

OTA
Operations and Administration
Section 13:
New Hire “Rookie” Meeting

- Behavioral Exercise
- Situation Exercise
- Instructor Tips

New Hire “Rookie” Meeting – Virtual or Call

Developing a workforce that continues to improve and get better requires a theme of “continuous training”. The initial way we establish this concept with New Hires is to schedule a “Rookie” Meeting to take place after two weeks of an employee’s start date.

These discussions can be individual or in group settings (if you have a new “class” that all came on board at the same time).

These “Rookie” Meetings are designed to get some early feedback, to do any course corrections with an instructor should an early mistake have been made (missing a call in, attendance issue, dismissal issue, lack of programming day card are all examples of issues that should be addressed immediately).

Outside of these “housekeeping” topics, the “Rookie” Meeting should be used to introduce, and address topics related to – Behavior – Instructor TIPS – Situational Responses. It’s important that all Rookies understand the scenarios that can come up in youth programming that will require them to react or solve problems.

Located on the Instructor Resources Login are three exercises to frame the “Rookie” Meeting Discussion:

1. Behavioral Exercise – Review and Discussion
2. Instructor Tips Exercise – Review and Discussion
3. Situational Responses Exercise – Review and Discussion

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Cont. Training Exercise: Behavior

Below are some examples of behavioral issues that may arise during class. Write down how you would handle each situation to ensure class remains **safe** and **fun** for each child.

1. You are teaching a 13 kid Sports Spectacular class by yourself and the sport today is soccer. Sally says she hates soccer and doesn't want to play. She wants to sit on the sideline and pout.

Solution or Action to Take:

START BY LETTING HER KNOW "THE RULE IS EVERYONE HAS TO PLAY FOR AT LEAST 5 MINUTES BEFORE THEY CAN SAY THEY DON'T LIKE THE GAME OR DON'T WANT TO PLAY.

IF THIS DOESN'T WORK, EXPLAIN TO SALLY THAT SHE CANNOT SIT BY HERSELF ON THE SIDELINE. LET HER KNOW THAT IF SHE DOES NOT WANT TO PLAY SHE NEEDS TO "WALK WITH ME" WHILE YOU FACILITATE THE GAMES BEING PLAYED. (OFTEN IF A CHILD IS NOT ALLOWED TO SIT, THEY WILL OPT TO PLAY IN THE GAME ANYWAY). REINFORCE THAT AT ANY TIME SHE CAN JUMP INTO THE GAME.

2. In flag football class you notice 2 boys on opposite teams are getting very competitive and aggressive. During a play one boy pushes the other instead of grabbing his flag.

Solution or Action to Take:

THE STUDENT WHO PUSHED THE OTHER BOY MUST SIT IN THE PENALTY BOX FOR 2 MINUTES. IF IT CAN NOT BE DETERMINED WHO IS AT FAULT, BOTH CHILDREN GO TO THE PENALTY BOX FOR 2 MINUTES. TRY AND KEEP THIS CASUAL, IT DOESN'T NEED TO BE A BIG DEAL AT THIS POINT

MAKE SURE YOU HAVE A CONVERSATION ABOUT KEEPING THEIR HANDS TO THEMSELVES AND THE RULES OF THE GAME. INCLUDE WARNING ABOUT NEXT TIME – SIT OUT OF GAME / CONVERSATION WITH PARENT.

CLOSE THE LOOP – HAVE BOTH STUDENTS SHAKE HANDS AND REMIND STUDENTS THAT COMPETITION IS OK, AS LONG AS IT'S SAFE AND INCLUDES SPORTSMANSHIP

KEEP A CLOSE EYE – MONITOR THESE STUDENTS CLOSELY FOR THE REMAINDER OF THE CLASS.

3. You are teaching a K-2 basketball class and working on shooting. The baskets are low, but one child is still having trouble shooting and cannot even hit the backboard. Other students start to tease him and tell him how bad he is at basketball.

Solution or Action to Take:

IMMEDIATELY TAKE ACTION AND PUT AN END TO THE TEASING. REMINDER TO ALL STUDENTS – BE NICE, BE KIND, OR BE GONE.

REINFORCE SPORTSMANSHIP AND MAKE IT A CENTRAL THEME TO THE REST OF THE CLASS. ANY STUDENT DEMONSTRATING POOR SPORTSMANSHIP OR TEASING WILL SIT OUT IN THE PENALTY BOX FOR 2 MINUTES. REPEAT OFFENDERS WILL NOT BE ALLOWED TO PLAY GAMES AND A CONVERSATION WILL BE HAD WITH THEIR PARENTS.

