

HOW TO COACH KIDS & COACHING GIRLS IMPLEMENTATION GUIDE



Keys to Making Coach Training Work for Your Sports Program



UNITED STATES
OLYMPIC & PARALYMPIC
COMMITTEE



ABOUT THIS GUIDE

How to Coach Kids and Coaching Girls teach coaches to plan practices, create safe, fun experiences, and build environments that help girls feel like they belong. The challenge? Implementing training can be a tricky process. If you're a program leader looking for help, this guide is for you.

YOUTH SPORTS = TRANSFORMATIONAL

We love what sports can do for kids. It is an amazing platform to connect with friends, move their bodies, develop skills and build self-confidence. A one-stop shop for youth development. It's why physically active youth are more likely to thrive, both today and in the long term.

COACHES DELIVER THE EXPERIENCE BUT NEED SUPPORT

Our not-so-hot take? Coaches play a lead role here. They shape the environment, manage practice and games, build relationships and respond to conflict. When it comes down to it, coaches make it all go. And while [4 in 5 coaches](#) say they want to develop youth in their community, less than half feel confident in their ability to build confidence, resolve team conflicts, and motivate athletes. Not surprising then that two thirds show interest in relevant training, such as relationship-building, and motivational techniques.



TRAINING HELPS THE PEOPLE WHO COACH

Training might feel like a tall task but there is a payoff, and we've got the data to prove it. 88 percent of coaches said training made them a better coach. In fact, [data](#) shows that effective training builds confidence, increases knowledge, and shifts attitudes and behaviors. How to Coach Kids and Coaching Girls were designed for just this purpose.

WE CAN SHOW YOU HOW TO MAKE TRAINING WORK IN YOUR PROGRAM

We get it. It's one thing to say that training builds confidence, and quite another to actually build training into a youth sports program full of volunteers with busy lives and limited time. That's where this guide comes in. We're sharing ideas, examples and tools that can help you build your strategy for implementing coach training.



INCLUDED IN THIS GUIDE



COURSE OVERVIEWS

COURSE 1

How to Coach Kids

COURSE 2

Coaching Girls

5 KEYS TO SUCCESS

Know Your Why with Training

Help Coaches Put Training into Practice

Make Training Easy to Find and Take

Connect Training to Evaluation & Recognition

Use Policies to Show Training Matters

TOOLS AND RESOURCES TO GET YOU STARTED

Printable Summary

APPENDIX

Case Studies, Research, Promotional Tools, Reports, Templates

COURSE 1

HOW TO COACH KIDS

This free, self-paced, online course introduces youth sports coaches to working with 6-12 year olds. Coaches learn how to plan practices that are safe, fun and keep kids wanting more.

TRAINING INFO

- Free | Online | Self-Paced
- 30 mins or less
- Available in English and Spanish
- Website: www.howtocoachkids.org
- App Download on [App Store](#) and [Google Play](#)
- No experience necessary



WHAT DOES IT INCLUDE?

- Keys to a Great Experience
- Planning a Great Practice
- Safety Basics
- Setting Goals
- Keeping Kids Involved
- Teaching Techniques
- Engaging with Parents



WHAT DO YOU GET WHEN YOU FINISH?

- Access to a MyAccount page
- Downloadable Certificate of Completion
- PDF summaries of course content
- Ask Questions by contacting info@howtocoachkids.org



COURSE 2 COACHING GIRLS

This free, self-paced, online course introduces youth sports coaches to working with girls.
Coaches learn how to create a culture girls love to play in.

