



# FUNTEAM ALBERTA COACHES WORKBOOK

2022

---



# WELCOME TO FUNTEAM ALBERTA!

FunTeam Alberta was founded in 1990 by Dr. Randy Gregg who saw a need for a community based, low cost, and less competitive sporting opportunities for children and their parents. As a result, Dr. Gregg and some of his colleagues formed FunTeam Alberta.

## OUR MISSION:

FunTeam aims to foster, through active leadership, the participation in sport for children, youth, and adults, in an atmosphere where enjoyment is maximized for all and the cost associated with equipment, facility use and participation is minimized.

## OUR VISION:

- To see children, youth and adults in every community in Alberta participating in sport activities in an atmosphere of fun, co-operation and fair play.
- To facilitate development in sport with the participation of parents and other supportive adults in the playing atmosphere.
- To establish programs and events which expand the exposure of the FunTeam concept and also provide for the sustainability of the provincial FunTeam organization.

## OUR FOUNDING PRINCIPLES:



**1. Low Cost:** FunTeam activities use inexpensive equipment and local facilities such as outdoor rinks, school gymnasiums and playing fields.



**2. Less Competitive:** FunTeam offers the opportunity for individuals to play sports and to do their best.



**3. Family Involvement:** FunTeam encourages parents and children to play together.



**4. FUN:** FunTeam provides quality sport experiences that are about learning new skills and having fun!



# FUNTEAM COACHES TRAINING

This FunTeam Coaches Training Workbook is a supplement to the FunTeam Coaching e-module and includes helpful background information and tips that will help you develop quality sport programming for children.

## TABLE OF CONTENTS:

1. Why Sport?
2. Physical Literacy & Fundamental Movement Skills
3. Child Development 101
4. Positive Youth Development
5. Creating Welcoming & Safe Environments
6. Becoming an Effective Coach
7. Program Planning
8. FunTeam Alberta Resources



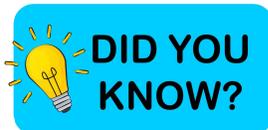
Developed by WordPLAY Consulting Inc. (2022)  
[www.wordplaycanada.com](http://www.wordplaycanada.com)

All rights reserved. No part of this manual may be reproduced in any manner whatsoever, mechanical or electronic, without permission from the publisher.

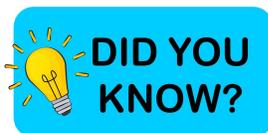
# SECTION 1: WHY SPORT?

For many of us, being active made up a large portion of our everyday routine - walking to and from school, playing pond hockey in the winter or riding bikes with our friends.

Times have certainly changed and the research is clear and staggering - most Canadian children do not meet the minimum physical activity guidelines!



**70.5% of boys between the ages of 11 - 17 failed to meet the physical activity guidelines in 2016 - and of girls the same age, 82.4% were not active enough to meet these guidelines (Guthold, Stevens, Riley & Bull, 2019).**



**By the age of 13, 7 out of 10 youth have quit sport, and more strikingly, for every boy who quits sports, six girls do (Keeping Girls in Sport, 2019).**

One of the biggest challenges in Canada is recreational sport generally continues to emphasize sport-specific skill development and early competition over active participation and healthy child development.

## **But there is some good news...**

From a public health perspective, research shows that we can get children involved (and keep them involved!) in sport by providing quality programs that set the stage for lifelong participation.

Sport organizations, coaches, and parents can help create environments where all children can participate and enjoy sport by:

1. Making programs and activities FUN;
2. Fostering positive team dynamics; and
3. Focusing on skill development and mastery

**...and that's a good thing, because at FunTeam, that is what we are all about!**



# SECTION 1: WHY SPORT?

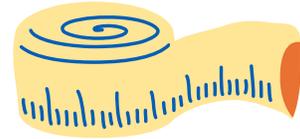
As you likely already know, there are many physical benefits to sport participation for both children and adults including:



Improved cardiorespiratory & muscular fitness



Greater bone & cardio-metabolic health



Positive effects on weight status

However, did you know there are also cognitive, emotional, and social benefits too?

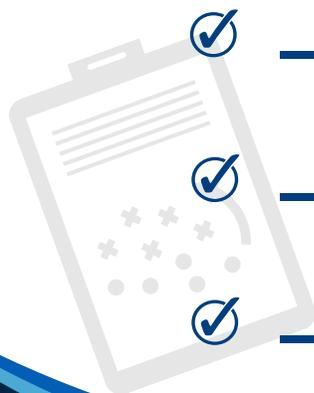
Research shared in the *Women in Sport: Fuelling a Lifetime of Participation* (2016), found that sport participation can also:

**Foster positive child development;  
Improve health and well-being; and  
Build stronger and more inclusive communities.**

## COACHES CORNER

Take a minute to think of your own FunTeam program.

What are **THREE** ways you can ensure each child in your program is experiencing the benefits of sport participation?



---

---

---



# SECTION 1: WHY SPORT?

As you just learned, there are lots of benefits to sport participation, but do you know WHY children are motivated to participate in sport?

In 2015, researchers with the *The Fun Integration Theory: Toward Sustaining Children and Adolescents Sports Participation* surveyed hundreds of children and identified **FUN** as the key determinant of why children chose to participate in sport.