TEACH STRUGGLING STUDENTS WITH SOME HIGH FIVES MOMENT/ATTENTION. FOR EXAMPLE, INSTRUCT THE SHOOTER TO USE THEIR LEGS. OBSERVE WHETHER OR NOT ANY IMPROVEMENT IS MADE.

TRY USING DIFFERENT EQUIPMENT (LIGHTER BALL, ETC.) AND SEE IF THE STUDENT HAS BETTER RESULTS.

INCORPORATE NEW SCORING FOR ALL PLAYERS TO ACCOMMODATE ANYONE STRUGGLING WITH TRADITIONAL SCORING (POINTS FOR ATTEMPTING A SHOT, POINTS FOR HITTING NET, ETC.)

4. You are teaching a very wild class of 3-5th graders. They talk over you, don't follow the rules, climb on the PE equipment, touch the balls without permission, step on your cones to flatten them, etc. You are having trouble even getting a warm up game started because the kids won't listen.

Solution or Action to Take:

BLOW WHISTLE AND BRING THE GROUP TO THE BASELINE OR WHEREVER A STRUCTURED GATHERING PLACE MIGHT BE. WAIT UNTIL THEY ARE QUIET. YOU DO NOT NEED TO YELL OVER THEM.

EXPLAIN TO THEM THAT THEY CANNOT CONTINUE UNTIL THERE IS LISTENING AND FOLLOWING DIRECTION – SAFETY MUST BE MET TO PLAY GAMES.

USE TRIVIA TO SET A NEW TONE AND GET THE KIDS FOCUSED AND BACK ON TRACK.

AVOID "PUNISHING THE WHOLE GROUP". IF POOR BEHAVIOR CONTINUES, INDIVIDUAL OFFENDERS SHOULD BE SENT TO THE PENALTY BOX FOR 2 MINUTES. DON'T BE AFRAID TO USE '1 CLAP, 2 CLAP' TO GET EVERYONES ATTENTION.

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Cont. Training Exercise: Instructor Tips

Below are 2 extreme but real situations that Instructors may encounter while running their programs. Describe the plan of action you would take to deal with this situation and a solution for Instructors to prevent this situation from happening in the future.

Situation 1: At the end of Lax-Tastic class you realize that Susie May is missing. The last time you remember seeing her was 10 minutes ago during the Numbers game. You see parents starting to arrive.

Plan of Action:

DO NOT PANIC. PANICKING WILL AFFECT YOUR JUDGEMENT AND CREATE FURTHER CHAOS TO AN ALREADY POTENTIALLY DANGEROUS SITUATION. ASK OTHER PARTICIPANTS IF THEY KNOW WHERE THE STUDENT IS OR NOTICED WHERE SHE WENT.

IF WORKING WITH ANOTHER INSTRUCTOR, ONE OF YOU HANDLE CLEAN UP AND DISMISSAL WHILE THE OTHER INSTRUCTOR DOES A "SWEEP" OF THE FACILITY. CHECK BATHROOMS, CLASSROOMS, BEHIND BLEACHERS, EQUIPMENT CLOSETS, ETC.

CHECK WITH FRONT OFFICE. INFORM THEM OF THE SITUATION AND ALL THE DETAILS PERTAINING TO THE MISSING CHILD. THEY SHOULD MAKE AN ANNOUNCEMENT IN THE BUILDING.

IF WORKING ALONE, HAVE THE CLASS SIT IN A STRAIGHT LINE WHERE DISMISSAL TAKES PLACE AND HAVE A VOLUNTEER STUDENT CHECK THE BATHROOM. HAVE ANOTHER STUDENT VOLUNTEER GO ASK AN ADULT IN THE BUILDING TO COME BACK TO THE CLASS SPACE TO ASSIST WITH THE REST OF THE STUDENTS, WHILE YOU CHECK WITH SCHOOL OFFICE OR AFTER SCHOOL COORDINATOR.

HAVE THE SCHOOL OFFICE CALL HOME TO SEE IF THE STUDENT LEFT THE BUILDING AND WALKED HOME. ALSO CALL PARENT OR GUARDIAN TO CHECK WITH THEM AND INFORM THEM OF THE SITUATION. IF CHILD IS NOT LOCATED MAKE DECISION WITH SCHOOL OFFICE TO NOTIFY 911 OF A MISSING CHILD.

