



Coaching with Children



KICK IT 4 KIDS PROGRAM

The Kick It 4 Kids coaching program has been designed to be delivered to young people of all ages groups.

Activities and learning materials are readily available to coaches and will assist with the planning and implementation of activities, and the desired learning outcomes.

Session plans are intended to create a formalised and focused approach to motor skills development and specific skills learning.

Coaches are encouraged to schedule a variety of unstructured and structured activities and games to support learning outcomes.

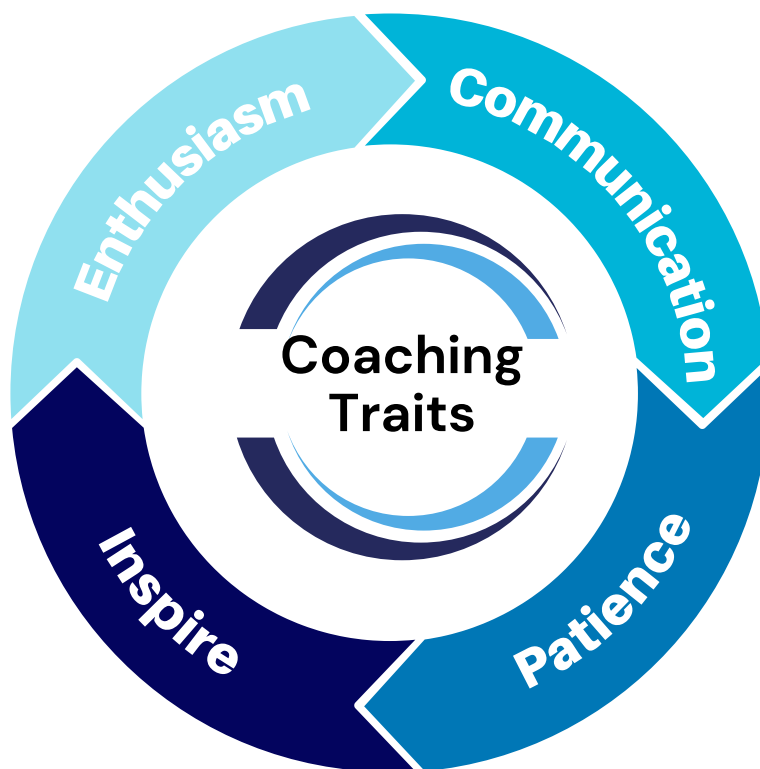
The foundation of the Kick It 4 Kids program is to create wholesome environment, where children ask questions, actively learn, gain confidence, make new friends, have a strong sense of belonging.



COACHING KEY TRAITS

Gaining experience in a coaching environment when working with children takes time and persistence. A clear mindset and good habits will ensure coaches become key mentors to participants.

The diagram below highlights the four key characteristics a coach will develop to maintain a positive learning environment.



Enthusiasm

- Positive body language.
- Energy in your voice and movements.
- Being organised and punctual.
- Excitement for teaching and training young people
- Eagerness to learn, assist and grow as a coach.

COACHING KEY TRAITS

Communication:

- Connection with participants. Ask them questions.
- Explaining each activity in a clear and concise manner. Keep it simple.
- Discipline, standards and attentiveness. Outline what you expect from the participants for each activity.
- Tone of voice (*example - tone of voice may differ from explaining an activity compared to a disciplinary action*)
- Use of whistle.

Patience:

- Take time when explaining or re-explaining activities and skills.
- Understand the needs, questions or concerns of participants.
- Empathise some participants may learn slower or faster than others. Challenge those who learn quickest.
- Recognise that all children, their behaviours, social level and confidence are different.
- Observe your surroundings and the environment that you are creating.
- Appreciate participants will learn through repetition and progression.

Inspire:

- Consistent encouragement for all participants.
- Reward with positive feedback for desired outcomes.
- Spend time assisting development on an individual level or in small groups
- Install confidence in participants and remain invested.
- Gain a sense that all participants are moving in the right direction, and in the same direction.

GOALS

SESSION OUTCOMES

The planning cycle highlights the process coaches follow in planning, implementing and assessing activities for participant learning.

Coaches can use the planning cycle to improve or better deliver activities based on the experiences, opportunities and the actions or learning capabilities of the participants.



Plan:

- Organise an activity or session around 1-2 main skill groups.
- Keep the planned activity simple to execute and easy to understand.
- Ensure the prepared activity includes all participants
- Have a skill-based goal for each activity or session.

GOALS

SESSION OUTCOMES

Implement:

- Demonstrate the activity in a clear and direct manor.
- Provide positive feedback and encouragement as participants perform the activity.
- Create a fun, learning environment.
- Observe.

Evaluate

- Reflect on the activity or session goals.
- Did the participants meet them?
- How effective was the activity in achieving the desired outcome?