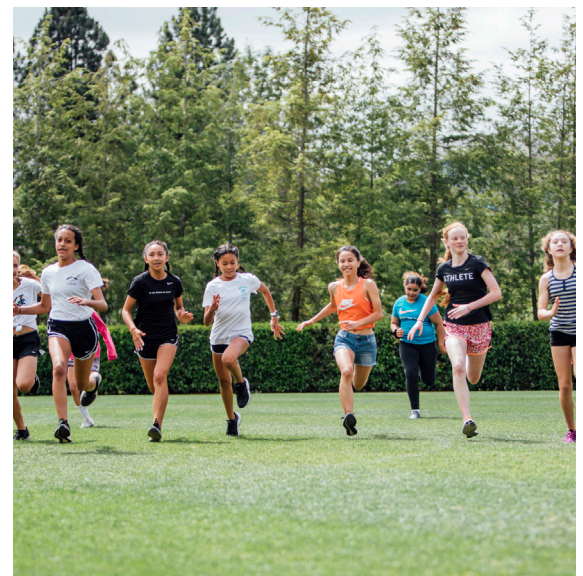
TRAINING INFO

- Free | Online | Self-Paced
- 20 mins or less
- Available in English and Spanish
- Website: www.howtocoachkids.org
- App Download on [App Store](#) and [Google Play](#)
- No experience necessary



WHAT DOES IT INCLUDE?

- Creating a Girl-inclusive Culture
- Giving Girls Choice and Voice
- What Keeps Girls from Playing
- Helping Girls Manage Stress
- 10 Strategies for Coaching Girls



WHAT DO YOU GET WHEN YOU FINISH?

- Access to a MyAccount page
- Downloadable Certificate of Completion
- PDF summaries of course content
- Ask Questions by contacting info@howtocoachkids.org



FIVE KEYS TO SUCCESS



Finding success with coach training starts with knowing your why then making training easy to find and take. Take the next step with targeted but simple policies, supportive practices, evaluation methods, and recognition.



KNOW YOUR WHY WITH TRAINING



MAKE TRAINING EASY TO FIND & TAKE



USE POLICIES TO MAKE TRAINING MATTER



HELP COACHES PUT TRAINING INTO PRACTICE



CONNECT TO EVALUATION & RECONGNITION

KNOW YOUR WHY WITH TRAINING

MAKE TRAINING A REASON TO COACH; NOT JUST A CHECKBOX ITEM.

Training brings your youth sports philosophy life. It activates your values, showing what you care about and why coaches matter. In that spirit, don't reduce training to a side task. Instead, make training your tool for calling people into coaching; a vehicle for recruiting coaches, teaching them your philosophy, and reaching your goals.

RECOMMENDATIONS

- **COMMUNICATE HOW TRAINING REPRESENTS YOUR VALUES (E.G. POSITIVE COACHING).**
- **NAME TRAINING AS A WAY TO DELIVER ON THE GOALS OF YOUTH SPORTS.**
- **MAKE TRAINING A REASON TO VOLUNTEER AS A COACH — FRAME IT AS A BENEFIT.**
- **INTRODUCE TRAINING AS A VEHICLE FOR CHANGE IN YOUR CLUB OR SETTING.**

PROGRAM EXAMPLES

VINEYARD CITY (UT)

TRAINING = MORE COACH SUPPORT

Vineyard City (UT) saw HTCK as a way to offer coaches more than the typical rules meeting to start the season. With new state requirements also introduced, leaders targeted all head and assistant coaches.

LANGSTON COUNTY (SC)

TRAINING = A CULTURE SHIFT

Lancaster City (SC) needed a shift in coaching style towards fun, learning and participation. Leaders targeted all coaches for HTCK, and added Coaching Girls for those leading any girls team.



MAKE TRAINING EASY TO FIND & TAKE

CREATE A TURNKEY PROCESS FOR COACHES TO FIND TRAINING, THEN DO IT.

There's a lot of competition for attention today, whether that be a phone call, DM, or crying baby in the other room. If you don't already have one, you'll need a strategy for raising awareness of training and converting attention to enrollment.

RECOMMENDATIONS

- **CREATE A HOME BASE FOR TRAINING THAT COACHES VISIT OFTEN OR EASILY ACCESS.**
- **USE IMAGES AND SOCIAL MEDIA TIPS IN THE PROGRAM TOOLKIT TO PROMOTE TRAINING.**
- **BUILD YOUR PRESEASON COACHES MEETING AROUND ACCESSING AND DOING TRAINING.**
- **CREATE TRACKING AND REMINDER SYSTEMS THAT KEEP TRAINING STATUS TOP OF MIND.**

PROGRAM EXAMPLES

LANGSTON COUNTY (SC) PRESEASON MEETING

In-person meetings help get coaches into the system. Lancaster City (SC) dedicates pre-season meeting time to HTCK training, including how to access the site, set up an account, and get started.

