



**Federation of Canadian Archery**

# Reference Material



**Programme  
national de  
certification des  
entraîneurs**



**Association  
canadienne  
des entraîneurs**

## **Instruction of Beginner Archers**

The National Coaching Certification Program is a collaborative program of the Government of Canada, provincial/territorial governments, national/provincial/territorial sport organizations, and the Coaching Association of Canada.

## Partners in Coach Education



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Coaching Association of Canada – The new competency based NCCP

25/03/07

# How to be a better coach



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**Learn to listen**, especially to the athletes –  
they are excellent teachers.

**Help each athlete develop** all of their capacities:  
physical, mental/emotional, and social.

**Take a stand** against doping and cheating in sport.

**Thirst for knowledge**  
attend coaching courses, get certified, stay up to date.

**Brought to you by**  
the Coaching Association of Canada [www.coach.ca](http://www.coach.ca)



Coaching  
Association  
of Canada

# The National Coaching Certification Program

## What is The National Coaching Certification Program?

The National Coaching Certification Program (NCCP) is a coach training and certification program offered in over 60 sports in Canada. The principal objective of this program is to develop the abilities of coaches working with athletes at all levels, from community to high performance sport. More than 875 000 coaches have taken part in training, education, and certification activities offered by the NCCP since its inception in 1974. This has enabled them to acquire coaching knowledge and skills aimed at:

- Providing participants with a positive sport experience
- Meeting the needs of participants
- Providing participants with opportunities to achieve their potential in and through sport

The National Coaching Certification Program is a collaborative program of the Government of Canada, provincial/territorial governments, national/ provincial/territorial sport federations, and the Coaching Association of Canada.

## The NCCP is a Program in Transition

When it was originally developed, the NCCP was designed around five “levels” of certification. Levels 1 to 3 were designed for instructors/coaches working with community, club, and school athletes. Because they represent the top level of professional training for coaches, Levels 4 and 5 were designed for coaches working with high performance athletes and for those interested in a career in coaching.

The current NCCP features three distinct components at Levels 1, 2 and 3: Theory, Technical, and Practical. Coaches become certified by successfully completing the three components of a given level. The program is organized differently at Levels 4 and 5, and certification is granted upon successful completion of the required number of modules, also known as “Tasks”. Twelve Tasks are required for certification at Level 4, and the remaining eight for Level 5.

The NCCP is currently in transition to a competency-based education and training approach. When this transition is completed, a new structure will be in place, and the certification requirements will be different. These program changes are being made to better reflect the diverse needs of athletes and coaches, and the specific reality of each sport.

## The “New” NCCP

The new structure of the NCCP was designed to take into account:

1. the different types of coaches that contribute to the Canadian sport system, and
2. the environment or context in which they coach.

The new structure of the NCCP is therefore based on Coaching Streams and on specific Coaching Contexts within each Stream. Three distinct Coaching Streams have been identified: Community Sport, Competition, and Instruction.

Each national sport federation has the responsibility to determine the coaching streams and contexts that apply to its coach development system.

## Competency-Based NCCP – Education and Training Coaching Streams

Community Sport	Instruction	Competition
<ul style="list-style-type: none"> <li>• <i>Initiation</i></li> <li>• <i>Ongoing Participation</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Beginners</b></li> <li>• <b>Intermediate performers</b></li> <li>• <i>Advanced performers</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Introduction</b></li> <li>• <b>Development</b></li> <li>• <b>High performance</b></li> </ul>
<ul style="list-style-type: none"> <li>• facilitators trained by NSO</li> </ul>	<ul style="list-style-type: none"> <li>• facilitators trained by NSO</li> </ul>	<ul style="list-style-type: none"> <li>• facilitators trained by NSO</li> </ul>
<ul style="list-style-type: none"> <li>• evaluation of coaches for certification purposes is the responsibility of the NSO</li> </ul>		

**Note:** The Community Sport stream and Instruction – Advanced Performers are not used in our archery system.

### Characteristics Of The Different Coaching Steams

Each type of coach has an important role to play in the Canadian sport system, and contributes in a unique way to the development of participants/athletes under his or her care. It is sometimes difficult to establish a clear distinction between the three coaching streams; in effect, there is an overlap between some of their roles and responsibilities. However, their coaching environments also differ in some important ways, especially with regard to the needs of the participants/athletes with whom they work.

