertilize, roll lightly, and water thoroughly for 10 days.

(7) In areas of heavy use where the grass plants suffer the greatest damage, relatively small amounts of grass seed can be sown by hand and allowed to be "cleated in" by players during practice sessions and games. This fresh new seed promotes the development of new grass plants in those spots where the original plants have been destroyed or weakened, thus providing good footing and a uniform look to the field.

f. Overseeding. Overseeding, or resodding, may be used to upgrade existing field surfaces. New and stronger grass varieties may be introduced in this manner. Overseeding can be useful; however, special care must be given to the seedlings until they become established.

6. Skinned Area Maintenance

a. As previously noted, athletic field soil has three components: sand, silt, and clay. The local geography will dictate the relative amounts of each of these components, and they do vary considerably. Since the skinned portion of a baseball and softball field is relatively small compared to the amount of turf, steps can be taken to modify the soil composition.

b. The following are suggestions to remedy soil imbalance:

(1) Too much silt and clay compacts easily, becomes too hard, and does not drain well. Raise the sand composition of the field area. Use fine sand, stone dust, or brick dust; roto-till quite deep into existing soil.

(2) Before deciding on the traditional mixture of sand, silt, and clay for the skinned area of a baseball field, grounds managers may wish to study the alternatives. Stone dust is available from most sand and gravel companies. It has a granular, sandlike consistency, is almost white when dry and dark gray when wet, and provides an excellent alternative. Another alternative is crushed red brick dust which can be used alone or mixed with clay and sand. Of the two alternatives, red brick dust is the most expensive.

(3) The traditional mix of silt, clay, and sand has several disadvantages: It promotes weed growth, and any herbicides applied leach into turf areas; grass encroaches into the skinned area requiring frequent edging; and it provides poor drainage.

(4) In contrast, stone or brick dust does not support vegetation, eliminating the need for herbicides, weeding, and frequent edging; both provide excellent drainage--the dust is completely dry the day after a rain; and maintenance time can be cut considerably. The only disadvantage to the use of stone or brick is that it can become too dry; however, watering down and rolling eliminates this problem.

(5) Following are specific maintenance ideas relating to the skinned area of athletic fields:

(a) Drag the skinned portion of baseball or softball diamonds and base paths every day immediately after practice or a game so that if it rains during the night, the area will dry smooth and not leave pockets for water to stand. Dragging on a non-grassed infield should begin from the edge of the outfield grass and work towards the pitching rubber in a circular pattern. Once the pitching rubber area is reached, the dragging should continue in the circular pattern to the outfield grassline area.

(b) Have wire leaf rakes and street brooms on hand to sweep and scratch rain soaked skinned areas for faster drying after rain. This scratching of the dirt playing surface allows the air and sun to mix with more surface dirt and speed up the drying process.

(c) Stockpile additional clay, soil and dust to replace material lost by wind or to fill low spots.

(d) Remove the soil that collected in a ridge on the edge of the grass, remove with a sharp, flat shovel and smooth the extra soil with a garden rake.

(e) Maintain the proper configuration to the infield. Use a sod cutter in the early spring and follow by an edging once a month during the playing season.

7. General Information Relating to Turf Maintenance and Use of Fields:

- a. Compile a folder of maintenance information from the local agronomist and public works.
- b. Instruct new workers regarding a scheduled plan of work.
- c. Preserve the center portions of football and soccer playing fields for scheduled games by designating practice areas, using temporary lines at various angles, near the sidelines.
- d. Develop practice fields with adjustable lines and goals.
- e. Set goals off-center to protect the official play area for soccer.
- f. Offer movable kicking goals for intense football practice sessions.
- g. Ensure needed water source for effective field maintenance.
- h. Control weeds by strengthening and building the basic grass turf.
- i. Seeding, fertilize, and water by hand. Make certain soil is wet when you seed and continue watering until germination.
- j. Check with local agronomist for the frost date of your area. On this date turf repair and maintenance should start in full swing. Two weeks prior to the freeze date, slow release fertilization will give you a head start.
- k. Recognize that basic field maintenance is a public works responsibility.
- l. Know that weather will dictate when to water the fields most of the time.
- m. Water grass 1 inch of water per week to keep your grass alive.
- n. Apply water to the grass from as short of a distance as possible-try to water the roots not the leaves. Light, high sprays are ineffective.
- o. Aerate hard packed turf.
- p. The weather, watering schedule, and fertilizer application will influence the mowing schedule.
- q. Overseed to establish new grass.
- r. Plug bare spots for grass repair.
- a. In killing weeds, the application of herbicides at two different times gives adequate control of weeds.
- t. Roll the fields only when the soil has the best moisture content.

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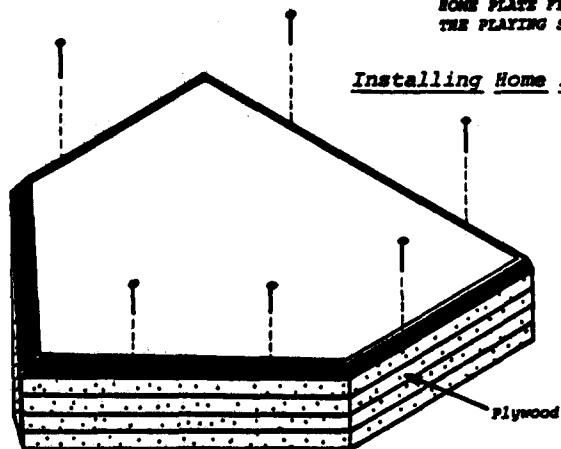
Example of a PLAN OF ACTION for Yearly Facility & Equipment Management

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Fertilizing												
Watering												
Mowing												
Aerification												
Overseeding												
Killing Weeds												
Preventing Crabgrass												
Controlling Grubs												
Preventing Diseases												
Controlling Flying Insects												
Rolling												
Plugging												
Blaschers												
Press Box												
Scoreboard												
Concession Stand												
Latrines												
Goal Posts												
Lighting												
Ordering Supplies and Equipment												
Physical Inspection (Coordinated)												
Submit Work Orders & Maintenance Requests												

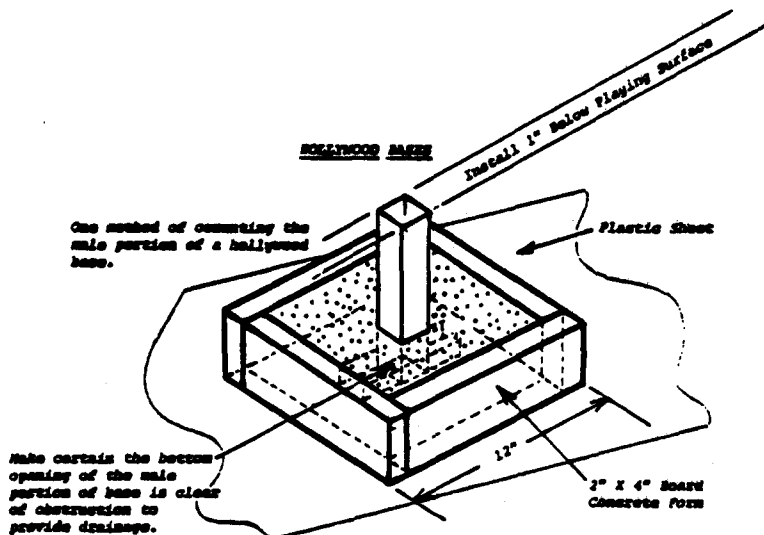
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- Nails should be driven in the groove which separates the black edge of home plate and the white of home plate.

- INSTALL IN GROUND WITH HOME PLATE FLUSH WITH THE PLAYING SURFACE.

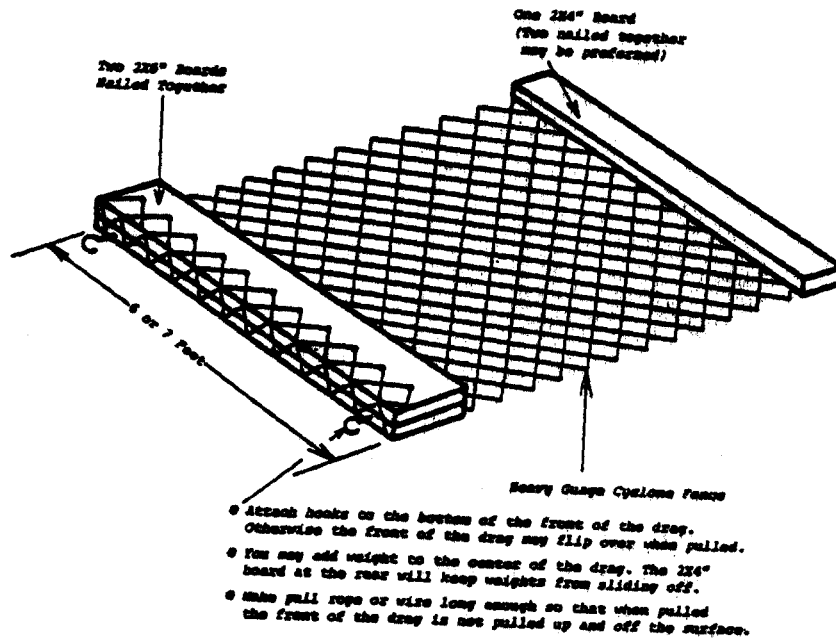
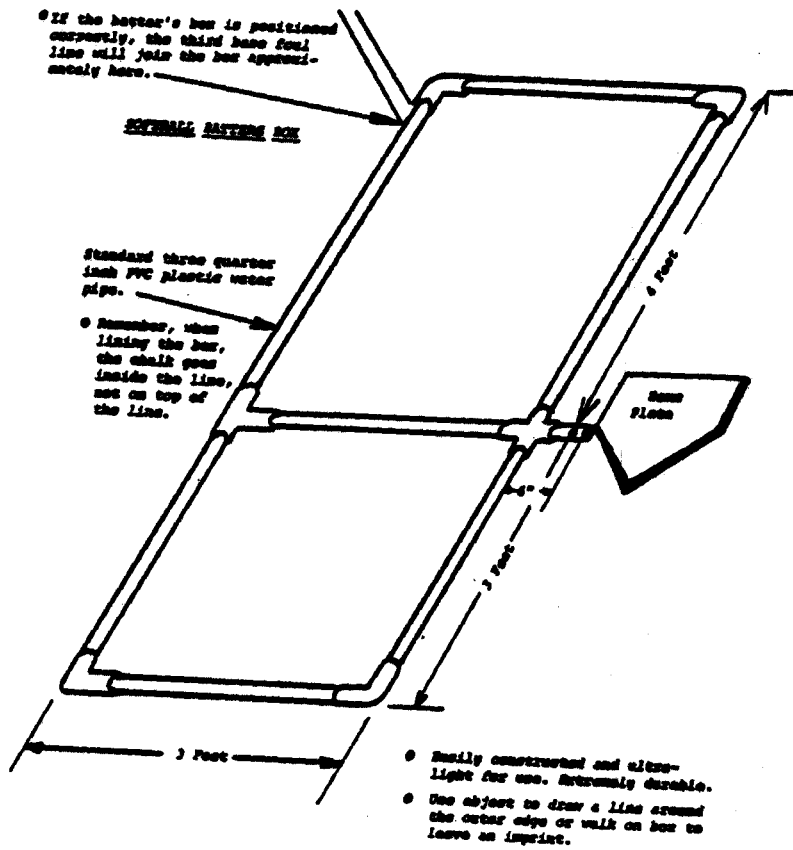


- Three or four pieces of either three quarter or one inch plywood nailed together the same size and shape of home plate including black border.
- Use as many nails as necessary. When driven in they will become invisible and at the same time ensure that all outer edges of the plate are flush and secure.
- After home plate has been positioned, pack around it with very wet dirt. When packed, soak the area again and let set until completely dry and firm.

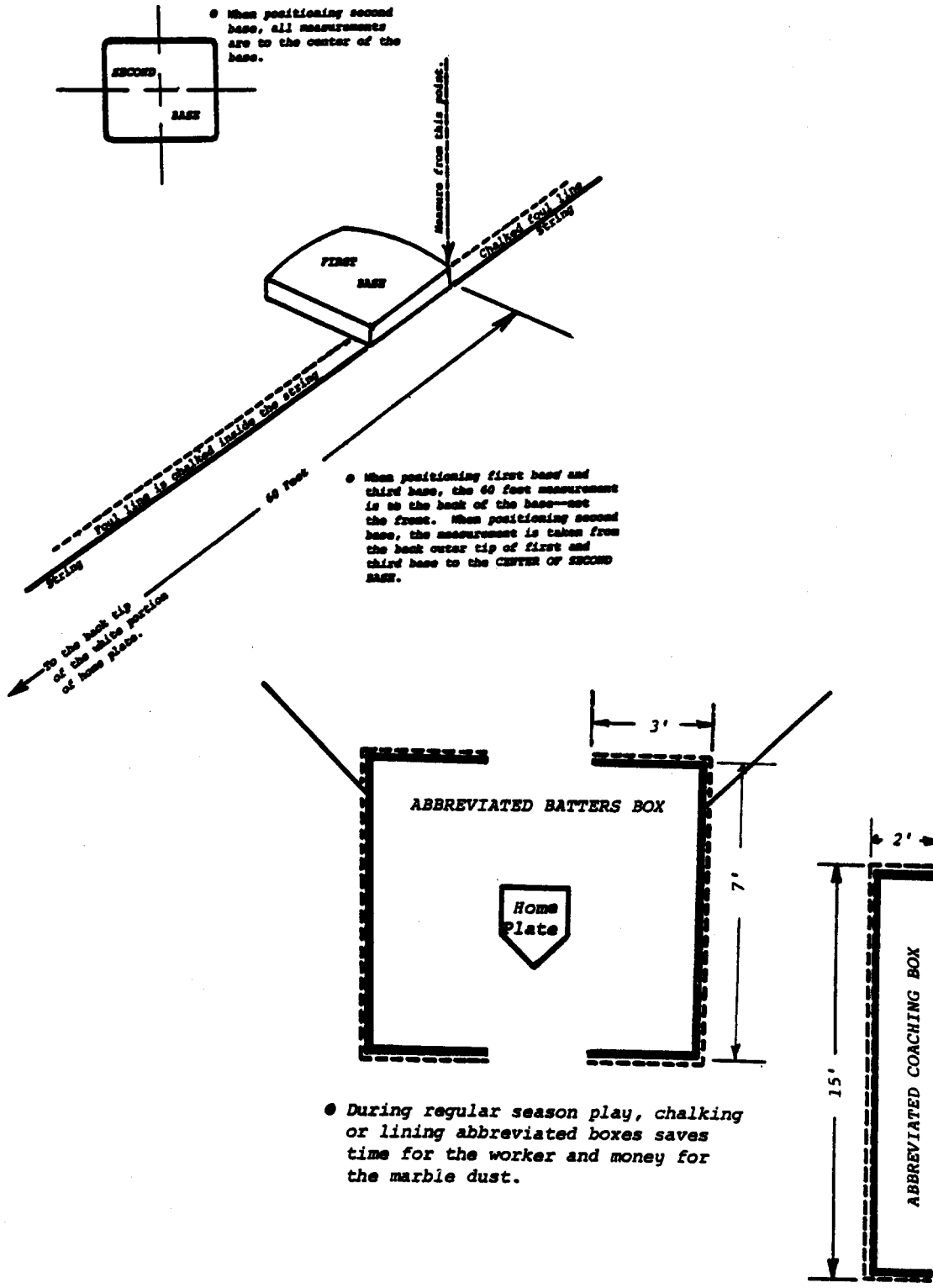


- Base foundations are light enough to be mobile and can be prepared during off season.
- Keep two extras in case of emergencies.
- The use of the old #10 coffee can is discouraged. They often become loose and the base will spin with the slide.

