Sense of Belonging-Fostering Teamwork

Behavior Management

Questions:

-How do you create a safe space of respect where participants will listen to instructions?

-How do you create team unity?

-How do you allow for creativity within the structure?

How do we respond to behavior through a trauma-informed lens?

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Start of Program Session

Warm Welcome
Give a Kind, Enthusiastic Greeting by name to every participant.

- How can you make this unique to your team?
- ATTENDANCE: While checking attendance try asking each student a question.

Examples:

Special Handshake -Even better if the kids create it
Cheers: Give a cheers during snack time to different team members by noticing something positive about them and tapping cups.
Thumbs Up check in Thumb up (doing good) Thumb to side (ok) Thumb down (bad day) *Check in personally with students about their choices
Ask a "Would you rather" question that changes each day. "Would you rather move to space or live underwater?"

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Giving Game Instructions

STEP	EXPLANATION	EXAMPLE
01 **Attention**	Use Attention Getter. Wait until players are silent.	(Blow Whistle) **Call** 'Surf's Up" **Response** "Shhhh" -Stand on the line facing me -Balls on the ground in front of you -You have 15 seconds, Go
02 **Give 3 step Directions**	**Goal:** Explain the Goal of the Game **Boundary:** Explain the rules of the game and physical boundaries. **Consequence**: What happens if a rule is broken.	**Goal:** The Goal is to kick the ball into your opponent's goal. **Boundary:** You can not use your hands. Stay within the cone rectangle. **Consequence**: If the ball goes out or you use your hands. The other team gets the ball.
03 **Action**	**Location**: Where do they got? **Action**: What do they do? **Cue:** When do they start?	**Location:** Go to the center of the field. **Action**: Run and line up with your team. **Cue:** Ready Go.
04 **Praise**	Praise students for following directions.	-I see Mia running to her side of the field. -I see us not touching the ball with our hands, great job!

- Many times our participants have difficulty staying on task when we stop this movement.
- Find ways to include movement or interaction with your instructions

Add Actions to check for understanding:
Example:

- "The objective of the game is to steal the other player's pennies. Pat your head if you think that will be easy."
- You will need to get in a group of 4. Show me with your fingers how many people should be in your group.

Break Instructions into Tasks with movement:

- *Coach*: We need to start in pairs. You have 15 seconds to find a buddy and face me. How long do we have Juan?
  Juan: 15 seconds
  Coach: When I blow the whistle everyone will have a buddy and will be facing me. Go.
- First we will dribble to the end of the field. Who can show me how to dribble?

Conversations with Off-task Player

Restorative Conversation

1. **Observe -Using "I" statements-** *What did you see and what did you infer?*
   -"I thought that you are having trouble focusing today because I noticed you were talking during my instructions.
   -I saw you were playing in the dirt, and I thought you might need some movement.
   -I saw that you were frustrated because I noticed you breathing heavily and yelling at another player.

2. **Ask Questions**

What happened?
What were you feeling?
What's been going on for you? Have you felt this way all day?
Can you tell me why you think you feel this way?