The general characteristics of the coaching streams and contexts of the new NCCP structure are briefly described in the following pages.

#### Instruction Stream

As a general rule, the characteristics of coaches working in the area of Instruction are the following:

- Their primary responsibility is to teach sport-specific skills.
- They intervene with participants of various proficiency levels.
- They intervene primarily in noncompetitive programs.

Three contexts of certification will apply for this stream, based on the proficiency level of the participants. (We will not use the Advanced Performers context in archery. That level will be covered within the competition stream)

**Instruction - Beginners:** This type of instructor teaches basic skills to individuals with very little or no experience in the sport or the activity. He/she deals with a limited number of participants at a time, and focuses on the fundamentals of the activity with an emphasis on safety.

**Instruction - Intermediate performers:** This type of instructor helps participants refine basic skills, and introduces a variety of more complex techniques to individuals who already have some experience in the sport and who already exhibit a fair degree of proficiency in the activity. He/she provides more “customized” instruction based on the individual performance characteristics of each participant, and would be expected to manage bigger groups. An instructor working with intermediate performers is expected to be fairly knowledgeable in all matters related to the selection and adjustment of equipment. He/she may also act in a supervisory capacity for coaches working with beginners.

## Competition Stream

As a general rule, the characteristics of coaches working in the Competition stream are the following:

- They work in programs where athletes seek to achieve a performance.
- They provide support to athletes in areas such as technical, physical, tactical and mental preparation.
- They provide support to athletes in both training and competitive conditions.
- They work towards improving the athletes’ competitive abilities
- They work to develop athletes over the long term.
- They use sport as a means of developing the individual in a holistic fashion.
- They teach values through sport.
- They help athletes become as good they can be.
- They create conditions whereby sport is a positive experience and the athletes’ self-esteem is enhanced.

Three contexts of certification will apply for this stream, each reflecting key objectives pertaining to the athlete’s long-term development and proficiency level.

**Competition - Introduction:** These coaches will, for the most part, be working with children, preadolescents or adolescents. They will teach basic skills and tactics, and prepare athletes for lower-level competitions. Athletes train on a seasonal basis to improve their general fitness level. Fun is an important part of the athletes’ sport experience.

Specialization is not a priority at this stage, and sport provides an opportunity to teach values and develop social skills. Example: *Volunteer club coach; coach of athletes who begin competition; coach of athletes who train and compete on a seasonal basis.*

**Competition - Development:** Most of these coaches work with adolescents and young adults. Developmental coaches help athletes refine basic skills and tactics, teach more advanced skills and tactics, and prepare them for provincial or national level competitions. Athletes train several times a week on a seasonal or annual basis to improve performance. Although having a good time remains an important part of the athletes' sport experience, the outcome of competitions is of greater importance, as athletes may have to meet predetermined performance standards. Event/discipline specialization and fitness also become important at this stage. Sport at this level provides an opportunity to teach values and ethics, and refine social skills. *Example: Coach of a regional or provincial team that trains year round; Canada Games coach; college or university coach.*

**Competition - High Performance:** As a general rule, these coaches work with athletes between the ages of 20 - 35. They help athletes refine advanced sport skills and tactics, and prepare them for national or international level competitions. Athletes perform a high volume of specialized training on an annual basis in order to improve or maintain performance. Although having a good time remains an important part of the athletes' sport experience, the outcome of competitions becomes very important. The athletes endeavor to reach their full potential and to attain world-class performance levels. At this level, sport provides an opportunity to implement values, and demonstrate social skills and ethics. *Example: Coach of athletes who compete internationally; coach of professional athletes; national team coach.*

