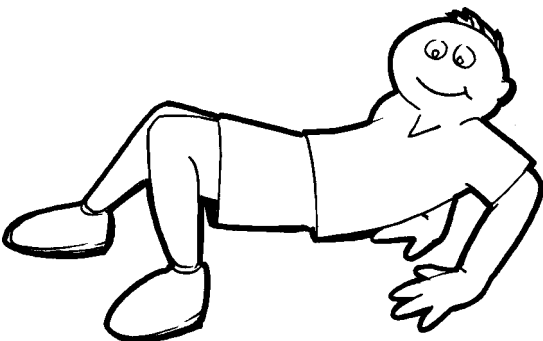


Self-Assessment Tool

- Administration/Coaches
- General Guidelines
- Beginner Programs (Age 5-6)
- Novice Programs (Age 7-8)
- Rookie Programs (Age 9-10)
- Additional Questions



SELF-ASSESSMENT QUESTIONNAIRE

Overview

Sport is a “tool” to provide opportunities for children to learn valuable life skills as well as technical skills. Whether this opportunity turns to fruition depends solely on how adults manage the sport programs, which directly affect the experiences of the children. It is beneficial to look critically at children’s sport and identify some areas that could be improved to allow more children to have positive sport experiences.

Thinking about the children’s sport program you currently deliver **for children 10 and under**, rate on the **1-5 scale** how it meets the standard described.

5 – definitely meets standard; **4** – minor adjustments needed to meet standard; **3** – partially meets standard; **2** - needs a lot of changes to meet standard; **1** – definitely does not meet standard

CHILDREN’S SPORT PROGRAMS – ADMINISTRATION/COACHES

Adult Education – Organization Responsibility

Positive sport experiences for children depend on adult leaders accepting the philosophy that the main goal of children’s sports should be to foster the overall development of all the children involved. Recognizing that few parents or coaches have received training in or understand child development, adult education becomes a key component in the delivery of quality sport programs for children.

“Parental influences have consistently been linked to children’s emotional outcomes in sport.” (R. Brustad, 1996)

We are aware of resources in age-appropriate programs provided by our sport leaders.	1	2	3	4	5
Coaches/instructors are trained and certified to work at age-appropriate levels.	1	2	3	4	5
Coaches/instructors are asked to sign code of ethics or code of conduct.	1	2	3	4	5
Parents are provided an educational orientation session on age-appropriate programs for children and what exemplifies model sport parent behaviour.	1	2	3	4	5
Parents are given a parent code of ethics (perhaps asked to sign it).	1	2	3	4	5
Officials are given special training in working with children 10 and under.	1	2	3	4	5
Administrators are provided educational opportunities to assist them in organizing age-appropriate programs.	1	2	3	4	5
We provide funding to coaches and/administrators to take advantage of educational opportunities in age-appropriate programming.	1	2	3	4	5

General Program Guidelines for Children 10 - under (apply to all three age categories)

It is the responsibility of sport leaders to provide programs that allow **all** participants to develop their skills; physically, socially, psychologically and technically in an atmosphere that is conducive to learning.

“At the most basic level, providing children with many experiences involving fundamental motor skills is important. Fundamental skills include locomotor skills such as running, jumping, hopping; manipulation skills, such as throwing, catching, striking and kicking. Experience with these fundamental skills is essential for the later development of more specific sport skills.” (R. Magill, D. Anderson, 1996)

The focus is on the process of learning skills while having fun, rather than on providing adult-like competitive opportunities (i.e. games vs another team in team sports). 1 2 3 4 5

Includes an opportunity to learn a broad base of sport skills, either as an inherent component of the sport or part of the warm up activities prior to practice/competition. 1 2 3 4 5

Children are given an opportunity to learn pre-requisite fundamental skills prior to being put into adult-like competitions. 1 2 3 4 5

Activities are modified and adjusted so ALL participants are challenged while being given an opportunity for high success rates. 1 2 3 4 5

Practice and competitive situations are modified to provide an opportunity for ALL participants to get many repetitions (i.e. touch the puck, ball, score). 1 2 3 4 5

Encourage participation and success of all children regardless of ability level, religion, gender, ethnic background or socio-economic status. 1 2 3 4 5

Both boys and girls are encouraged to participate, are supported, and are socialized to be successful. 1 2 3 4 5

Select or “rep” teams are avoided. 1 2 3 4 5

All-star, MVP, awards for most points or that emphasize just winning are avoided. 1 2 3 4 5

Children are encouraged to participate in other sports (specialization discouraged). 1 2 3 4 5

Children are given opportunities and encouraged to participate in a variety of positions or events. 1 2 3 4 5

Individual performances by children under 10 are not given media attention. 1 2 3 4 5

Team sport programs are organized within two year age ranges starting no younger than age five. 1 2 3 4 5

Elimination tournaments or competitions are avoided. 1 2 3 4 5

Competitive seasons are 8-10 weeks in duration. 1 2 3 4 5

Off-season training in specific sport skills is avoided. 1 2 3 4 5



Beginner Programs (age 5-6)

“No child should be expected to successfully compete in a sport without first achieving a certain level of competence in the components of that sport.” (R. Magill, D. Anderson, 1996)

“For children under eight, the emphasis in organized programs should be exclusively on individual skill development. Competition is generally irrelevant to the experiences of participants this age.”
(Jay Coakley, 1988 – When Should Children Begin Competing? A Sociological Perspective)

