



Shawnee Family YMCA

Fall Sports

2026



PLAYING SPORTS AT THE YMCA

- Schedules, Rules, Maps, Etc.
 - www.quickscores.com/shawneeymca
 - All information regarding schedule changes/updates, weekly info for practice or games, and helpful resources will be sent to coaches.
- Equipment Needed
 - For flag football and soccer practice:
 - Athletic shoes/cleats, water bottle, and flags (once provided).
 - Kids are able to bring their own soccer ball if they desire.
 - For games:
 - Players will need their team jersey (for soccer and football), athletic shoes/cleats (no metal cleats), flags for football, and shin guards for soccer.
- If you have not heard from a coach by August 22nd @ 12pm, please contact your local YMCA Sports Department for team information.
- Game schedules will be posted on August 29th as games begin Saturday September 19th and end October 31st.
For specific game locations, please see your schedule and visit the locations tab on QuickScores.
- Tom Flora Photography is the official photographer for the YMCA Sports Programs. A portion of each sale goes back to the YMCA Annual Campaign making sure no one is turned away from the YMCA.
- All Players will receive an end of season medal. Coaches will pass these out after the final game

COACHING AT THE YMCA

- Consent for Criminal Background Check Form
 - Submit to the YMCA Sports Department by registration deadline of sport you are planning to coach. All documents can be found on www.quickscores.com/shawneeymca
 - *If you completed the background check form and trainings previous seasons, you do not need to complete another round of it.*
- Read over the assigned training material for coaches.
- Join "Fall Sports" GroupMe thread. Scan QR code.
- Receive Roster. Schedule team practices via email or phone call with YMCA Sports Staff.

Contact your team

- Introduce yourself. Reach out no later than Friday August 21st.
- Inform team of practice/game schedule and required jersey purchase if they do not have one from previous seasons.
- Take volunteers for assistant coaches, snack list, etc.
- Attend team pictures as scheduled by YMCA Photographer and the YMCA Sports Department
- Attend weekly practice(s) and game(s) – have practice planned out for more organizational purposes.
- Distribute medals to players at last game or schedule end of season celebration.
- Questions? Contact your local YMCA Sports Department
 - Brendon Johnson bjohnson@shawneeymca.org Sports Director
 - Grady Nowlin gnowlin@shawneeymca.org Sports Coordinator

Shawnee Family YMCA

Parents Code of Ethics

I will encourage good sportsmanship by demonstrating positive support for all players, coaches, and officials at every game, practice or other youth sports event.

I will place the emotional and physical well-being of each child ahead of a personal desire to win.

I will support the implementation of the YMCA's four-character development values-caring, honesty, respect and responsibility.

I will attend all practices and games for my child, or make appropriate arrangements for an adult to be present.

I will demand a sports environment for my child that is free of drugs, tobacco (all forms) and alcohol, and will refrain from their use at all YMCA youth sports events.

I will remember the game is for youths – not for adults.

I will do my very best to make the youth sports experience for my child.

I will help my child enjoy the youth sports experience by doing whatever I can, such as being a respectful fan, assisting with coaching or character development or providing transportation.

I will treat other players, coaches, fans, and officials with respect regardless of race, sex, creed or ability.

I will support coaches and officials working with my child, in order to encourage a positive and enjoyable experience for all.

Shawnee Family YMCA

Coaches Creed

I pledge myself to uphold the high standards of the YMCA in all my associations with team members, coaches, spectators, staff, volunteers, and opposing teams.

I will exemplify all the principles of good sportsmanship and instill them in the youth under my care. I will not permit any unsportsmanlike conduct from players or spectators representing the team I am coaching.

I will, by personal example, display the qualities of leadership that will inspire youths to strive toward the goal of good leadership and sportsmanship.

In accordance with the YMCA principles, I shall make fair play and good sportsmanship the primary objective of all competition. I will follow the YMCA rules on playing time and provide equal opportunities to all.

My primary aim as a YMCA coach shall be the development of youth, spiritually, mentally, and physically.

I will abide by and uphold the rules and regulations governing athletic contests, as established by the YMCA. I will follow the YMCA practice plan and implement the fitness concepts & character concepts.

I will, before any athletic contest is started, line up all my team players and coaches together with the officials and recite the YMCA Pledge or a prayer.

