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NBYSA Coaching Checklist

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Coaching Game/Activity Checklist

- Are the activities fun? Are they enjoyable to perform and will it keep their interest? • Are the activities organized? Are the objectives clear? It doesn't need to be highly structured or without any rules?
- Are the players involved in the activities? Is there maximum participation of all players, or are some more active than others?
- Is creativity and decision making being used? Are their decisions to move or employ a particular skill ever changing or are they just repeating the same movement without thinking?
- Is the space appropriate for the age group and number of players? If they can effectively move without colliding into each other as well as not becoming too exhausted from trying to cover too much ground, it is probably a sufficient area. Is the space allowing for the objectives of the activity to be realized?
- Is the coach's feedback appropriate? For younger players, feedback should be positive and frequent. Players around age nine view effort and ability as synonymous. If they try hard, they believe they are really good. Coaches should try to combine feedback with the player's first name, it leads to a more personalized approach and players tend to focus on the feedback better.
- What are the implications for the game? Are the objectives of the activity related to the demands they will face in a game? For the younger the child, the broader and less clear the

activity objectives may appear in relation to the game may reveal key building blocks. These blocks may be in any one or all three of the learning domains (psychomotor, cognitive, and psychosocial).

- Become familiar with the [rules of the game](#) .