More specifically, researchers found that when children identified "**FUN**" (i.e. what makes sport fun, what is fun about sport), "**FUN**" was actually composed of 11 dimensions including:

- ✓ **Positive team dynamics**
- ✓ **Trying hard**
- ✓ **Positive coaching**
- ✓ Learning and improving
- ✓ Game time support
- ✓ Games
- ✓ Practices
- ✓ Team friendships
- ✓ Mental bonuses
- ✓ Team rituals
- ✓ Swag



**DID YOU KNOW?**

The top three dimensions – **positive team dynamics**, **trying hard**, and **positive coaching** - were each rated as being significantly more important determinants of FUN than the fourth highest-rated dimension – learning and improving!

## COACHES CORNER

What can you do as a coach or volunteer to ensure these determinants of FUN are a critical part of your FunTeam sessions?



# SECTION 2: PHYSICAL LITERACY & FUNDAMENTAL MOVEMENT SKILLS

As children grow and develop, they need lots of opportunities to learn and practice a variety of skills that can benefit them physically, cognitively, emotionally and socially.

As coaches and volunteers leading FunTeam sessions, we have a unique opportunity to help create programs that support children on their path to Physical Literacy.

**Physical Literacy is**  
developing fundamental movement skills...

**Travelling Skills**

- Boosting
- Climbing
- Eggbeater
- Galloping
- Gliding
- Hopping
- Ice Picking
- Jumping
- Leaping**
- Poling
- Running
- Sculling
- Skating
- Skipping
- Sliding
- Swimming
- Swinging
- Wheeling

**Object Control Skills**

- Sending:**
- Kicking
- Punting
- Rolling (ball)
- Strike (ball, puck, ring)
- Throwing**
- Receiving:**
- Catching
- Stopping
- Trapping
- Travelling with:**
- Dribbling (feet, hands, stick)
- Receiving and Sending:**
- Striking (bat, stick, racquet)
- Volleyball

**Balance Movements**

- Balancing/Centering
- Body Rolling
- Dodging
- Eggbeater
- Floating
- Landing**
- Ready Position
- Sinking/Falling
- Spinning
- Stopping
- Stretching/Curling
- Swinging
- Twisting/Turning

leading to fundamental sport skills

- Long-Jump
- Volleyball jump
- Jump over a hurdle
- Basketball lay-up**
- Gap-closing leap
- Touchdown leap

- Pitching
- Javelin
- Discus
- Soccer Throw-in**
- Bowling
- Football Pass
- Underhand throw

- After a ski/snowboard jump
- On your back (Fosbury Flop)
- After tumbling**
- After a volleyball or basketball jump

in various decision making situations

- Long/short steps
- Leaping for length or height
- Right or left foot
- Leap to the side or straight forward

- Long/short pass
- High/low pass
- Directed to the leg/chest/head
- Targeting open space
- Throwing over a defender

- Land on one foot or two
- On the side of your body prior to rolling
- With an extended body, or while tucking
- With or without rotation

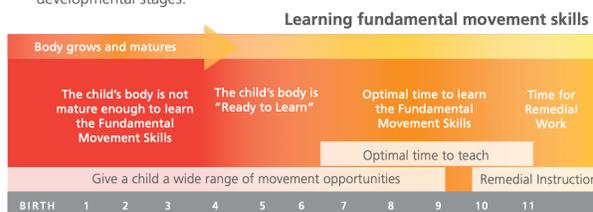
in a variety of environments:  
ground, water, snow, ice and air.

**Why develop Physical Literacy?**

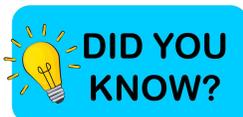


**When to develop Physical Literacy**

The most important step toward developing physical literacy is the mastering of fundamental movement skills, but mastery does not happen all at once. For almost every skill, a developing child needs to go through a series of developmental stages.



(Sport for Life, 2022)



Physical literacy is not just limited to physical health - it also improves cognitive skills, mental health, social skills, academic performance, fosters a sense of health and well-being and helps children be active for life!



# SECTION 2: PHYSICAL LITERACY & FUNDAMENTAL MOVEMENT SKILLS

Much like learning to read, write or do math, Physical Literacy starts by learning the basics!

By learning and practicing Fundamental Movement Skills, children can learn to move effectively from one space to another (i.e. running across a field), use object control skills (i.e. making a pass with a puck) and have the ability to perform balance movements (i.e. balancing on one foot).

	Literacy	Numeracy	Music	Physical Literacy	All Domains
Highest Pursuit	Write professionally, pursue literature	Be a mathematician, statistician, engineer or scientist	Play professionally, study music, be music critic	Compete at the highest level, play professionally	Mastery of the activity
Daily Use	Read newspapers, signs, directions	Make change, fill in tax forms, calculate day-to-day numbers	Play an instrument for personal enjoyment	Play sports, engage in healthy physical activity	Which motivates to learn more, improve and value the activity
Functional Level	Put letters and words together to read and write	Add, subtract multiply, divide for basic arithmetic	Play simple tunes	Combine fundamental movement skills into games and activities	Develops competence and confidence
Basic Building Blocks	Learn Letters	Learn Numbers	Learn Notes	Learn Movement Skills	Learning

Based on Corlett & Mandigo, 2013

As coaches, we can be intentional with how we prepare and plan our sessions to ensure that, not only are children given opportunities to practice a variety of Fundamental Movement Skills, they also can use these skills in a variety of ways to develop the ABC'S of Physical Literacy.

