



Hurlburt Field Youth Sports
myhurlburt.com/youthsports.php

Head Coach _____ Assistant Coach _____

Last Name

First Name

Middle Initial

Email Address (Supervisor for Letter of Recommendation)

Email Address (Duty Email Preferred)

Work Phone

Unit/Office Symbol

Mobile Phone

(Circle any preferences you would like us to try and match):

Sports interested in coaching:

BASEBALL CHEERLEADING SOCCER SOFTBALL

BASKETBALL FLAG FOOTBALL IN-LINE HOCKEY OTHER: _____

Do you have a child participating in this sport? Y / N Do you want to coach your child? Y / N

Age Division 5-6 7-8 9-10 11-12 Any

Background Information

Date of Birth (mo/day/year)

Shirt Size

M / F
Gender

Y / N
Military

Rank

____/____
Years Played/Coached

Experience in Youth Athletics:

SPORT

LEAGUE

CAPACITY

YEAR

LOCATION

REFERENCE

PHONE

Please describe playing or coaching experience

Why do you wish to volunteer in Hurlburt Youth Programs?

APPLICANTS SIGNATURE

DATE



Youth Center Volunteer Job Description

- A. **JOB TITLE:** Youth Sports Coach
- B. **STAFF COORDINATOR:** Youth Sports Director
- C. **VOLUNTEER JOB SUMMARY:** The Youth Sports Coach will teach individual skills and fundamentals of a sport, develop team play, schedule and conduct practice sessions and parent meetings, participate and enjoy the sport.
- D. **ACTIVITIES AND RESPONSIBILITIES:**
1. Teach the proper fundamentals and skills of a sport.
 2. Work with every player on the team from the most highly skilled to the least skilled. All players are given equal attention.
 3. Demonstrate the importance of fitness habits such as warm-up and exercise.
 4. Teach the values of fair play. This includes:
 - a. Respect for oneself.
 - b. Respect for teammates and being a team player.
 - c. Respect for the other team.
 - d. Respect for the rules and officials.
 5. Keep winning in perspective. Never ridicule or yell at children for making mistakes or losing a game.
 6. Become thoroughly familiar with the rules and basic fundamentals of the sport.
 7. Be reasonable in your demands on players' time, energy, and enthusiasm.
 8. Ensure that equipment and facilities meet safety standards and are appropriate to the age and ability of the player.
 9. Uphold the authority of the officials assigned.
 10. Be present at all practices and games at least 10 minutes before the scheduled time.
 11. Keep players and parents informed of all practice and game times and any changes in the schedule.
- E. **RECOMMENDED CHARACTERISTICS, EXPERIENCE, AND TRAINING:**
1. Coaches must be able to communicate effectively with staff, players, parents and other volunteers.
 2. Coaches must be patient yet firm in dealing with the younger play.
 3. Coaches should be generous with praise when it is deserved and never ridicule or yell at players.
 4. Coaches should have general knowledge of the rules and an understanding of the fundamentals.
- F. **SUPERVISION, BENEFITS, AND TRAINING PROVIDED:**
1. Supervision will be provided by the Youth Sports Director and Youth Director.
 2. Coaches **MUST** attend the Nationals Youth Sports Coaches Training Program and all pre-season clinics that may be presented.



Hurlburt Field
Youth Sports and Fitness
Program Coaching Contract

I understand my responsibilities as a youth coach are of great importance. My actions have the potential to significantly influence the young athletes whom I coach. Therefore, I promise to uphold the following rights of young athletes to the best of my ability.

1. Right to participate in sports.
2. Right to participate at a level commensurate with each child's maturity and ability.
3. Right to have qualified adult leadership.
4. Right to play as a child and not as an adult.
5. Right to share leadership and decision-making of their sport participation.
6. Right to participate in safe and healthy environments.
7. Right to proper preparation for participation in sports,
8. Right to an equal opportunity to strive for success.
9. Right to be treated with dignity.
10. Right to have fun in sports,

I also promise to conduct myself in accordance with the Code of Ethics for Coaches.