**Summary Table – NCCP Coaching Streams and Contents**

	Coaching Streams						
	Community Sport	Instruction			Competition		
Contents	Initiation	Beginners	Intermediate Performers	Advanced Performers	Introduction	Development	High Performance
Athletes or Participants	Young Children	All ages	All ages	Adolescents or adults	Children and adolescents	Adolescents and young adults	Adolescents and young adults
Emphasis of Program	Fun	Acquisition of sport-specific skills	Consolidation of sport-specific skills	Refinement of sport-specific skills	Fun; acquisition of basic skills and tactics; positive competitive experience	Consolidation and refinement of competitive skills and tactics; preparing athletes to meet national level performance standards	Refinement of advanced competitive skills and tactics; preparing athletes to meet international level performance standards
Duration of Program	A few weeks	A few weeks or lessons	Variable; lessons	Variable; lessons	15-30 weeks	40-45 weeks or more	Annual
Training Frequency	Once a week	Variable; Once a week	Variable	Variable	Once or twice a week	5-8 times a week	6-12 times a week or more
Competition Level	Recreational, community	None	None	None	Local, regional	Provincial and national; Canada Games	National and international
Support to Athletes or Participants	Safety, fun	Teaching skills, correcting technical errors	Teaching skills, correcting technical errors	Teaching skills, correcting technical errors	Safety, fun, skill development, basic tactics, management in competitions	Physical, technical, tactical and mental preparation; design and monitoring of an annual sport program for national level competitions	Physical, technical, tactical and mental preparation; design and monitoring of an annual sport program for national and international level competitions
Note: The coaching streams highlighted in gray are not used in archery.							

## **Coach Certification and Training/Education Opportunities in The New NCCP**

### **NCCP Outcomes**

The new NCCP will establish a clear distinction between “coach training/education” and “coach certification”. However, both will be designed around well-defined “outcomes”. NCCP outcomes are statements that outline what a coach must be able to do in order to become certified in a particular stream and context. Some outcomes are fairly similar from one coaching context to another, while others are very sport and context specific.

### **Coach Certification**

Coaches who want to be certified within the NCCP will be asked to demonstrate that they can meet the specific requirements identified by their sport for the context in which they seek certification. These requirements (or outcomes) may apply in areas such as:

- Analyzing performance
- Planning a practice
- Designing a program
- Managing a program
- Providing support to athletes in training and in competition
- Ethical coaching

Certification requirements will be adapted to each coaching stream and context. However, before any coach can be considered “NCCP certified”, an evaluation of his/her coaching skills will have to take place.

### **Coach Training and Education**

In order for coaches to acquire the knowledge, skills, and attitudes needed in their context, outcomes-based training and education opportunities will be available in each of the areas listed in the previous section. Learning opportunities may be available either in a “multi-sport setting” (i.e. to groups of coaches of the same context, but of different sports) or in a “sport-specific setting” (i.e. to groups of coaches of the same context and sport).

Coaches who take part in multi-sport or sport-specific training and education opportunities will be considered “NCCP trained” in the context for which the learning activity applies.

### **Learning Opportunities Available through the NCCP**

#### **Education and Training Opportunities for Coaches**

For coaches of the Competition-Introduction and Instruction-Beginners contexts, a combination of multi-sport and sport-specific learning opportunities will be available. NCCP multi-sport learning activities have been packaged in “modules”, and designed to prepare coaches towards well-defined outcomes. In turn, these outcomes are linked to the certification requirements in place in their sport and context.

While all the modules on the following page will be suitable for coaches of the Introduction to Competition context, some may also serve to train coaches of the Instruction stream, in particular those working with Beginners or Intermediate performers. These modules are outlined by an asterisk (\*) in the following list.