# A

**Agility** is the ability to move and change direction and body position quickly in response to a stimulus.

# B

**Balance** is the ability to stay upright and stay in control of body movement

# C

**Coordination** includes rhythm, synchronicity, accuracy, efficiency, force and spatial awareness.

# S

**Speed** involves the rate at which someone is able to move or change direction.

## COACHES CORNER

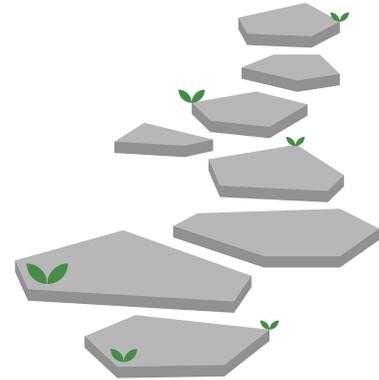
What are some ways you can include the ABC'S of Physical Literacy in your FunTeam sessions?



## SECTION 2: PHYSICAL LITERACY & FUNDAMENTAL MOVEMENT SKILLS

As coaches and volunteers, you can support children on their path to Physical Literacy by:

- 1 Providing opportunities to learn and practice Fundamental Movement Skills
- 2 Adding a variety of Fundamental Movement Skills to games and activities
- 3 Increasing the level of challenge by giving children opportunities to build their ABC's in different ways



As coaches and volunteers, we can also encourage children and caregivers to take a "multi-sport approach" to sport participation throughout the year.

By participating in many different sports and recreation activities, it gives children the opportunity to learn and practice different skills that can benefit them both "on and off the court".

In fact, research shows that children who participate in a variety of sport and recreation opportunities can have greater health and wellness benefits including:

Improved athletic performance;

Lower injury rates;

Improved leadership skills and teamwork; and

Better academic performance and attendance in school

(Sport for Life, 2022)

*Autumn*



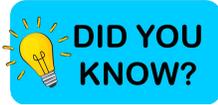
*Winter*



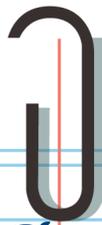
*Spring*



# SECTION 2: PHYSICAL LITERACY & FUNDAMENTAL MOVEMENT SKILLS



Children and families can use their **FunTeam Alberta Individual Membership** to access any FunTeam programs throughout the year - this can help encourage a multi-sport approach to sport participation!



## Coaches can support Physical Literacy by:

- Utilizing unstructured and structured programming
- Providing opportunities to lead, explore, and innovate
- Using developmentally-appropriate equipment
- Aiming for activities with high rates of participation
- Planning activities that produce both successes and challenges
- Offering choice between a variety of activities and environments
- Encouraging multi-sport participation

## COACHES CORNER

How can you encourage children and families to take a multi-sport approach to sport participation in your community?



# SECTION 3: CHILD DEVELOPMENT 101

As children grow, they go through different stages of development and it is important as coaches and volunteers to understand how growth and development may impact a child's sport experience.

Let's take a minute to explore some of the basics of growth and development throughout childhood:

	 Physical	 Cognitive	 Emotional	 Social
<b>6 - 7 years</b>	<ul style="list-style-type: none"> <li>• Have lots of energy</li> <li>• Learning how to control their bodies</li> </ul>	<ul style="list-style-type: none"> <li>• Learn best by doing</li> <li>• Need concise instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Often find criticism and failure challenging</li> <li>• Can be self-centred</li> </ul>	<ul style="list-style-type: none"> <li>• Expanding their social circle</li> <li>• Often play better in pairs than in groups</li> </ul>
<b>8 - 9 years</b>	<ul style="list-style-type: none"> <li>• Enjoy moving and being active</li> <li>• Enjoy sports and physically challenging games and activities</li> </ul>	<ul style="list-style-type: none"> <li>• Curious; enjoy learning new things</li> <li>• May become frustrated if things do not turn out as expected</li> </ul>	<ul style="list-style-type: none"> <li>• May become more sensitive and doubt themselves</li> <li>• Learning how to be competitive</li> </ul>	<ul style="list-style-type: none"> <li>• May seek approval from others</li> <li>• Place increasing importance on friendships</li> </ul>
<b>10 - 11 years</b>	<ul style="list-style-type: none"> <li>• Experience physical changes, especially girls</li> <li>• Energy levels may vary</li> </ul>	<ul style="list-style-type: none"> <li>• Learning abstract thinking skills</li> <li>• Have a good attention span</li> </ul>	<ul style="list-style-type: none"> <li>• More aware of self-image</li> <li>• Seek independence and may defy adult authority</li> </ul>	<ul style="list-style-type: none"> <li>• Seek approval from peers</li> <li>• Time for social interaction becomes increasingly important</li> </ul>
<b>12 - 15 years</b>	<ul style="list-style-type: none"> <li>• Major growth spurts occur</li> <li>• Differences in rates of physical maturation</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy decision making and problem solving</li> <li>• Can comprehend more elaborate instructions</li> </ul>	<ul style="list-style-type: none"> <li>• May challenge authority</li> <li>• May experience emotional instability</li> </ul>	<ul style="list-style-type: none"> <li>• Look up to positive role models</li> <li>• Competition can become increasingly important</li> </ul>

## Puberty:



- Changes to emotional, physical, cognitive and social domains
- Early and late developers will likely experience challenges related to maturity
- Males who develop early often have more success in skill development and competition
- Females who develop early can fall behind in performance and may leave sport
- Performance often plateaus or may even decline



# SECTION 3: CHILD DEVELOPMENT 101



**DID YOU KNOW?**

As coaches and volunteers planning and leading sessions, it is important to understand that a child's chronological age (how many years they have been alive) can be different from their developmental stage.

For instance, a child may be 10 years old, but just learning and developing the social skills more characteristic of an 8 year old.

It is important as a coach and volunteer to meet children where they are at DEVELOPMENTALLY to ensure they have the greatest opportunity for success!