1. I will place the emotional and physical well-being of my players ahead of a personal desire to win.
2. I will treat each player as an individual, remembering the large range of emotional and physical development for the same age group.
3. I will do my best to provide a safe playing situation for my players.
4. I promise to review and practice basic first aid principles needed to treat injuries of my players.
5. I will do my best to organize practices that are fun and challenging for all my players.
6. I will lead by example in demonstrating fair play and sportsmanship to all my players.
7. I will provide a sports environment for my team that is free of drugs, tobacco, and alcohol, and I will refrain from their use at all youth sports events.
8. I will be knowledgeable in the rules of each sport that I coach, and I will teach these rules to my players.
9. I will use those coaching techniques appropriate for all of the skills that I teach.
10. I will remember that I am a youth sports coach, and that the game is for children and not adults.

Name (Print): _____

Signature: _____

Date: _____

VOLUNTEER REFERENCES INFORMATION

Coach's Name _____ Date: _____

- 1. In accordance with AFI 34-144, two professional references are required for all volunteers working with children. Please provide the following information:

	Reference #1	Reference #2
Name	_____	_____
Telephone Number	_____	_____

Reference #1 response:

Reference #2 response:



COACHES' CODE OF ETHICS

I hereby pledge to live up to my certification as a NYSCA Coach by following the NYSCA Coaches' Code of Ethics:

- **I** will place the emotional and physical well being of my players ahead of a personal desire to win.
- **I** will treat each player as an individual, remembering the large range of emotional and physical development for the same age group.
- **I** will do my best to provide a safe playing situation for my players.
- **I** promise to review and practice basic first aid principles needed to treat injuries of my players.
- **I** will do my best to organize practices that are fun and challenging for all my players.
- **I** will lead by example in demonstrating fair play and sportsmanship to all my players.
- **I** will provide a sports environment for my team that is free of drugs, tobacco, and alcohol, and I will refrain from their use at all youth sports events.
- **I** will be knowledgeable in the rules of each sport that I coach, and I will teach these rules to my players.
- **I** will use those coaching techniques appropriate for all of the skills that I teach.
- **I** will remember that I am a youth sports coach, and that the game is for children and not adults.

Coach Signature

Date

VOLUNTEER AGREEMENT FOR

APPROPRIATED FUND ACTIVITIES

NONAPPROPRIATED FUND INSTRUMENTALITIES

PRIVACY ACT STATEMENT

AUTHORITY: Section 1588 of Title 10, U.S. Code, and E.O. 9397.

PRINCIPAL PURPOSE(S): To document voluntary services provided by an individual, including the hours of service performed, and to obtain agreement from the volunteer on the conditions for accepting the performance of voluntary service.

ROUTINE USE(S): None.

DISCLOSURE: Voluntary; however failure to complete the form may result in an inability to accept voluntary services or an inability to document the type of voluntary services and hours performed.

PART I - GENERAL INFORMATION

1. TYPED NAME OF VOLUNTEER <i>(Last, First, Middle Initial)</i>		2. SSN	3. DATE OF BIRTH <i>(YYYYMMDD)</i>
4. INSTALLATION		5. ORGANIZATION/UNIT WHERE SERVICE OCCURS	
6. PROGRAM WHERE SERVICE OCCURS		7. ANTICIPATED DAYS OF WEEK	8. ANTICIPATED HOURS
9. DESCRIPTION OF VOLUNTEER SERVICES			

PART II - VOLUNTEER IN APPROPRIATED FUND ACTIVITIES

10. CERTIFICATION

I expressly agree that my services are being provided as a volunteer and that I will not be an employee of the United States Government or any instrumentality thereof, except for certain purposes relating to compensation for injuries occurring during the performance of approved volunteer services, tort claims, the Privacy Act, criminal conflicts of interest, and defense of certain suits arising out of legal malpractice. I expressly agree that I am neither entitled to nor expect any present or future salary, wages, or other benefits for these voluntary services. I agree to be bound by the laws and regulations applicable to voluntary service providers and agree to participate in any training required by the installation or unit in order for me to perform the voluntary services that I am offering. I agree to follow all rules and procedures of the installation or unit that apply to the voluntary services I will be providing.

a. SIGNATURE OF VOLUNTEER		b. DATE SIGNED <i>(YYYYMMDD)</i>	
11.a. TYPED NAME OF ACCEPTING OFFICIAL <i>(Last, First, Middle Initial)</i>	b. SIGNATURE	c. DATE SIGNED <i>(YYYYMMDD)</i>	