I will, after any athletic contest is completed, line up my team facing our opposition and lead them in shaking hands or some form of non-contact recognition, with the opposing team.

I have read the Coaches Creed and fully agree with the conditions of the creed. I fully understand the team I am coaching is not my team, but as a YMCA team, and I understand that I will be relieved of my duties as a coach if found guilty of any major violation.

YMCA SPORTS PLEDGE

This will be said by the YMCA official before every youth game at center court.

**WIN OR LOSE,
I PLEDGE BEFORE GOD
TO PLAY THE GAME
AS WELL AS I KNOW HOW;
TO OBEY ALL THE RULES,
TO BE A GOOD SPORT AT ALL
TIMES,
AND TO IMPROVE MYSELF
IN SPIRIT, MIND, AND
BODY.**

ABCs of Working with Kids

A is for Active You have to be active. If you sit out of every activity, the kids won't think you care about them.

B is for Belonging. Children want to belong; you have the ability to help them feel as they do belong.

C is for Cheerful Be cheerful. Even if you're in a bad mood, be sure to keep a smile on your face. A bad day for you is a bad day for the kids.

D is for Desire You have to have the desire to give kids a fun program.

E is for Everyone Interact with everyone and get everyone involved! If you notice one of the kids in your group is shy, be sure to get him/her involved with the other kids even more.

F is for Funny Kids don't want an adult who's serious all of the time. Make jokes, have a good time.

G is for Guide It's your job to guide your children in the right direction of their life.

H is for Happy this is a given. You have to be happy. Don't be angry all of the time.

I is for Independence Teach children to become more independent than they are.

J is for Join in Don't sit on the side lines. Participate and have fun with the kids. Even if it means running around a playground or going down a slide. Do it.

K is for Kids This could have two meanings. The first means that you have to be good with kids to be a successful. The second is to let the kid inside of yourself come out. You may not be the most active or creative person outside of this program, but here that doesn't matter. Even if you aren't the best at drawing, draw anyway.

L is for Laugh You should always laugh. If one of the kids tells you a story or joke that they find funny but you don't, laugh anyway. Of course, remember to laugh at appropriate times.

M is for Make Friends Make friends with the kids. Obviously this will probably happen, but make sure it does. Never ignore one child. Also, have kids make friends with each other.

N is for No Yelling You should never yell. You might scare them or make a bad situation worse. Or if you yell enough, they might actually get used to it and yelling won't be a threat to them.

O is for Options Give options. They'll have to learn sometime to choose and make decisions. Why not help them out? Sometimes they might not like the options, but they'll have to choose.

P is for Patience Have patience. This is pretty self-explanatory.

Q is for Questions Instead of punishing two kids for fighting right away, ask questions. Ask why they were fighting, what started it, who started it, was there a better way to solve the problem.

R is for Relationships Build relationships with the children.

S is for Sanity Be sure to keep your sanity, no matter how stressful times can get. Talk to other adults for suggestions.

T is for Teach, Teach the ways of life. Teach them to try and become the best person they can be.

U is for Understanding We are all understanding people. If a child is upset, sit down and talk with them and listen to what they have to say.

V is for Vigilance We are in charge of making sure things are safe in our program.

W is for Wisdom Share your wisdom with the kids and watch them grow as the weeks go on.

X is for excellence You have a limited amount of time to give to the kids. Give it your all 100% of the time and be excellent.

Y is for Yes I Can This is not only a place for kids to learn new things and explore outside of their comfort zone; we can do this too!

Z is for Zzz Let's face it: get all the sleep you need to be well-rested!

Top Ten Tips for Working with Kids

1. **Get to know each one individually.**

Take time to get to know some of the interests, talents, and qualities of each child. Until your children feel they are building a relationship with you, that is the point where they start to feel secure and connected.

2. **Get into routines right away.**

For most children, routines provide security because they are predictable, and they help to know what is expected of them. For example, try using the "five-minute warning" routinely before the end of every activity period. Announce to kids, "Okay, we have five minutes before we have to clean up!" Transitions are hard for children because they involve a small loss of what they have just invested their pride and energy into doing. Using the five-minute warning consistently in other words, doing it routinely, helps children master those transitions.

