

AYSO Program: Instructor Instructor requirements: VIP Instructor OR Management, Coach or Referee Instructor with VIP Volunteer Training	<h1>VIP Instructor</h1>	Latest Revision 3-18-2011 Length: 3 hours Lesson Plan Number: (Number) Page: 1 of 8
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Change History	
October 2000	Lesson Plan First Developed
July 2007	Lesson Plan Revised – VIP portion rewritten – candidates must be a Coach, Referee or Management Instructor or take AYSO Introduction to Instruction in addition to qualify to instruct. All must have VIP Volunteer Training.
March 2011	Lesson Plan Reviewed

1. DESCRIPTION

This course is designed to teach AYSO Instructors how to deliver the VIP Volunteer Training Course to a myriad of participants: coaches, referees, buddies, family members, Region administrators and will include

- Strategies for support of special needs families
- Understanding AYSO culture and its philosophy
- Understanding and presenting the VIP Volunteer Training lesson plan.

2. GOALS

To prepare volunteers to represent the VIP instruction needs at the area level and to teach the VIP Volunteer Training at the Regional or Area level.

3. PREREQUISITES

- Introduction to Instruction
- VIP Volunteer Training (or former VIP Volunteer Coach/Referee Course)
- Working knowledge of players/people with disabilities is a great advantage

4. STUDENT MATERIALS

- VIP Volunteer Training lesson plan
- VIP Coach, Referee and Buddy/Family Manuals

5. INSTRUCTOR EQUIPMENT AND MATERIALS

- Course Roster
- Flip chart and markers
- Computer/LCD projector
- Screen
- Power Point Presentation
- VIP Volunteer Training lesson plans cut into “modules”
- Balls, cones, post-it notes, etc.
- Confirming multiple choice tests

6. ORDER OF PRESENTATION

- | | |
|---|---|
| • Support Strategies | 30 minutes |
| • AYSO Basics: Our Culture and Philosophy | 30 minutes |
| • Practicum Prep time | 20 minutes |
| • Practicum | 20 - 30 minutes + 5 minutes per student |

7. INSTRUCTOR NOTES

The instructor should be well versed in persons with disabilities, with the AYSO VIP program and with AYSO policies, procedures, rules and regulations, etc. Ability to evaluate the delivery of the adaptive coaching techniques is important – therefore if not the instructor, or an additional person with such ability should be involved in the practicum evaluation.

LESSON PLAN

Lesson Plan: Class One Strategies for Support of Special Needs Families

I. Introduction **Screen 1**

Explain that this class will give them some general knowledge about families of special needs players. As instructors, it's helpful to know what these families face and to understand why they may behave differently than other families.

II. Body

A. Spirit or intent of developing strategies for working with special needs families: Why?

1. These families have unique needs. They may need to be approached differently.
2. Volunteers working to develop VIP programs will have more success if they learn strategies.

B. Must know elements: What? Screen 2

1. Having children who have disabilities often makes the rest of the family feel like they are different.
2. Siblings may feel isolated, lacking in parental attention, put-upon for extraordinary duties and resentful of the child with a disability.
3. Parents often respond better to personal contact rather than fliers or advertisements.
4. Emphasize this point: Parents may be reluctant to ask for any more services (such as recreational) since they are usually in the position of receiving, not giving, help.
5. Parents must deal with a variety of agencies and professionals in seeking help for their disabled child. These may include:
 - Social Services **Screen 3**

- Social Security
- Crippled Children’s Fund and other similar agencies
- Special education: speech therapist, occupational/physical therapist, social worker, psychologist
- Medical: various specialists, psychiatrist

Ask: How many of these people do parents routinely see for their mainstream child? How does this affect a family of a child with disabilities?

C. Application: How can we support special needs families? Screen 4

1. Be aware of their needs; advocate for them in your Region.
 - Medical and/or financial
 - Daily care of child; difficulty getting breaks
 - Fields: accessibility, good condition
 - Scheduling: standard time for practice and games

2. Make personal contacts. **Screen 5**
 - Call the Special Education office in your district to find out about parent support groups or other parent meetings. Attend them.
 - Try to connect/build relationship with at least *one* parent. S/he will help bring in more.

3. Go the extra mile in making families feel accepted and invited. **Screen 6**
 - Emphasize that their child can participate at any level of which s/he is capable.
 - Show an interest in learning about their child and about the disability. Ask questions.
 - Involve families (as consultants or assistants) in educating and training volunteers to work with VIP players.
 - Be flexible. Don’t be critical when they don’t show up every time.

Ask participants for other ideas; list them on flip chart.

III. Conclusion

A. Review: Quickly review and check for understanding on these key points:

1. Special needs families have unique needs. It helps if VIP volunteers understand them.
2. Special needs families respond better to personal contact. It is up to us to make sure they feel invited.

B. Bridge: Link to “AYSO Basics”

C. Give the Class One test.**Lesson Plan: Class Two
AYSO Basics****I. Introduction**

- A. The AYSO "Big Picture: Why are we all here?"
- B. Kids and Soccer: Which comes first?