PART III - VOLUNTEER IN NONAPPROPRIATED FUND INSTRUMENTALITIES

12. CERTIFICATION

I expressly agree that my services are being provided as a volunteer and that I will not be an employee of the United States Government or any instrumentality thereof, except for certain purposes relating to compensation for injuries occurring during the performance of approved volunteer services and liability for tort claims as specified in 10 U.S.C. Section 1588(d)(2). I expressly agree that I am neither entitled to nor expect any present or future salary, wages, or other benefits for these voluntary services. I agree to be bound by the laws and regulations applicable to voluntary service providers, and agree to participate in any training required by the installation or unit in order for me to perform the voluntary services that I am offering. I agree to follow all rules and procedures of the installation or unit that apply to the voluntary services that I am offering.

a. SIGNATURE OF VOLUNTEER		b. DATE SIGNED <i>(YYYYMMDD)</i>	
13.a. TYPED NAME OF ACCEPTING OFFICIAL <i>(Last, First, Middle Initial)</i>	b. SIGNATURE	c. DATE SIGNED <i>(YYYYMMDD)</i>	

PART IV - TO BE COMPLETED AT END OF VOLUNTEER'S SERVICE BY VOLUNTEER SUPERVISOR

14. AMOUNT OF VOLUNTEER TIME DONATED				15. SIGNATURE	16. TERMINATION DATE <i>(YYYYMMDD)</i>
a. YEARS <i>(2,087 hours = 1 year)</i>	b. WEEKS	c. DAYS	d. HOURS		
17.a. TYPED NAME OF SUPERVISOR <i>(Last, First, Middle Initial)</i>				b. SIGNATURE	c. DATE SIGNED <i>(YYYYMMDD)</i>



AIR FORCE CHILD AND YOUTH PROGRAMS POSITIVE GUIDANCE AND APPROPRIATE TOUCH INSTRUCTIONAL GUIDE

September 2013

1. **TRAINING OBJECTIVE:** To assist Child and Youth Programs (CYP) personnel (CYP staff and managers, Family Child Care (FCC) providers and coordinators, contract workers and volunteers) in building relationships with children/youth through appropriate adult-to-child interactions.
2. **PURPOSE:** To outline appropriate adult-to-child interactions in CYP.
3. **OVERVIEW:**
 - a. Children/youth need guidance from adults to keep them safe, encourage development of self-control, self-reliance and respect for the rights of others. These skills are crucial to their future success as adults. Guidance of child/youth behavior is ongoing and requires skill and patience.
 - b. For guidance to be most successful, it needs to occur in the context of a caring and supportive relationship. It's important that the CYP personnel get to know and understand the child/youth's typical behavior. Effective guidance takes place when children/youth know and trust adults caring for them and the adults show children/youth their concern for them is unconditional.
 - c. CYP personnel must recognize children/youth as individuals and respect differing abilities, temperaments, activity levels, and developmental characteristics. No one specific guidance technique will work for every situation; therefore approaches will need to be adapted for each child/youth.
 - d. Touch is as necessary as food or water for children/youth to thrive and grow physically, cognitively, socially, and emotionally. Appropriate touch respects the personal privacy and space of children/youth; is nurturing (hugs, giving high-fives, etc.); keeps children/youth safe (separating physically conflicting children/youth, examining cuts/bruises/unusual marks, administering first aid to injuries); and assists with hygiene (face and hand washing, diaper changing, etc.). Remember, the age and individual needs and preferences of the child/youth should always be considered when determining if a touch is appropriate.
 - e. All CYP personnel must receive training on positive guidance techniques and appropriate touch and sign a written statement of understanding during New Employee/Provider Orientation. Annually thereafter, CYP personnel must receive training on positive guidance techniques and appropriate touch. All training is documented on the AF Form 1098, *Special Task Certification and Recurring Training*.

- f. Incidents of inappropriate guidance/touch are reported, using the *AF CYP Reportable Incidents Report Form*, to the Flight Chief, Family Advocacy, Squadron Commander/Director, Major Command Specialist/Installation Support Division, Air Force Personnel Center Directorate of Services Child and Youth Programs, and Headquarters United States Air Force Child and Youth Programs within 24 hours of occurrence.