Practice, and competitive situations are provided in lead-up type games, not organized league competitions or tournaments. Emphasis is on action and opportunity for repetitions through “play” in small group activities.	1	2	3	4	5
Children are given many creative and imaginative play opportunities	1	2	3	4	5
Activities include a broad range of motor skills	1	2	3	4	5
Activities are limited to one hour no more than twice per week.	1	2	3	4	5
Co-ed participation.	1	2	3	4	5
Adult-to-child ratio is small to provide opportunity for quality repetitions.	1	2	3	4	5
Uniforms are minimal.	1	2	3	4	5
No travel outside community is required.	1	2	3	4	5
Equipment is modified to match ability level of participants					
• Smaller to match size of participants	1	2	3	4	5
• Softer to encourage proper use of skills and for safety	1	2	3	4	5
• Size of play area is reduced	1	2	3	4	5
Programs are 8-10 weeks long.	1	2	3	4	5

Novice Programs (age 7-8)

“The child who is maturationally ready to learn a skill but has not acquired the pre-requisite skills for that skill will have difficulty learning.” (R. Magill, D. Anderson, 1996)

“Success or failure in sport can be viewed as dependent upon the balance between the child’s ability and the task demands of a sport.” (R. Molina, 1996)

Adult-like competitions are modified in the following ways to emphasize action and opportunity for skill development for ALL participants:

- Overall team size is reduced 1 2 3 4 5
 - Equipment is modified to match size of participants 1 2 3 4 5
 - Equipment is softer to encourage proper use of skills 1 2 3 4 5
 - Size of play area is reduced 1 2 3 4 5
 - Scoring opportunities are maximized for ALL participants 1 2 3 4 5
 - Flexible rules to increase possibility of close scores 1 2 3 4 5
 - Action for ALL participants is maximized (i.e. small groups - total scores; nobody sits on the bench in team sports; more of a scrimmage-like atmosphere) 1 2 3 4 5
 - Flexible rules to discourage dominance by highly skilled children 1 2 3 4 5
- No tiering in team sports. 1 2 3 4 5
- No specialization within the sport. Players rotate positions in team sports. 1 2 3 4 5
- “Practice” time is incorporated into the scheduled sport time (perhaps as combination of lead-up game activities and competition against an opponent, or competition modified to the point where it becomes an effective practice activity) 1 2 3 4 5
- Practice time incorporates repetitions in a “play/lead-up” game atmosphere rather than on drill work. 1 2 3 4 5
- Travel is kept within city or in case of rural areas within a few close towns. 1 2 3 4 5
- Practice/competition times are limited to 1¼ hours no more than three times per week. 1 2 3 4 5

Rookie (age 9-10)

“Play is the most important business of childhood, especially in the so-called Age of Social Comparison from 6-12. The proper need for fun has not changed for this age group and must be recognized as the most important goal of all the highly structured and adult-dominated youth sports programs. (Nathan Smith, 1986)

“For children between the ages of 8-12, an emphasis on individual skill development should be gradually balanced with an emphasis on rules, structured relationships, and both offensive and defensive strategies. However, until children reach 12 years, it is unrealistic to have competitive reward structures and competitive relationships as the primary focus of a program.” (J. Coakley, 1988)

Modifications to encourage close scores and action for ALL participants.	1	2	3	4	5
No out-of-province travel.	1	2	3	4	5
No Provincial or National championships in team sports.	1	2	3	4	5
No National Championship in individual sports.	1	2	3	4	5
Uniforms kept to a minimum (no warm up suits, jackets, bags, etc.)	1	2	3	4	5
Practice to competition ratio is a minimum of 3:1.	1	2	3	4	5
Practice times are maximum 1½ hours no more than three times per week.	1	2	3	4	5
Equal playing time rules in team sports.	1	2	3	4	5
Limited ability grouping.	1	2	3	4	5
Starting line-ups, captains, positions rotated.	1	2	3	4	5
Team sport tournaments are in the round-robin format.	1	2	3	4	5

ADDITIONAL QUESTIONS FOR PROVINCIAL SPORT GOVERNING BODIES

In addition to assessing the standards listed under the community programs, please assess how you have taken a leadership role in providing quality programming for children 10 and under.

Quality programming at the community level is dependent on good resources and leadership.

We provide the following resource materials to enable community groups to deliver quality programs:

- User-friendly, lesson plans for 8-10 week programs to assist entry level coaches. 1 2 3 4 5
- Lesson plans include some general motor skill development activities in addition to specific sport skills. 1 2 3 4 5
- Established guidelines for modifications to competitions in each of the three age categories to ensure they are developmentally appropriate. 1 2 3 4 5
- Code of ethics or conduct for coaches/instructors. 1 2 3 4 5
- Code of ethics or conduct for parents. 1 2 3 4 5
- Educational resources for parents on characteristics of quality programs for children. 1 2 3 4 5

We have taken a pro-active approach and have a strategic plan to improve the quality of programs delivered at the community level. 1 2 3 4 5

Adults working with children 10 and under require specialized training.

We provide special (play leadership) coach/instructor training courses for adults working with children 10 and under. 1 2 3 4 5

We provide special training for officials in competitions in these age categories to ensure they understand age-appropriate officiating. 1 2 3 4 5

We provide educational opportunities for administrators to educate and assist them in designing or delivering age-appropriate programs. 1 2 3 4 5