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CHAPTER 9

CARE OF UNIFORMS AND EQUIPMENT

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CARE OF UNIFORMS AND EQUIPMENT

9000. GENERAL

1. There are so many local factors that influence the purchase and maintenance of uniforms and equipment that make it impossible to cover all situations in specific guidance. Location of base, size of program, age of participants, money available, personal preferences, time involved, number of facilities, vendor availability, and staff expertise are but a few considerations. Below we offer some fundamental guidance that should help the youth sports director in effective uniform and equipment management.

a. Uniform Sizing

Normal sizes from major manufacturers

<u>Adult</u>				<u>Youth</u>			
<u>Pants</u>		<u>Shirt</u>		<u>Pants</u>		<u>Shirt</u>	
Small	28-30	Small	34-36	Small	22-24	Small	26-28
Medium	32-34	Medium	38-40	Medium	24-26	Medium	30-32
Large	36-38	Large	42-44	Large	26-28	Large	34-36
XLarge	40-42	XLarge	46-48	XLarge	30-32	XLarge	38

b. For today's uniforms, generally no elaborate sizing or measuring is required. Except in special cases, order uniforms depending on chest and waist sizes only.

c. Due to the increased influence of conditioning and physical strength training during the ages 13-18, young athletes develop size in their upper body before they develop size in the waist--order sizes accordingly.

d. Helmets, whether football or baseball, should never be painted. Local painting changes the chemical composition of the shell material and destroys the reliability of the protection.

2. "Uniforms and equipment are two of the most expensive--therefore tightly controlled--phases of the sports program. If YS directors are to provide a presentable and injury-free playing environment, they must establish management procedures to control and protect from the moment of purchase through the time of salvage.

3. "PROTECTIVE EQUIPMENT. When purchasing protective equipment (helmets, shoulder pads, etc.) the general rules of sizing and fitting should be placed secondary to the specific instructions of the manufacturer. All companies provide extensive user instructions along with the item and all instructions are basically different. To ensure the safety of the players and to ensure against possible liability conflicts, no fundamentals on sizing and fitting of protective equipment are given except: FOLLOW THE SPECIFIC INSTRUCTIONS OF THE MANUFACTURER."

9001. UNIFORM PURCHASING

1. The best time for purchasing is as soon as possible after the season is completed and after the uniforms have been returned and inventoried. This practice is of utmost importance in overseas or isolated locations because of the additional 60- to 90-day delay in delivery.

2. Ordering stock items from one of the major companies on General Services Administration (GSA) contract is cost effective. Yearly fill-ins from stock items are readily available. Add additional 30 days for delivery from GSA.

TIME FRAMES FOR PURCHASING

Month	FOOTBALL	BASEBALL	BASKETBALL	SOCCER
January	Order New Equipment	Time is Running Out		
February	Order New Equipment	Delivery, Mark Equipment		
March	Time is Running Out	Delivery, Prepare For Equipment Issue		
April			Inventory	
May			Order New Equipment	
June	Delivery, Mark Equipment		Order New Equipment	
July	Delivery, Mark Equipment		Order New Equipment	
August	Prepare For Equipment Issue	Inventory	Time is Running Out	
September		Order New Equipment	Delivery, Mark Equipment	
October		Order New Equipment	Delivery, Prepare For Equipment Issue	
November	Inventory, Order New Equipment	Order New Equipment		
December	Order New Equipment	Order New Equipment		

Order year round but at least 5 months prior to the spring, summer, fall, and winter seasons.

When preparing an order, take some time and get away from the telephone and other interruptions. Too often orders are delayed because of sloppy instructions, including misspelt names, or the quantity of uniforms ordered not matching the number of sizes or numerals listed. It is important to make your order as clear and simple as possible to eliminate any mistakes or confusion down the line. Check and double check things like catalog number, material, color, sizes, trims, extras, numbers, and lettering. Make all item descriptions as complete as possible to make certain you get what you order.

Never sign off on a receiving report until a complete inventory of the items received--and their condition--has been taken and you are fully satisfied with the deliver.

3. An experienced and reliable sales representative who is able to personally visit the youth center for an on-site evaluation of the products he or she sells is a much more effective system of uniform management than the normal out-of-catalog ordering. The representative can also advise the sports director on new materials, styles, and national trends. Depend on the personal visits of the salesperson. Ensure that you maintain a variety of the more common major company sales catalogs to provide a comparison of prices and quality.
4. YS directors should be cautious of purchasing yearly fill-ins from different companies. Many times, regardless of how similar the items look in the catalog, the trim or basic color will not match. Few companies offer the exact same color and design as other companies.
5. Order colors that will mix and match regardless of the size, i.e., red/navy, gold/kelly, red/white with navy trim, gold/white with kelly trim, etc.
6. For fitting the team, order five extra uniforms per team.
7. In most cases, socks and hats should match the uniform trim, not the basic uniform color.
8. Sports directors should be trained to read and interpret sports catalogs-their use is a vital fundamental in uniform and equipment management.

9002. CARE OF UNIFORMS AND EQUIPMENT

1. Knit and Cloth Athletic Wear

- a. Immediately after a game, hang each uniform to dry on a rust-proof wire or wooden hanger, preferably one jersey or pair of pants to each hangar.
- b. Examine each garment for tears, rips, or pulled seams. Separate damaged garments from other uniforms so that the cleaner can make repairs easily, or repairs can be made in the equipment room.
- c. Clean or dry wool, rayon, or cotton garments every time they become soiled or wet so that dirt stains will not have time to set. Rinse in clear, lukewarm water immediately to prevent staining as well as running of colors. Follow instructions usually accompanying a particular garment.
- d. Do not wring out knit goods. This causes the material to lose shape. Mend snags and rips immediately.
- e. Do not dryclean materials made of elastic two-way stretch such as elastic football pants and supporters. Cleaning fluid is likely to destroy the rubber yarn. Instead wash these materials in lukewarm water.
- f. Dry uniforms without use of heat. Stretch them while drying to preserve original shape and help prevent shrinkage. Whenever possible, send uniforms to a firm specializing in the cleaning of athletic garments or to a reputable, cooperative local cleaner. Advise the cleaner of the fabrics the uniforms consist of, the numbers, if there is a knit insert or braid trim, and information about its makeup.
- g. Leave new uniforms in the boxes and store separately from equipment used every day. If garments contain wool, spray with any one of the moth repellents on the market. Seal boxes and label with contents. Keep new uniforms in a cool dry place away from the humidity of a shower room or swimming pool.
- h. Between seasons, give uniforms a thorough drying. Carefully inspect each uniform while it is hanging. Examine for snags, tears, loose lettering, frayed edges, stains, etc. After return from the cleaner or renovator, carefully pack uniforms in heavy corrugated boxes and treat inside of the boxes with paradichlorobenzene or other moth repellent. Seal edges of boxes with a heavy tape and store in a cool, dry place where the humidity remains constant. As the boxes are stores, label each carton with the contents and not whether "fill-ins" are needed.

2. Leather Goods

a. The most common causes of problems with leather goods are high temperature and excessive moisture. Three types of formations accumulate on leather, only one of which is harmful. This is green mold which will rot leather.

b. To prevent green mold rot, keep leather articles in a cool, dry place. Dry wet leather articles immediately at normal room temperature without use of artificial heat. Apply neats'-foot oil or light paraffin (mineral) oil to a leather surface that has hardened after repeated wettings and dryings.

c. Clean soiled leather with saddle soap only. Do not use any other type soap or drycleaning fluid.

3. Care of Inflated Balls

a. Store balls inflated, but less than normal pressure unless the manufacturer specifies otherwise.

b. Always moisten the needle, preferably with glycerin, when inflating a ball with a rubber core valve. If needle is moistened with the mouth, remove moisture from needle. A rusty needle will injure core of the valve.

c. Always use a pressure gauge to ensure correct inflation. Inflation materially affects the shape and the life of the ball. Correct pounds of inflation are normally inscribed on the ball.

d. Clean inflated balls regularly with a good saddle soap or ball cleaner. Air dry.

e. Dry balls that have been out in wet weather at normal temperature. Never store near a radiator or other heating units.

4. Rubber Goods

a. Minimize duration of exposure to sunlight and heat, which causes rubber to deteriorate.

b. Remove grease and oil with soap and water. Never use drycleaning fluid on rubber materials.

5. Badminton, Squash, and Tennis Rackets.

a. Keep rackets in a cool dry storeroom. Store with presses and remove covers if rackets are stored for any length of time.

b. Check for cracks and possible frayed strings. Repair strings immediately.

6. Archery Tackle

a. Unstring all bows when not in use. Hang bow on the ground quiver between rounds on the range. Never lay bow on the ground.

b. When not in use, rack the arrows in a cool, dry place. Rack should be constructed so arrow will lie flat. There should be three pressure points on the arrow (to prevent warping and damage to the feathers or plastic vanes).

7. Table Tennis

a. Store table tennis equipment when not in use. When necessary, paint the table tops with a coat of flat floor paint. The appearance of ping pong and nets is a continuing problem in youth programs. Keep surfaces clean, nets new and straight, and the edges of the table sanded and painted. A shabby, untended ping pong table ruins the appearance of any center.

b. Pour boiling water over table tennis balls to remove minor dents.

8. Tennis, Volleyball, and Badminton Nets

a. When not in use, loosen nets to relieve stretching. In damp areas, use tarred creosoted net for best results.

b. If steel cables are used to support nets, oil and keep in constant repair.

9. Mats

a. Carry, never pull, mats across the floor. Clean mats with a vacuum cleaner and every 3 months clean with a commercial mat cleaner, if available. Clean rubber and plastic mats with soap and water. If rips and tears appear, use rubber or plastic patches to repair the outer surfaces.

b. Repair minor tears and rips with a heavy needle and thread. Have major repairs made by experienced personnel at the factory or at the base parachute shop if these services can be obtained. Never paint canvas mats.

10. Wooden Equipment

a. Since moisture is in the main source of difficulty, use a good coat of spar varnish on wooden equipment such as bats and javelins. Rub with a light coat of linseed oil to aid in protection.

b. Store javelins and vaulting poles in a manner that prevents warping (no undue pressure on any portion of the shafts, i.e., hanging).

11. Weightlifting Equipment. Maintain close surveillance on condition of weightlifting equipment, devices, and units, especially FOR LOOSE BOLTS AND FRAYED CABLES.

9003. STORAGE

1. Each YS program should have some separate place(s) where equipment and supplies can be stored. To be suitable for use as a storage room, it should be accessible, secure, spacious, cool, dry, free from sweaty walls and pipes, and protected against moths and rodents.

2. Storage Guide

a. Store all articles off the floor, on shelves or racks.

b. Ensure that aisles between storage shelves and distance from top shelf to ceiling of storage room measures at least 2 feet.

c. Arrange seasonal like items together with the most frequently used items easily accessible for quick removal.

d. Keep a running inventory of all supplies. The most effective system for this control is the stock card system.

e. If appropriate, install shelves and a service counter for the storage of forms and small, high-turnover items.

f. Construct storage units of a material equal to plywood and configure to local needs. These units greatly improve the appearance and effectiveness of the function.

g. Store high-turnover items in units close to the checkout counter in order to reduce handling requirements and possible pilferage.

h. Clearly label the contents of all shelves.

i. Turn in excess items. Broken or unserviceable items should remain in storage only as long as it takes to arrange for their turn-in.

- j. Do not keep personal items in storage rooms.
- k. Make certain that all items in storage are accounted for by use of issue slips, purchase slips, inventory forms or whatever works best for you. Do not have in storage any nonexpendable item that is "not on paper."
- l. Purchase, requisition and keep on hand only those items needed for a reasonable period. Do not allow excesses to accumulate.
- m. Cover uniforms or groups of uniforms with plastic bags, group in similar lots, and hang on hangers. In areas of high humidity, use a light or similar device which operates continuously to reduce the possibility of mildew.
- n. Adhere to all safety, fire, and sanitation standards.
- o. Store items in such a way as not to interfere with sprinkler heads, fire line valves, fire hose, fire extinguishers, fire exits, and fire doors.
- p. Store large, bulky, or heavy materials or equipment near doors to minimize and facilitate movement.

YOUTH SPORTS GUIDE

APPENDIX A

SAMPLE SPORTS OFFICIAL SERVICES FORM

STATEMENT OF SERVICES RENDERED BY SPORTS OFFICIALS						
PRIVACY ACT STATEMENT						
<p>AUTHORITY: 10 USC 8012 and EO 9397. PURPOSE: Personnel who officiate at sports functions prepare this form to show the time they worked on each activity. The SSAN, home address and home phone number are used by management to ensure that tax credit is accomplished on the individual. USE: The SSAN, home address and home phone number are used to make sure that tax credit is accomplished and master records are posted. DISCLOSURE: Disclosure is voluntary. However, failure to provide the information will result in nonpayment of individual.</p>						
LAST NAME-FIRST NAME-MIDDLE INITIAL			SSAN	PHONE NUMBER		
STREET ADDRESS-CITY-STATE-ZIP						
NAME OF SPORT		<input type="checkbox"/> BASE <input type="checkbox"/> Youth	<input type="checkbox"/> OFFICIAL <input type="checkbox"/> TIMER	<input type="checkbox"/> SCOREKEEPER <input type="checkbox"/> OTHER	NAME OF BASE	DATE
GAME NO.	START TIME	DATE WORKED	TEAM	SCORE	TEAM	SCORE
# OF GAMES OFFICIATED		RATE PER GAME \$	TOTAL AMOUNT DUE \$			
REMARKS						
CERTIFICATION						
The above amount is correct and has not been previously paid. The service was performed IAW the terms and specifications during off-duty time (if military) with permission of superiors.						
DATE			SIGNATURE OF SPORTS OFFICIAL			
SIGNATURE <i>Sports Director</i>			SIGNATURE <i>Youth Director</i>			
<input type="checkbox"/> APPROVED <input type="checkbox"/> DISAPPROVED			SIGNATURE OF FUND CUSTODIAN OR AUTHORIZED REPRESENTATIVE			

YOUTH SPORTS GUIDE

APPENDIX B

SAMPLE COACHING ENTRANCE FORMS

NAME OF MARINE CORPS INSTALLATION _____

COACHING APPLICATION FORM

Name _____ Home Telephone _____

Address _____ Duty Telephone _____

_____ Grade _____

_____ Organization _____

1. What is your present marital status? Married ____ Single ____

2. How many children do you have? ____ Sons ____ Daughters

3. Will your children be participating? Yes ____ No ____

4. Do you wish to coach your children? Yes ____ No ____

5. Please circle the highest year you completed in school.

High School 1 2 3 4

College 1 2 3 4 5 6 7 8

6. What is your occupation or job description (please be specific)?

7. What is the sport for which you are applying to coach? _____

NOTE: The sport you have written in here will be referred to as THIS sport in the remainder of the application.

8. What age group do you prefer to coach? _____

COACHING BACKGROUND

9. Have you PLAYED this sport? Yes ____ No ____ How many years? ____

10. What other sports have you played?

SPORT	AGE LEVEL	NUMBER OF YEARS PLAYED
_____	_____	_____
_____	_____	_____
_____	_____	_____

11. Have you had any FORMAL TRAINING as a coach? Yes No If yes, please describe (i.e., PE degree, coaching courses, clinics, etc).

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SAMPLE COACHING ENTRANCE FORMS

12. Would you agree to take part in a youth coaches training and certification to be scheduled before the _____ season begins?
Yes _____ No _____

13. Describe any informal training which would help you coach (i.e., reading books, watching sports, etc).

14. Please rate your knowledge of the following topics with regard to this sport by circling the appropriate number.

1 = Know very little about it.

2 = Have reasonably good knowledge about it.

3 = Know a great deal about it.

