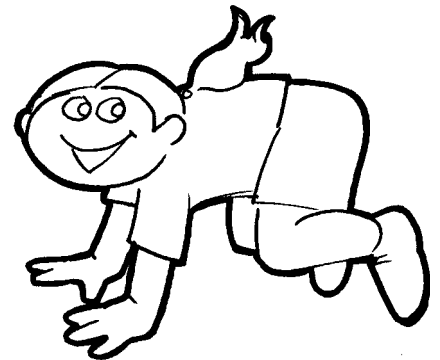


Positive Play with Children

- Quality Communication with Children
- Ideas for Positive Behaviour and A Good Learning Environment
- Ideas for Self-Esteem
- Handling Difficult Children
- Ideas for Achievement Awards



POSITIVE PLAY WITH CHILDREN

The goal of any positive sport program for children is to facilitate learning of skills through fun and action. The focus should be on ACTION, PARTICIPATION and LEARNING which will result in FUN FOR ALL. Through play, children can learn self-identity, patience, teamwork, friendship, creativity, critical thinking, self-expression, positive attitudes, coping with stress and interacting with others and acceptance of others.

Effective programs are built on a solid, child-centred foundation, which includes many aspects of playing with children. Designers of sport-specific programs can share information from the following modules in resource material that they develop for “teachers” in their programs:

- Communicating with children positively and effectively.
- Suggestions for establishing positive behaviour and an effective learning environment.
- Ideas to establish positive self-esteem.
- Suggestions for handling difficult children.
- Ideas and guidelines for creating achievement awards.

Good experiences with sport will make us want to keep sport as a life-long friend.

Anonymous

Children, who live with criticism, learn to condemn.
Children, who live with hostility, learn to fight.
Children, who live with fear, learn to be apprehensive.
Children, who live with encouragement, learn to be confident.
Children, who live with praise, learn to be appreciative.
Children, who live with approval, learn to like themselves.
Children, who live with recognition, learn to have a goal.
Children, who live with honesty, value trust.

From Motivating Kids Through Play. (1982) Bunker, Johnson, Parker

“Play is the language of kids”

Play is the way kids grow, learn and live. Healthy play is an extremely powerful tool in producing quality kids: co-operative, open, optimistic, loving.

How to Play With Kids. (1992) Jim Therrell

“Your athletes won’t always be players, but they will always be people.”

The Coaches Guide to Dealing With Parents and Problem Athletes. Peter Pierro

“To win the game and lose the child is totally an unworthy sacrifice.”

Every Kid Can Win (1975) Dr. Terry Orlick, Dr. Cal Botterill



QUALITY COMMUNICATION WITH CHILDREN

Without effective, child-centred communication quality technical content will suffer. It is important that all interaction with children is playful in nature and varied. Children have short attention spans and get bored easily. Children love to use their imagination so activities should encourage that as much as possible. Adults who have an “**it’s OK to be silly**” attitude when communicating with children provide a learning atmosphere that is the most fun. Appeal to all learning styles – feelings, auditory, visual, imagination.

1. Most important is intent eye contact. Bend to their eye level when possible.
2. Position yourself with a non-distracting background where all can hear and see.
3. Use creative sound.
 - Use props - puppets or toys that make sound
 - Change inflection in voice – volume, quickness, pitch
 - Use descriptive words: explode, freeze, dart, pop, whirl, pounce, creep, slither, wriggle, fierce, bubbly, tiny, gentle, soft, squishy, sharp
 - Use rhythmical verbal cues and chants. Example: “Elbow up, open hips, step, throw” in sing-song voice for teaching sequence for overhand throw.
4. Use gestures – very quiet body language when control is needed or energized when you want to create excitement
5. Use movement – unusual movements (skip, jump) attract the attention of children.
6. Change positioning – kneel or squat if usual position is standing.
7. Use rituals – mini-games to use as “attention-getters”. Example: The **Flash Flood** game means everyone has to get on to something immediately (carpet squares, bench). **Dead Ants** means everyone immediately falls to the floor on back, with hands and feet in the air.
8. Use collaboration – “if you can hear me, clap your hands” – repeat until everyone hears.
9. Establish transition procedures for moving from one activity to another. Give warning announcement on time remaining – “last turn” or “one minute left”. Vary the activity that is used to get from one place to another (hop, crawl, bear walk, slithering snakes, blind centipede - where they walk hands on shoulder of child in front, eyes closed except for leader).
10. Use a “magic word” for the day as indicator when children are to move after listening.
11. Simplify vocabulary to level of children.
12. Ensure they are not looking into the sun when activities are outdoors.
13. Change activities often before children have a chance to get bored. It is better to leave an activity when they are having fun and wanting more than it is to wait until they are tired of it.