CITY OF ESCALON (CA) QR CODE + REMINDERS

City of Escalon (CA) links coaches to HTCK through their website. A program staff member uses QR codes, direct text messaging and ongoing email reminders to drive coaches to the site.

i9 SPORTS MOBILE APP

After completing a volunteer application and background check, i9 coaches receive an automatic email sending them to a mobile coach app. The app dashboard keeps course status front and center at every visit.

USE OUR PROMOTIONAL RESOURCES

Promote HTCK and Coaching Girls with images, social media tips, and more in our [Program Toolkit](#)

TRACK COMPLETION OF TRAINING

Monitor completion of HTCK and Coaching Girls without an LMS – Check out the [Groups Feature](#)



USE POLICIES TO MAKE TRAINING MATTER

DRIVE COMPLETION WITH A MIX OF MANDATE AND INCENTIVES

Show that coaching matters by introducing mandates and incentives. Our suggestion: do at least one, and ideally both. Our research shows that higher rates of course completion often start with making it a requirement then supplementing with a rebate, discount or credit once done. Of course, there's no universal solution and some aren't ready to mandate training. Figure out what moves your coaches to act, and plan accordingly.

RECOMMENDATIONS

- **REWARD COMPLETION WITH A REBATE ON ENROLLMENT FEES FOR PARENT COACHES.**
- **MAKE ACCESS TO RESOURCES, EQUIPMENT OR FIELDS CONTINGENT ON COMPLETION.**
- **WORK WITH COMMUNITY PARTNERS TO MAKE SPECIAL BENEFITS AVAILABLE FOR FINISHING.**
- **USE SOCIAL MEDIA TO PUBLICLY RECOGNIZE COACHES THAT COMPLETE TRAINING.**

PROGRAM EXAMPLES

CITY OF ESCALON (CA)

REQUIREMENT + \$20

Along with training in SCA and concussion, The City of Escalon made HTCK a mandatory requirement for assistant and head coaches. Completion was rewarded with a \$20 credit on registration fees.

VINEYARD CITY (UT)

FULL REFUND

Vineyard City offers coaches a full refund on their child's registration if they complete training, attend a pre-season meeting, attend a set number of games and practices, and do the end-of-season survey.

LANCASTER COUNTY (SC)

IN-PERSON CREDIT

If Lancaster County coaches completed HTCK during the pre-season coaching meeting, they received a \$20 credit on their child's registration fee.



HELP COACHES PUT TRAINING TO PRACTICE

TAKE STEPS TO LINK CONTENT FROM TRAINING TO YOUR PROGRAM PHILOSOPHY

We can make training impactful by helping coaches apply it to their work in your community. This can include creating materials that reference ideas from training, or finding moments to talk about training principles with coaches. No matter how it is done, a little can go a long way here. Think of opportunities you might have to help coaches connect training ideas to your club, school or program philosophy.

RECOMMENDATIONS

- ADD KEY CONCEPTS FROM TRAINING INTO A COACHING CHARTER OR MANUAL.
- POST IDEAS AND MATERIALS FROM TRAINING INTO A GROUP CHAT OR PUBLIC SPACE AS REMINDERS.
- SAY HELLO TO A NEW COACH AND ASK TARGETED QUESTIONS ABOUT THE TRAINING.
- HOST CHALK TALKS TO DISCUSS COACHING PRACTICE THEN REFER BACK TO TRAINING IDEAS.
- OFFER HTCK TO FULFILL CONTINUING EDUCATION UNITS (CEU).

TOOLS

SAMPLE WORKSHOP

What if you make HTCK the basis of your pre-season workshop? Check out this [sample workshop](#) for what that could look like.

PROGRAM EXAMPLES

19 SPORTS

MAKE IT PART OF YOUR CURRICULUM

i9 Sports leaders required Nike Kids Camp staff to take How to Coach Kids. In an effort to make training as effective as possible, i9 leaders added key practices and principles from HTCK into the camp curriculum itself. More than a check-box item, HTCK became the Kids Camp coaching philosophy.