## COACHES CORNER

Brainstorm **THREE** ways you can meet the developmental needs of children in your sessions?



---



---



---

**check  
it  
out**

Learn some great coaching tips based on the growth and development of children in the FunTeam Resources section!



# SECTION 4: POSITIVE YOUTH DEVELOPMENT

Positive youth development through sport enables participants to gain physical competencies along with transferrable life skills including:

- Time management
- Respect
- Patience
- Listening
- Confidence
- Teamwork
- Commitment
- Communication
- Cooperation
- Sharing
- Leadership
- Responsibility
- Discipline



As coaches and volunteers, we can choose to be intentional about our program plans by keeping the focus on the 6 C's (or outcomes) of Positive Youth Development:

(SPARC Alberta, 2021)



**Connection:** A feeling of safety, structure, and belonging; positive bonds with people and social institutions



**Competence:** The ability to act effectively in school, in social situations, and at work



**Confidence:** A sense of self-worth and mastery; having a belief in one's capacity to succeed



**Caring:** Sympathy and empathy for others; commitment to social justice



**Character:** Taking responsibility; a sense of independence and individuality; connection to principles and values



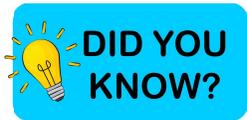
**Contribution:** Active participation and leadership in a variety of settings; making a difference



Explore more ways to include Positive Youth Development in sport by visiting SPARC Alberta ([www.sparcalberta.com](http://www.sparcalberta.com)).



## SECTION 4: POSITIVE YOUTH DEVELOPMENT



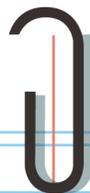
Effective youth engagement means building and nurturing all the beliefs, behaviours, knowledge, attributes and skills that result in a healthy and productive adolescence and adulthood (Search Institute, 2022).

By intentionally creating programs that give children opportunities to learn and develop these skills and competencies, they will be better equipped to better thrive and contribute to their communities.

### COACHES CORNER



**Think back to your own sport experiences as child.  
What skills did you learn in sport that you now use as an adult?**



#### How to Create Environments that Support Positive Youth Development:

- Building trusting relationships and be a positive role model
- Keep the focus on skill and learning process; not performance and outcomes
- Recognize effort and hard work
- Focus on individual accomplishment
- Support teamwork and working together
- Create safe boundaries, expectations and routines



# SECTION 5: CREATING WELCOMING AND SAFE ENVIRONMENTS

As a coach and volunteer, you have the ability to create and influence the program environment by setting the tone for how children will be welcomed and supported.

A welcoming environment is a FUN space where participants of all abilities, backgrounds, beliefs and life experiences can come and truly enjoy participating.

## How can you create a WELCOMING environment?

- Introduce yourself
- Learn the names of each child (and introduce new children to the rest of the group)
- Use icebreaker games to help foster connection
- Allow for social time before and after practice as well as during break times
- Incorporate favourite games and activities into sessions



## COACHES CORNER

What are TWO ways you create a welcoming environment in your FunTeam sessions?



---

---

**CLICK  
HERE**

Check out these great icebreaker and game/activity resources:

- FunTeam Resources Section
- [www.ultimatecampresource.com](http://www.ultimatecampresource.com)
- [www.activeforlife.com](http://www.activeforlife.com)
- [www.sparcalberta.com/sparc-emodule](http://www.sparcalberta.com/sparc-emodule)



# SECTION 5: CREATING WELCOMING AND SAFE ENVIRONMENTS

A safe environment considers and maintains the physical and emotional safety of all participants.

## How can you create a SAFE environment?



- Identify any risks or hazards in your playing area
- Be proactive by thinking of the physical, cognitive, emotional and social aspects of your activities
- Do frequent check-ins with children and caregivers
- Use strategic groupings to avoid any potential conflict
- Set clear expectations with input from children in your group at the beginning of the season and revisit them often

## RECOMMENDED



If you are interested in learning more about creating **WELCOMING** and **SAFE** environments, check out these learning and development opportunities for coaches:

- **HIGH FIVE:** [www.highfive.org](http://www.highfive.org)
- **Keeping Girls in Sport:** [www.jumpstart.canadiantire.ca](http://www.jumpstart.canadiantire.ca)
- **National Coaching Association of Canada:** [www.coach.ca](http://www.coach.ca)
- **Respect in Sport:** [www.respectgroupinc.com](http://www.respectgroupinc.com)
- **SPARC Alberta:** SPARCing Positive Youth Development through Sport ([www.sparcalberta.com](http://www.sparcalberta.com))
- **Sport for Life:** [www.sportforlife.ca](http://www.sportforlife.ca)



# SECTION 6: BECOMING AN EFFECTIVE COACH

You may be brand new to FunTeam or interested in learning how to be a more effective coach, either way, understanding the factors that support good coaching will help you develop, practice, and enhance your coaching skills to make you and your FunTeam sessions successful.