Solution:

1. Keep supervision ratios within OTA limits
2. Conduct regular head counts
3. Bathroom breaks should be with buddy system or group/class system
4. No bathroom or water breaks during the last 15minutes of a class
5. When moving as a group around the facility there should always be an instructor at the front and at the back until the group has reached the location.

Situation 2: During a Pro-Flaggers class Jon and Bobby start to get rough with each other. You separate them in different stations, but during a scrimmage at the end of class they end up fighting. Jon hits Bobby, who then comes running towards you with a bloody nose that looks like it could be broken.

Plan of Action:

JON MUST SIT OUT IN PENALTY BOX FOR REMAINDER OF CLASS.

ADDRESS THE BLOODY NOSE AND GET IT CLEANED UP. DETERMINE IF ICE PACKS, TOWELS, ETC. NEED TO BE USED. MAKE SURE STUDENT ALSO GETS A DRINK OF WATER; THIS OFTEN HAS A CALMING EFFECT.

DETERMINE HOW MUCH TIME IS LEFT IN THE CLASS AND WHETHER A SCHOOL NURSE IS PRESENT IN THE BUILDING. YOU CAN ALSO CHECK IN WITH THE AFTER SCHOOL COORDINATOR AS A RESOURCE ON THE PROPER PROTOCOL TO FOLLOW. DETERMINE WHETHER THE PARENT OF THE BLOODY NOSE STUDENT NEEDS TO BE CALLED IN ORDER TO TAKE STUDENT TO GET MEDICAL ATTENTION.

IF THE INCIDENT WILL WAIT TILL DISMISSAL TO BE ADDRESSED, CONFRONT BOTH STUDENTS WITH THE CONSEQUENCES AND MAKE SURE APOLOGIES AND HANDSHAKES ARE GIVEN.

AT DISMISSAL, HAVE A CONERSATION WITH BOTH SETS OF PARENTS.

FILL OUT INCIDENT REPORT AND INFORM PROGRAM DIRECTOR IMMEDIATELY. WAIT FOR DIRECTIONS ON HOW TO PROCEED.

Solution:

1. Make sure rules are stated EVERY class
2. Keep close eye on competitive level
3. Get to know your participants, this can often uncover whether or not any students have existing problems with each other that you should be monitoring.
4. Keep things high energy, moving along, and silly
5. Make sure you create teams and recognize skill, size, and behavior when doing so

Name: ANSWER SHEET

Cont. Training Exercise: Situational Responses

Below there are situations that you may come across as an OTA Instructor. **What would you do?**

- You get to your program & realize you forgot your equipment. Name 3 games you can play today without any equipment.
COOL CORNER
SHARKS AND MINNOWS (OR ANY TAG GAME)
WACKY RELAY RACES
- You are running a basketball class for younger kids and realize that they cannot reach the baskets to shoot. What are 2 alternative things that you can do to still incorporate shooting in the class?
PICK A SPOT ON THE GYM WALL TO SHOOT AT FOR POINTS
USE YOUR ARMS TO MAKE A HOOP FOR THE STUDENTS TO SHOOT THREW
- You have a class of 12 and only 6 kids show up today. What are 3 games you can play with just those 6 kids?
NUMBERS GAME
SKILLS CONTEST
BEAT THE COACH
- Your programming day card was made for an outdoor program utilizing lots of space. When you get to the school you realize the weather is bad so you must stay inside in a classroom. Name 3 games you can play in the confined space.
COOL CORNER
GRID MASTER
OTA TRIVIA CHALLENGE
- You have a child who is constantly misbehaving causing a distraction for the rest of the class. What are 3 ways you can handle the situation?
CONSEQUENCES – PENALTY BOX, CLEAN UP DUTY, NOT ALLOWED TO GIVE INPUT, LIKE THE REST OF THE STUDENTS ON ANY CHOICES/DECISIONS.
WARNINGS – IF BEHAVIOR DOESN'T CHANGE, YOU WILL SPEAK TO PARENTS, PRICIPAL.
PD HELP – SPEAK TO YOUR PROGRAM DIRECTOR TO DISCUSS STRATEGIES FOR THE REST OF THE PROGRAM.
- You are the only Instructor at a program and one of the kids gets a bloody nose. How do you handle the situation?
BLOW WHISTLE AND HAVE CLASS COME BACK TO MEETING SPOT.
HAVE VOLUNTEER STUDENT GO TO BATHROOM TO GET PAPERTOWELS.
STOP NOSE BLEED; THANK CLASS FOR HELPING AND BEING PATIENT.
CONTINUE WITH PROGRAM.

- During your class parents are observing the program. What are 3 themes you should be emphasizing with a parent audience?

HIGH FIVES, GOOD SPORTSMANSHIP
HIGH ENERGY AND POSITIVE ENTHUSIASM
TEACHING AND DISCIPLINED ENVIRONMENT (STUDENTS ADHERING TO RULES)
- You get to your 25 kid class that you are scheduled to work with another Instructor. The other Instructor does not show up, what do you do?

CALL/TEXT INSTRUCTOR, CALL PROGRAM DIRECTOR
START THE PROGRAM ON TIME
“SLOW PLAY” WARM UP GAME – CHOOSE EASY TO MANAGE GAME
THINK QUICKLY TO DESIGN PDC THAT ROTATES GROUPS DOING GAMES OR ACTIVITIES FREQUENTLY.
GROUP NOT IN GAME SHOULD BEHAVE WHILE WAITING THEIR TURN
- The game being played becomes ultra-competitive and a child on the losing team becomes very upset. What do you do?

TAKE STUDENT ASIDE AND GIVE THEM A MINUTE TO CALM DOWN
EXPLAIN SPORTSMANSHIP
LET THEM KNOW EVEN LEBRON JAMES LOSES GAMES
- At the conclusion of attendance, you discover that you have a child present who is not on the roster. What do you do?

CHECK WITH FRONT DESK/OFFICE IMMEDIATELY
CALL PROGRAM DIRECTOR TO CONFIRM STUDENT WAS NOT ADDED LATE
KEEP STUDENT UNTIL ADMINISTRATOR OR PARENT CAN BE CONTACTED TO CONFIRM ENROLLMENT OR PICKUP
- Your program is scheduled to take place outside and you have a child in your class that complains about going outside because of their shoes, or clothing, or weather (too hot, too cold). What do you do?

IGNORE. NO CHOICE HERE.
LET STUDENT KNOW TO DRESS APPROPRIATE NEXT WEEK.
FOR TODAY, THEY CAN PARTICIPATE AS “YOUR HELPER”
- You are working a program with another instructor and the other instructor shows up without equipment. How should you proceed?

HANDLE PROGRAM WITH THE EQUIPMENT YOU HAVE
INFORM PROGRAM DIRECTOR IF IT HAPPENS MORE THAN ONCE
- The game or sport or activity of the program turns out to be too advanced for the group you have signed up for the class. How should you proceed?

LONGER WARM UP GAME SEGMENT
DUMB IT DOWN, CHANGE RULES TO ALLOW FOR EASIER PLAY

- One of the students in your class seems emotionally upset. It's not clear what may have caused this. What do you do?
 DON'T MAKE IT A FOCAL POINT FOR THE WHOLE CLASS
 FIND OPPORTUNITY TO HAVE HIGH FIVES MOMENT
 CHECK AND SEE IF WHAT HAS MADE THEM UPSET HAS ANYTHING TO DO WITH THE CLASS
 IF NOT, CHECK AND SEE IF THEY WANT TO TALK ABOUT WHATEVER IT MIGHT BE (HOME, SCHOOL, BULLYING, ETC.)
 GIVE PARENT A HEAD'S UP AT DISMISSAL
- The PTA Coordinator has requested that the program include a broader age group than we normally allow. This affects the way you run the program and teach skills of the sport. What do you do?
 RUN TWO STATIONS OF SKILLS AND DRILLS TO ACCOMMODATE AGES
 FOCUS ON CONTESTS RATHER THAN COMPETITIVE GAMES
 TRY SLO-MO SCRIMMAGING (FASTEST YOU CAN GO IS SPEED WALKING)
- Parents arrive late for pickup. What do you do?
 CHECK WITH PTA COORDINATOR IF ONE IS PRESENT ABOUT PROTOCOL
 CALL PARENT CONTACT NUMBER TO GET A SENSE OF ARRIVAL TIME
 EXPLAIN OUR DISMISSAL POLICIES AT PICK UP
 INFORM PD IF IT HAPPENS TWICE