CONNECT TO EVALUATION & RECOGNITION

BUILD TRAINING CONCEPTS INTO FEEDBACK TOOLS, SURVEYS, AND AWARDS

As the saying goes, you are what you emphasize. If we truly believe in the training that we offer, our methods of recognition and evaluation should match that. This can look a few ways. In the most simple form, it can be a peer or program staff members seeing and praising behaviors taught in training. We can go a step further with a formal coach observation or feedback process. Year-end surveys or end-of-season awards can specifically draw on topics from training.

RECOMMENDATIONS

- **MODEL & ENCOURAGE PRAISE OF DESIRED BEHAVIORS FROM TRAINING.**
- **CREATE AN OBSERVATION TEMPLATE THAT INCLUDES BEHAVIORS ALIGNED TO TRAINING.**
- **BUILD A COACH FEEDBACK PROCESS THAT INCLUDES BEHAVIORS ALIGNED TO TRAINING.**
- **INCLUDE KEY IDEAS FROM TRAINING IN YEAR-END SURVEYS OF PARENTS AND COACHES.**
- **CREATE AWARDS FOR COACHES THAT ALIGN WITH BEHAVIORS CALLED FOR IN TRAINING.**

RESEARCH

FEW COACHES RECEIVE FEEDBACK

Only 35% of coaches reported the person they report to provides frequent feedback about their performance, according to results from the [National Coach Survey](#).

TOOLS

SAMPLE COACH SURVEY PROMPTS

How confident are you in your ability to:

- Build confidence among athletes
- Effectively motivate athletes
- Foster positive team dynamics in a team
- Make athletes feel welcome in a team
- Create an inclusive environment



HOW TO COACH KIDS IMPLEMENTATION GUIDE



KNOW YOUR WHY WITH TRAINING

Make training a reason to coach, not just a checkbox item.



MAKE TRAINING EASY TO FIND & TAKE

Create a turnkey process for coaches to find training, then do it.



USE POLICIES TO MAKE TRAINING MATTER

Drive completion with mix of mandates and incentives.



HELP COACHES PUT TRAINING INTO PRACTICE

Take steps to link content from training to your program philosophy.



CONNECT TO EVALUATION & RECOGNITION

Build training into feedback tools, surveys, and awards



THE COACH TRAINING CYCLE: A YEAR-ROUND STRATEGY FOR SUCCESS

OFF-SEASON: BUILD YOUR FOUNDATION

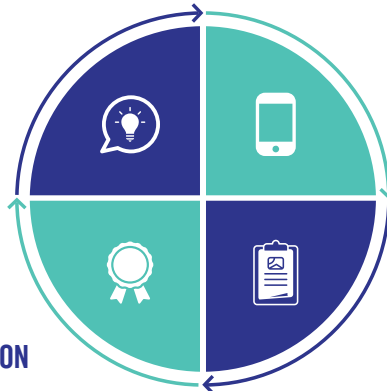
KEY 1: KNOW YOUR WHY WITH TRAINING

Frame training as a benefit to recruit coaches and activate your program's values.

END OF SEASON: EVALUATE RECOGNIZE

KEY 5: CONNECT TRAINING TO EVALUATION & RECOGNITION

Build training concepts into feedback tools, surveys, and year-end awards.



PRE-SEASON: DRIVE COMPLETION

KEY 2: MAKE TRAINING EASY, EASY TO FIND AND TAKE

Create a simple, turnkey process for enrollment and access.

KEY 3: USE POLICIES TO SHOW TRAINING MATTERS

Use mandates and incentives like fee rebates or credits to ensure completion.

IN-SEASON: REINFORCE LEARNING

KEY 4: HELP COACHES PUT TRAINING INTO PRACTICE

Link training concepts to coaching manuals, group chats, and chalk talks.

HELPFUL TOOLS

RESOURCES

Use these case studies, links, templates and forms to implement training with the coaches in your community.