14. Be familiar with current cartoon characters and use them in communication – you pretend to be or get children to pretend to be the cartoon character.
15. Use humour – role play – be enthusiastic – use fantasy and imagination
- Pretend you are a game show host when asking a question
 - Pretend you or they are garbage people cleaning up
 - Pretend you are a little kid wanting them to come to play
 - Pretend the “camera is on”
 - Pretend you are using a microphone for them to speak into
 - Pretend you are trying to “beat the clock” when rushing them to finish on time
 - Use nonsense words like gibble, kershooosh, snickerdoodle, mucktuck, snapperdoodle, kerfluff
 - Pretend you are a magician
 - Pretend they are an animal or an object
16. When giving information, let the children know how you want them to listen.
- Listen as you practice
 - Come here and listen
 - Stay where you are and listen
 - Stop and listen

Using Words to Challenge Children – Children Love to be Challenged

What are two ways....

Now let me see you...

Show me how...

How would you....

Now try....

Find a way to....

What ways can you.....

See what you can do with...

Show me a different way to....

Who can.....

See how many times you can....

What would happen if....

Create, invent, discover ways to....

Find three different ways to...

Make believe you can...

How else can you...

EVEN THE MOST AWESOME PROGRAM WILL FALL SHORT WITHOUT ENTHUSIASM!

<p>Model behaviour and attitude - you never know what little eyes are watching and little ears listening.</p>	<p>SPORT</p>	<p>IT'S MORE THAN A GAME</p>
--	---------------------	---

ESTABLISH POSITIVE BEHAVIOUR AND A GOOD LEARNING ENVIRONMENT

Regardless of the quality of the technical content of a program it will fall short if not introduced in a positive learning environment.

If behaviour expectations are established early, much time and talk can be avoided and more time can be devoted to activity. The coach should design a system, communicate expectations to children and monitor behaviour so expectations are met. Behaviour guidelines not only help avoid discipline problems, but also are essential to create a “safe” learning environment. **Get organized!** The time spent on organization in the beginning will pay tremendous dividends later when less time is required for it to continue to function effectively. Ultimately good organization, combined with other ingredients of model children’s sport programs, results in more children having a positive sport experience.

REMEMBER CHILDREN LEARN BEST WHEN:

- They are having fun.
- Activities are well organized to maximize action.
- They feel safe physically and psychologically.
- Activities are modified to match their ability level so they are successful.
- Basic skills are stressed to make the activity less complicated and stressful.
- They get a lot of repetitions in “child-like” activities. Too many rules often stifles a child’s creativity, physical and social development, resulting in less enjoyment.
- Self-esteem is enhanced.

1. State rules positively – if possible avoid words like “don’t”, “never”, and “can’t”.
2. Explain why rules are necessary. When possible, let children have some input into making them.
3. To encourage promptness always start on time with an activity children won’t want to miss.
4. Be consistent and fair in behaviour expectations and in meeting out consequences when necessary.
5. Make sure children understand rules and consequences – provide opportunities to practice new routines. Post rules if possible.
6. Prompt and reinforce appropriate behaviour – rather than only giving attention to negative behaviour.
7. Wait for “go” signal, after explanation, before starting activity. “Go” signal could be varied occasionally to encourage careful listening, such as “dynamite”, “awesome” and “snickerdoodles”.