- | | | | | | | | |
|---|---|---|------------------------------------|---|---|---|---|
| 1 | 2 | 3 | Basic technique | 1 | 2 | 3 | Organizing a practice |
| 1 | 2 | 3 | Advanced technique | 1 | 2 | 3 | Developing sportmanship |
| 1 | 2 | 3 | Rules of the sport | 1 | 2 | 3 | Motivating youngsters |
| 1 | 2 | 3 | Strategy of the sport | 1 | 2 | 3 | Communication skills |
| 1 | 2 | 3 | Organizing a contest | 1 | 2 | 3 | Warm-up and physical conditioning techniques |
| 1 | 2 | 3 | Equipment needs and specifications | 1 | 2 | 3 | Working with parents |
| 1 | 2 | 3 | Injury prevention and treatment | 1 | 2 | 3 | General principles for teaching sports skills |
| 1 | 2 | 3 | Athletic nutrition | | | | |

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SAMPLE COACHING ENTRANCE FORMS

(Your Base)

Coaching Contract

I understand that my responsibilities as a youth coach are of great importance and that my actions have the potential to significantly influence the young athletes whom I coach. Therefore, I promise to uphold the following rights of young athletes to the best of my ability.

- I. Right to participate in sports
- II. Right to participate at a level commensurate with each child's maturity and ability
- III. Right to have qualified adult leadership
- IV. Right to play as a child and not as an adult
- V. Right of children to share in the leadership and decision-making of their sport participation
- VI. Right to participate in safe and healthy environments
- VII. Right to proper preparation for participation in sports
- VIII. Right to an equal opportunity to strive for success
- IX. Right to be treated with dignity
- X. Right to have fun in sports

I also promise to conduct myself in accordance with the Code of Ethics for Coaches as given next.

- 1. I will treat each player, opposing coach, official, parent and administrator with respect and dignity.
- 2. I will do my best to learn the fundamental skills, teaching and evaluation techniques, and strategies of my sport.
- 3. I will become thoroughly familiar with the rules of my sport.
- 4. I will become familiar with the objectives of the youth sports program with which I am affiliated. I will strive to achieve these objectives and communicate them to my players and their parents.
- 5. I will uphold the authority of officials who are assigned to the contests in which I coach, and I will assist them in every way to conduct fair and impartial competitive contests.
- 6. I will learn the strengths and weaknesses of my players so that I might place them into situations where they have a maximum opportunity to achieve success.
- 7. I will conduct my practices and games so that all players have an opportunity to improve their skill level through active participation.
- 8. I will communicate to my players and their parents the rights and responsibilities of individuals on our team.
- 9. I will cooperate with the administrator of our organization in the enforcement of rules and regulations, and I will report any irregularities that violate sound competitive practices.
- 10. I will protect the health and safety of my players by insisting that all of the activities under my control are conducted for their psychological and physiological welfare, rather than for the vicarious interests of adults.

With my signature, which I voluntarily affix to this contract, I acknowledge that I have read, understood, and will do my best to fulfill the promises made herein.

Sport

Signature of Coach

Date

Director

YOUTH SPORTS GUIDE

SAMPLE COACHING ENTRANCE FORMS

EXAMPLE OF DUTY RELEASE REQUEST

From:

Subj: Release from Duty to Perform Community Service

To: (Commanding Officer of Individual's Unity)

1. I was proud to learn that _____ assigned to your unit is a Youth Activities volunteer working in his or her spare time with the young people of our base. As I have stated before, I am very "people" oriented and in our modern-day environment, with the situations that have evolved among our young people, the personal concern and involvement of our active duty members in their programs can not be over-emphasized. Only through the "can do" attitude of such volunteers can we hope to merge the community and mission and further improve the quality of life for Marine Corps people.

2. This individual has been asked to volunteer as _____ for the _____ program. Following is a tentative schedule of the activity:

3. Your approval will permit the individual, if necessary, to be placed on official permissive TDY orders for the duration of the above activity.

4. The Youth Activities section has the responsibility for providing programs and activities for our youth; however, community volunteers-military and civilian-are what make these activities work. Without such volunteers and without commander and unit support, it is impossible to keep our youth occupied and directed toward a successful place in our society.

5. Time off during duty hours must be kept to a minimum and only when required and possible; however, I request that all commanders and supervisors support these volunteers be giving the matter their personal attention. They give our community an average of 15 to 20 hours per week-let's do our share when we can.

(Signed)
Commanding Officer

1st End., (Appropriate Unit)

1st End, (appropriate Unit COD

APPROVED/DISAPPROVED

APPROVED/DISAPPROVED

Signature of Supervisor

Signature of OIC or Commander

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EVALUATOR'S CHECK LIST

HITTING

- Grip.
 - With fingers not back of hand.
 - Proper knuckle alignment.
 - Bat size to match physical ability and style.
- Stance.
 - Ability to reach all areas of the plate.
 - Parallel is usually best for beginners.
 - Ready position.
 - Hips relaxed and parallel with feet.
 - Arms comfortably away from body.
 - Hands at shoulder level.
 - Head steady.
 - Eyes fixed on ball.
- Swing.
 - Shift weight to rear foot as forward leg glides forward to meet pitch. Almost simultaneously hips, shoulders, arms, and bat pivot around backbone axis.
 - Push off back foot to begin swing.
 - Brace front leg when it hits the ground.
 - Pivot hips forward.
 - Hand ahead of bat.
 - Snap wrist on contact, shoot rear hip toward ball, and swing forward hip away.
 - Roll wrists over and follow through.

THROWING

- Grip.
 - Fingers and thumb:
 - Fingers on top.
 - Thumb underneath.
- Body in motion.
 - Arm extended behind body with wrist cocked and elbow bent.
 - Shift weight to front leg--pointing toward target.
 - Pivot on front foot and uncock wrist with ball slightly above and in front of head.
 - Follow through toward target.
 - Swing back leg around into balanced ready position.

FIELDING AND CATCHING

- Catching.
 - Two hands.
 - Fingers up if ball above waist.
 - Fingers down if ball below waist.

YOUTH SPORTS GUIDE

APPENDIX D

SAMPLE TEAM ROSTER

Nr	Name	Age	Wt	Date of Birth	Jersey Number	Address	Phone
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							
21							
22							
23							
24							
25							
26							
27							
28							
29							
30							

<p>Head Coach/Manager:</p> <p>Name _____ Rank _____</p> <p>Address _____</p> <p>Orgn _____ Duty Ph _____</p> <p>Home Ph _____</p>	<p>Assistant Coaches:</p> <p>_____</p> <p>_____</p> <p>Team Coordinator:</p> <p>_____ Ph _____</p>
--	--

YOUTH SPORTS GUIDE

APPENDIX E

SAMPLE PLAYER REGISTRATION FORMS

From: Name, Title

Subj: WELCOME to the 198__ Youth (Basketball) Program

To: All Parents

1. The youth (basketball) season is about to get underway and as the Youth Activities Sports Director, I would like to outline the primary objective and expected standards for this year's competition.

2. This year's youth (basketball) is a community-oriented program dedicated to providing properly supervised (basketball) competition. The league was developed to provide an opportunity for youngsters, regardless of experience or skill, to really play and enjoy the game of (basketball). The game is based on regulation (basketball) with some variations to bring it within the physical reach of all the young people.

3. Youth (basketball) is, above all, for the youngsters. In adopting rules, in establishing standards, and in planning, the primary consideration at all levels has been what is best for the youngsters. Adults participating in the program are encouraged to maintain constant awareness of their responsibilities toward the achievement of our mutual objectives.

4. Please remember that it is a parent-child program and--especially in the younger age groups--you can improve your child's experience by:

- | | |
|----------|--|
| PRAISE | Let your child see your joy when they have accomplished something special. Never underestimate the power of praise. |
| PATIENCE | Don't expect too much; let them progress, at their own pace. This is the key. This a new experience and success will not be instant. |
| SMILE | Be cheerful and show confidence in your child, your child will reflect this attitude. |
| PRACTICE | Spend some practice time with your child either at home or at an available facility. |

5. As Sports Director, I especially need the support of each parent in instilling in each boy and girl a spirit of fun, competition, strength of character, and a sense of responsibility. To each player and parent, I wish an enjoyable and successful season.

Name
Title
Phone Number

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YOUTH SPORTS REGISTRATION					
PRIVACY ACT STATEMENT					
<p>AUTHORITY: 10 U.S.C. 8012; Title 5 U.S.C. Chap 57, Sub-Chapter I</p> <p>PRINCIPAL PURPOSE(S): To register youth in youth activities sports programs and maintain files necessary for administering such programs.</p> <p>ROUTINE USES: Information will be disclosed to league coaches and to national sports organizations when requested.</p>					
MEMBER ENROLLEE				SPONSOR DATA	
Name (Last, first, middle initial)				Name	Rank
Playing Age (1)	Date of Birth (Day/Mo./Yr.)	Height (2)	Weight (3)	Organization	Duty Phone
Grade	Sex	ID Number (4)		Rotation Date (5)	Anticipated Absences (6)
Local Home Address					Telephone Number
RECORD OF PREVIOUS PARTICIPATION					
Number of Years Played (If none, "0") (7)	Level or league (8)		Position (9)	All-Star Yes No (10)	
Comments (11)					
I WOULD BE AVAILABLE TO ASSIST WITH THE FOLLOWING DUTIES:					
COMMISSIONER		TEAM COORDINATOR		CONCESSION WORKER	
COACH/ASSISTANT COACH		OFFICIAL/UMPIRE		FIELD MAINTENANCE	
TEAM TRAINER		SCOREKEEPER/TIMER		CHAPERONE/SUPERVISOR	
OTHER					
PHYSICAL EXAMINATION/SCREENING					
There are no known medical problems for the youth named above that would prevent safe participation. He or she is medically qualified to participate in the Youth Activities Sports Program.					
SIGNATURE OF PHYSICIAN, PARENT, OR GUARDIAN (12)				DATE	
RELEASE OF LIABILITY AND AGREEMENTS					
<p>I, the parent/legal guardian of _____ do hereby give my permission for his or her attendance and participation in the Youth Activities Sports Program. MEDICAL CARE AUTHORIZATION: I hereby authorize my child to receive emergency medical treatment whenever deemed necessary at any U.S. Military Medical Facility or any other medical facility when a U.S. Medical facility is not available. HOLD AND SAVE HARMLESS AGREEMENT: Now therefore, in consideration of mutual covenants and agreements between the parties hereto it is agreed as follows:</p> <p>We parents of the above named child agree to save harmless and defend the base Youth Activities MWR Fund, USMC, and the contractor from and against any and all claims, demands, actions, debts, liabilities, and attorney's fees arising out of, claimed on account of, or in any manner predicated upon injuries received in any manner caused or contributed to the Youth Activities Sports Program by the contractor, his agents, servants, or employees. Parent further agrees to save harmless the contractor and all other parties involved from and on account of damages of any kind which the child may suffer as the result of the acts of participating in the Youth Activities Sports Program.</p>					

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UNIFORM AND EQUIPMENT RETURN: In consideration of the benefits to my child from the Youth Activities Sports Program, I agree to either return the uniform and equipment issued to my child in as good a condition as when received except for normal wear and tear, or I will pay the Youth Activities the reasonable cost of repairing or replacing said items.

TRANSPORTATION: I agree to pay transportation cost for my child to participate in any special or championship team which may involve competition at distant locations except when specifically supported by Youth Activities.

SIGNATURE OF PARENT OR LEGAL GUARDIAN

(13)

SIGNATURE OF WITNESS

(14)

ADDRESS OF WITNESS

STAFF MEMBER TAKING REGISTRATION

DATE

**VERIFICATION (signature)
payment enrollee information**

(15)

REMARKS

REGISTRATION NUMBER

(16)

YOUTH SPORTS GUIDE
SAMPLE PLAYER RELEASE FORM

This is to notify you that _____ has been released from
the _____ roster of the _____ league
for the following reason(s) _____

Signature of Head Coach

League Commissioner/Division President approval or disapproval and comments:

Approved/Disapproved

Approved/Disapproved

League Commissioner's Signature

Signature of Sports Director

Approved/Disapproved

Youth Sports Director's Signature

Memo for Record on Status of Youth:

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COMMENTS ON THE YOUTH SPORTS REGISTRATION FORM

1. All of the blocks on the form do not need to be filled out for each sport-only those that are applicable and needed for that particular sport and needed to equalize teams. The date of birth block needs to be separated into designated day, month, year because of the variety of ways people enter the numerical designators. The remarks block should always be used to relate any known medical problems of the youth being registered.

2. Some youth centers use the 5x8 card system; however, the method recommended here is the 8½x11 sheet method. With this system, using carbon for an original and one copy, youth centers can immediately provide the coach a copy of all the information on his team. The youth center retains the original copy for recording and administration purposes.

- BLOCK #1 Playing age simplified organization. A youth could be 11 years old at time of registration; however, play as a 12 year old because of the age cut off date, i.e., 1 Aug 1984 (register in June as an 11 year old, become 12 years old in July before cutoff date).
- BLOCK #2 Height needed for consideration when organizing for basketball (team parity).
- BLOCK #3 Weight needed for consideration when organizing for football (team parity or national organization requirement).
- BLOCK #4 Activity card number. Some youth activities sports programs relate this number to participation. Will be needed for computerization.
- BLOCK #5-6 Some youth activities sports programs use to predict future player losses.
- BLOCK #7-11 Used for team parity.
- BLOCK #12 Needed according to the local base's requirement for physicals or screening. If no requirement exists, at least the parents or guardians should sign.
- BLOCK #13 Used according to base desires.
- BLOCK #14 Staff taking registration can act as witness.
- BLOCK #15 Needed for verification of payment and verification of birth.
- BLOCK #16 Many youth activities programs relate a registration number to the number the youth wears during player evaluations and player drafts.

YOUTH SPORTS GUIDE

APPENDIX F

YOUTHS SPORTS COACHES TRAINING GUIDE

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WHAT IS A COACH?

Coaches are interesting creatures! They are people of many moods; sometimes pleading, then demanding, sometimes kind and understanding--and enraged tigers when things aren't going too well.

You won't be able to identify them by their physical appearance. They come in many sizes, shades, and facial expressions. However, they'll usually be seen wearing a ragged sweat shirt, cap, cut off blue jeans, and sneakers that are turning green--all veterans of fishing trips, market trips, and many, many ball games.

They are masterminds at inventing new drills and calling plays of which no one seems to have heard. They appear to derive an intense pleasure out of seeing sweat pour off some hardworking, dirt-eating, trainee (or should we say "victim?"). Wind sprints are their favorite form of torture and their bywords are "down," "hup," "strik'em out," "defense," and "screen."

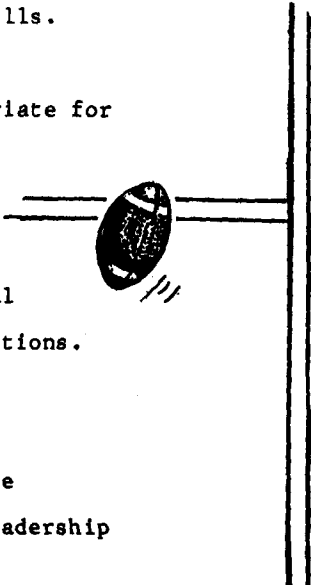
They are people who have a job to do and they have enough responsibilities without having to cope with wellmeaning but hindering parents and outsiders.

Despite their seemingly hard disposition on the practice field, they are still every child's FRIEND, HELPER, and HERO!

"HEY, MOM! THERE'S MY COACH!"