TESTIMONIALS

PARKS & RECREATION AGENCIES

CITY OF ESCALON (CA)



LANCASTER COUNTY (SC)



HOLLY SPRINGS (NC)



VINEYARD CITY (UT)



KNOW YOUR WHY WITH TRAINING

MILLION COACHES CHALLENGE (MCC)

A movement to train 1 million coaches in youth development.

THE POWER AND POSSIBILITY OF COACH TRAINING

Report on the effectiveness of coach training in youth sports.

MAKE TRAINING EASY TO FIND & TAKE

HOW TO COACH KIDS

Online home for How to Coach Kids and Coaching Girls.

PROMOTIONAL TOOLKIT

Suite of tools for program leaders to promote How to Coach Kids, including images, social media tips, color codes, and more.

GROUPS FEATURE

Guide for using Groups feature in howtocoachkids.org to monitor completion of How to Coach Kids and Coaching Girls.

USE POLICIES TO SHOW TRAINING MATTERS

MCC CALL TO ACTION: ORGANIZATIONAL PRACTICE

Recommended actions for youth sport organizations to raise the bar on coach training.

BRING TRAINING TO LIFE IN YOUR PROGRAM

HTCK DISCUSSION QUESTIONS

Simple questions to ask coaches about training, whether in a workshop, online forum, or on the sideline after a game.

HTCK SAMPLE WORKSHOP (45 MIN)

How to organize a session with coaches help translate training ideas into practice.

CONNECT TRAINING TO EVALUATION

NATIONAL COACH SURVEY

Findings from a national survey of 10,000 youth sports coaches, including training interests, and areas of confidence.

SAMPLE HTCK COACH SELF – ASSESSMENT

Template for coach survey with promotes based on key concepts from HTCK.

SAMPLE HTCK PARENT SURVEY

Template for coach survey with promotes based on key concepts from HTCK.

SAMPLE HTCK COACH OBSERVATION FOR SOCCER

Template for coach survey with promotes based on key concepts from HTCK.

HTCK SAMPLE COACHES WORKSHOP

In this workshop, coaches will reflect on key youth sports coaching principles from HTCK with a focus on translating them into specific, positive coaching behaviors.

WELCOME & SETTING THE STAGE (5 MINUTES)

ACTIVITY

WELCOME AND GROUND RULES

2 MINS

QUICK POLL/CHECK-IN

3 MINS

FACILITATION GUIDANCE

Briefly introduce the session's goal: to move from theory (the documents) to practice (their behavior). Acknowledge their commitment.

In-Person: "What is the biggest challenge you face in maximizing kids' movement during a 60-minute practice?" (Quick show of hands/one-word answers).

Virtual: Use a quick poll feature (e.g., "Kids not listening," "Long lines," "Time management").

KEY IDEA REVIEW & SMALL GROUP BREAKOUTS (15 MINUTES)

This segment focuses on two core principles: **Keeping Kids Active** and **Using Questions, Not Dictation**.

ACTIVITY

SMALL GROUP BREAKOUTS

10 MINS

FACILITATION GUIDANCE

In-Person: Have groups of 3-4 coaches discuss the two assigned questions below. Distribute a handout/slide with the questions.

Virtual: Use breakout rooms with a shared document/slide. Assign a Reporter in each room.

ACTIVITY

LARGE GROUP SHARE-OUT

5 MINS

DISCUSSION QUESTIONS

SELECT TWO FOR THE SMALL GROUPS

FACILITATION GUIDANCE

Call on 2-3 groups to share their main takeaways. Focus on practical applications.

Question 1: “How have you set up your practice space to make sure kids spend less time standing in line?”

Question 2: “If a kid chooses to sit out or looks bored, what do you say or do to help them want to play again?”

Question 3: “HTCK suggests letting kids learn by playing games. How do you use the combination of games and questions (instead of telling them what to do) to help players make better decisions?”

SKILL TRANSLATION: ROLE PLAY SCENARIOS (15 MINUTES)

This segment focuses on translating the IDEA Method for teaching a new skill into behavior.