4. APPROPRIATE GUIDANCE TECHNIQUES:

- a. **Consider Possible Reasons for Behaviors:** Behaviors are a form of communication. Due to the limited language and experiences of a child/youth, sometimes their actions speak louder than words. Avoid blaming the child/youth for the challenging behavior and look to identify the root cause of the behavior.
- b. **Listening:** An important element of communication is the ability to listen to the messages a child/youth is telling us. Adults should not only listen with their ears, but also “listen” with their eyes. Focus on body language, tone of voice, facial expressions, etc. to truly understand what children/youth are trying to communicate.
- c. **Understanding Development:** Knowing what to expect developmentally for children/youth helps to ensure adult expectations are appropriate. Knowing the ages of stages of child/youth growth and development helps adults ensure that they offer children activities and materials that are stimulating rather than frustrating. Children/youth gain competence and confidence in mastering tasks and facing challenges.
- d. **Providing Opportunities for Choices:** When appropriate, provide choices rather than directions to children/youth. Remember the developmental age of the child/youth when offering choices. Older children/youth do better with more open-ended choices (ex: “What would you like to do today?”), while younger children may need limited choices. (Ex: “It’s cold outside. Do you want to wear your sweater or your jacket?”)
- e. **Establishing Limits and Rules:** Create realistic and developmentally appropriate limits and rules which focus on taking care of “self, others and the environment and materials.” Involve children/youth in the development of rules and limits and communicate them clearly. Consider posting rules or scheduling a time to discuss/remind children/youth. Older youth and teens need clear limits with consequences other than expulsion. Youth and families should receive a copy of the program’s written code of conduct to ensure their understanding of expectations.
- f. **Anticipating and Preventing Challenging Behaviors:** Plan environments, activities, and projects based on the foundation of child/youth development. Use visual cues such as a schedule, sign-up sheet, rebus cards or pictures to reinforce expectations. Anticipate how children/youth may respond to certain stimuli or situations. Plan ahead to prevent problems.

- g. **Indirect Guidance:** Indirect guidance allows children/youth to know what the expectations are without a great deal of direction from adults. For example, if children/youth are given the opportunity to work the CD player, is there a way for them to know what an acceptable volume is? By simply marking a red line on the volume control, children/youth have a visual reminder about what is an acceptable volume.
- h. **Reinforcement:** Reinforce positive behavior using encouraging words. Be specific in your reinforcement and explain what the child/youth has done (ex. “You did a good job rearranging all of the art supplies. I really appreciate that you took the time organize the area.”) These words describe the actions the adult is praising instead of simply saying “Good job.”
- i. **Redirection:** Redirection is used to get a child/youth to “redirect” his/her thoughts or actions into a more appropriate activity. “You can run while you are on the playground. Do you want me to put some music on so you can dance?” “The locator board tells us the playground is full. I will keep my eye on the board and let you know when there is an open space. While you are waiting, there is a great cooking activity going on in the cafe.”
- j. **Intentional Environments:** The learning environment is an important and powerful teaching tool. If the environment is set up with the knowledge of how children/youth learn and develop, it can positively support teaching and learning. Staff/providers observing challenging behaviors should consider how the daily schedule, transitions, room arrangement or materials may be contributing factors.
- k. **Logical and Natural Consequences:** Consequences are positive or negative outcomes of an action. Natural consequences occur on their own. They are not controlled or manipulated by anyone, they simply just happen. For example: A child or youth who does not eat lunch is hungry later. Logical consequences are situations engineered by the person in authority and they are logically connected to the wrong. It is logical because it "fits" the offense. For example: If a child spills paint, it is not logical for him or her to have to leave the art area or to be lectured. These responses lack a follow-on connection to the occurrence. Cleaning the floor and refilling the container are both logical and educational. Children/youth that experience natural and logical consequences develop self-discipline and inner strength. They also learn to respect order because they see that following rules leads to better living as opposed to being in fear of punishment.
- l. **Conflict Resolution:** Conflict resolution is a time to find solutions, understand each person’s perspective and share feelings. It is not an opportunity to have one person win and the other lose. Conflict resolution is a very effective guidance tool because it allows children/youth to practice negotiation, compromise, listening skills, empathy, self-calming techniques and assertiveness without aggression.