3. **Keep your directions simple!**

Giving too many things to do at once is confusing and often results in not too much getting done! Especially for younger children who have shorter attention spans and for children who are easily distracted, try the following

routine:

Step 1: Tell a child one thing to do. ("Get your homework out of your bag")

Step 2: Ask them to repeat back to you what you have just asked them to do. ("So what are you going to

do right now?")

Step 3: Instruct the child to come back and tell you when they've finished.

Step 4: Praise them for getting it done!

Step 5: Repeat the process with a new task for the child.

4. Get on their train before you try to get them on yours.

There's an expression called "getting on a train." When a child is doing something other than what she should be—rather than get into a struggle with her, experts suggest that you take a minute or two and join in whatever she is doing. In other words, take a moment to look at the pay attention to what they are doing before coaxing them away from it and onto the task at hand. Entering that child's world on her terms is a great way to develop influence with that child — which is a more powerful and lasting way of motivating children than using threats or force.

5. The human brain can't hold a negative.

When you tell a child at the swimming pool, "Don't run!" what his brain hears is "Run!" When you tell a child, "Don't talk while I'm talking!" his brain hears, "Talk while I'm talking!" It is impossible to tell someone not to do something without suggesting they do the very thing you don't want them to do. What is more effective is telling them what we want

them to do. For example, at the pool, say, "Walk!" In a meeting say, "Listen while I'm speaking. You can have a turn when I am finished". Turning negatives into positives is more than just a subtle rephrasing of words. Children today are visual learners, meaning they get a picture in their brains of what behavior we are suggesting when we talk. Giving them a clear picture of what we want, rather than what we don't want helps steer their behavior in a more constructive direction. "Keep your hands to yourself," or, "Use your words when you are upset," are examples of telling children what we want from them that help them behave more appropriately.

6. Sarcasm has no place here!

I once heard an adult shouting at children who were late to line-up: "Come on, ladies! My old grandmother moves

faster than you guys!" Sarcasm may be said with a hint of affection or humor, but this subtlety is lost on children

younger than fourteen — the age at which the human brain "gets" sarcasm. Not that children won't mimic the sarcasm

they witness... they will. But, what younger children "repeat" is simply hostility — any hint of affection or good-natured humor that one might

7. Drop the rope!

If you have ever heard a child say to an adult, "You're not the boss of me! I don't have to listen to you!" then you have witnessed an example of how American children have been encouraged to "speak up" and assert themselves. Unfortunately, many children today confuse rudeness with assertiveness. When a child says something provocative, like, "This is a free country! I can do what I want!" or, "My parents don't make me do that, you clean up!" rather than get into an argument — which I call picking up the emotional rope — use the following four-step response:

Step 1: Stay calm and let go of the provocation (in other words, drop the emotional rope!).

Step 2: Make children "right" about what they are "right" about. For example, "You're right. I'm not your parent!"

Or, "You're right — it is a free country! Isn't that great!"

Step 3: Pause and then simply say ". . . and . . . everybody knows that her, part of being responsible is cleaning up. And you can do this — it's no big deal!"

Step 4: Then stop talking and move on! One of the biggest mistakes adults make with children is we talk too much!

Less is more!

When it is clear that you are not going to pick up the bait and get into an argument, you throw that child off balance.

Second, using the word "and" as opposed to the word "but" helps kids stay with you. Third, state simply and calmly what everybody knows which helps you maintain the upper hand emotionally and signals to the child your confidence. When you detach and move on you are essentially taking the high road. Children would much rather argue with you than do what they are supposed to do. Detaching takes that option away. Picking up the "emotional rope" is the single greatest mistake adults make with children.

8. Try using the "triple play" with children who are having a hard time fitting in.

One of the challenges facing adults I hear about most frequently is the child who is a little socially awkward or shy.

This is where a technique I call the "triple play" comes in. Try pairing that child with one other child (preferably one he helps choose) and do a fun activity together. When children play together they get to know one another more easily and introduce them to others too.

9. Teach children how to share and have gratitude.

You may actually have to teach how to share or have a sense of gratitude. Teaching them how to share and have gratitude will help them work together. Try gathering the kids for a few minutes at the end of the day and have them raise their hands when they have an example to share with the group of something that happened that day that they are grateful for or something that someone has shared with them that day, like friendship or a toy or their time and help during clean-up. Encouraging gratitude helps create an environment where friendship and respect flourish.

10. Listen, Laugh and Enjoy.