YOUTH SPORTS GUIDE

GOALS FOR THE YOUTH SPORTS PROGRAM

1. To provide the opportunity to have fun and enjoyment in a youth sports program.
 2. To give opportunities to develop life-time leisure skills.
 3. To help youth with physical development by:
 - a. Teaching fundamental and safe sports skills appropriate for their age.
 - b. Improving their physical condition.
 - c. Teaching sound health habits.
 - d. Ensuring safe playing areas and proper equipment.
 4. To help our youth develop psychologically by:
 - a. Fostering the development of self-worth and personal identity.
 - b. Offering the opportunity to express and control emotions.
 - c. Creating a learning environment.
 5. To help our youth develop socially by:
 - a. Learning cooperation and sportsmanship.
 - b. Offering opportunities to learn independence and the importance of teamwork.
 - c. Offering all youth with opportunities to develop leadership skills and initiative.
 - d. Giving opportunities to learn how to compete.
- 

PLAYER BILL OF RIGHTS

- Right to participate in sports.
- Right to participate at a level commensurate with each child's maturity and ability.
- Right to have qualified adult leadership.
- Right to play as a child and not as an adult.
- Right of children to share in the leadership and decision-making of their sport participation.
- Right to participate in safe and healthy environments.
- Right to proper preparation for participation in sports.
- Right to an equal opportunity to strive for success.
- Right to be treated with dignity.
- Right to have fun in sports.



YOUTH SPORTS GUIDE

OBJECTIVES OF YOUTH SPORTS PROGRAMS

1. To have fun.
2. To develop self-reliance and emotional stability by learning to make decisions and accept responsibilities.
3. To develop a sense of achievement, leading to positive self-concepts.
4. To develop social competencies.
5. To help develop independence through interdependent activities.
6. To develop healthy, strong identities.
7. To develop leadership skills.
8. To develop sportsmanship.
9. To contribute to moral development.
10. To promote and convey the values of society.
11. To develop motoric competencies.
12. To develop physical fitness.
13. to learn how to cooperate.
14. To develop interest in and a desire to continue participation in sports in later years.
15. To bring the families together.
16. To develop initiative.
17. To learn about one's capabilities through comparisons with others.



CODE OF BEHAVIOR FOR YOUTH COACHES

- eMake practices and games fun.
- eTeach sport skills to all players, not just gifted ones.
- eEncourage, reward, and praise the youth athletes.
- eRemember that effort is more important than results.
- eSet realistic goals with their players.
- eEnsure playing areas are safe before play.
- ePermit athletes to share in the leadership and decision-making for their team, including team rules.
- eBe the team leader and continuously set a positive, fair and good sportsmanship example for young athletes.
- eContinue to learn about youth and how to help them develop their potential.
- eAccept the "youth athletes first, winning second" perspective on youth sports.



YOUTH SPORTS GUIDE

WHO ARE OUR YOUTH SPORTS VOLUNTEER COACHES?

Average age 36.

92% are male.

83% are married.

Average education, 2 years of college.

63% are coaching their son or daughter.

Average weekly time involved with coaching,
eleven hours

Average season is 17 weeks.

Background in sports psychology, philosophy,
pedagogy, and physiology is very low; however,
95% rated these topics as important.

Time willing to devote to learning, 10-15 hours.



BE A POSITIVE COACH!

Pat on the back!

Praise generously!

Smile!

Greet warmly!

Learn athlete's name as soon as possible!

Talk and joke!

Play with the athletes!

Ask them for advice!

Ask athletes about other activities!

Be fair and consistent with rules!

REWARDS

Types of Rewards:

Extrinsic (Tangible)

Trophies
Ribbons
Medals
T-Shirts
Letters
Etc.

Intrinsic (Intangible)

Self-satisfaction
Feeling of success
Joy of participation
Self-identification
Etc.

When to reward:

Reward athletes more for effort than success.
Reward performance not the outcome.
Reward generously when athletes are learning new skills.
Do not reward when it is not deserved.
Reward behavior, i.e., sportsmanship and teamwork, etc.



YOUTH SPORTS GUIDE

PROTECTIVE EQUIPMENT

COACH:

Are you following the specific instructions of the manufacturer when you size and fit protective equipment for your players?

Are any of your players using protective equipment other than what was issued by the youth program? Have league administrators checked it for safety?

Have you taken the time to teach your players how to use the equipment properly?

Do you check the equipment before each game or practice?

Has your protective equipment been approved by the National Operating Committee for Standards in Athletic Equipment (NOCSAE)?

Do you ensure that your players are actually using their protective equipment at all times?

Do you check the playing area before practice and games?

What is your attitude toward safety? Are you providing a safe playing environment for your team?



OFFICIALS

Believe it or not, officials are also human. They are going to make mistakes but the majority of them are totally dedicated to the youths and to the game being played. All coaches and players should respect the judgement of the officials. The head coach should ensure that all adults associated with their team show proper consideration for their decisions.

Respect their position and the job they are doing.

Support their effort and avoid conflicts in front of players and spectators.

Help them build better sportsmanship in the program.

Avoid confrontations which are detrimental to the program.

Remember, your actions and behavior will often be emulated by your players--in competition and later in life. Strive to make it a behavior we can all be proud of and say we helped form.

KEEP THE GAME FUN KEEP THE GAME FUN KEEP THE GAME FUN





ADMINISTERING DISCIPLINE

From time to time you will undoubtedly find it necessary to deal with an unruly or mischievous athlete. While it will probably not be possible to complete an entire season without facing a disciplinary problem, you can minimize disruption to other team members if you handle the situation properly.

● WAYS TO AVOID THE NEED FOR DISCIPLINARY ACTION.

Develop team rules and make sure they are clearly understood by each team member.

- Keep your players active and involved in practice.
- Allow your players to have fun.
- Issue one firm warning before taking disciplinary action.

● WHEN YOU MUST TAKE DISCIPLINARY ACTION, REMEMBER THAT YOU SHOULD NEVER:

● Use physical activities such as running laps, push-ups, etc., as punishment. Physical exercise is generally good for children and for them to relate exercise to punishment will only cause the child to dislike certain physical activities.

● Shout or yell at a child. Instead take the child aside and explain why you are disciplining him or her.

● Punish for physical errors.

● Threaten. Your players will look upon you as being weak and will simply try to get away with more.

● WHEN YOU MUST DISCIPLINE A PLAYERS YOU SHOULD:

● Isolate the athlete from the rest of the team. Kids want to be involved in the action; when you keep them away, it gives them a chance to think about what they did in relation to the fun they were having.

● Tell the athlete that they may return to the team when they tell you that they are ready to follow your team rules.

● Accept them and make them feel needed when they return. Don't hold a grudge. Forget about the incident and don't bring it up again.



SPORTS MEDICINE

● Each youth sport coach must be prepared for the possibility of injuries that may occur on the playing or practice field. The purpose of this section is not to train coaches in the treatment of sports injuries, but to prepare them for some of the more common injuries they are likely to encounter while coaching youth sports.

● Like it or not each coach will be faced with injuries and your ability to take appropriate steps will be invaluable to the players and parents.

● Youth sports coaches are the first line defense in preventing sports injuries. THE KEY to successful injury prevention is allowing your players the proper amount and type of warm-up and cool-down periods. Warm-up and cool-down tips are listed in this training guide.

● Even though proper warm-ups have been accomplished, injuries will still occur. As soon as an injury happens, run to the injured player and ask him/her to lay as still as possible and always ask the questions:

- eWhat happened?
- eWhere does it hurt?
- eDid you hear anything?
- eDoes it hurt to touch?
- eDoes it hurt to move?

● If any injury is suspected, the coach should immediately send for medical help and do all he/she can to protect the player. If a first aid kit is used, the following supplies are recommended:

- eAdhesive tape.
- eBand-aids.
- eClean towels.
- eClean water.
- eElastic bandages; i.e., ace bandages.
- eEmergency telephone numbers (from parents).
- eFirst aid cream.
- eHospital telephone number.
- eIce (cold packs, spray, or ice).
- eScissors.
- eSoap.
- eSterile dressing (gauze).
- eCoins for phone call.

TYPICAL INJURIES

- Scraped Knee - Clean the injured area with soap and water or other cleaning solution and wrap with gauze. Tape to secure gauze to injured area.

YOUTH SPORTS GUIDE

- **Jammed Elbow** - Apply ice pack to injury and place arm in sling or similar device to prevent movement.
- **Sprained Knee** - Apply ice pack to injury to prevent swelling. Advise player to report to hospital.
- **Cramp** - Massage the muscle that is cramped. Give the player fluids.
- **Sprained Ankle** - Apply ice pack and have player stay off injured leg. **DO NOT ATTEMPT TO TAPE THE INJURED ANKLE!** Advise player to report to the hospital.
- **Blisters** - Clean wound with soap and water. Protect wound with anti-septic and sterile gauze pad.
- **Nose Bleed** - Pinch nostrils. Apply cold to nose and back of neck. If not stopped in 5-10 minutes, refer to physician.

REHABILITATION OF SPORTS INJURIES.

● Coaches are reminded that an athlete should not return to practice or competition until:

• Full range of motion has returned to injured area.

• Full strength returns to injured area.

• Overall body strength is normal for individual.

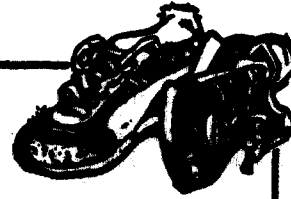
• There is absence of pain.

• Athlete is psychologically ready.

NOTE: The permission of a physician is recommended for a child when medical treatment was required for the initial injury or illness.

● If an ankle is injured enough to require taping, it is recommended that the injury be considered serious enough to prohibit the player from participation.





PARENT ORIENTATION PROGRAM

(For Coaches)

An important facet of coaching is getting the parents of your players behind you. A well-conducted parent orientation meeting can save you time and potential problems by explaining your objectives and coaching philosophy. The meeting should take place early in the season, e.g., after the first practice session. The choice of location should have a relaxed environment where it would be conducive for group discussions, e.g., your home rather than a classroom. Try to keep the length of the meeting approximately 1 1/2 hours. During the meeting you should discuss the following topics:

- Your goals and objectives pertaining to the youths.
- League adaptations to the rules of the sport.
- Assistance you will be requiring from parents, e.g., team coordinator, fund-raising, concession stand, transportation, etc.
- How you expect the parents, coaches, and children to behave during contest, to include reactions to calls by the officials and proper behavior after winning or losing.
- Team rules that hopefully have been developed by the children under your guidance.
- How and when you want parents to give you advice and constructive criticism.
- Your background—why should parents entrust their children to you and your staff.
- Explain the risk of injury and how parents can reduce possible injury to their child.
- Requirement for a medical examination or a medical screening.
- Parental responsibility to notify coaches when their child can return for play after an injury or when parents suspect their child is ill or hurt.
- What parents can do at home to help their child's physical development and improve sports skills.
- How much time will be spent each week by their child for practice and games.
- What equipment will their child need.
- How long will the season last, discuss the schedule (if available), play-offs, travel, etc.
- How you will decide who will play and at what positions.
- Methods you use to teach sport skills.
- Your emphasis on winning and the benefits of sports for their children.
- Remind parents that the game is for the kids not coaches or parents and that we are not being entertained by miniature professionals, we are watching children at play.

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- Team social functions, e.g., picnics, fun day, etc.
- Requirement, if any, for midseason meeting.
- Your responsibility to keep parents informed and active in league and team projects.
- How will parents be notified in case of rain; etc.
- End of season players and parents critique of your ability.

After you have completed your portion of the meeting, encourage comments or questions. "A WELL-PLANNED MEETING ALSO OPENS DOORS TO FUTURE COMMUNICATIONS."

OTHER NOTES:



YOUTH SPORTS GUIDE

WARM-UP AND COOL-DOWN TIPS

Protection Needed

- Loosened tendons and ligaments.
- Increased blood circulation that gives increased oxygen and raises muscle temperature.
- Muscles prepared for more intense activity.
- Flexibility-increased playing ability.
- Improved fitness.
- Reduced chance of injury



Sequence of Warm-up Exercises

- | | |
|------------|---|
| Limber-up | Walking or jogging easily in place. |
| Stretching | Lower back, hamstrings, groin, neck, shoulders, upper back, calves, hips, and ankles, etc. (NOTE: Although there are general stretching exercises--specific exercises for the individual sport should be used). |
| Warming-up | Start out slow and increase pace, e.g., a runner may jog and then increase speed. |
- Warm-ups need variety that break the monotony from a regular routine.
- Warm-ups should simulate the sport being played, e.g., two basketball players jogging then running while passing the basketball back and forth.



Cool-Down During Practice or Competition

- Vigorous activity should never end abruptly, i.e., a dash to the locker room.....the gradual cooling-down by stretching and slower activity is as important to athletes as warm-ups.
- The cooling-down process helps prevent stiffness, soreness, and dizziness caused by the sudden change in the cardiovascular system.

HEAT INJURY (HYPERTHERMIA)

- Heat injuries may occur when the body has had prolonged elevated body temperature. This condition will usually occur during hot humid weather causing the body to lose a large amount of fluids.

TYPES OF HEAT INJURY

Heat Cramps--temporarily disabling caused by loss of body air.

Heat exhaustion--very serious and requires immediate medical attention. If not immediately treated, it may lead to heat stroke.....symptoms include chills, heavy sweating, dizziness, throbbing pressure in the head, and nausea.

Heat stroke--most serious heat injury and may be fatal if not treated immediately.....symptoms include warm, dry skin with no sweating (not always), high fever, confused, or unconscious.

YOUTH SPORTS GUIDE

What to do if heat injury occurs or you suspect it

Remove heavy clothing.

Cool-down body immediately--cold water, ice, wet towels, etc.

Give individual liquid.

If the individual is unconscious--call for help, remove clothing, cool, do not give liquids orally, ensure individual is breathing.

Preventing Heat Injuries

Avoid extensive exercise during hot humid weather.

Drink ample fluids before and during exercise.

Plan practices and games in the morning and evenings.



PROGRAM SAFETY

Safety is a primary factor in the success of any youth sports program. Some basic principles are:

Constant and effective control and supervision is by far the best preventive safety practice in youth sports.

The application of common sense and common courtesy while competing will eliminate 90 percent of all game and practice accidents.

A thorough knowledge of the game, the playing rules, and the intent of these rules is necessary to protect youth from unnecessary injury.

Physical conditioning equal to or surpassing the requirements of the game is mandatory.

Warm-up periods (primarily stretching) before any contest to prepare and improve muscle tone and reflexes is a definite advantage to the player and the team.

MOST ACCIDENTS RESULTING IN INJURY ARE CARELESS OR HORSEPLAY ACCIDENTS AND DO NOT OCCUR BECAUSE OF PLAYING SITUATIONS.

Players should wear only the protective equipment issued by the youth program. Individually brought equipment should not be authorized unless specifically inspected and approved by the sports director.

Any player receiving an injury requiring a cast or splint should be placed on the disabled list and not allowed to participate for the remainder of the season unless written consent of the physician is received by the coach and the league administrators.

Once a player is removed from a game because of injury, he or she will not reenter if doubt still exists as to the nature and extent of the injury. The head official calling the game should determine if the player is capable of reentering the game.

YOUTH SPORTS GUIDE

DEVELOPING A TEAM PHYSICAL TRAINING PROGRAM

No matter what sport is coached or what skills are taught, it is extremely important that an order of physical activity for the players be followed during all practices and games. Begin with a series of warm-up exercises leading into more intense physical activity (competition, scrimmage, skills practice) and conclude with a cool-down period.

WARM-UP

Each training session must begin with a warm-up period specifically designed for your sport.

A properly conducted warm-up program

- loosens tendons and ligaments.
- increases respiration, circulation and body temperature.
- prepares muscles for more strenuous activity.
- increases flexibility.
- improves overall fitness.
- reduces the chance of injury.

Sequence of warm-up exercises

- Limber up Walking or jogging easily in place.
- Stretching Lower back, hamstrings, groin, neck, shoulders, upper back, calves, hips, ankles, etc. Tailor your stretching to fit the needs of your sport.
- Calisthenics Begin with slow exercises like push-ups and then move on to more vigorous ones like jumping jacks. Use different calisthenics at each practice to keep interest up and try to develop ones that simulate the sport being played.