3. **How can we repair the situation? Give them a choice:**

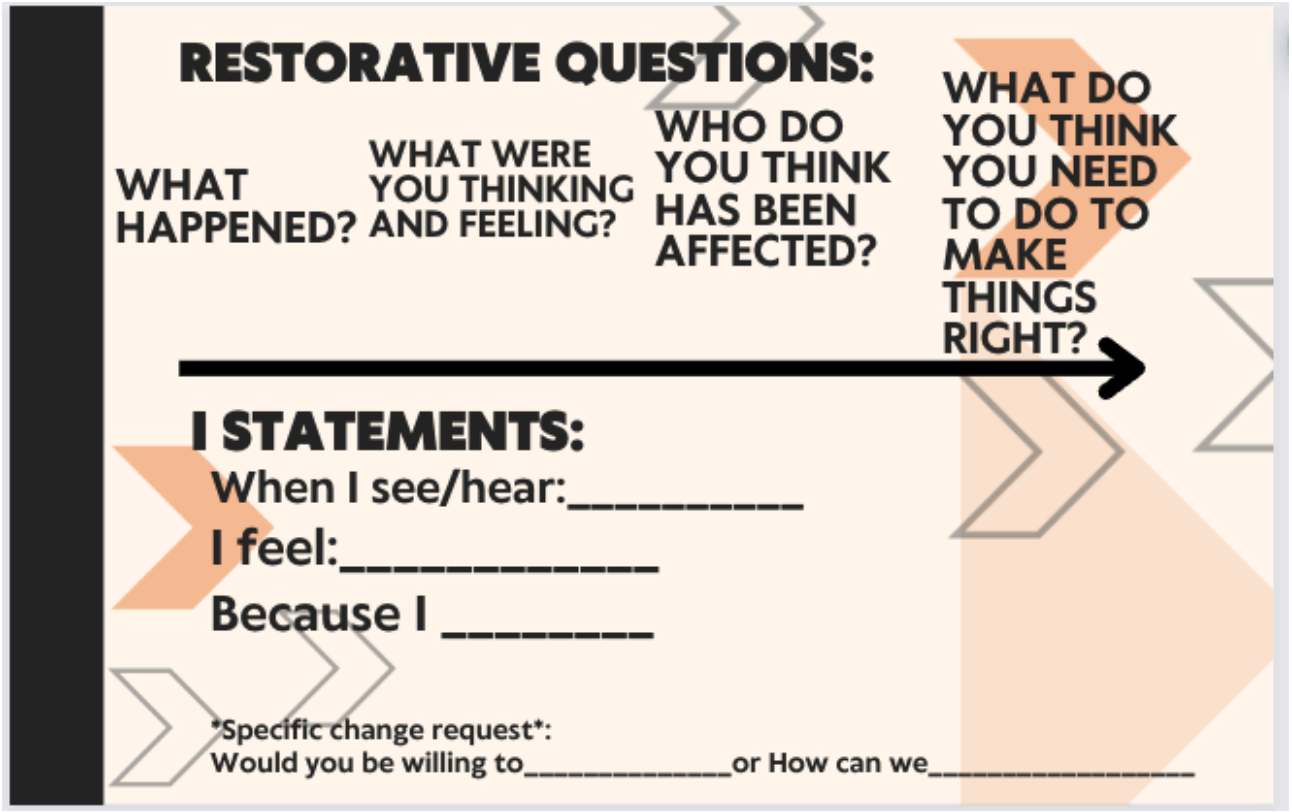
You can Apologize or _____

-You can choose what you'd like to do:
Choices for taking a break:
-Go get a drink of water
-Run around the field
-Gather up the soccer balls
-Sit and observe the team for the next ___minutes

Choices if they need Movement Break
-1 Minute Dance Break (play one minute of a song for them all to dance to)
-Group Skill Activity- Down and back (ex. Dribbling with a ball)
-Group Race- Down and back

-Head Shoulders Knees and Toes (sing once with movements, then sing again faster)
-Stretch routine or breathing routine

Focusing
-Sit Next to Me (or another leader/staff)
-Give them a job
-Have them organize equipment
-Have them practice a Calm Breathing exercise



Attention Getters

Call and Response:
Rationale: Having a team call and response creates a sense of togetherness and belonging. If students are practicing in different groups the call and response reminds them that they are one team.

Ask yourself:
What is a value that you want the students to always be grounded in?
Is there something fun that you have in common that you can use?
Examples:

Coach: Together	Team: We are Mighty
Coach: Together we can	Team: Move Mountains
Coach: To Infinity	Team: And beyond
Coach: Goodness Gracious	Team: Great balls of fire
Coach: Ready to Rock	Team: Ready to Roll
Coach: Shark bait	Team: Oooh ha ha! (Finding Nemo)

Listening Skills

1. Don't talk while students are talking. Sometimes waiting is really hard, but you deserve to be heard. Explain that you are waiting so that everyone can hear.
2. Praise them when they give you their attention.
    a. "I like how Maria has her eyes on me waiting for instructions."

Whistle: Establish what the Whistle means and when you will use it.
-Play a game to acknowledge the whistle- Freeze, unfreeze. Dance, stop dancing.