8. Take advantage of “teachable moments” when opportunities arise to teach or reinforce positive behaviour.
9. Establish a “listening” routine.
 - If equipment like a ball is used, it must be placed in a specific location (behind back, between feet) this avoids bouncing or rolling balls, while someone is talking.
 - If interruptions or talking is a problem establish routines where only the person holding an object can speak (examples: talking stick from Aboriginal background, yarn joins kids together).
 - Establish a “listening position” – sit, kneel.
10. Use key word like “freeze” for stop. Expect them to stop within reasonable time (5 seconds). If leader gets in the habit of repeating the stop signal three or four times players will also accept that as standard.
11. Once activity has started try to keep verbal explanations to under one minute.
12. Establish rules for getting, putting away and the treatment of equipment to teach children responsibility. Insist children PLACE equipment in proper location – not throw it.
13. Establish non-verbal signals as subtle reminders of misbehaviour. Time out signs, finger to lips, grab your ear lobe, etc.
14. Establish boundaries.
 - Physical
 - Out of bounds
 - Off-limits
 - Behavioural
 - Quality attention when someone is speaking
 - Respect other people’s personal space – no pushing, knocking each other
 - Be respectful when speaking to someone
 - Respect cultural and gender differences
 - Applaud good play or performances of others
 - Support others when they make a mistake
 - Say thank you - for being my partner, getting me equipment, etc.
 - Win humbly – lose graciously – avoid trash talk/excessive celebrations when scoring
 - Follow rules
 - Be honest when tagged, put out or scored against
 - No “put downs” allowed – of self or others
 - Take turns – share
 - Speak up if someone does something that is getting in the way of the goals of the group
 - No tolerance for teasing others
15. “Secret” player of the day. At the beginning of the activity, choose in your mind one child to be the “secret player of the day”. Set some behaviour standards that must be met (trying hard, listening, being kind). If the “secret player” meets the standards, reveal who it was and the entire group gets a reward (special privilege, play favourite game, etc). If the child doesn’t meet the standard don’t reveal who it was. Knowing they might be the “secret player” will encourage all children to behave appropriately.



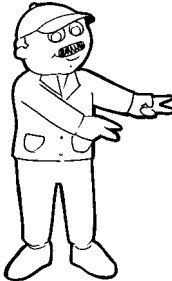
16. As children are leaving ask them to tell you one thing they learned today before getting a final “high five”.
17. Establish hand signals to assist in directing children. If used consistently, the children will learn to react quickly with less confusion and it will be easier to maintain control. The signals will make the activities run more smoothly and efficiently.

Sample signals (teachers often use these signals so they may be familiar to children):

- **Form a Line:** Run quickly to form a line in front of instructor, standing arm span apart, side by side. *Stand facing the group with arms out to side to signal lining up in front.*



- **Line up in Files:** Quickly move into files, one behind the other, in front of the instructor. Indicate, both verbally and with number of fingers, the number you want in each file. With both arms extended out in front, stand facing where you want the file to form.



- **Quiet/Listen:** Immediately stop activity and hold hand in the air and listen. Give verbal signal and hold hand in the air for visual signal as well.



- **Listening Circle:** Run quickly to stand (sit or whatever position that has been established as the listening position) in front of instructor, ready to listen. **Raise arm over head and make circling motion with hand.**

18. Adjust activities to the developmental level of individuals or small groups within the larger group.

- Vary the body parts used. Example: progress from two hands to one hand.
- Vary the levels. Example: jump from high levels, throw higher
- Vary the time involved. Example: “Let’s see if you can balance for 15 seconds instead of 5.”
- Vary the speed. Example: start in slow motion and progress to full speed. Provide “beat the clock” opportunities.
- Vary number of people involved. Example: start alone, progress to partner, then groups of four for mirroring, matching, action/reaction, follow the leader.
- Vary the direction – forward, backward, sideways.
- Add an object – start without a ball or implement to get “feeling” of correct movement prior to using an implement.
- Add movement – start stationary, then progress to performing while moving.
- Add footwork combinations: 1 to 1, 1 to 2, 2 to 2, 2 to 1, 1 to other.
- Use locomotion combinations – step hop, step hop, run run, leap or gallop for two then skip for two.
- Combine with other skills. Example: receive a pass and immediately return it; or for simple catching skills, throw ball in the air turn around/touch sky/touch ground/make a circle before catching it; or do foot work skills between catches with a partner.
- Increase number of ways of doing it. Example: show me three ways of rotating your body around.
- Vary the size of the space – throw farther, dribble in smaller space.
- Vary objective. Example: increase “times in a row” the skill is to be done. Instead of just striking an object, strike it to an open space.
- Vary equipment – size, weight, height, number.
- Vary rules. Example: every player must touch ball before scoring.
- Break complex skills into parts.
- Add sound effects for very young children.
- Let children make up their own games – give them a ball and a cone and see what they come up with.