PRACTICE OR COMPETITION

During this time athletes should reach their peak in physical activity through skills drills, scrimmages, or an actual game. If this portion of your practice does not generate sufficient physical activity, additional activities that do (i.e., short distance races) could be incorporated. Remember to try to use activities that simulate conditions that occur in your sport.

COOL-DOWN

Vigorous activity should never end abruptly (i.e., a dash to the locker room). Gradual cooling-down by stretching and other slower activity is as important to athletes as warming-up in that it helps prevent stiffness, soreness, and dizziness caused by sudden changes in the cardiovascular system.

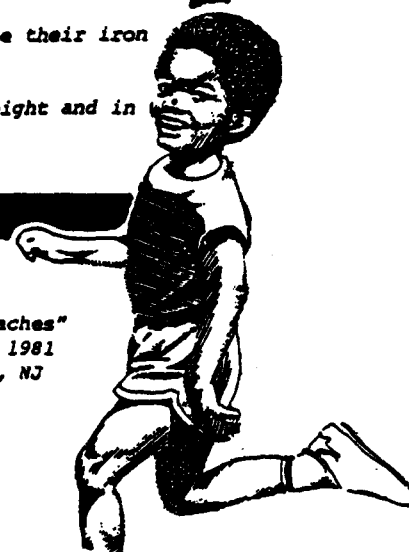
"Remember, your players should become fit to play, not play to become fit."

ATHLETIC NUTRITION

"Ten Commandments for Coaches"

1. Thou shalt not restrict fluid intake during practice or competition; administering salt tablets is usually unnecessary and may be hazardous.
2. Thou shalt recommend consumption of precompetition meals, to be eaten at least three hours prior to the event.
3. Thou shalt not prescribe vitamin and mineral supplements for thine athletes. In addition to being expensive, these supplements are unnecessary if proper foods are included in a normal diet.
4. Thou shalt never recommend fluid or severe caloric restrictions to promote weight loss. Dehydration and starvation diets are dangerous and will severely impair athletic performance.
5. In most cases, thou shalt not suggest more than a two pound per week weight loss by any athlete. A reduction of 100 calories per day should be sufficient for you to see results.
6. Thou shalt forsake thy pregame steak in favor of a meal high in carbohydrates--grain, starches, and sugars.
7. Thou shalt not indiscriminately order thy athletes to "bulk up." Weight-gain programs should be planned around an athlete's energy needs, by using a reputable calorie table. Increased intake should include a variety of foods. Only 2.0-2.5 grams of protein per kilogram of body weight are needed by any athlete.
8. Thou shall emphasize the value of aerobic exercise, low-fat diets, and the importance of maintaining ideal body weight in post-competition years.
9. Thou shall recommend that menstruating athletes increase their iron intake to prevent deficiencies.
10. Thou shalt lead by example in maintaining ideal body weight and in practicing principles of sound nutrition.

Adapted from "Athletic Nutrition: Ten Commandments for Coaches" by Mark and Kate Dienhart in *The Coaching Clinic*, January 1981 issue. Copyright by Prentice Hall, Inc., Englewood Cliffs, NJ 07632. Used by permission.



MOTIVATING THE ATHLETE

Have you ever wondered why some athletes give the coach 100 percent effort all the time and some are just there and the coach wonders why they even bothered to show up? Two things a coach can always rely on:

Each player is different.

Each player will react to motivation differently.

The coach must understand how his or her players are going to respond to competitive stress. Are they going to panic? Will they have sweaty hands and nervous stomachs? Will they thrive on the competition? Some things that can help the coach in motivating the players are:

Motivate yourself--the players are watching you.

Keep the practices and games FUN! There is not better motivator than simple enjoyment.

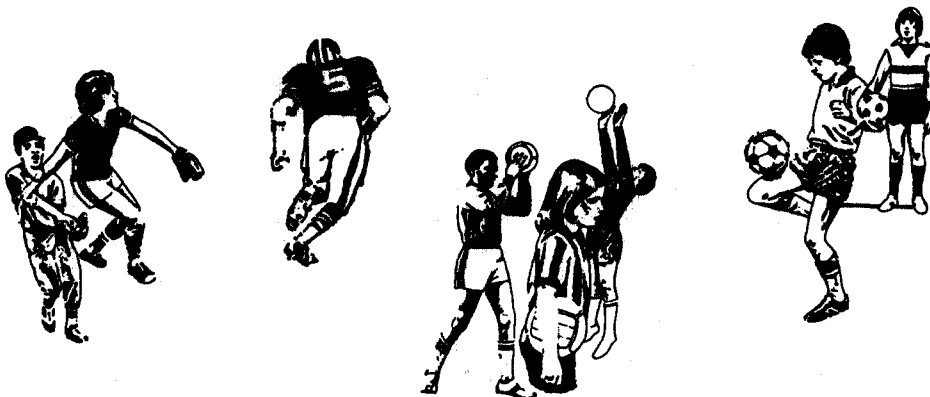
Get to know your players individually and adapt your motivation efforts to what each player needs.

Try to find out why the child is playing.

Keep winning in perspective by helping the athlete set realistic goals based on his or her individual talents.

Realize the young athletes differ in their needs, interests, and reasons for participating.

Some athletes are easily discouraged or lack self-confidence. In correcting their mistakes you may need a softer, more positive approach. You can use a more hard-nosed approach with those athletes who are self-confident and highly competitive. Coaches must realize that they are the critical part of the athletes' environment and directly or indirectly influence the athletes' level of motivation.



YOUTH SPORTS GUIDE

SPORTS PSYCHOLOGY FOR YOUTH COACHES

"YOU NEED TO BE SMARTER THAN THE KIDS"

TALKING TO THE PLAYERS

Coaching youth sports is a very exciting and rewarding experience, yet sometimes it can be very frustrating when the coach realizes the emotional and social situations he or she must deal with--not only as a coach but as a "parent" and as a friend at the same time. Consider the enormous amount of time a young athlete spends with his or her coach, the intensity of that involvement, the emphasis the community places on any type of sports activity, combined with the physical, social, and psychological strains on the youngsters in just growing up.

Regardless of the skills the coach may have, if he or she cannot communicate the information to the players, the coach will probably never be successful. Coaches should recognize that the way or method they talk to their players will affect their ability to teach skills, motivate their players, and provide a fun experience. Teaching the skills of the sport is many times simple--ESTABLISHING THE RIGHT RELATIONSHIP WITH THE TEAM is difficult and critical. A good coach must:

Realize the importance of establishing him or herself as a coach that the athletes can talk to and can believe.

Listen closely, thereby showing the players that they have a right to a say in all team functions.

Realize that he or she must speak firmly but respectfully and establish credibility both as a coach and as a person.

Understand the impact of "NON-VERBAL" communication.

COMMUNICATION

Some effective communication skills that must be learned and practiced are:

LISTEN. If you don't know how to listen, you will hear only about 20 percent of what is said. Look the athlete in the eye, don't interrupt, then summarize what was said to make certain both yourself and the player understand. When you listen you learn about your player and at the same time teach him or her how to listen--by example.

NON-VERBAL COMMUNICATION. Actions many times speak louder than words. A firm handshake, looking the player in the eye, a firm voice, and looking like a coach, communicates confidence. A smile communicates enthusiasm, a pat on the back communicates pride. When you communicate to your team, 70 percent WILL BE NON-VERBAL.

EARN CREDIBILITY. Be consistent, honest, and impartial. Live by the same rules your players must live by. Establish team rules making certain all players have their say and making certain all players agree with them. Keep all promises, don't lie, and respect the dignity of each individual player. Make the athletes believe in you.

OPEN YOURSELF FOR COMMUNICATION. When you influence your players, when you motivate your players, when you set goals with your players, when you teach your players or learn from your players, when you solve team problems, when you try to understand your player's problems--YOU ARE COMMUNICATING! Learn to be receptive by both words and actions.

YOUR COACHING STYLE

All coaches develop a style, whether purposefully or by habit. Your style will depend on many things. Some major influences will be the answers to WHY AM I COACHING? WHAT ARE MY GOALS? WHAT IS MY ATTITUDE TOWARD THE YOUNG ATHLETES? WHAT IS MY ATTITUDE TOWARD THE SPORT, THE PROGRAM, AND TOWARD MY FELLOW COACHES?

Good coaches will:

Look at their own particular style of coaching and see what effect it is having on the players and the team.

Recognize the two basic approaches to coaching and realize the impact that each will have on the players.

POSITIVE STYLE. Spends a lot of time encouraging and complimenting the players. Corrects through tact and beneficial criticism. Teaches the basics of the sport and rewards effort as much as results.

NEGATIVE STYLE. Dwells on what went wrong; does not see the things that went right. Views the final score as success or failure. Can't control emotions and blames everyone except him or herself.

Some important principles of the positive approach:

Encourage your players. Don't over do it. The praise should fit the performance.

Reward the performance not just the final score. It is easy to reward after winning the game, but how well do you handle a loss when your players have given 100 percent effort?

Don't overlook mistakes, but know how to correct them. Pointing the finger or name calling only frustrates everyone concerned. When correcting a mistake, first try to find something positive. This will get the athlete into the right frame of mind, making him or her more receptive to criticism. Then make the criticism beneficial. Other than pointing out what the athlete is doing wrong, tell him or her how to correct the mistakes. CRITICISM SHOULD BE A LEARNING EXPERIENCE!

YOUTH SPORTS GUIDE

THE PEP TALK

When trying to motivate players, coaches often give highly emotional pep talks, communicating to the athlete the importance of the event. While a few athletes may react positively to such techniques, many will perceive the situation as overly important, experience great uncertainty, become over aroused and perform poorly--thus reducing the enjoyment of the game.

Many times, the problem for a coach is not motivating the athletes but keeping them from becoming too highly stimulated. Normally the only time a coach will have a problem with motivation is when the players are not enjoying the sport and practices; so if the program is attractive and the athletes are learning and having fun, you are not going to experience any lack of motivation.

The coach must recognize the athlete as individuals and recognize when to get them up and when to reassure and relax them. A few athletes may need a pep talk to raise their arousal level, but giving a pep talk to the entire team may hinder the playing of those athletes who are already over-aroused. It may be preferable for many athletes for the coach to say nothing at all or try to relax them by giving a pat on the back and saying "just give me your best."

WHAT IS WINNING? WHAT IS SUCCESS?

It is unrealistic to think that winning is not important. Trying to win is important to young players, especially as they get older and more experienced. It is a mistake, however, to think that winning is the only objective of the players. An important role of the coach is to keep winning in perspective with what he or she is trying to teach the athlete.

One of the most difficult concepts for any young player to understand is the meaning of success. Many are taught that winning is the only goal; to win is to be successful, to be competent, to be a worthy person. To lose is to be a failure and unworthy. When players experience a reasonable amount of success it reinforces their further pursuit of excellence. If they fail to experience this success, athletes may blame themselves and lose their desire to compete because they have developed a FEAR OF FAILURE. The way the coach deals with winning and losing will help mold the athlete's attitude toward sports and their feeling of self-worth.

The coach must develop pride in players by making them realize that they have succeeded in reaching realistic goals. Winning means more than the final score--winning means trying as hard as possible to improve, relative to each player's ability and goals. All you can ask for and expect is that the player give it his or her best shot!

REWARD EFFORT AS MUCH AS RESULTS!



YOUTH SPORTS GUIDE

APPENDIX G

SAMPLE TOURNAMENT HOST BASE CHECKLIST

<u>TOURNAMENT HOST BASE CHECKLIST</u>	
1. Upon receipt of initial schedule, contact teams involved and confirm all playing dates, times, and locations. Publicize individual games at least one week prior. Use flyers, base bulletin, newspaper, radio, etc.	
2. At least three days before individual contests, contact visiting team's Youth Center and again confirm game. Obtain details of visit: <ul style="list-style-type: none"> •Coaches/Supervisor's Name •Time of departure & arrival •Route to be taken •Mode of transportation •Housing/Meal requirements •Team colors 	
3. Provide the visiting team: <ul style="list-style-type: none"> •Person & number to contact •Directions to a meeting point •Host base emergency numbers •Building or field number •Description of playing area •Any special requirements 	
4. When possible Youth Center personnel should meet the visiting team at the base gate and provide escort to the Youth Center. Primary supervisor should be present or available at all times.	
5. Determine, check & prepare equipment (i.e., game equipment, field markings, scoreboard, scorebooks, PA system, rules/by-laws, stopwatches, American flag, national anthem, game refreshments, towels, extra game equipment, basic first aid kit, tournament brackets, etc).	
6. Determine & assign personnel (i.e., Tournament Director, workers, game officials, protest committee, announcer, scorekeeper, spotters, statistician, photographer, concession workers, medical personnel, etc).	
7. Determine & prepare facilities (i.e., playing areas, dressing/shower area, bathrooms, practice area, conference/meeting room, pressbox, headquarters area, storage of valuables, concession stand, telephone, etc).	
8. Ensure the exchange of team rosters as soon as possible after arrival. Rosters must reflect Youth Director's certification.	
9. If meals are required, arrange time and number with MWR dining facility using Youth Activities concessions or cookouts as back-up.	
10. Contact Public Affairs for publicity and post coverage.	
11. Consider & prepare for required time, funds, extra transportation, entertainment, protocol, player and spectator control, transport of injured, safety & cleanliness of areas, etc.	
12. If a high level base official will open the games: <ul style="list-style-type: none"> •Is a "smart" card required? •Is a prepared speech required. •Who will introduce the official? •Who will meet him/her? 	
13. The next duty day report the results of the contest to base Public Affairs.	
NOTES & REMARKS:	

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APPENDIX H

SAMPLE ROUND ROBIN TOURNAMENT SCHEDULES

ROUND ROBIN TOURNAMENT

4 Team Schedule

<u>Field</u>			
A	2-1	4-2	4-1
B	3-4	1-3	2-3

5 Team Schedule

<u>Field</u>					
A	1-4	3-1	5-3	2-5	4-2
B	2-3	4-5	1-2	3-4	5-1

6 Team Schedule

<u>Field</u>					
A	2-1	3-4	6-4	5-3	5-6
B	4-5	6-1	2-3	6-2	1-3
C	3-6	2-5	1-5	4-1	4-2

7 Team Schedule

<u>Field</u>							
A	1-6	4-2	2-7	5-3	3-1	6-4	7-5
B	2-5	5-1	3-6	6-2	4-7	7-3	1-4
C	3-4	6-7	4-5	7-1	5-6	1-2	2-3

8 Team Schedule

<u>Field</u>							
A	5-6	3-4	7-8	7-5	1-3	3-6	8-2
B	3-8	1-7	6-2	6-1	4-2	4-5	7-3
C	4-7	8-6	4-1	2-3	5-8	2-7	1-5
D	2-1	2-5	5-3	8-4	6-7	8-1	6-4

9 Team Schedule

<u>Field</u>									
A	1-8	5-3	2-9	6-4	3-1	7-5	4-2	8-6	9-7
B	2-7	6-2	3-8	7-3	4-9	8-4	5-1	9-5	1-6
C	3-6	7-1	4-7	8-2	5-8	9-3	6-9	1-4	2-5
D	4-5	8-9	5-6	9-1	6-7	1-2	7-8	2-3	3-4

10 Team Schedule

<u>Field</u>									
A	2-1	10-4	6-9	10-6	5-3	1-9	7-3	5-6	8-4
B	5-8	1-7	7-8	2-5	6-2	10-8	6-4	1-10	9-3
C	4-9	8-6	3-1	3-4	7-10	2-7	5-1	2-9	6-1
D	3-10	9-5	4-2	1-8	8-9	3-6	8-2	4-7	7-5
E	6-7	2-3	5-10	9-7	4-1	4-5	9-10	3-8	10-2

11 Team Schedule

<u>Field</u>											
A	1-10	6-4	2-11	7-5	3-1	8-6	4-2	9-7	5-3	10-8	11-9
B	2-9	7-3	3-10	8-4	4-11	9-5	5-1	10-6	6-2	11-7	1-8
C	3-8	8-2	4-9	9-3	5-10	10-4	6-11	11-5	7-1	1-6	2-7
D	4-7	9-1	5-8	10-2	6-9	11-3	7-10	1-4	8-11	2-5	3-6
E	5-6	10-11	6-7	11-1	7-8	1-2	8-9	2-3	9-10	3-4	4-5


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12 TEAM SCHEDULE

Field	6-9	11-3	5-8	10-11	12-8	4-2	8-1	9-3	4-7	7-12	1-9
A	6-9	11-3	5-8	10-11	12-8	4-2	8-1	9-3	4-7	7-12	1-9
B	3-12	10-4	2-11	9-12	4-5	5-12	9-7	6-1	3-8	6-2	10-8
C	4-11	8-6	12-1	8-2	3-6	7-10	10-6	7-5	1-11	9-10	2-5
D	5-10	9-5	6-7	1-5	2-7	6-11	2-3	8-4	12-10	4-1	3-4
E	2-1	1-7	3-10	6-4	10-1	8-9	12-4	11-12	2-9	5-3	11-7
F	7-8	12-2	4-9	7-3	11-9	1-3	11-5	10-2	5-6	8-11	12-6

- *Home team is always listed first.
- *Preceding schedules have already considered the number of home team assignments for each team (or number). The number of home team assignments in many schedules will come out uneven, however, the luck of the draw for team numbers prior to establishing the schedule will make the schedule as fair as possible for all teams.
- *Remember in all rounds after the first, you must switch or "flip flop" home team assignments so that when the same teams meet each other the home team will not always be the same.