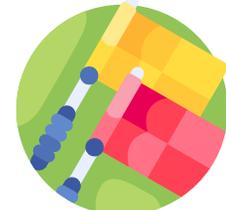
## Core Competencies of an Effective Coach:



Problem Solving



Valuing



Critical Thinking



Leading



Interacting

Based on research from the Harvard Graduate School of Education, **The Aspen Institute Sports & Society Program** and the **National Commission on Social, Emotional, & Academic Development** released *Calls for Coaches*, a document to support coaches in intentionally developing personal growth in their players by:



- 1. Knowing every athlete's story:** Build positive adult-youth relationships
- 2. Establishing a supportive team culture:** Create a safe space that supports social and emotional skill development
- 3. Celebrating effort:** Embody effective leadership strategies that emphasize effort, autonomy and learning
- 4. Focusing on the skills that matter:** Prioritize and provide opportunities for direct skill building and practice
- 5. Being a role model:** Model good character and decision-making
- 6. Being coachable:** Seek opportunities for support, training and professional development
- 7. Joining forces:** Engage with families, schools and other community organizations



# SECTION 6: BECOMING AN EFFECTIVE COACH

Here are some questions to think about to become an effective coach:

## Understanding of child growth and development:

1

- ✓ Do you have a good understanding of the growth and development of children in your program?
- ✓ Do you adapt or modify instructions and activities to meet the developmental needs of each child?
- ✓ Do you build positive relationships with each child?
- ✓ Do you help children make friends?
- ✓ Do you create a fun and positive environment?

## Taking time to prepare and plan:

2

- ✓ Do you prepare a lesson plan for each session?
- ✓ Do you have goals for each session?
- ✓ Do you have a back-up plan?
- ✓ Are you flexible and adaptable with your plan?
- ✓ Are you ready to start when children show up?
- ✓ Do you give clear, concise instructions?



## Seeking and incorporating feedback:

3

- ✓ Do you regularly evaluate and review your sessions/program?
- ✓ Do you evaluate and reflect on your own coaching skills?
- ✓ Do you check-in with participants and caregivers?
- ✓ Do you use feedback effectively to make positive changes to your sessions/program?

Taking the time to regularly reflect on your sessions as well as your own coaching practice will help to ensure the children in your program have a quality sport experience.

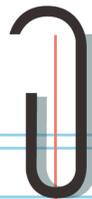
## COACHES CORNER

What are some examples you can think of that make YOU an effective coach?



# SECTION 7: PROGRAM PLANNING

As you learned in the last section, *Becoming an Effective Coach*, preparation and planning are key to successful sessions!



**As a coach or volunteer, you can prepare for SUCCESS by:**

- ✓ Starting with a high-level outline of the program/season
- ✓ Having a thorough understanding of what skills to focus on each and every session
- ✓ Creating individual practice plans that build off each other
- ✓ Incorporating activities that develop agility, balance, coordination and speed (ABCS)

**During the planning stage, it is important to....**



## COACHES CORNER



**Why do you think it is important to consider:**

- Area/space?
- Equipment?
- Activities?



## SECTION 7: PROGRAM PLANNING

It is important to plan games and activities that maximize participation at all times and ensure every child is engaged in your session.

As coaches and volunteers, we can do this by thinking about how we:

### **Schedule and time activities:**

- Be mindful of the developmental stage of the children in your group
- Use short drills that change up often
- Plan for high intensity activities at the beginning of the session when energy is likely at its highest

### **Effectively use of the program area:**

- Set up your program area with pylons or other markers
- Plan activity stations that children can rotate through
- Avoid drills when one person goes at a time (i.e. single person relays)

### **Use equipment:**

- Use multiple pieces of equipment to maximize "touches"
- Incorporate fun and unexpected equipment (i.e. soccer balls in hockey)

### **Plan games and Activities:**

- Involve children in the planning, execution and evaluation of your session
- Have children "actively wait" (i.e. playing pass with a partner while waiting for the next drill)
- Give children choice in what they can do or play

### **Change groupings of children:**

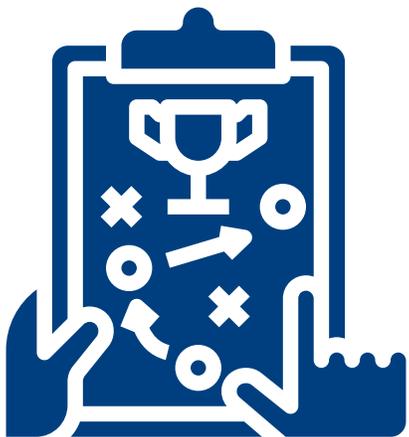
- Choose pairs or small groupings of children to complete activities
- Avoid appointing captains and picking teams
- Encourage teaching and leadership within the group

By taking an **INTENTIONAL** approach to how we plan, prepare and lead our sessions, we can ensure children are having a quality sport experience!



# SECTION 7: PROGRAM PLANNING

So now that you know some things to think about before you sit down to plan your session, what does a GREAT session plan include?



1. Welcome or Introduction
2. Warm-up
3. Main Practice
4. Cool-down
5. Wrap-up

**RECOMMENDED**

Print off a FunTeam Session Planning Worksheet from the FunTeam Resources section and fill it in as you go along!

Let's first take a look at the **Welcome or Introduction!**

The **Welcome and Introduction** should be **2 - 10 minutes** and will help you build connection and provide some insight into your group, so it is important to:

- Have everything set up and ready to go
- Be proactive about setting boundaries
- Greet everyone by name
- Allow for social time
- Chat with each child to assess their energy level
- Play an icebreakers



GAME/ACTIVITY:	INSTRUCTIONS:	SPACE/EQUIPMENT:
<b>TIME:</b> 9:00 - 9:05 a.m. Icebreaker: I am Unique	<ul style="list-style-type: none"> <li>• In a circle, everyone says their name and something unique to them</li> <li>• If someone else shares that "uniqueness", they high five each other and the game continues</li> </ul>	Field



# SECTION 7: PROGRAM PLANNING

Next is the **Warm-Up** which is not only important for raising body temperature and loosening up muscle groups to be ready for physical activity, it can also help your group start to build a "sense of team".