**FAILING TO PREPARE
IS
PREPARING TO FAIL**



IDEAS FOR BUILDING SELF ESTEEM

Children as well as adults learn best when they feel competent and have a positive self-image. It is incumbent upon “teachers” of children to ensure they establish an environment where self-esteem can flourish. Research has shown that children under 10 use adult feedback and evaluation as the major source of information regarding their competency, while older children rely more on peers. It is, therefore, critical for adults to provide a lot of positive encouragement and to set realistic standards.

Each child needs to feel unconditionally valued, loved, accepted, competent and talented in their own special way. Self-esteem is a sense of belonging, worthiness, dignity, and control.

1. Make the primary goal – learning through **FUN** and **ACTION** – by providing “child-like” play activities with opportunities for the maximum number of repetitions for each child.
2. Ensure **high success rates** by modifying activities to make them developmentally appropriate.
3. When possible, find ways to give children choices like self-adjusting targets, different distances, keep score or not, play a competition or not.
4. Ask children to tell something they like about themselves or others in the group.
5. Be attentive to children’s psychological needs:
 - Never embarrass, put on the spot, humiliate or devalue. **Shout Praise – Whisper Criticism**
 - Pick two or more for “it”, especially if “it” is disadvantaged in some way (non-athletic, overweight, physical or mental handicap).
 - Use a practice round in slow motion for new or complex situations.
 - Never use the “captain’s choose” method for selecting groups.
 - Be aware of cultural differences when working with children from different cultural backgrounds.
 - Provide “safe” places to rest during activities that require aerobic endurance to accommodate children who may be overweight or physically challenged.
 - Start with simple activities and individual skills to build trust and confidence before progressing to high trust, complex team games.
 - Use children’s names when speaking to them.
 - Look for them doing something right – “you worked really hard today”.
 - Reinforce effort and improvement – not results. Things worth having are deserving of effort.
 - Avoid making comparisons with other children regarding ability, size, physical attributes.
 - Avoid praising a child on their physical development – it may inadvertently make the physically underdeveloped child feel uncomfortable or inferior.
 - “Miracle” band-aids work wonders in healing stomach-aches and hurt feelings in very young children.
 - “Happy face” stamps on the hand give children courage to “try hard” when it is difficult.



6. Assist them in setting realistic skill goals. Example: hitting the target five out of 10 times.
7. Teach children how to use positive “self-talk” rather than negative destructive self-talk.
8. Team newsletters to put children’s names in print – **reward values and effort not results**: “way to go”, “good work”, “doing great”, “you did it”, “good for you”, “top notch”, “dynamite”, “hot stuff”.
9. Add the word “yet” to the “I can’t” syndrome suffered by some children. Give an arbitrary number of tries (20-30) to perform a skill, to encourage trying hard, without giving up.
10. Create simple fun routines to celebrate (pat self on back, clap); to promote a warm, friendly atmosphere (self hug; group hug); greet each other (high fives); show respect or love for each other (sign language with hands).
11. Create a “mistakes are O.K.” learning atmosphere.
12. Use a lot of verbal “warm fuzzies” – add specific praise to the following:
 - Very good
 - Much better
 - Super
 - That’s different
 - Excellent
 - All right
 - Fantastic
 - Super effort
 - I knew you could
 - Right on
 - You figured it out
 - You got me excited
 - You made my day
 - Good for you
 - Now you got it
 - Wonderful
 - Very nice
 - I like that
 - Great
 - Well done
 - Awesome
 - Terrific
 - Bingo
 - I’m proud of you
 - Marvellous
 - You’re on your way
 - Correct
 - What a good listener
 - Magnificent
 - Way to go

Example of **specific** praise: “Right on – you used your hips when you threw.”