Attention Getters:
Pat your head if you can hear me.
Stick your tongue out if you can hear me
Take a deep breath if you can hear me
Let it out
"Raise your hand if you are a good listener" - Fernando Sifuentes

Having a difficult program session?
-Pull the group together and discuss how you are feeling. Take turns talking about why today may be different, how you can move on? What you need to do as a team?
-Take turns talking- you have to hold the ball if you want to talk
-Have your participant leaders run these talk an be extra effective

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Calming Techniques

Star Breathing- Students can place their hand on their belly and feel their breath go in and out
-S: Smile
-T: Take a Deep breath (inhale)
-A: and
-R: Relax (exhale)

Balloon Breathing
-Interlock hands and place on your head.
-Take a breath in and inflate your balloon over your head. Your arms go up like a hot air balloon and your head is the basket.
-Breath out on a flutter of the lips and deflate the balloon letting your hands go back down to the top of your head.

Pretzel Breathing
Younger Kids-Cross arms over each other on the chest and touch your shoulders
Older Kids: Cross arms in front of you, Clasp hands, flip arms under, and place thumb on chin.
Take 4 to 5 breaths.

Drain Breathing
-Extend your arms out in front of you parallel to each other
-Tighten your fists on your inhale
-On your exhale make a “shshshsh” sound and open your hands
-Let your stress “drain” out of you

Five Finger Breathing

-Put your one hand out spreading your 5 fingers
-Trace each finger up and down the finger
-Breath in when you are tracing up the finger and out when you are tracing down the finger

Rain Circle

-Gather Team into a Circle
- Tell the group they should copy cat your movements and sounds
Or
-You can give different students a movement and they keep up that movement the whole time
-together you are going to make a rain storm

Silence
Rub Hands (wind)
Pat Thighs (light rain)
Snap fingers (rain showers)
Clap hands (heavy rain)
Stomp feet and clap hands (thunder)
Clap Hands (heavy rain)
Snap fingers (rain showers)
Pat thighs (light rain)
Rub hands (wind)
Silence

More Breathing Technique Videos

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Calming Strategies

When I feel upset I can choose to...



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Yellow Card/Red Card System

1	Clarification and Behavior Analysis	Group or Private Redirection: -Identify if off-task behavior is because of misunderstanding, skill gap, or emotional stress. -Repeat directions and Expectations giving child alternative choice if needed.
2	YELLOW CARD	Warning: Private Redirection. -Ask player to demonstrate expectation -Keep Coach proximity, Partner with Coach, or assign peer buddy.
3	YELLOW CARD	Warning: Private Redirection and Calming Technique. -Ask player what they need to adjust their behavior. -Assign a calming strategy, active skill-building practice, or alternative activity to complete until they feel ready to rejoin game play.
4	RED CARD	Parent Discussion: Private Redirection and Calming Technique. -Tell player that their behavior will be discussed with a parent after practice. -Assign a calming strategy, active skill-building practice, or alternative activity to complete until they feel ready to rejoin game play. -Discuss safety of the team and give opportunity for team apology or activity to make amends for behavior.

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RED CARD

YELLOW CARD

Stop, Think, Act Practice



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Skill Building Practice

SEL Skill	Activities	Resources
Self-Management -Calm Bodies -Personal Space -Angry/Frustration-Acting before Thinking	Breathing Activities pg. 7-8 Giving Options for Regulation-run, catch, one-on-one talk pg. 9 Identifying Feelings and Needs-use of chart pg. Stop, Think, Act practice pg. 12	Behavior Support All page #s are in this doc
Social Awareness -Not Sharing -Unkind words -Competitive in a way that harms team unity	Restorative Conversation Discussing Intent vs. Impact Add a challenge to the game where participants have to work together Create leadership opportunities or jobs to support the group	Intent vs. Impact
Relationships -Grudges or disagreements from the school day unresolved -Disagreements between participants	Private conversation pg. 4 identifying feelings and needs Reflection sheet pg. 15-16 Coach restorative discussion with participant/s pg. 4 Present an anti-bullying lesson pg.14	Anti-Bullying
Listening	Have participants create the attention getter and initiate the attention getter for you pg. 6 Create a procedure where participants always put equipment behind them before giving instruction Have participants sit in a circle so you can see them and they can see each other Break down explanations into steps that include movement for the participant's pg. 3	Attention Getter

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Anti-Bullying Activities by Age Level

Elementary Activities

Wrinkled Heart Activity: Visualize what happens when someone is bullied.

Kindness Catcher: Print these for kids and challenge them to use them throughout the program or day to encourage them to do acts of kindness.

Bullying Scenarios Discussion: Follow this discussion model to talk about why people bully and what to do.