When planning the **Warm-Up**, count on **5 - 10 minutes** in your plan and focus on:

- Setting the tone for your sessions/program
- Developing team rituals (i.e. rotating who leads a team stretch)
- Incorporating Fundamental Movement Skill development
- Giving children choice



TIME:	GAME/ACTIVITY:	INSTRUCTIONS:	SPACE/EQUIPMENT:
9:05 - 9:15 a.m.	Fundamental Movement Skills Warm-up	<ul style="list-style-type: none"><li>• In a circle, each person chooses a Fundamental Movement Skill to warm-up our bodies (i.e. jumping, twisting, bending) and we all copy (this will always be our team warmup!)</li><li>• Children and coaches brainstorm "team rules" together</li></ul>	Field



## Great Ideas to Help you Set the Tone:

- **Brainstorm what it means to be a "team"** - capture each person's thoughts on a flip-chart paper and use this information to set the standard that all ideas are valid and welcomed.
- **10 signs of a good team player:** as a team, brainstorm "10 signs of a good team player" - this can be later be used as a reference in a player-code-of-conduct and even adapted for parents.
- **Develop a Team Code of Conduct:** when players truly believe, and are a part of the player code of conduct, it creates a sense of ownership that will help them to hold themselves and their teammates accountable.
- **Start or review goal setting:** Have your athletes write down one personal goal and one team goal and take time to review them with each athlete.

**check  
it  
out**

You can find more great ideas for Warm-Up and team-building activities in the FunTeam Resources Section!



# SECTION 7: PROGRAM PLANNING

The **Main Practice** will be the longest part of your session plan (**30 - 60 minutes**) and should contain both opportunities to learn and practice skills AND use these skills in FUN ways!

You can make your **Main Practice** effective by:

- Focusing on 3 - 6 activities that develop sport-specific skills
- Making transitions between drills both efficient and FUN
- Maximizing participation and engagement



TIME:	GAME/ACTIVITY:	INSTRUCTIONS:	SPACE/EQUIPMENT:
9:15 - 9:50 a.m.	Skill Assessment  Everyone is It Tag	<ul style="list-style-type: none"> <li>• Coaches set up three stations to do skills assessment - children rotate through each station (10 minutes):               <ul style="list-style-type: none"> <li>a. Passing a ball to the coach and/or partner</li> <li>b. Kicking a ball into a small or large net (children can choose)</li> <li>c. Toe taps (children toe tap a stationary ball)</li> </ul> </li> <li>• Play Everyone is It Tag               <ul style="list-style-type: none"> <li>◦ Children will dribble a soccer ball while trying not to get tagged</li> <li>◦ If they get tagged or lose their ball, they can do a chicken dance to come back to the game</li> </ul> </li> </ul>	Field Soccer balls Small net Large net Pylons

## COACHES CORNER



**Take a minute to brainstorm any helpful resources that provide skill-specific drills and activities for your FunTeam group:**



## SECTION 7: PROGRAM PLANNING

After having FUN in the **Main Practice**, it is time for a **Cool-Down (5 - 10 minutes)**.

Your **Cool-Down** not only serves to bring down the intensity of the activities before children leave, it is also a great time to get feedback from the children in your group (part of *Becoming an Effective Coach*):

- Focus on 1 - 2 activities that decrease in intensity
- Ask for feedback from the children in the group
- Review key points from practice
- Reflect on how things went



TIME:	GAME/ACTIVITY:	INSTRUCTIONS:	SPACE/EQUIPMENT:
9:50 - 9:55 a.m.	Cool-down	<ul style="list-style-type: none"> <li>• Play Hot Dog Tag (using heel to toe only)</li> <li>• Do a circle stretch/water break</li> <li>• Review passing and kicking skills</li> <li>• Ask what the children liked about today's session (incorporate feedback into the next session)</li> </ul>	Field



Your last **3 - 5 minutes** of your session should be the **Wrap-Up!**

The **Wrap-Up** often gets overlooked or dropped when groups are short on time, but it serves to foster connection, build excitement for the next session and gives coaches and volunteers a head start on the next session plan by:

- Sharing information about the upcoming schedule
- Saying goodbye to each child as they leave
- Taking a minute to incorporate feedback into the next session plan



TIME:	GAME/ACTIVITY:	INSTRUCTIONS:	SPACE/EQUIPMENT:
9:55 - 10:00 a.m.	Wrap-up	<ul style="list-style-type: none"> <li>• Reminder to children and caregivers to bring lots of water and to view the FunTeam website</li> <li>• Invent a secret handshake with each player as they leave (use it every week to say goodbye!)</li> </ul>	Field



**Congratulation - you are now on your way to building GREAT FunTeam session plans!**



# **FUNTEAM ALBERTA COACHES TRAINING**

## **RESOURCES**

---



## FUNTEAM ALBERTA: TIPS FOR COACHING

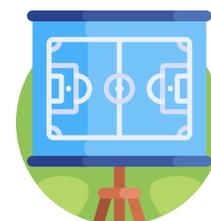
### TIPS FOR COACHING: 6 - 7 YEAR OLDS

- ✓ Give lots of opportunities to practice skills and gain a sense of mastery
- ✓ Mix up partners, groupings and teams often
- ✓ Remind children to consider others and their feelings
- ✓ Plan individual and group activities in practice sessions
- ✓ Focus on Fundamental Movement Skill development
- ✓ Encourage creativity and choice in activities
- ✓ Keep rules and instructions short and clear (maximum three steps)