13. Use a lot of non-verbal “warm fuzzies”.
 - High fives
 - Smiles
 - Thumbs up
 - Shake hands
 - Behind the back fives
 - Ruffle hair
 - Pat on the back
 - Clapping
 - Winks
 - Low fives
 - Give me 10
 - Nod



14. Avoid creating situations where children are singled out in front of team-mates or others to perform a task they are just learning. Example: 5-6 year olds in a ball game where they are the only batter; only one who is “it”. Have more than one activity going on at once to discourage the focus being on one child at a time.
15. Interact with highly skilled and less skilled in the same manner – give every child feedback and encouragement. Show confidence in their ability to learn.
16. Rotate captains, leaders and helpers with accompanying responsibilities.
17. Encourage action by avoiding elimination activities.
18. Provide small group activities rather than relays where inevitably there is a player finishing last.
 - If relays are used, use “quality controls” such as:
 - Require the skill be performed using correct technique – rather than just speed.
 - Set time limits to how many can be done in time – not just who finished first.
19. Award points for sportsmanship and/or good behaviour in competitive situations. This is especially good for highly skilled, competitive children who sometimes lose perspective of competition and get frustrated with less skilled team-mates.
20. Use skill checklists, rewards like stamps, happy faces, so players can see their own improvement.
21. Use “personal bests” instead of outcomes in competitive situations.
22. An integral part of establishing a positive environment lies around **team selection**.
 - Random selection within a specified area (local communities or zones). This is more likely to provide an opportunity for friends to be on the same team.
 - Avoid select methods such as drafts.
 - At the rookie level (age 9-10) if positional players are necessary to make for enjoyable competition (example pitcher in softball/baseball), randomly assign those players to teams.
 - At rookie level if knowledge of exceptional players is available, ensure they don’t all get on one team.
 - Make sure players, parents and coaches know teams were randomly assigned to ensure there is no stigma or prestige attached to being on certain teams.

23. Establish guidelines for **group selection within a team** to avoid situations where self-esteem can be destroyed.

Establish the standard that it is NOT acceptable to say no to a team-mate who wants you to be a partner. Children cannot be allowed to hurt the feelings of others.

- If “choose partners” is used, put a time limit on how long they have (example: “by the time I count to four”). Occasionally, put restrictions on who can be chosen “someone you don’t usually play with outside of this sport”; or “someone you haven’t been a partner with before.”
- Stand on one leg – lefts go to one team – rights to the other.
- Birthdays.
- Eye colour.
- Sounds – select three or four animals or space creatures, children select favourite, and make noise of that animal or creature – all the “quacks” “moos” “barks” find each other.
- Shirt colours.
- Food preferences – do you like pizza or hot dogs best?
- Number children at the beginning of the season. After that it will be easy to assign groups, just by calling out numbers. Evens on one side, odds on the other.
- To get even numbered groups start by selecting a partner, then each pair joins with another pair to get four, or two pairs to get six.
- Choose a partner. Have one partner stand on one line and the other on another line. You automatically have two teams to participate.
- Partners stand back to back – tallest goes to one team, shortest to other or youngest to one team, oldest to other.
- Pick a partner – one stands and one sits – sitters to one team, standers to the other.
- Put names of children on cards – randomly select number required for teams.
- Playing cards – children select a card – hearts, diamonds, spades, clubs form different teams. Or select by numbers.

24. Ask them for input and invite questions – listen attentively when they are speaking.

25. Acknowledge interests and accomplishments outside sport or from involvement in other sports.



HANDLING DIFFICULT CHILDREN

FAIR – CONSISTENT - UNDERSTANDING

Expert communication, quality content and presentation will go a long way in avoiding problems when working with children. However, there are usually a small number who will test the skills of any adult. Having some the “tools” in the kit for dealing with such situations will help the coach deal with them effectively and positively.