ACTIVITY

ROLE PLAY INSTRUCTIONS

3 MINS

ROLE PLAY & DEBRIEF

12 MINS

FACILITATION GUIDANCE

Explain the IDEA Method (Introduce, Demonstrate, Explain, Attend) briefly. Present the scenario and assign roles.

In-Person: Coaches pair up (Coach, Player). Run the scenario for 3 min. Pause and have them switch roles (new Coach, Player). Run the scenario for 3 min. 6 min debrief: “What was the hardest part of keeping ‘E’ (Explain) simple?”

GOAL:

Practice using the IDEA Method to teach a simple, new skill while keeping the explanation brief and the attention (A) high.

ROLES:

Coach: Introduces and teaches a new skill (e.g., a specific passing technique)

Player: Acts as a 9-12 year old athlete who is eager but gets bored if the instruction is too long.

COACH’S TASK:

Use the IDEA method to teach the new skill, making sure to hit all four steps without spending more than 60 seconds on “Explain” (E). Immediately after the explanation, move to “Attend” (A) and give one piece of positive, actionable feedback.

WRAP-UP AND ACTION PLANNING (10 MINUTES)

ACTIVITY

FACILITATION GUIDANCE

CHANGING THE GAME

5 MINS

In-Person/Virtual: Present the “Rule of 3” (3 passes, 3 steps max, 3 goal games). Ask coaches to quickly write down one rule change they will try this week to increase player engagement.

COMMITMENT & CLOSE

5 MINS

Ask coaches to share their one action item with a neighbor or in the chat. Reiterate the goal: Small changes in behavior make a big difference for kids. Thank them for their time.

FACILITATION GUIDANCE SUMMARY

COMPONENT

IN-PERSON GUIDANCE

VIRTUAL GUIDANCE

DISCUSSION QUESTIONS

Use flip charts or a shared whiteboard to capture key points from groups. Monitor group discussions to keep them focused on behavior changes.

Utilize breakout rooms. Ensure the questions are posted clearly in each room’s chat. Pre-assign a Reporter to streamline the large group share-out.

ROLE PLAY

Have coaches pair up and physically move away from the main group to minimize self-consciousness. Walk around and listen in to provide quick, gentle feedback on their use of the IDEA steps.

Use small breakout rooms (2-3 people). The “Player” should turn their camera off during the “Coach’s” explanation if they are “bored.” Use reactions (thumbs up/down) during the debrief to gauge difficulty.

GENERAL TIPS

Be Active: Move around the room and model the energy level you want them to bring to their practices.

Keep it Short: Breakout room time limits are essential. Use visual aids like screen-shared slides to keep the structure clear and prevent technical delays.

MATERIALS

Handout with discussion questions and the IDEA Method steps.

Shared Google Doc or slide deck with the agenda, questions, and role-play instructions.

DISCUSSION QUESTIONS

Simple discussion questions drawn from HTCK for reflective discussion with volunteer youth sports coaches who work with kids ages 6-12. Use them where appropriate, whether that be a workshop, online forum, or informal sideline conversation.

KEEPING PRACTICE SAFE AND AGE-APPROPRIATE

- What do you like to do at the start of practice to make sure the kids are safe?
- If you see a child get hurt or if you hear about a problem that happened outside of practice, what steps do you take right away?
- The documents talk about “functional age.” How do you check if a drill is too hard or too easy for the kids you have right now?
- For the 6-8 age group, what are the most fun ways to get them running, jumping, and throwing?
- For the 9-12 age group, how do you teach them new sport-specific skills while still having fun and keeping up their speed and endurance?

MAKING PRACTICE FUN AND ACTIVE

- How have you set up your practice space to make sure kids spend less time standing in line and more time moving?
- When do you decide to use less talk and more action during a drill?
- If a kid chooses to sit out or looks bored, what do you say or do to help them want to play again?
- How do you keep kids engaged during a match when they aren’t winning?
- How much moving around and cheering do you do during practice?