### TIPS FOR COACHING: 8 - 9 YEAR OLDS

- ✓ Establish a consistent routine for practices and games
- ✓ Ensure program plans include lots of opportunities to be active
- ✓ Provide opportunities for children to plan and lead activities
- ✓ Create a culture that values building friendships
- ✓ Talk about the importance of healthy competition
- ✓ Avoid comparisons about physical appearance, attributes or skill
- ✓ Take time to celebrate successes



### TIPS FOR COACHING: 10 - 11 YEAR OLDS

- ✓ Set clear rules and expectations for the team on the first day
- ✓ Focus on group activities in practice sessions
- ✓ Adapt rules to maximize participation and engagement
- ✓ Be specific and concise when providing feedback
- ✓ Give praise often
- ✓ Find teachable moments that highlight positive self-esteem, teamwork and cooperation



### TIPS FOR COACHING: 12 - 15 YEAR OLDS

- ✓ Be sensitive to emotions and role model open communication
- ✓ Be aware of your actions and words
- ✓ Create a culture of respect and inclusion
- ✓ Empower children to solve their own problems
- ✓ Allow time for questions and discussion after practice sessions or games
- ✓ Create team values related to fair play and work ethic





# SAMPLE FunTeam Session Planning Worksheet



**FUNTEAM PROGRAM NAME:** FunTeam Soccer (Session 1)

**AGES:** 8 - 9 years

**COACHES:** Sally Smith

**DATE:** June 4

**SESSION GOALS:**

- ✓ Get an idea for the range of skills within the group
- ✓ See what the goals are for the group (i.e. learn how to play a pass)
- ✓ Children to learn coaches and each other's names
- ✓

TIME:	GAME/ACTIVITY:	INSTRUCTIONS:	SPACE/EQUIPMENT:
9:00 - 9:05 a.m.	Icebreaker: Unique Game	<ul style="list-style-type: none"> <li>• In a circle, everyone says their name and something unique to them</li> <li>• If someone else shares that "uniqueness", they high five each other and the game continues</li> </ul>	Field
9:05 - 9:15 a.m.	Fundamental Movement Skills Warm-up	<ul style="list-style-type: none"> <li>• In a circle, each person chooses a Fundamental Movement Skill to warm-up our bodies (i.e. jumping, twisting, bending) and we all copy (this will always be our team warmup!)</li> <li>• Children and coaches brainstorm "team rules" together</li> </ul>	Field
9:15 - 9:50 a.m.	Skill Assessment  Everyone is It Tag	<ul style="list-style-type: none"> <li>• Coaches set up three stations to do skills assessment - children rotate through each station (10 minutes):                             <ul style="list-style-type: none"> <li>a. Passing a ball to the coach and/or partner</li> <li>b. Kicking a ball into a small or large net (children can choose)</li> <li>c. Toe taps (children toe tap a stationary ball)</li> </ul> </li> <li>• Play Everyone is It Tag                             <ul style="list-style-type: none"> <li>◦ Children will dribble a soccer ball while trying not to get tagged</li> <li>◦ If they get tagged or lose their ball, they can do a chicken dance to come back to the game</li> </ul> </li> </ul>	Field Soccer balls Small net Large net Pylons
9:50 - 9:55 a.m.	Cool-down	<ul style="list-style-type: none"> <li>• Do a circle stretch/water break</li> <li>• Review passing and kicking skills</li> <li>• Ask what the children liked about today's session (remember to incorporate feedback into the next session)</li> </ul>	
9:55 - 10:00 a.m.	Wrap-up	<ul style="list-style-type: none"> <li>• Reminder to children and caregivers to bring lots of water and to view the FunTeam website</li> <li>• Invent a secret handshake with each player as they leave (use it every week to say goodbye!)</li> </ul>	

**COACHING NOTES:**

Remember to follow-up on coaches introduction letter and program schedule with caregivers during pick-up and drop-off!



**FUNTEAM BRIGHT IDEAS:**



**Welcome or Introduction (2 - 10 minutes):**

- Have you included time for an icebreaker/team builder?
- Is there an opportunity for children to connect with one another?

**Warm-up (5 - 10 minutes):**

- Have you set a positive tone for the day?
- Is there an opportunity to develop or celebrate with a team ritual?

**Main Practice (30 - 60 minutes):**

- Have you kept the focus on 3 - 6 skills maximum?
- Have you maximized participation at all times?

**Cool-down (5 - 10 minutes):**

- Have you taken the time to review key points from the session with the children?
- Have you provided an opportunity to receive feedback?

**Wrap-up (3 - 5 minutes):**

- Have you shared any reminders for children or caregivers?
- Have you planned for time to connect with each child as they leave?