Children may present the following challenges:

- Clinging to instructor
- Not wanting to leave Mom or Dad
- Inattentive
- Interrupting
- Hyperactive
- Overly shy
- Disrespectful of people or rules
- Always has to be first or best
- Crying easily
- Overly aggressive
- Wandering away from group to play elsewhere
- Unable to handle failure
- Teasing, bullying, making fun of other children
- Show off
- Temper tantrums
- Not following instructions
- Whining
- Makes big issue of minor hurts

Following are suggestions for dealing with children who require special interventions:

1. Private Discussions
 - Handle discipline privately to avoid the risk of embarrassing the child or reinforcing the negative attention the child may be seeking.
2. Direct Behaviour
 - Redirect misbehaviour by giving them a task. Example: demonstrate, lead a group, choose an activity.
 - Give them extra responsibilities. Example: equipment, assisting someone who is having difficulty with a skill.
 - Give EXACT instructions. Please walk, slowly, get two balls and return, quietly and slowly. Stand on this mark on the floor.
 - Expect them to accept responsibility and consequences of actions – apologize, admit fault, no excuses, repeat task until it is done in an acceptable fashion (example – putting away equipment).
 - Have the child repeat instructions just given to ensure understanding.
 - Use tokens to reward positive behaviour.
 - Play “behaviour” games where the game is stopped periodically and points given for positive behaviour.



3. Empower
 - Have child reflect on their behaviour – how they acted and why; why it needs to change.
 - Ask the offender for suggestions on how to improve.
 - Allow the child to assist in establishing behaviour goals, a plan for reaching those goals and consequences for misbehaviour.
 - Give the child choices. “You can say positive things to your team-mates or you can sit out for a minute” (If behaviour doesn’t change, then sitting out may occur whether it is a choice or not); for the constantly injured child “do you want to be strong and handle this yourself or do you want me to help?”
 - Allow older children to resolve issues by discussing it between them and coming up with a solution rather than dictating a solution. Younger children will need more guidance to do this.
4. Group or Team Responsibility
 - Group huddle to discuss respectfully and quietly the behaviour that is affecting the group.
 - Make the child responsible to the group – not just instructor.
“The rest of the children want you to” “ The team needs you to.....”
 - For older children having group consequences adds peer pressure to behave appropriately.
 - Take ownership for what is learned and be responsible for carrying out actions that will indicate ownership has been taken.
5. Remove something positive as a consequence of misbehaviour – as a last resort
 - A privilege
 - Points
 - Right to stand with the group – isolate the child during instruction
 - Right to be in a group with a friend – separate friends
 - Be careful not to take so much away that the child will not be motivated to improve
6. Provide High Success Rates
 - Provide maximum opportunities for small successes.
 - Watch for positive behaviour in offender and others (as role models) and reward it. Ignore negative, attention-seeking behaviour if possible, when it is not being disruptive (Example: whining – only respond when the child speaks in a voice that is not a whine.)
 - Reward effort not just results.
 - Give tangible rewards for good behaviour on occasion. (Reminder – overuse of extrinsic rewards can be damaging)
7. Grounding or Time Out
 - Sit in a group or as an individual with position specified (feet straight out, hands on thighs).
 - Child behaviour - close eyes – take three breaths to calm down and get control of self. Count to five before reacting.
 - Make sure the child knows what behaviour resulted in the time-out.
 - Be consistent for all children – what is inappropriate for one is inappropriate for another.
 - Specify the time for the time-out. Rule of thumb is one minute for each year of age.
 - Only effective when doing an activity the child wants to do.



8. Befriend the Child

- Ask about their day, family, and how they feel to show you care.
- Do something special for them.
- Be aware that overt attention may cause others to be jealous.

Ideas for Disciplining Children (in order of preference) from *How to Play with Children* (1992)

1. Simple request behaviour change – be specific about what the inappropriate behaviour is.
2. Stop talking in mid-sentence to get attention.
3. Stand next to misbehaving child.
4. Exaggerate voice or body language to gain attention.
5. A firmer, but pleasant request for behaviour change.
6. Identify misbehaviour “you seem bored – frustrated – like you can’t pay attention.”
7. Group huddle if a group problem.
8. Timeout – child’s choice how long.
9. Timeout – instructor decides 1-5 minutes.
10. Suspension from participation.



IDEAS FOR ACHIEVEMENT AWARDS

The best motivation is intrinsic motivation in which children are participating because of the positive feelings they get from participation – the sheer love of the activity. Too many extrinsic rewards can ultimately harm a child’s intrinsic motivation. The best intrinsic motivator is to provide the child with successful experiences, which will enhance their feelings of competence. When they feel competent, they will enjoy the activity and are more likely to remain as participants. When rewards are given it is important that they are given for what we should be valuing most in sport. **Reward the process not the outcome.** They should be spread around, but given only when deserved or they will lose meaning.