Example of an effective and professionally prepared Game Schedule



T-Ball Schedule

LEAGUE OFFICIALS

Youth Center Sports Director
Mrs Ann Weibel Duty 652-3298 Home 658-0987

League President
Mr John Sellers Duty 652-4567 Home 658-8765

T-Ball League Commissioner
MAYT Joe Gonzalez Duty 652-1234 Home 659-6789

Team Coaches

Mr Allen Smith/MAYT James Stevenson
Mrs Ann Lack/Capt Robert Cranston
MAYT Bob Reed/AJC Bill Gignac
Mrs Rita Ballouk/Mr Joe Miller
MAYT Al Hollins/MAYT Frank Martin

Telephone Numbers

652-3116/652-3647
658-7934/658-3946
652-9083/652-4758
652-3450/658-1209
652-8967/652-2938

Team Names

#1 YANKEES
#2 DODGERS
#3 PHILLIES
#4 CARDINALS
#5 EXPOS

PLAYING SCHEDULE (FIRST ROUND)

Date	Time	Field	Teams
13 Apr	6:00PM	82	Yankees () vs Cards ()
13 Apr	7:30PM	82	Dodgers () vs Phils ()
17 Apr	6:00PM	81	PHILS () vs Yankees ()
17 Apr	7:30PM	81	Cards () vs Expos ()
22 Apr	6:00PM	82	DODGERS IDLE Practice on Field #2
22 Apr	7:30PM	82	EXPOS () vs Phils ()
			Yankees () vs Dodgers ()
			CARDS IDLE Practice on Field #1

Remember! A professionally prepared schedule shows you care and interest. Players and the community. They appreciate it and will support you.

etc.

*Make certain all players/parents have a copy of the schedule. Include all points of contact they may need.

*Relate the team number to the team name and publish the schedule using the team name. Easier for players/parents to read and follow.

*Blank spaces enclosed in parenthesis are to record scores, allowing a running record for players, parents, league officials.

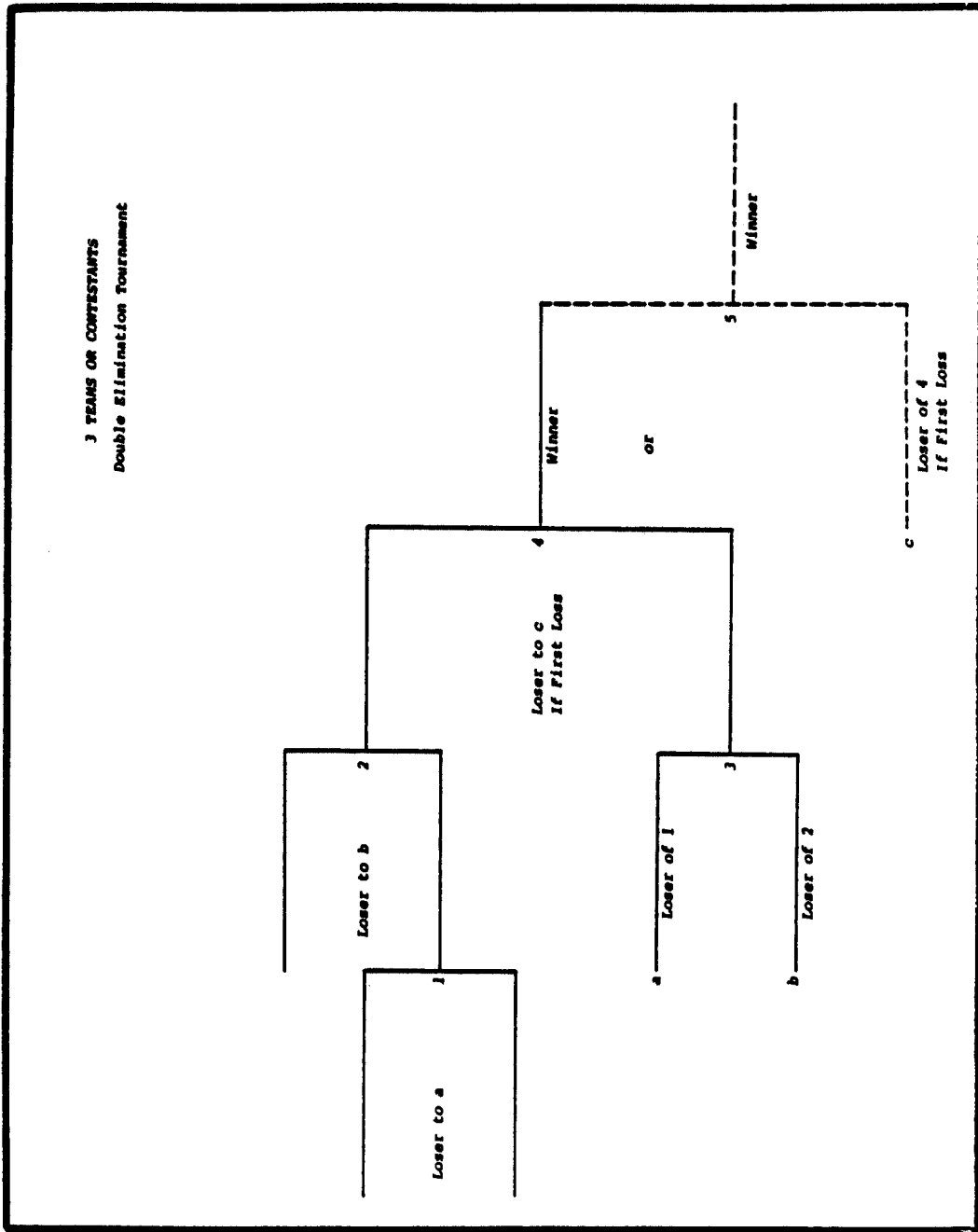
*Home team is always listed first. If scorekeepers are not assigned, the home team is responsible for the official scorebook.

*If field maintenance personnel are not available, the home team prepares the field for play, the visiting team is responsible for cleanup after the game. The Youth Center will provide all equipment and supplies needed.

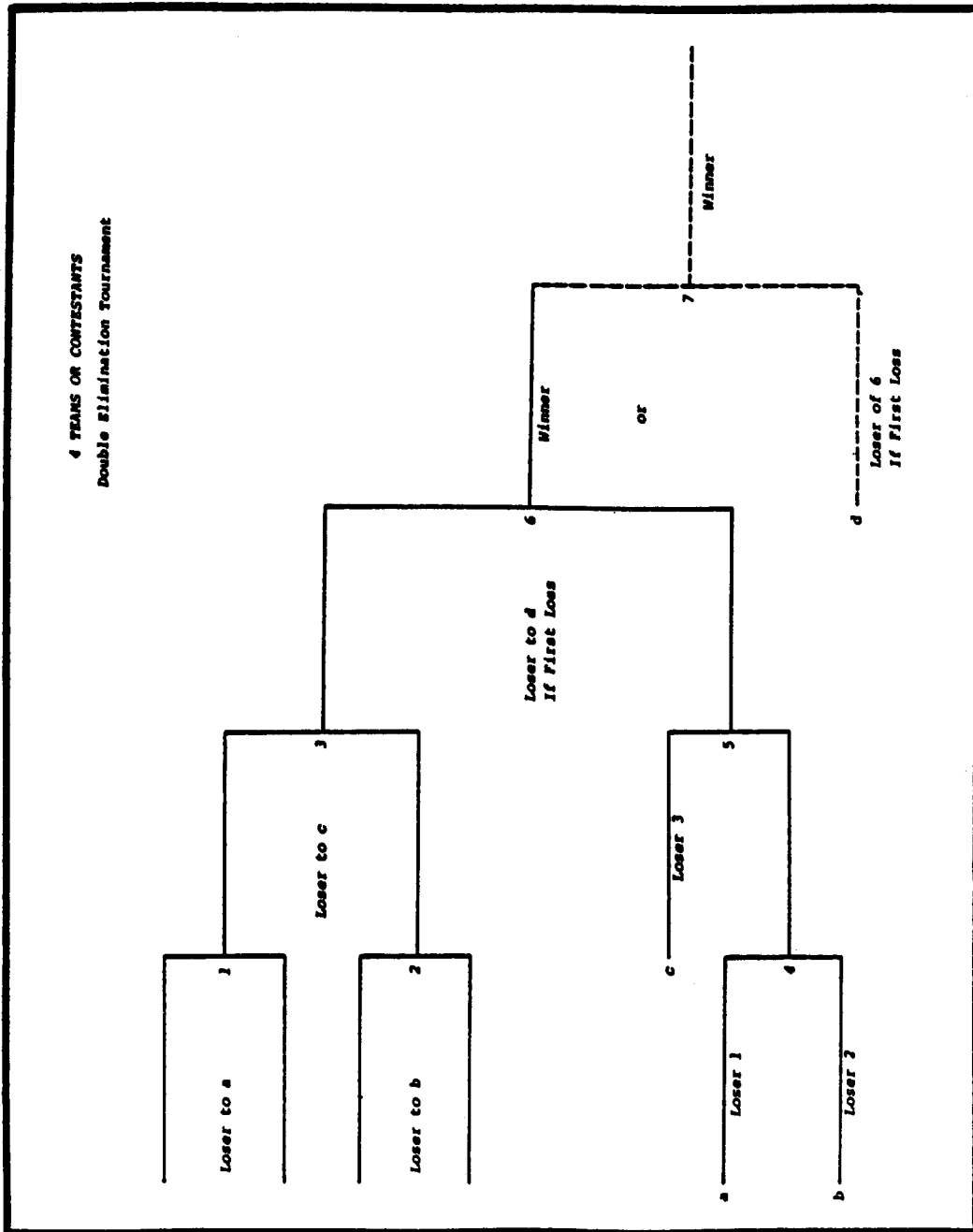
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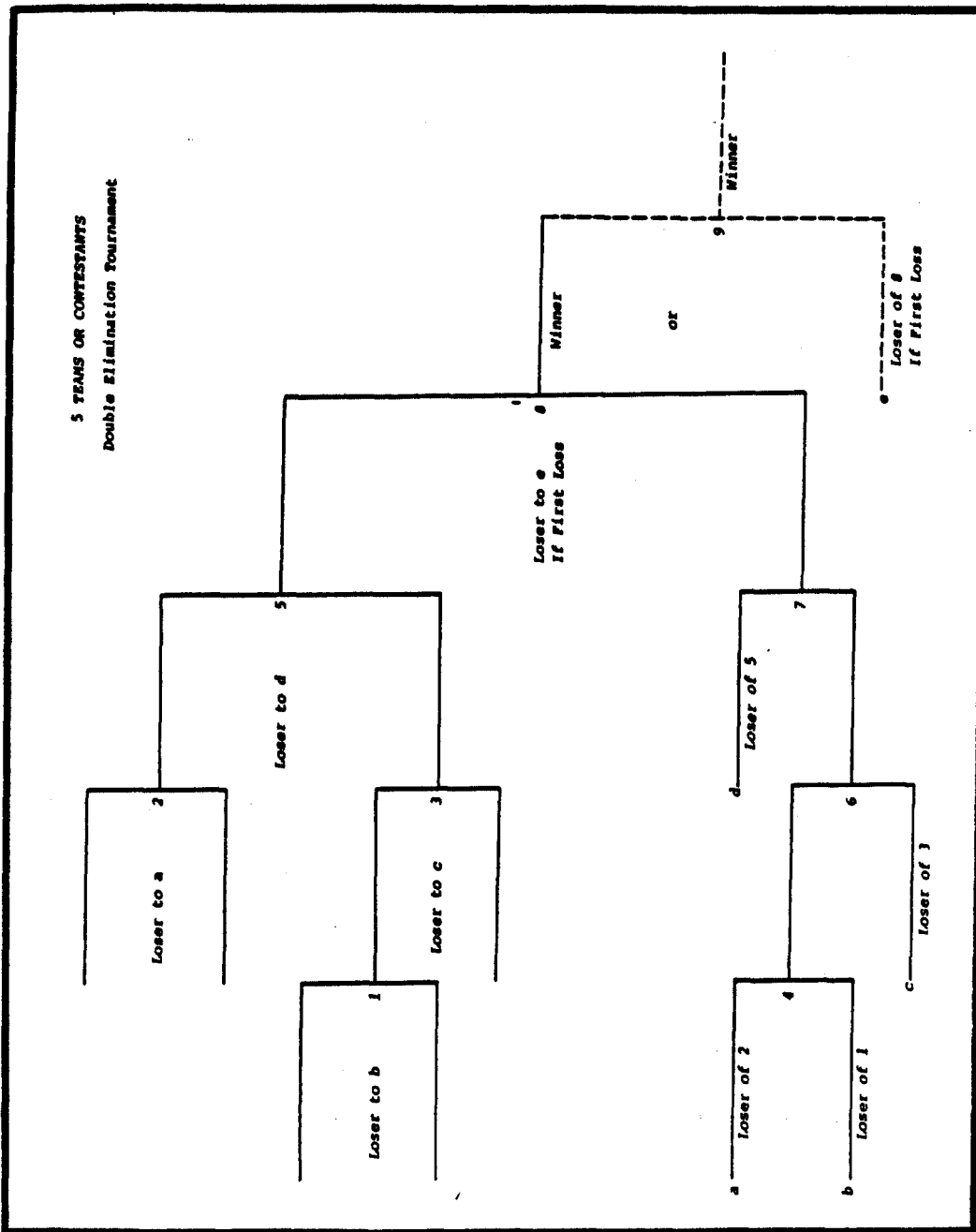
SAMPLE ELIMINATION TOURNAMENT AND
AVERAGES & PERCENTAGES SCHEDULES