II. Body**A. Spirit or Intent of AYSO: Why?**

1. Talk about the AYSO Mission Statement and Philosophy **Screens 7, 8**
2. List AYSO values on a flip chart. Ask participants:
What is at the core of the AYSO experience?
Why is this important?

B. Must know elements: What?

1. Explain the function of culture **Screen 9**
 - a. Culture holds people together
 - b. Culture provides continuity
 - c. Culture creates community
2. Elements needed to sustain and grow culture **Screen 10**
 - a. A common set of values
 - b. A code of conventions (commonly accepted, agreed upon behaviors)
 - c. An identified purpose
 - d. A unified plan
 - e. A common language
 - f. A continuing dialog
 - g. An atmosphere of trust and respect
3. Explain the structure of AYSO
 - a. Region/Area/Section/National
 - b. Governance
 1. Executive members
 2. NBOD
 3. NSTC

C. Application: How?

1. Real world applications
 - a. Ask: *How does this knowledge help when confronted by a noisy, abusive spectator?*
 - c. Ask: *Does the VIP Instructor have a role to model based on an understanding of what AYSO is?*

2. The need for training and certification **Screen 11**
 - a. Training prepares volunteers for their tasks
 - b. Certification teaches them about child and volunteer protection.
 - c. Both protect volunteers under the Volunteer Protection Act of 1997.
 - d. They reduce the likelihood of children being abused.
 - e. They provide personal achievement and satisfaction.
 - f. Ask: *How is VIP Volunteer Training vital to your Regions?*
 - g. Ask: *Is it important that this be AYSO training?*

III. Conclusion/Bridge

A. Review : Quickly review and check for understanding on these key points:

1. AYSO Mission/Philosophy
2. R/A/S/N
3. Importance of training

B. Bridge: Link to “Practicum”

C. Give the Class Two test

Lesson Plan: Class Three Practicum

I. Introduction

Tell participants that the practicum provides an additional opportunity for them to *practice* their presenting skills and receive valuable feedback.

II. Body

A. Spirit or intent of a practicum: Why? Screen 12

1. Talk about the importance of *doing* or *practicing*.
2. It’s not as easy as it looks, but the more it’s done, the easier it gets.

B. Must know elements: What? Screen 13

1. Review the three presentation styles and apply to the practicum.
(Listen: I hear; See: I understand; Do: I know)
Ask: *Which one of these styles applies most to the practicum?*
2. This is their chance to put into *practice* all of the things they have learned.

C. Application: How?

1. Real world applications
 - a. Distribute a lesson plan module to each participant. Assign them 20 - 30 minutes depending on the number of participants.

Shorten the time if need be, but be sure to help them cut the lesson plan points – not hurry to fit in too much information!

- b. Allow 20 – 30 minutes for preparation time
 - c. Provide tools available – flip chart, markers, etc.
 - d. Provide positive feedback to presenters about 5 min each
 - e. Ask: *How do you think you did?*
 - f. Ask: *Do you think you can improve? How?*
 - g. Ask classmates for their comments
2. The need for practice
 - a. Ask: *How is practice vital to your success?*
 - b. Ask: *Is it important to your students?*

III. Conclusion

- A. Review: Remind students that this was a pressure situation with not much preparation time. On their own, they will benefit from more planning and practice.**
- B. Give the VIP Volunteer Training affirmation test (unless all of them have just completed this training in the same time frame).**
- C. Bridge: Transition to closing.**

Closing:

Congratulate the attendees on their completion of the course. Ensure all have signed the attendance roster and have turned in the answer sheets. Inform them that their VIP Instructor course credit will be put into eAYSO after their tests are reviewed.

They will be informed if they need to do anything further as designed by the instructor prior to becoming an official VIP Instructor. Acknowledge their value to AYSO and to the advancement of the VIP Program.

Test #1 Class One—Strategies for Support of Special Needs Families

True/False

1. Families of individuals with disabilities have unique needs.
2. Understanding special needs families will prepare volunteers to work with them.
3. If no parents come to sign up their disabled children on Registration Day, that is a good indication that there are not enough potential players to support a VIP program.

4. It would be a good idea to distribute brochures to the many agencies dealing with special needs families.

Multiple Choice

5. Working with a variety of agencies and professionals may cause parents to
 - A. Feel overwhelmed and powerless
 - B. Become exhausted
 - C. Stop asking for more
 - D. All of the above

6. The best way to reach parents of potential VIP players is to
 - A. Stuff their child's backpack with fliers
 - B. Advertise through the media
 - C. Make personal contacts

7. Advocating for VIP families in your Region means
 - A. Helping people understand their needs
 - B. Working with schedulers of fields and games
 - C. Ensuring VIP inclusion in Regional events
 - D. All of the above

Test #2 Class Two—AYSO Basics

True/False

1. AYSO's mission is to develop and deliver quality soccer programs in a fun, family environment.
2. Training prepares volunteers for their tasks.
3. Training reduces the likelihood of children being abused.
4. One reason culture is important is that it creates a sense of community.
5. The Section is the local unit of AYSO—the grassroots.
6. The National Support and Training Center is the professional arm of AYSO.
7. AYSO's philosophy includes "Open Coaching."
8. Proper training protects volunteers under the Volunteer Protection Act of 1997.