APPROPRIATE AWARDS

- Personal bests
- Fair play
- Hard work – effort or trying hard
- Determination
- Teamwork
- Positive attitudes and behaviours – spirit, co-operation, self-discipline, respect, cheerfulness, praise of others
- Responsibility
- Improved player
- Reaching achievement standards for skills and knowledge
- Co-operation

INAPPROPRIATE REWARDS

- MVP – especially if main criteria is for scoring points or winning
- Selection to All Star Team
- Highest scorer
- Most wins
- Money for scoring goals/points or winning (note: this is also inappropriate from parents and grandparents)

CHARACTERISTICS OF EFFECTIVE SKILL DEVELOPMENT AWARD PROGRAMS

BADGE / STICKER / CERTIFICATE PROGRAMS

Note: The **I Can Swim** and **Play Tennis Kid's Awards** are examples.

- Includes a social development component – teamwork, effort, co-operation, attitude, etc.
- Includes a component for off-the-playing-surface knowledge – nutrition, rules, fair play, leadership.
- Tasks are divided into progressive levels.
- Each level is given a name that is attractive to children, preferably related to the sport. Example: for softball/baseball – double play, home run, grand slam.
- Rewards can be earned at various small progressive increments within each level.
- Initial tasks are easy to achieve for encouragement.
- Rewards can be earned at a simple progression at a higher level prior to completion of all the lower level progressions. This encourages the child to continue to improve although he/she may get “stuck” on a certain skill.
- Achievement standards evaluated and awarded often – not just at end of year.
- Child is provided with some choice on which skill progression and time at which they would like to be evaluated in order to receive the award. Informal approach – rather than formal testing is the best – “watch me”, “see what I can do”, “I think I can do it now”.
- Awards are attractive to children – happy faces, stickers, colourful badges, and cartoons.
- Awards include a “take home” (certificates, badges, ribbons) as well as a “poster” display component.
- Simple for coaches/instructors to administer.
- Provided at a nominal cost.
- Promoted and explained to parents and participants.



GOOD CHEER AWARD



Thanks for spreading your
cheerfulness
energy
enthusiasm
love of sport and physical activity
throughout our team.

Presented _____

GOOD CHEER AWARD



Thanks for spreading your
cheerfulness
energy
enthusiasm
love of sport and physical activity
throughout our team.

Presented _____



SPRIT AWARD

PRESENTED TO

YOUR SPIRIT IS OUT OF THIS WORLD !

- ☺ CHEERFULNESS
- ☺ CO-OPERATION
- ☺ HARD WORK
- ☺ SUPPORT FOR TEAMMATES
- ☺ SPIRIT
- ☺ POSITIVE ATTITUDE



PRESENTED _____



SPIRIT AWARD

PRESENTED TO

YOUR SPIRIT IS OUT OF THIS WORLD !

- ☺ CHEERFULNESS
- ☺ CO-OPERATION
- ☺ HARD WORK
- ☺ SUPPORT FOR TEAMMATES
- ☺ SPIRIT
- ☺ POSITIVE ATTITUDE



PRESENTED _____



WHAT OUTSTANDING WORK-ETHIC



WOW



PRESENTED TO

FOR EXCEPTIONAL

- HARD WORK
- EFFORT
- DETERMINATION
- DISCIPLINE

Presented: _____



WHAT OUTSTANDING WORK-ETHIC



WOW



PRESENTED TO

FOR EXCEPTIONAL

- HARD WORK
- EFFORT
- DETERMINATION
- DISCIPLINE

Presented: _____

GIVE A



HIGH 5



TO

1ST RATE ATTITUDE

DISCIPLINE

FAIR PLAY

RESPONSIBILITY

DETERMINATION

PRESENTED _____

GIVE A



HIGH 5



TO

1ST RATE ATTITUDE

DISCIPLINE

FAIR PLAY

RESPONSIBILITY

DETERMINATION

PRESENTED _____