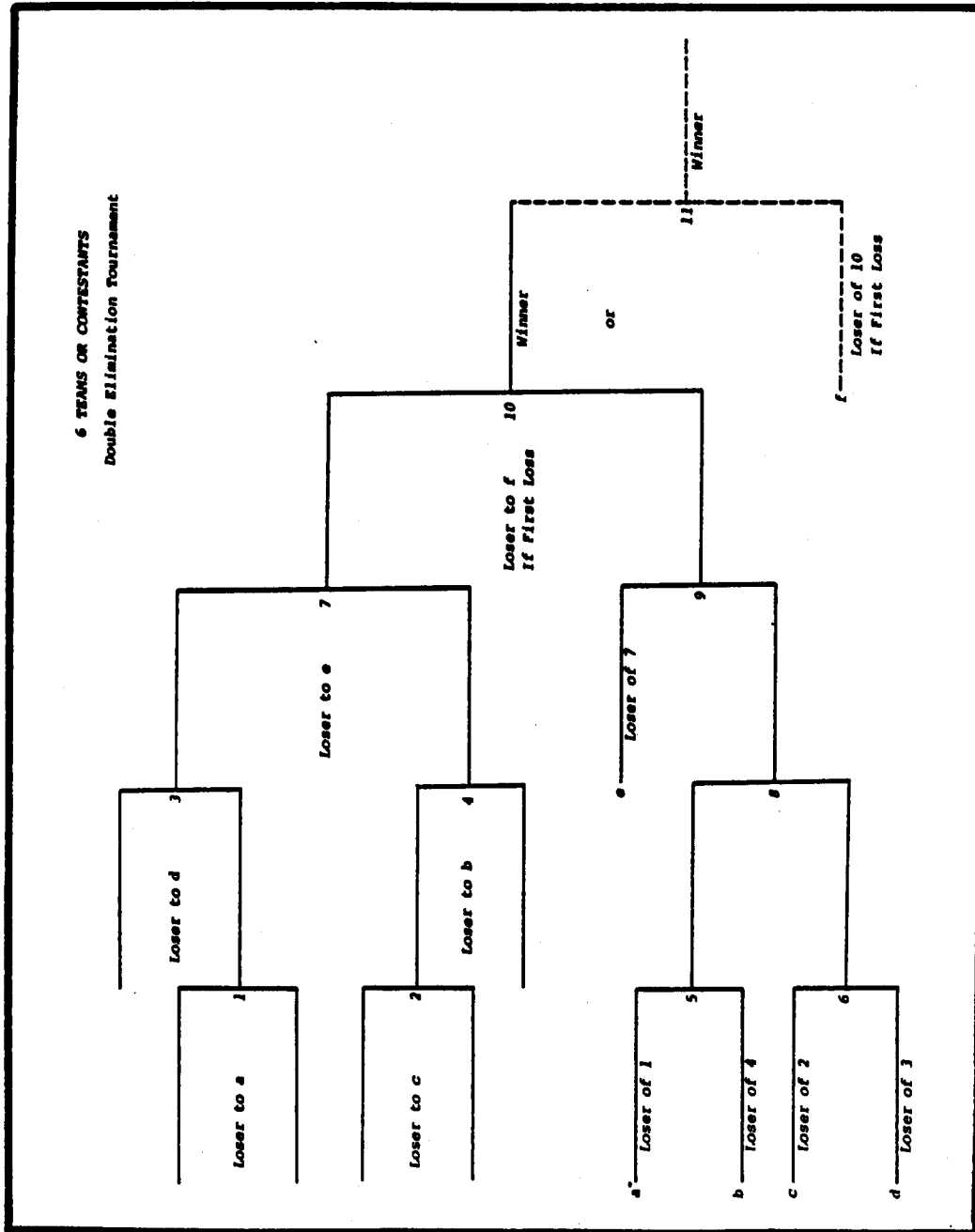
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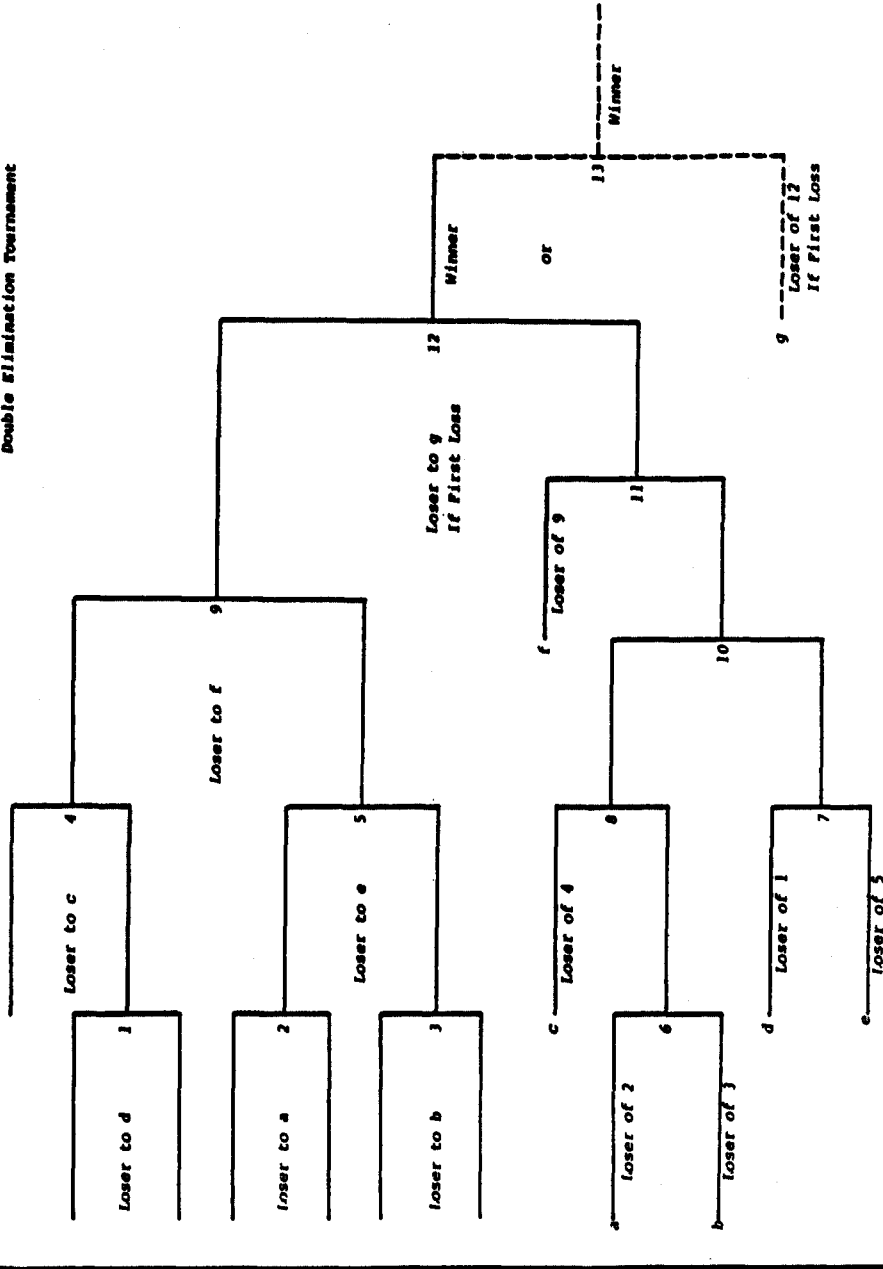


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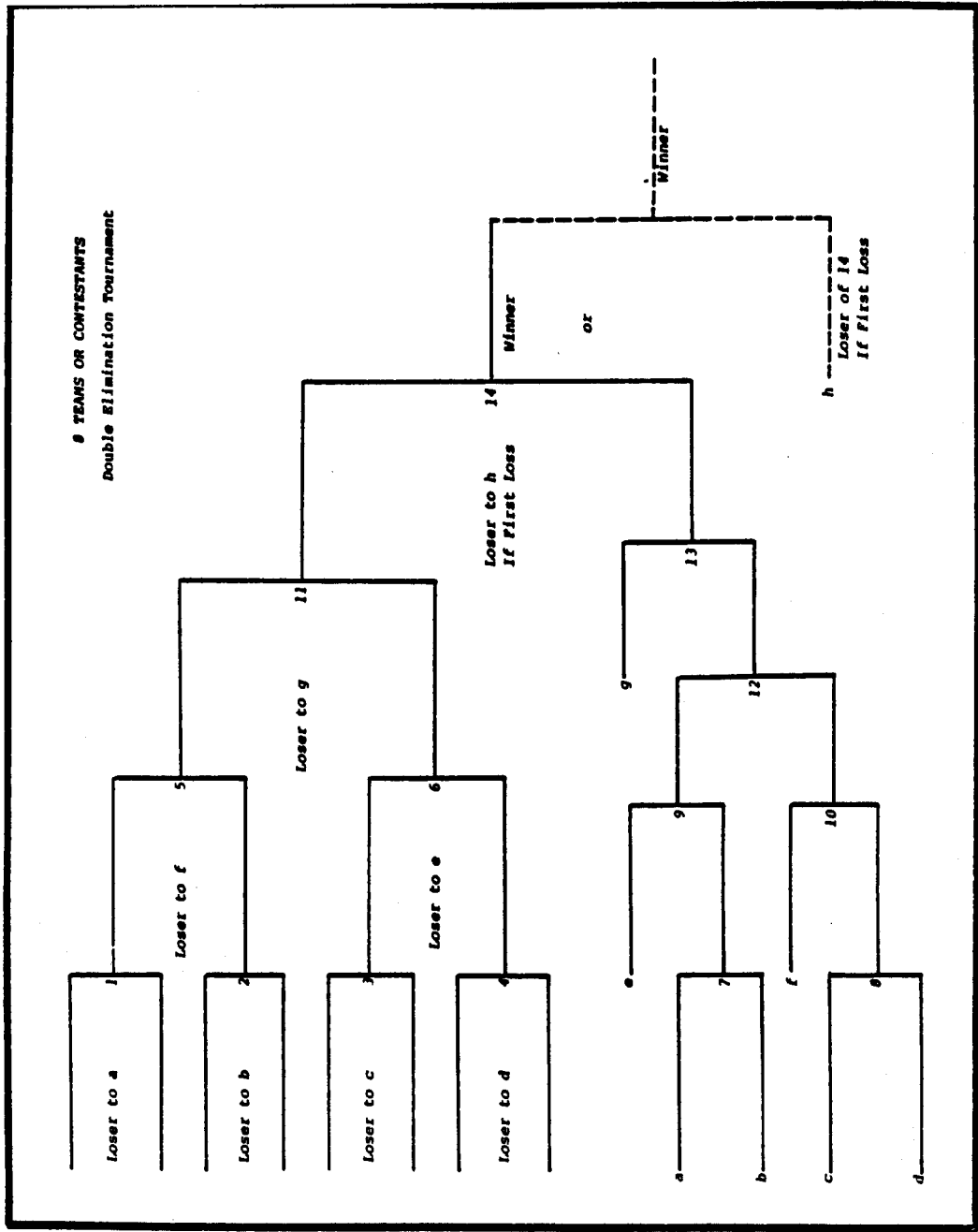


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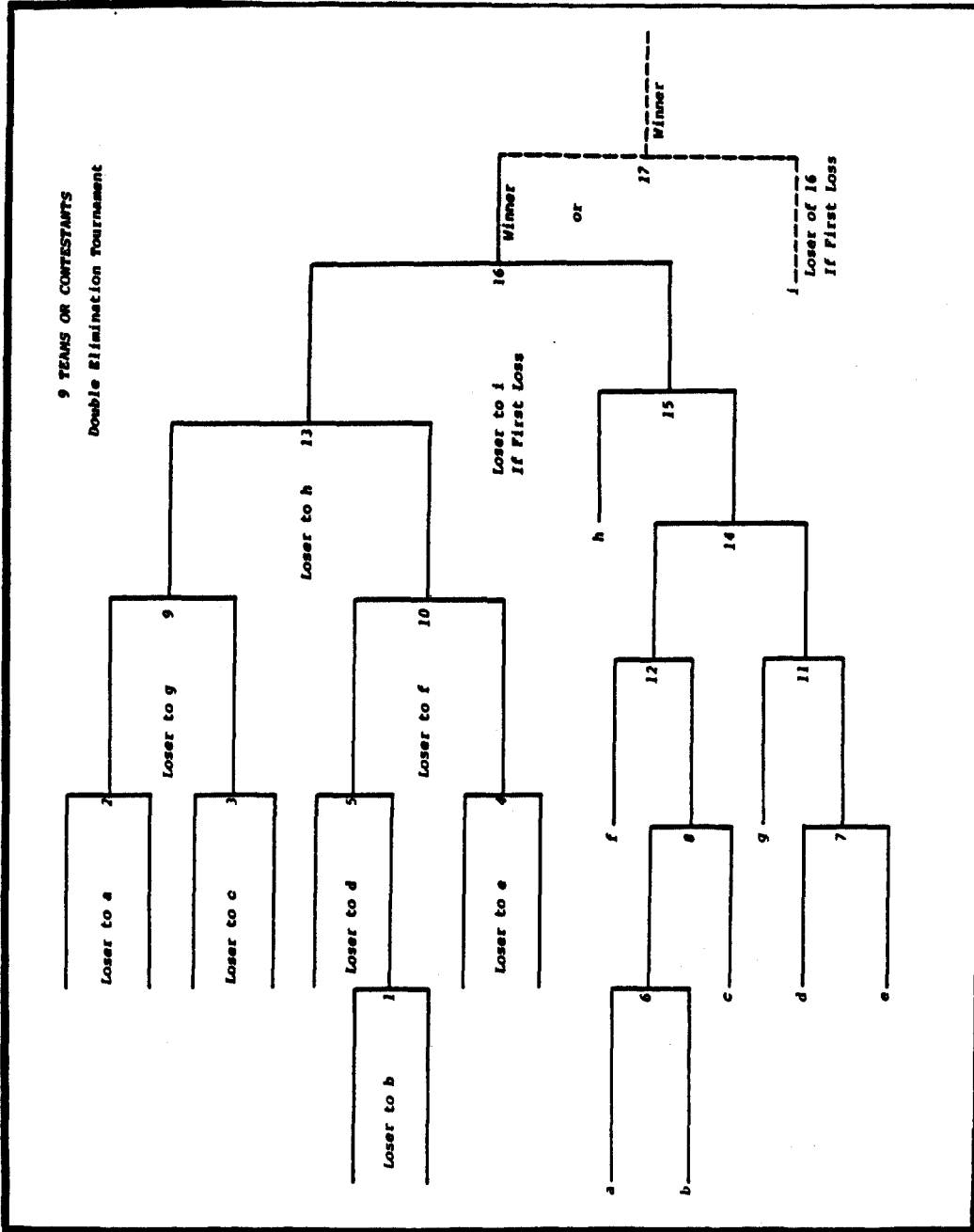
7 TEAMS OR CONTESTANTS
Double Elimination Tournament