Bullying "What Should You Do" video and Discussion

Middle School

Above the Line/Below the Line Activity: Identify which is appropriate and what is not.

High School Activities

Bullying Statistic: Review Statistics and discuss why participants think these numbers are occurring. Discuss possible solutions.

Impact of Bullying Activities: Wrinkled Wanda, Toothpaste Activity, Self-Acceptance Through positive talk.

Reflection Time/Ending Practice

Fishbowl Reflection-Circle Up Created by Hector Rodriguez

1. Call Fishbowl
2. Students sit in a circle
3. Explain the Fishbowl Purpose: “This is a space where we want everyone to be able to share. Part of being a team is everyone feeling able to speak up. We're going to do [Snap, silent applause, your choice] to show our appreciation for people speaking. Let’s make sure everyone gets a chance to speak and that we give them the gift of listening."
4. Hold the Soccer ball and explain the rules
    1. When we are in a fishbowl you must hold the soccer ball to speak
    2. If you want to speak please raise your hand (or go around the circle for everyone to speak)
    3. We encourage everyone to speak at least once during our discussion
    4. If you want to support someone or agree with what they said you can snap your fingers (or if they can’t snap they can just do the motion)
5. Ask your reflective question and have students raise their hand if they have a response*
    -When that person has answered ask them to throw the ball to another player with their hand up.
6. Ending the Fishbowl
    -Team Affirmation
    -Call and Response
    -Hands in and all say “Teamwork” or “school name”

*If students are having trouble sitting still try a break where you play a game where you pass the ball from one person to another by only holding it between your feet.

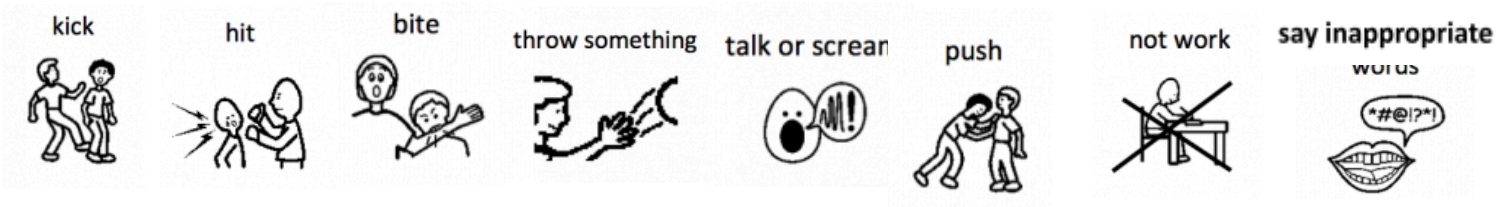
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_____'s Think Sheet

When I was feeling…



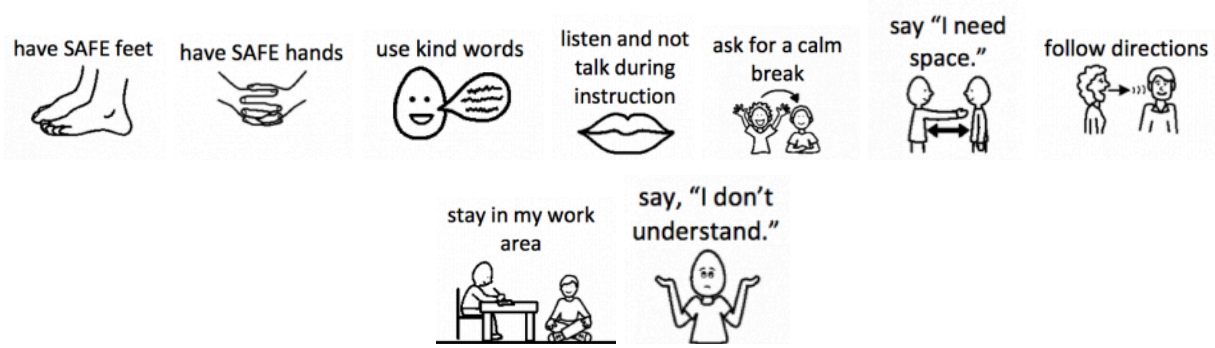
I chose to…



This made my friends feel…



Next time I can choose to…



When I make a positive choice…



I will say sorry to these people for my behavior…

_____ _____ _____ _____