## Activities for Team Building: "On the Field" Team Building Activities (adapted from Julie David)

1. **Hot Dog Tag:** Think classic tag, but when a player is touched, he must lie on the ground. To get back in the game, two teammates must lay along each side of the person and all three yell "hot dog!" They may not be tagged while forming their hot dog. Play for two to five minutes and then allow someone new to be "it".
2. **Silly Skill Building:** For a baseball or softball team, try to hit a few water balloon pitches, or for soccer, look up binocular soccer online and try it as a team!
3. **I Have Never:** Have everyone raise a hand for each question they can answer as true. Start to call out things related to your sport like "I have never been hit by a pitch" or "I have never played goalie".
4. **Silent Line-up:** Without using words, have team members communicate and line up according to birth month, birth date, how many siblings, the last digit of their phone numbers, etc. Talk about non-verbal communication and teamwork afterward.
5. **Team Show And Tell:** Before practice, tell players you will be having an old-fashioned show-and-tell session and have team members bring a favourite item (can be sports related or not) that will tell teammates more about them.
6. **Blindfolded Partner Obstacle Course:** Set up a partner obstacle course on your field of choice, but the catch is one partner is blindfolded and the other must guide them through the course.
7. **Thumbs Up and Thumbs Down:** Have the team go around and share something from their day (or week) that was a thumbs up and something that was a thumbs down - this gives members time to hear about their teammates lives outside of sports.
8. **Get to Know You Ball:** Get a ball (beach balls work great!), write numbers randomly on it and throw it around a circle. Whoever catches it looks for a number under one of their fingers that corresponds with a question they get to ask a teammate such as, "What is your favorite movie?" or "What is your favorite sports team?"
9. **Team Seek and Find:** Give players a list of items to check off so they can get to know teammates better. For example, have them find people with the same number of siblings as them, people who like their favorite candy, people who have the same color of eyes as them, etc. Give them a set amount of time to find people with similarities. An air horn makes this fun!

## "Off the Field" Team Building Activities

1. **Field Trip:** Visit a fun indoor sports complex together such as a trampoline complex, ice-skating rink or build at an outdoor ropes course.
2. **Sports Buddy:** Assign teammates a secret pal and write encouraging notes or have the coach deliver a treat before a game.
3. **Breakfast Retreat:** Can't get away for a weekend as a team? How about a Saturday morning retreat including breakfast and some fun get-to-know-you-games.
4. **Mentor Together:** Have your team organize an after-school sports clinic for a local elementary school or at a community park.
5. **Game On:** Throw a game night (have several games going at once) and pizza party at a player or coach's house.
6. **Scavenger Hunt:** Make a list of wacky things or challenges (team members must be in the pictures!) to capture on smart phone camera and meet for an evening of team fun. Pick the location based on the age of your players – a park with parent supervision for younger children or the local mall for a group of teenagers.
7. **Fun Run:** Choose a 5K run that benefits a cause important to team members or pick an offbeat race like a color run or bubble run to complete as a team (this is also great for pre-season conditioning!)
8. **Team Swag:** For the crafty types, get together for an evening of decorating team visors, team T-shirts or using paint pens on flip-flops to encourage team spirit.
9. **Next Level:** Attend a local college, minor league or semi-pro team game together and talk about their teamwork over ice cream afterward.



## Friendly Competition

1. **Hot Lava:** Use a two full-sized bed sheets and divide the team onto two "islands." Pretend there is "hot lava" all around them. The goal is to get their sheet turned over while keeping anyone from stepping (or falling into!) the hot lava around their island.
2. **Shake It Competition:** Ahead of time, you'll need to attach an empty tissue box to a belt so that when the belt is closed the box rests on a person's back. Put three Ping-Pong balls inside the box. Divide into two teams. In this simple relay race, competitors take turns putting the belt on and seeing who can empty the box by shaking their backside. Pretty funny to watch your teammates' "shake it" techniques!
3. **Feet Compete:** Two teams compete to pass a large exercise ball around a circle. The trick is that everyone is on their backs and has to pass it with their feet.
4. **Stack 'em High:** Build a card towers (or towers) out of red plastic cups in teams to see who can get the highest tower, most unique construction or highest tower the fastest.
5. **Clothing Relay Races:** Gather two piles of oversize pants, large blazers, a necktie, a dress and some funny accessories and challenge teams to dress or undress relays – or dress the coach challenges.
6. **Pass the Hoop:** Get two hula hoops, divide the team and have players join hands in a line. Pass the hula hoop from the front to the back of the line without breaking hands. For more challenge, try timed races or make players close their eyes.
7. **Gear Recall:** Two teams send one person each to view gear on a table for 10 seconds at a time. They leave and stay silent, with their back turned, until everyone has viewed the gear. Then teams are challenged to recall all the gear. Whoever recalls the most is the winner. (Up the challenge: Make a grid on paper and on the table with tape and they have to remember the item AND where it was on the table).
8. **Red Cup Relay:** Break into two teams, and mark a "fill line" in the same spot on red plastic cups. Fill two cups to the line (one for each team), and give remaining team member an empty cup. Pass the water from the original cup by lifting it up over head and pouring into the cup of the person behind them. The winning team has its final cup filled closest to the beginning fill line.
9. **Caterpillar Crawl:** Divide into teams and place filled balloons between each team member at chest/back level. The team must caterpillar walk their way down the field, not dropping or popping any of the balloons that are balanced between them.

## Virtual Team Building (adapted from Coaches Ontario)

1. **Brainstorm what it means to be a "team"** - capture each person's thoughts on virtual whiteboard or jot them on a flip-chart paper and use this information to set the standard that all ideas are valid and welcomed.
2. **10 signs of a good team player:** as a team brainstorm "10 signs of a good team player" - this can be later be used as a reference in a player-code-of-conduct and even adapted for parents.
3. **Develop a Team Code of Conduct:** when players truly believe and are a part of the player code of conduct, it creates a sense of ownership that will help them to hold themselves and their teammates accountable.
4. **Start or review goal setting:** Have your athletes write down one personal goal and one team goal and take time to review them with each athlete.
5. **Play Pictionary:** This can be played over webcams, either keeping points individually or having coaches/athletes team up in pairs/groups. Utilize a word generator to generate topics and have individuals draw on paper or use a whiteboard feature (if available) on your platform.
6. **Two Truths and a Lie:** Each team member comes up with two truths and one lie about themselves and shares with the group. This is a great way for coaches and players to learn more about one another off of the playing field.