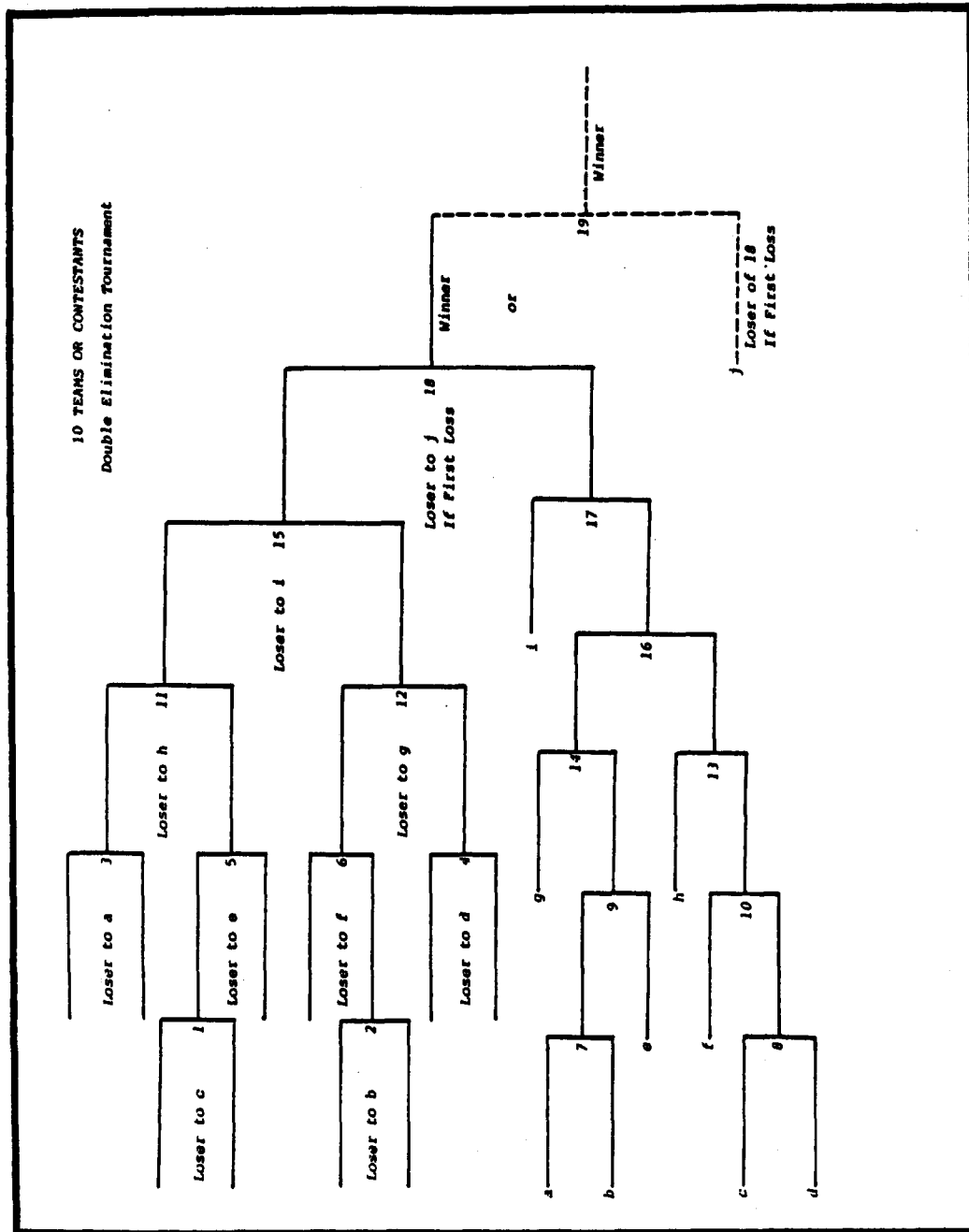
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AVERAGES & PERCENTAGES

GAMES WON

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
GAMES PLAYED	30	.05	.07	.10	.13	.17	.20	.23	.27	.30	.33	.37	.40	.43	.47	.50	.53	.57	.60	.63	.67	
	29	.04	.06	.08	.11	.15	.18	.21	.25	.28	.31	.35	.38	.41	.45	.48	.51	.54	.58	.61	.64	.68
	28	.03	.05	.07	.10	.14	.17	.20	.24	.27	.30	.34	.37	.40	.44	.47	.50	.53	.57	.60	.63	.67
	27	.02	.04	.06	.08	.12	.15	.18	.22	.25	.28	.32	.35	.38	.41	.44	.47	.50	.53	.57	.60	.64
	26	.01	.03	.05	.07	.11	.14	.17	.21	.24	.27	.31	.34	.37	.40	.43	.46	.49	.52	.55	.58	.62
	25	.00	.02	.04	.06	.10	.13	.16	.20	.23	.26	.30	.33	.36	.39	.42	.45	.48	.51	.54	.57	.61
	24	.00	.01	.03	.05	.08	.11	.14	.18	.21	.24	.28	.31	.34	.37	.40	.43	.46	.49	.52	.55	.59
	23	.00	.01	.02	.04	.07	.10	.13	.17	.20	.23	.27	.30	.33	.36	.39	.42	.45	.48	.51	.54	.58
	22	.00	.01	.02	.03	.06	.08	.11	.14	.17	.20	.24	.27	.30	.33	.36	.39	.42	.45	.48	.51	.55
	21	.00	.01	.02	.03	.05	.07	.10	.13	.16	.19	.23	.26	.29	.32	.35	.38	.41	.44	.47	.50	.54
	20	.00	.01	.02	.03	.04	.06	.08	.11	.14	.17	.21	.24	.27	.30	.33	.36	.39	.42	.45	.48	.52
	19	.00	.01	.02	.03	.04	.05	.07	.10	.13	.16	.20	.23	.26	.29	.32	.35	.38	.41	.44	.47	.51
	18	.00	.01	.02	.03	.04	.05	.06	.08	.11	.14	.18	.21	.24	.27	.30	.33	.36	.39	.42	.45	.49
	17	.00	.01	.02	.03	.04	.05	.06	.07	.09	.12	.15	.18	.21	.24	.27	.30	.33	.36	.39	.42	.46
	16	.00	.01	.02	.03	.04	.05	.06	.07	.08	.10	.13	.16	.19	.22	.25	.28	.31	.34	.37	.40	.44
	15	.00	.01	.02	.03	.04	.05	.06	.07	.08	.09	.11	.14	.17	.20	.23	.26	.29	.32	.35	.38	.42
	14	.00	.01	.02	.03	.04	.05	.06	.07	.08	.09	.10	.12	.15	.18	.21	.24	.27	.30	.33	.36	.40
	13	.00	.01	.02	.03	.04	.05	.06	.07	.08	.09	.10	.11	.13	.16	.19	.22	.25	.28	.31	.34	.38
	12	.00	.01	.02	.03	.04	.05	.06	.07	.08	.09	.10	.11	.12	.14	.17	.20	.23	.26	.29	.32	.36
	11	.00	.01	.02	.03	.04	.05	.06	.07	.08	.09	.10	.11	.12	.13	.15	.18	.21	.24	.27	.30	.34
10	.00	.01	.02	.03	.04	.05	.06	.07	.08	.09	.10	.11	.12	.13	.14	.16	.19	.22	.25	.28	.32	
9	.00	.01	.02	.03	.04	.05	.06	.07	.08	.09	.10	.11	.12	.13	.14	.15	.17	.20	.23	.26	.30	
8	.00	.01	.02	.03	.04	.05	.06	.07	.08	.09	.10	.11	.12	.13	.14	.15	.16	.18	.21	.24	.28	
7	.00	.01	.02	.03	.04	.05	.06	.07	.08	.09	.10	.11	.12	.13	.14	.15	.16	.17	.19	.22	.26	
6	.00	.01	.02	.03	.04	.05	.06	.07	.08	.09	.10	.11	.12	.13	.14	.15	.16	.17	.18	.20	.24	
5	.00	.01	.02	.03	.04	.05	.06	.07	.08	.09	.10	.11	.12	.13	.14	.15	.16	.17	.18	.20	.24	
4	.00	.01	.02	.03	.04	.05	.06	.07	.08	.09	.10	.11	.12	.13	.14	.15	.16	.17	.18	.20	.24	
3	.00	.01	.02	.03	.04	.05	.06	.07	.08	.09	.10	.11	.12	.13	.14	.15	.16	.17	.18	.20	.24	
2	.00	.01	.02	.03	.04	.05	.06	.07	.08	.09	.10	.11	.12	.13	.14	.15	.16	.17	.18	.20	.24	
1	.00	.01	.02	.03	.04	.05	.06	.07	.08	.09	.10	.11	.12	.13	.14	.15	.16	.17	.18	.20	.24	

To use this table enter from the left in the row indicating the number of games played and from the top in the column indicating the number of games won. The intersection will give the appropriate percentage.

GAMES WON

		21	22	23	24	25	26	27	28	29	30
30	.70	.73	.77	.80	.83	.87	.90	.93	.97	1.00	
29	.71	.74	.78	.81	.84	.88	.91	.94	.98	1.00	
28	.72	.75	.79	.82	.85	.89	.92	.95	.99	1.00	
27	.73	.76	.80	.83	.86	.90	.93	.96	1.00		
26	.74	.77	.81	.84	.87	.91	.94	.97	1.00		
25	.75	.78	.82	.85	.88	.92	.95	.98	1.00		
24	.76	.79	.83	.86	.89	.93	.96	.99	1.00		
23	.77	.80	.84	.87	.90	.94	.97	1.00			
22	.78	.81	.85	.88	.91	.95	.98	1.00			
21	.79	.82	.86	.89	.92	.96	.99	1.00			

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APPENDIX J

SAMPLE EVALUATIONS FOR PROGRAM,
COACHES AND OFFICIALS

PROGRAM EVALUATION

Volunteer input is essential in youth sports. Coaches and league administrators are the heart of the program. As we finish another successful season, we ask that you give another 30 minutes of time to improve the program for next year.

It could possibly be the most important 30 minutes you have devoted to the program during the entire season! Please complete the following questionnaire in a sincere and honest manner--WE NEED THE INPUT AND WE FEEL THE YOUTHS WILL DEFINITELY BENEFIT FROM YOUR OPINIONS! Thank you again for your hard work and devotion to young people. We hope to see you again next year.

1. Did you have a winning season? Yes No
2. Do you feel you had a successful season? Yes No
3. What was the major factor determining your success or failure?

4. How many years have you coached or been associated with youth at this installation? _____
5. Do you have previous coaching experience elsewhere? Yes No
6. Were you satisfied with the overall organization of the program?
Yes No If not please explain: _____

7. What was your major dissatisfaction with the program? _____

8. What do you feel were the strong points of the program? _____

9. Did you find the youth center staff and league officials helpful, friendly, and cooperative toward the program objectives? Yes No
If not, please explain: _____

10. Were the player evaluations and draft system conducted fairly and satisfactorily? Yes No
If not, please explain: _____

11. Were the equipment and uniforms issued by the youth center satisfactory?
Yes No If not, please explain and list the items that were not:

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12. Was the season for your team too long? Yes ___ No ___
Too short? Yes ___ No ___ On the most convenient days? Yes ___ No ___
-
13. Were you satisfied with the condition of the playing areas? Yes ___ No ___
If not, please explain and provide your recommendation: _____
-
14. What was your honest opinions of the officials assigned to your games?
Please comment only on their attitude toward the youths, appearance,
game control, and conduct.
-
15. Do you feel that you were kept adequately informed on matters affecting
your team? Yes ___ No ___ If not, please explain: _____
-
16. Do you feel the program was conducted for "YOUTHS FIRST-WINNING SECOND"
and emphasized fun and participation? Yes ___ No ___
If not, who do you feel was responsible? Youth Activities
League Administrators
Coaches/Managers
Parents/Spectators
- How would you improve it? _____
-
17. Do you approve of the coaches' certification and training program?
Yes ___ No ___ Comments: _____
-
18. How successful do you feel the coaches were in their efforts to provide
the youths fun and participation?
-
19. Do you hope to return as a coach next season if you are still in the
area? Yes ___ No ___ If not, please explain: _____
-
20. Additional comments or recommendations on the overall program:
-

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Coaches' Evaluation Form

Coach's Name _____ Team _____

Rater's Name _____ Date _____

Become thoroughly familiar with the coaching characteristics in the left column. Observe the coach throughout a practice or contest with reference to these characteristics. After the practice or contest is over, rate the coach using the following rating system.

A = Excellent

B = Adequate

C = Weak (Needs work)

X = Could not observe/Not applicable

Some of the characteristics do not apply to both practices and contests. Thus, you should ignore the shaded boxes.

Characteristic	Practice	Contest	Comment
Coaching style			
General communication skills			
Control and discipline			
Organization of practice			
Suitability of practice activities			
Use of time in practice			
Use of facilities in practice			
Use of equipment in practice			
Ability to demonstrate and explain			
Ability to correct errors			
Provision of safe environment			
Use of first aid			
Use of warm-up and cool-down			
Ability to reward			
Ability to punish			
Knowledge of sport and tactics			
Relationship with officials			
Relationship with parents			
Relationship with other coaches			
Relationship with athletes			
Perspective about winning			
Enthusiasm			

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SAMPLE COACHES EVALUATION FORM

(To be completed by players)

A. Please circle the most correct answer.

- | | | | |
|--|-----|-----------|----|
| ● Was my coach nice to me? | Yes | Sometimes | No |
| ● Did I get to play every game? | Yes | Sometimes | No |
| ● Was practices and games fun? | Yes | Sometimes | No |
| ● Did my coach listen to me? | Yes | Sometimes | No |
| ● Did my coach treat everyone fairly? | Yes | Sometimes | No |
| ● Did I learn something new at every practice? | Yes | Sometimes | No |
| ● Did my coach set a good example for me to follow? | Yes | Sometimes | No |
| ● Did my coach make me feel part of the team? | Yes | Sometimes | No |
| ● Was my coach nice when he corrected my mistakes? | Yes | Sometimes | No |
| ● Did I get everything out of playing that I expected? | Yes | Sometimes | No |

B. What I liked best about my coach.

C. What I liked least about my coach.

D. Would I like to have the same coach next year?

Yes

No

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SAMPLE COACHES EVALUATION FORM

(By Parents)

A. Please circle the most correct answer.

- | | | | |
|--|-----|-----------|----|
| • Did the coach emphasize winning too much? | Yes | Sometimes | No |
| • Did the coach argue with the players? | Yes | Sometimes | No |
| • Did the coach use sarcasm during practice or games? | Yes | Sometimes | No |
| • Did the coach "over-coach" during games (too much instructions, shouting, emotions)? | Yes | Sometimes | No |
| • Did you notice your child's improvement in basic skills? | Yes | Sometimes | No |
| • Did the coach praise your child when warranted? | Yes | Sometimes | No |
| • Did the coach exercise self-control? | Yes | Sometimes | No |
| • Did the coach demonstrate good sportsmanship? | Yes | Sometimes | No |
| • Was the coach patient of player mistakes? | Yes | Sometimes | No |
| • Did the coach play every player? | Yes | Sometimes | No |
| • Did the coach treat your child fairly? | Yes | Sometimes | No |
| • Did the coach set a good example for your child? | Yes | Sometimes | No |
| • Was the coach organized? | Yes | Sometimes | No |
| • Did the coach treat the players impartially? | Yes | Sometimes | No |
| • Was the coach sensitive to individual needs? | Yes | Sometimes | No |
| • Did the coach listen to the athletes? | Yes | Sometimes | No |
| • Did the coach demonstrate an understanding of the sport's skills? | Yes | Sometimes | No |
| • Did your child have fun? | Yes | Sometimes | No |
| • Would you want your child to play for this coach next year? | Yes | | No |

B. Please give additional comments in the space below. Constructive criticism or praise is welcome.

Team _____ Date of Evaluation _____

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OFFICIAL'S CRITIQUE

Please complete the following informal critique of the official which called your game. PLEASE BE FAIR and provide constructive ratings which we can use to improve the overall program. An apparent biased or "loser's" rating will serve no valid purpose and will not be considered.

Coach's Name _____ Date of Game _____

Teams _____ vs _____

- 1 - Unsatisfactory
- 2 - Poor/Needs Improvement
- 3 - Fair/Needs Improvement
- 4 - Good/Needs Improvement
- 5 - Good Official
- 6 - Excellent Official

1. Did you win the game you are critiquing? Yes No

2. APPEARANCE (Did he/she look like an official? Was the uniform clean and neat?)
 1 2 3 4 5 6

3. ATTITUDE (Friendliness & cooperation toward the coaches, players, and fans.)
 1 2 3 4 5 6

4. GAME CONTROL (Did the official control play and keep the game moving?)
 1 2 3 4 5 6

5. Positioning (Was the official in position to make the calls?)
 1 2 3 4 5 6

6. SPORTSMANSHIP (Did the official demand proper conduct and sportsmanship from the players, coaches, and spectators?)
 1 2 3 4 5 6

7. RULES APPLICATION (Did the official appear to know the rules? Was he/she positive in application? Did he/she hesitate on calls?)
 1 2 3 4 5 6

OVERALL RATING: 1 2 3 4 5 6

COMMENTS:

