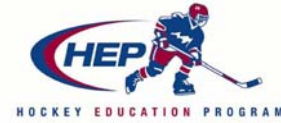




**HEP Case Studies/Leader Guides
Parent Meetings
Season 2007-2008**



Parent Meeting Facilitation Tips:

The following suggestions are provided to assist with the facilitation of the HEP Parent Education meetings:

1. Indicate to parent meeting attendees that these scenarios and how the situations should be addressed have been developed using Smith and Smoll's guides and research. Smith and Smoll are key authorities in youth development and have been leading seminars and conducting research on this subject for 30 years. The information is based on rigorously designed research, so always refer them back to Smith and Smoll's book.
2. Circulate the room and try to keep people on task. Parents will start discussing specific examples they have witnessed or experienced, which will lead them off-subject. They can discuss a couple of examples as these may further illustrate the importance of the issue, but too many will detract from the workshop. Due to time limitations, you may need to interject and link the example back to the discussion question.
3. Ask for a volunteer from each group to facilitate the discussion and keep parents on task.
4. Encourage parents to disseminate the information to other parents who could not attend the meeting.
5. Encourage parents to be accountable for their actions and the actions of other parents.
6. Have FUN while taking the task seriously!

Level 2: Mite/8U

Yelling Instruction during Team Practices

You are the parent of a mite player. You often attend and watch team practices. Sitting in the stands you can see your son is not executing the drill correctly. Becoming increasingly frustrated, you find yourself yelling instructions across the ice as to how to properly execute the skill.

Discussion Questions:

1. What effect does yelling instructions across ice have on your son's ability to master the skill being taught?
2. How do you think your son feels when you yell instructions across the ice?
3. How do you think the coaches feel when you yell instructions across the ice?

Leader Guide Information:

- *This case study illustrates the importance of allowing the coach to coach*
- *Yelling instructions from the stands undermines the coach's authority. For mites who are 8 years of age and under, this may confuse them and inhibit their ability to learn the skill.*
- *Have parents turn to pgs. 32-33 in Smith and Smoll regarding parental behavior at sport events*
- *Highlight the following:*
 - *Apart from the obvious inappropriate actions (profanity, drinking alcohol, and throwing objects), other recommendations highlighted by Smith and Smoll include:*
 - *Do remain in spectator area*
 - *Don't interfere with your child's coach*
 - *Do express interest, encouragement, and support*
 - *Don't shout instructions or criticisms to the coach*
 - *Do lend a hand*
 - *Don't make abusive comments*

Coach Asks Your Hockey Player to Participate In An Off-Season Camp

At the end of the season, the coach approaches you, the parent, to ask if your son would like to participate in an “elite” summer hockey camp led by a college hockey coach. The coach highlights the benefits of this participation which include: more exposure to a prominent college coach, intensive training with well-known collegiate players, and being able to play with some of the best mite players in the state.

Discussion Questions:

1. Although the coach mentioned several benefits to participating in an off-season camp, are there consequences? If so, what consequences do you foresee?
2. Is it appropriate for an 8 year-old child to be training in an off-season camp with a collegiate coach?
3. Do you consult with your child to see if he would be interested in participating in the summer camp?

Leader Guide Highlights:

- *To highlight the importance of keeping sports into perspective for your child, have parents turn to pgs. 14-15 in Smith and Smoll*
 - *Statistically the chances of a high school athlete becoming a professional in any sport are 1 in 12,000 (pg. 15)*
 - *The odds against a child becoming a college or professional athlete indicate youth sports should not be treated as a feeder system. Instead, the focus should be on personal growth and development (pg. 15)*
- *To address parents’ roles and responsibilities of ensuring continued enjoyment in sport, have parents turn to pgs. 15-16 in Smith and Smoll*
 - *Though you may choose to encourage participation, your child should not be pressured, intimidated, or bribed into playing (pg. 16)*
 - *If your child feels forced, his chances of receiving the benefits of sports are decreased (pg. 16)*
 - *“Parents should be observers and supporters of their athletically inclined children, but never pushers” (Wayne Gretzky, pg. 16)*
 - *Children have a right not only to participate in sports but to choose not to participate as well (pg. 16)*
- *Time and energy demands on both children and their parents need to be kept at a reasonable level (pg. 35)*

Your Child’s Playing Time Does Not Match That of Others on the Team and Your Child Has Played the Same Position the Whole Season

Your daughter has just started to play hockey and is beginning to master the skills. In the games she only plays a few minutes. Although she is interested in learning how to play other positions, the coach only plays her on defense because he feels other players at the forward position give them a better chance of winning and that is what's fair to the team.

Discussion Questions:

1. As the parent, how would you react to this situation?
2. When, if ever, would you discuss this situation with your daughter's coach?
3. If your daughter becomes discouraged with the lack of playing time and variety in position play, how do you talk to your daughter about this situation?

Leader Guide Highlights:

- *To examine ways for parents to approach a coach, if needed, have parents turn to pgs. 24-26 in Smith and Smoll*
 - *As a parent you have every right to be involved in and look out for your child's welfare. The trick comes in deciding how and to what extent it is appropriate for you to be involved.*
 - *General principles to follow:*
 - *View this problem as one that you and the coach must work together to resolve*
 - *Establish communication and keep the lines of dialogue open*
 - *Smith and Smoll highlight several steps that can be taken: (pg. 25)*
 - *Sit down with your child and get his/her point of view*
 - *Listen and express concern but do not form a judgment*
 - *If the issue does NOT need your involvement, help your child by giving suggestions on how to approach the coach and express concerns*
 - *If the issue DOES need your involvement, contact the coach and indicate you would like to have a conference away from the rink and without your child present*
 - *When you meet with the coach do: (pg. 26)*
 - *Create a positive environment*
 - *Indicate there is an issue you would like to discuss and you would like to work with the coach to resolve it*
 - *Express your empathy with the difficulty of coaching but that you would like him/her to hear your concern*
 - *Tell the coach you would like to hear his/her view of the situation with the emphasis being on resolving the problem together*

Your Child Saying "Bad Game" to Opponents

After a game, your daughter tells you that some of her teammates were saying “bad game” to the other team during the post-game handshake. You asked your daughter whether or not she said “bad game” too, and she admits to you that she did because she was sad about losing the game.

Discussion Questions:

1. Do you have a conversation with the coach and/or the other players’ parents about this incident? Explain.
2. Do you discuss this situation with your daughter? If so, what is your message?

Leader Guide Highlights:

- *The importance of this case study is to stress sportsmanship and what can be learned from winning and losing*
- *Parents can communicate with their child that the other team are fellow athletes that make it possible to compete and play (pg. 21)*
- *For lessons to be learned from winning and losing have parents turn to pgs. 13-14 in Smith and Smoll*
 - *Smith and Smoll have developed a four part philosophy of winning to maximize your child’s enjoyment and their chances of receiving the positive outcomes of sport participation (pg. 13)*
 - *Winning is not everything, nor is it the only thing*
 - *It’s naïve and unrealistic to believe that winning is not an important goal in sports. But it is not the most important objective (pg. 13)*
 - *Failure is not the same thing as losing*
 - *Your child should be taught that losing a game is not a reflection of their own self-worth. (pg. 14)*
 - *Success is not equivalent to winning*
 - *Winning and losing apply to the outcome of the game. Success and failure do not. (pg. 14)*
 - *Success is found in striving for victory*
 - *The important idea here is that success is related to commitment and effort (pg. 14)*
 - *Athletes have complete control over the effort they give, but they have only limited control over the outcome that is achieved (pg. 14)*

Level 3: Squirt/10U and up

An Abusive Spectator on your Team

This is the first year your son is playing Squirt A hockey. He was one of just two players who moved up to play with this team this season, making your family newcomers to the team. During games, you have started to notice another parent from your team being verbally abusive to the players, referees, and coaches. Although the other parents seem used to this parent's antics, you feel the behavior is uncalled for and feel obligated to do something about the situation.

Discussion Questions:

1. As the newcomer, should you attempt to do something about the spectator who is being verbally abusive? Yes/no and explain.
 - a. If yes, what actions should you take?
 - b. What may be the potential consequences of your actions?
2. What role does administration have in this situation?
3. Are there levels of verbally abusive behavior that is acceptable given whether the recipient is the spectator's child, the referees, coaches, or the opponent?

Leader Guide Highlights:

- *This case study highlights the importance of ensuring a safe athletic environment*
- *Have parents turn to pgs. 32-33 in Smith and Smoll regarding parental behavior at sport events*
- *Highlight the following:*
 - *Apart from the obvious inappropriate actions (profanity, drinking alcohol, and throwing objects), other recommendations highlighted by Smith and Smoll include:*
 - *Do remain in spectator area*
 - *Don't interfere with your child's coach*
 - *Do express interest, encouragement, and support*
 - *Don't shout instructions or criticisms to the coach*
 - *Do lend a hand*
 - *Don't make abusive comments*
 - *Parents have an obligation not only to control their own behavior but, if necessary, also remind others of their responsibilities. When parents misbehave, it is the duty of other parents and league administrators to step in and correct the situation. The rule of thumb for all spectators is that nothing in their actions should interfere with a child's enjoyment of the sport. (pg. 33)*

The Ride Home after a Tough Loss

Your daughter's team was up by two goals at the end of the second period. In the third, the opponent scored two goals to tie it up, forcing the game into overtime. Your daughter's team controlled play the entire game; and although the opponent scored twice during the third period, they were confident they could win it in overtime. Unfortunately, the opponent took control of the face off and scored only a few seconds into overtime. As expected, your daughter's team is very disappointed and frustrated after a tough loss. You have an hour car ride home with your daughter.

Discussion Questions:

1. How would you approach your daughter about this tough loss?
2. What can be learned from the loss?

Leader Guide Highlights:

- *The importance of this case study is to stress that winning is not everything*
- *Have parents turn to pgs. 38-39 in Smith and Smoll to discuss how to deal with a tough loss*
- *Highlights the following points:*
 - *Children vary greatly in their reactions to a loss*
 - *Avoid the temptation to deny what they are feeling*
 - *Point out something positive that was achieved during the game*
 - *Don't blame or get angry with the child*
 - *Support and understanding sincerely given will be very helpful.*
 - *If, however, an athlete hasn't given maximum effort, communicate your unhappiness without putting down the youngster as a person*
 - *Athletes need to learn that effort is completely controllable and that they are accountable*
 - *Focus on the future and tell children that they owe it to themselves and their team to give maximum effort*
- *Have parents turn to pg. 17 in Smith and Smoll for Parents Roles and Responsibilities*
 - *When a loss occurs, help your child learn from the experience. By doing this without denying the validity of his/her feelings, you can change your child's disappointment into self-acceptance, and maybe even help your child see something positive in the experience. Emphasizing effort rather than outcome is an important way to accomplish a goal*
 - *When talking with your child, here are some main points to address: (pgs. 19-21)*
 - *Sports should be fun*
 - *Anything worth achieving is rarely easy*
 - *Mistakes are a necessary part of learning anything well*
 - *Effort is what counts*
 - *Do not confuse worth with performance*
 - *Pressure is something that you put on yourself*

Approached by Coach for Daughter to Play on All-Star Team

At the end of the season, the coach approaches you to ask if your daughter would like to participate on an all-star team this summer. He highlights the benefits of this participation which include: a trip to play in a tournament in Canada, more intensive training with a well-known retired NHL player, be seen by college coaches, and being able to play with some of the best youth hockey players in the world.

Discussion Questions:

1. Although the coach mentioned several benefits to participating on an all-star team, are there consequences? If so, what consequences do you foresee?
2. Do you consult with your child to see if she would be interested in participating on this all-star team?
3. Is it appropriate for a 10 year-old child to be playing on an all-star team?

Leader Guide Highlights:

- *To highlight the importance of keeping sports into perspective for your child, have parents turn to pgs. 14-15 in Smith and Smoll*
 - *Statistically the chances of a high school athlete becoming a professional in any sport are 1 in 12,000 (pg. 15)*
 - *The odds against a child becoming a college or professional athlete indicate youth sports should not be treated as a feeder system. Instead, the focus should be on personal growth and development (pg. 15)*
- *To address parents' roles and responsibilities of ensuring continued enjoyment in sport, have parents turn to pgs. 15-16 in Smith and Smoll*
 - *Though you may choose to encourage participation, your child should not be pressured, intimidated, or bribed into playing (pg. 16)*
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Coach Playing a Short Bench

Your son is an “average” player and typically plays on the fourth line. In the past, his coach has always done a good job of using the depth of the team, allowing all lines to play in the game. The past few games, however, your son’s coach has been playing only the first few lines. Your son knows he is not the best player and usually does not complain about not getting equal playing time.

Discussion Questions:

1. As the parent, how would you react to this situation?
2. When, if ever, would you discuss this situation with your son’s coach?
3. If your son becomes discouraged with the lack of playing time, how do you advise him to handle the situation?

Leader Guide Highlights:

- *To examine ways for parents to approach a coach, if needed, have parents turn to pgs. 24-26 in Smith and Smoll*
 - *As a parent you have every right to be involved in and look out for your child’s welfare. The trick comes in deciding how and to what extent it is appropriate for you to be involved.*
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