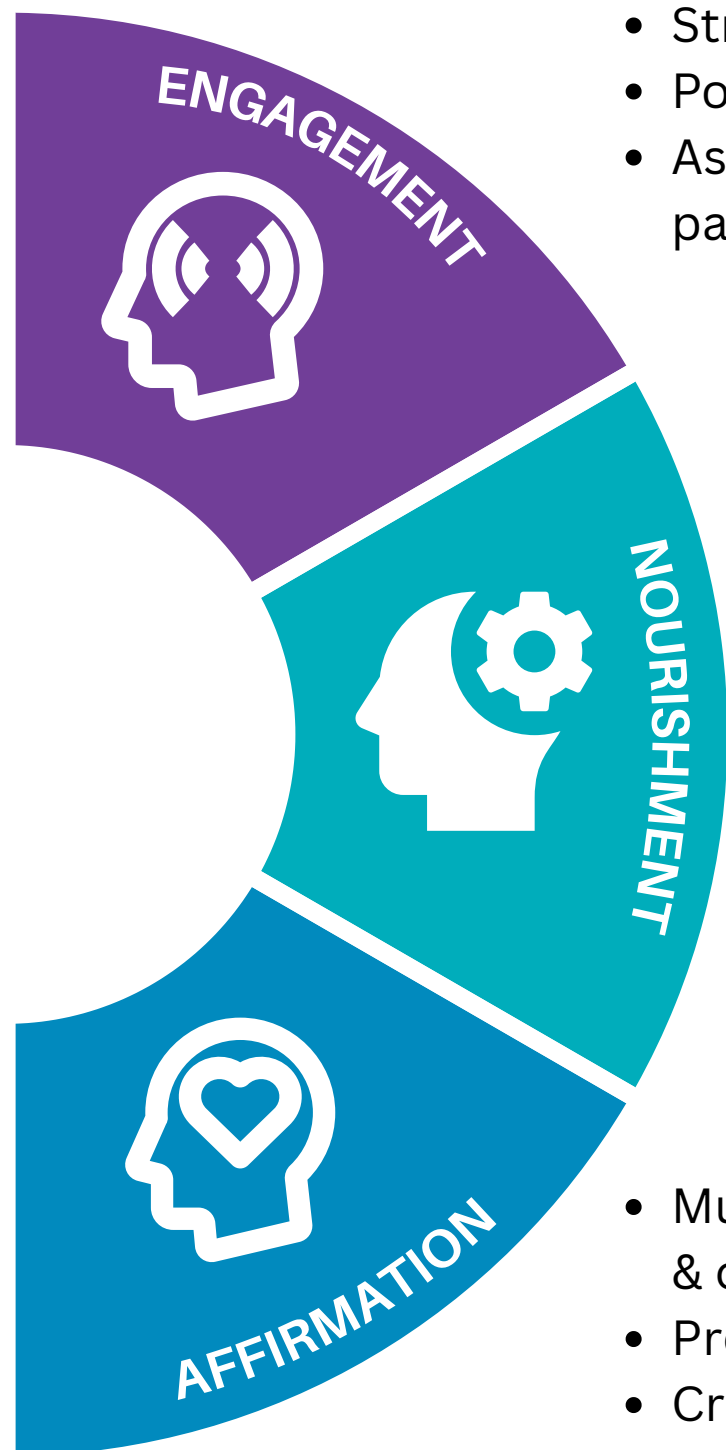
Observe

- Did the participants perform the activity to the best of their abilities?
- Did the participants learn off you as a coach, each other or both?
- Did the participants learn a skill which wasn't the focus?
- Did a participant, coach or parent give you feedback?

Assess:

- What were the strengths and weaknesses of each activity or session?
- Where can you improve on delivering the activity, to better achieve the desired goal?
- How can we used the skills learnt for our next activity or session?
- Can we progress forward with the development of a skill set?
- How can I plan for the future?

INCLUSION IN TEAM ENVIRONMENTS



- High-standard of learning outcomes.
- Strong communication.
- Positive body language.
- Ask questions & seek responses from participants.

- Breaking down a skill or movement.
- Ensuring total participation in activity or game.
- Interdependence & teamwork
- Cater for the needs of each player.
- Ensure nobody is left out or left behind.

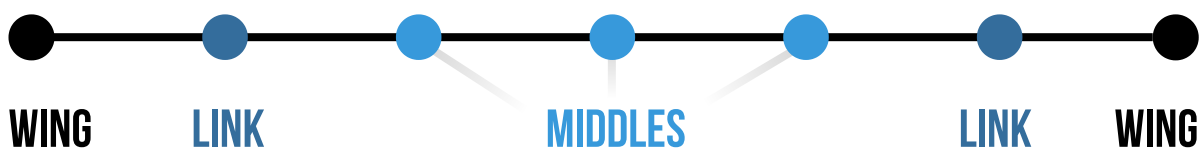
- Mutual respect between all players & coaches.
- Provide encouragement.
- Create a sense of belonging
- Celebrate and recognise the positives.

POSITIONS IN TOUCH FOOTBALL

Do you need positions?

Allocating positions to players in touch football can be an effective way to space out individuals on the field, and give participants a particular role.

When choosing the right strategy, its important to observe and understand the team that you have, and ensure all players are involved.



Hard positions

Coaches may opt for a hard position structure where players are allocated a position, and often remain in that position for training and matches.

This can be effective for experienced teams when searching for cohesion between players.

Useful for pool A teams.

Activity Tips

Coaches will be able to provide intermediate level structure and direction when organising skills activities.



POSITIONS IN TOUCH FOOTBALL

Soft positions

Coaches may adopt a soft position structure that will see players rotate through positions on the field on any particular time.

This is effective in new or younger team environments. Useful for Pool A and B teams.

Activity tips

Coaches will focus on the basics and execution with limited intermediate level activities.

No positions

While positions have their advantages in touch football, some coaches may choose to ignore positions in favour for learning outcomes and total participation.

It will require a more hands-on approach from the coach when coordinating games, however this can be effective with junior groups who are learning the game.

Useful for pool B and C teams.

Activity tips

Coaches will focus on basic skill development.



Working With Children Commitment

Kick It 4 Kids is committed to the safety and wellbeing of all participants.

We respect and values the confidence, self-esteem, and integrity of each child.

Kick It 4 Kids requires coaches and staff to act professionally and to be courteous and respectful.

Kick It 4 Kids requires coaches and staff to carry out their duties in a professional, competent, and conscientious manner.

Coaches and staff must always conduct and present themselves appropriately to enhance their professional reputation and the reputation of Kick It 4 Kids.

Together, we can achieve something great.
Working with children commitment is acknowledged and agreed to by all coaches.