- m. **Providing Language to Identify Expressions of Emotions:** One of the most important social/emotional development skills we can teach is helping a child/youth move from physical reactions to verbal responses that communicate their feelings/needs. They must be able to connect and communicate with others in order to be successful in current and future relationships. Younger children might have difficulty identifying a feeling and may benefit from prompting or exploring feelings. (Ex. Does that make you feel sad?)
- n. **Modeling Prosocial Behaviors:** CYP personnel promote prosocial behavior by interacting in a respectful manner with children/youth, families, and co-workers. Examples include: discussing behavioral challenges privately, ensuring each child/youth has the opportunity to contribute to the group, building a classroom/home community, assisting children/youth in conflict and countering bullying behaviors.
- o. **Be in Control without Being Overly Controlling:** Consistency is very important; however, it is equally important to have flexibility. Once in a while, it is OK to give in about the small stuff, provided that it is not something dangerous. For example, teens passionately expressing their opinion about procedures in the program, even when they are not the opinions of the adults, could result in a life skill regarding compromise and respecting differences. Drug and alcohol use, on the other hand, are non-negotiable. Know that sometimes the best response is to ignore a behavior.
- p. **Restraint:** As a last resort, restraint is used ONLY when children/youth are endangering themselves and/or others. Restraining a child/youth requires careful action by CYP personnel and should only be used when a child is unresponsive to all other guidance techniques. The intent of restraining is to keep a child/youth safe and to assist with calming the behaviors. It is critical for the CYP personnel to remain calm, use a soothing tone of voice, know when to call for assistance and ensure the child is not hurt.

5. INAPPROPRIATE GUIDANCE TECHNIQUES:

- a. CYP personnel never use threats or derogatory remarks about children/youth or their families.
- b. At all times, children/youth should be free from criticism, repression and punishment. Therefore, the following techniques are unacceptable for use by any adult (including parents) in CYP. NOTE: This list is not all-inclusive. Remember, any act that risks harming a child/youth physically or psychologically is not permitted in CYP.
 - Spanking, slapping, biting, hitting, pinching, yanking, shoving, shaking, pulling hair or any other form of physical abuse
 - Threats, name-calling, sarcasm, belittling, teasing or any other form of verbal abuse
 - Isolation away from adult contact/sight
 - Confinement in closets, boxes or similar places
 - Binding to restrain movement of mouth or limbs
 - Withholding or forcing meals, snacks, toileting, outdoor play experiences or rest time
 - Allowing children/youth to remain in soiled or wet clothing



- Intimidating a child with facial expression, tone of voice or a physical presence (ex. standing over them, finger pointing)
- Touching children/youth in uncomfortable or inappropriate ways, such as: tickling, kissing, forced goodbye hugs/kisses, fondling or touching genitals (except when necessary to clean a child who has soiled himself/herself)
- Coercion or other forms of exploitation of a child's lack of knowledge

6. BEHAVIOR SUPPORT PLANS:

- a. It might be time to consider a behavior support plan when children/youth display behaviors that are consistent, intense and/or put themselves or others at risk. The plan should include a mix of strategies which build relationships between the child/youth, staff and family, reduces the need for conflict, and teaches them to be successful in their relationships with others.
- b. A behavior support plan should be developed with the understanding that adults (including parents/guardians) in the life of the child/youth recognize the individual needs and challenges of the child/youth and are going to provide support and understanding to assist in their development of social and emotional skills. There will need to be changes and compromises in order for a plan to be effective. In addition, everyone will have to be accountable for trying new things. A good plan outlines everyone's responsibilities and provides the time for change to occur.
- c. CYP Managers and Training & Curriculum (T&C) Specialists support staff/providers, parents and children/youth by increasing observations, debriefs, and parent conferences to facilitate successful implementation of the plan, processes and strategies. Managers and T&Cs also play an essential role in obtaining outside resources to provide additional support such as the Military Family Life Consultant (MFLC), Kids Included Together (KIT), School Liaison Officers (SLO), Exceptional Family Member Program (EFMP) Coordinators and installation CYP Medical Advisor.

I have received training and understand I must follow the requirements outlined in the Air Force Child and Youth Programs Positive Guidance and Appropriate Touch Instructional Guide. I will receive annual training on positive guidance and appropriate touch. All training will be documented on the AF Form 1098, *Special Task Certification and Recurring Training*.

Printed Name

Date

Signature