TEACHING NEW SKILLS AND TACTICS

- When you teach a new skill, what are the most important things to show and explain to the kids before they start practicing it? (This relates to the IDEA method: Introduce, Demonstrate, Explain, Attend).
- When is a good time to break a play or a move down into smaller steps, and how do you make sure you put it all back together into a real game setting? (This relates to the Whole Part Whole method).
- The documents suggest letting kids learn by playing games. How do you use questions (instead of telling them what to do) to help players make better decisions during a game?

CHANGING THE GAME

- When would you make your playing field or boundaries smaller, and when would you make them bigger?
- What are some simple changes you can make to the equipment (like using a softer ball or a smaller goal) so that a player who is struggling can have more success?
- What is one rule you could quickly change right now (like “3 passes before you can shoot”) to get more kids involved in the action of the game?

SURVEY IDEAS

COACH SELF-ASSESSMENT - QUESTION

- I plan practice drills to minimize line time and maximize the kids' movement.
- I keep my verbal instructions and directions to a minimum.
- When introducing a new skill, I spend no more than 60 seconds on explaining the key areas of focus. (Relates to the E in the IDEA Method).
- I actively monitor players during practice to give positive, actionable feedback. (Relates to the A in the IDEA Method).
- I use a games-based approach and ask questions to help players develop their decision-making skills.
- I modify the rules of the game (e.g., using the "Rule of 3") to increase player engagement and ball movement.
- I adapt the playing space or equipment to match the age and skill level of the kids.
- I encourage kids who are sitting out to get back in the game.
- I model the energy I want the kids to bring by moving around and being enthusiastic.
- I use goals and track progress to let individual players know how they are doing.

PARENT FEEDBACK - QUESTION

- The coach ensures that all players are active and spend very little time standing in lines.
- When teaching a new skill, the coach keeps the explanation simple and brief.
- When a player makes a mistake, the coach gives positive, actionable feedback.
- The coach uses questions to help players make decisions during games, rather than just telling them what to do.
- The coach modifies the rules, space, or equipment to make the game more inclusive and fun for all players.
- The coach actively moves around and cheers for the kids during practice and games.
- The coach encourages and finds ways to re-engage players who seem bored or choose to sit out.
- The coach clearly prioritizes the health and safety of the kids.
- The coach sets a good example by smiling, laughing, and showing positive energy.
- The coach celebrates every child's effort and progress.

YOUTH SPORT COACH OBSERVATION FORM

COACH NAME: _____

DATE: _____

OBSERVER: _____

AGE GROUP: _____

TIME: _____

LOCATION: _____

OVERALL PRACTICE RATING (CIRCLE ONE):

- Needs Improvement (1) | Satisfactory (2) | Good (3) | Excellent (4)

FOCUS AREA & OBSERVABLE BEHAVIOR

RATING SCALE 1 = Not Observed 2 = Needs Development 3 = Meets Expectation 4 = Exceeds Expectation

I. KEEPING KIDS ACTIVE (MINIMIZING INACTIVITY)

- Activities keep players active and minimize standing/line time.
- Coach is active, moving around the space, and modeling the desired energy level.
- Coach actively encourages players who are sitting out or seem disengaged to re-enter the activity.

RATING

1 2 3 4

1 2 3 4

1 2 3 4

NOTES

II. TEACHING SKILLS (THE IDEA METHOD)

- When introducing a new skill, the explanation (E) is brief and focuses on only 1-3 key points.
- Coach gives timely, positive, and actionable feedback while players are practicing.
- Coach limits instruction / direction to maximize playing time.

1 2 3 4

1 2 3 4

1 2 3 4

III. DECISION-MAKING & ENGAGEMENT (GAMES-BASED APPROACH)

- Coach uses questions to help players make decisions during games and drills.
- Coach modifies game rules, field space, or equipment to increase player participation and challenge.
- Coach recognizes effort and progress (individual and team) throughout the session.

1 2 3 4

1 2 3 4

1 2 3 4

V. SAFETY & AGE-APPROPRIATENESS

- Activities and expectations are clearly matched to the functional age and skill level of the group.

1 2 3 4

SUMMARY AND NEXT STEPS

AREAS OF STRENGTH: _____

AREAS FOR DEVELOPMENT: _____

FOLLOW-UP ACTION/COMMENTS: _____