The following outcomes-based learning modules will be offered in a multi-sport setting:

- Make Ethical Decisions (approximate duration: 3½ hours) \*
- Planning a Practice (approximate duration: 6¼ hours) \*
- Providing Basic Nutritional Advice (approximate duration: 1¼ hours)
- Teaching/learning (approximate duration: 6½ hours) \*
- Designing a Basic Sport Program (approximate duration: 4 hours) \*
- Teaching Basic Mental Skills (approximate duration: 3 hours)

### **Make Ethical Decisions**

Analyze a situation that has moral implications. Determine whether the situation has legal or ethical implications. Identify the ethical issues in the situation. Apply the NCCP ethical-decision-making framework to respond to an ethical situation adapted to the context, and produce a response that is consistent with the NCCP Code of Ethics.

### **Planning a Practice**

Organize activities within a practice plan that is well structured, adapted to the participants' age, and reflects safety considerations. Distribute activities appropriately in the various parts of the practice. Identify potential risk factors for the sport and the activities. Design an emergency action plan. Identify suitable practice goals. Design activities that have appropriate characteristics for the sport, the age group, and the proficiency level of participants. Design activities in such a way as to obtain certain training effects on the athletic abilities required in the sport.

### **Providing Support to Athletes in Training and in Competition: Nutrition**

Assess whether foods and beverages consumed by athletes before, during and after training or competition are adequate, and offer suggestions pertaining to suitable alternatives where necessary. Design strategies to influence parents and athletes in order to promote food choices that are consistent with basic sport nutrition principles.

## **Providing Support to Athletes in Training & Competition: Teaching & Learning**

Assess own beliefs regarding effective teaching. Analyze certain coaching situations to determine whether or not they promote learning. Create conditions that promote learning and self-esteem through (1) appropriate consideration of the affective, cognitive and motor dimensions of learning; (2) use of words and methods that relate to the athlete's preferred learning style; (3) a sound organization; (4) active supervision; (5) provision of feedback that is well-formulated, and offered at the right time and frequency. Use teaching assessment grids to gather objective information on teaching effectiveness. Interpret these data to develop an action plan to enhance teaching effectiveness.

## **Designing a Basic Sport Program**

Outline the structure of the sport program using training and competition events. Compare the major orientations of the coach's own program to those proposed by the NCCP in terms of athlete long-term development. Assess the athletic development opportunities offered through the program, and identify possible options to address identified weaknesses. Interpret information contained in a sample program designed for a family of sports, and identify training priorities and objectives at certain periods. Establish a link between a program's training priorities and objectives and the content of practice sessions on a weekly and daily basis.

## **Providing Support to Athletes in Training and in Competition: Teaching Basic Mental Skills**

Recognize certain signs showing that an athlete may need to improve his/her skills in areas such as goal setting, focus, and anxiety control. Develop an action plan that will enable the athlete to improve in these areas. Run simple guided activities that will enable the athlete to improve these basic mental skills.

## **Weekend Delivery of NCCP Multi-Sport Modules**

NCCP multi-sport modules may be grouped for delivery over weekends. In general, the following groupings will be in effect in most provinces and territories:

- Part A:**            Make Ethical Decisions  
                        Planning a Practice  
                        Providing Basic Nutritional Advice
- Part B:**            Designing a Basic Sport Program  
                        Teaching/learning  
                        Basic Mental Skills

For more information about *multi-sport learning opportunities*, contact the agency responsible for NCCP delivery in your province or territory. The coordinates of these agencies can be found on the following page and on the web site of the Coaching Association of Canada ([www.coach.ca](http://www.coach.ca)) under "Partners".

## The NCCP Philosophy

In the National Coaching Certification Program, coaching is about helping other people improve and achieve their goals in and through sport, and creating an environment in which this can take place.

**The aim of the NCCP is to:**

**1. Provide every participant in a sport program with a positive experience**

Every individual who chooses to participate in a sport program must have the opportunity to have a positive experience. The benefits and satisfaction must be such that they will be motivated to continue participating.

**2. Provide an opportunity for participants to achieve their full potential through sport**

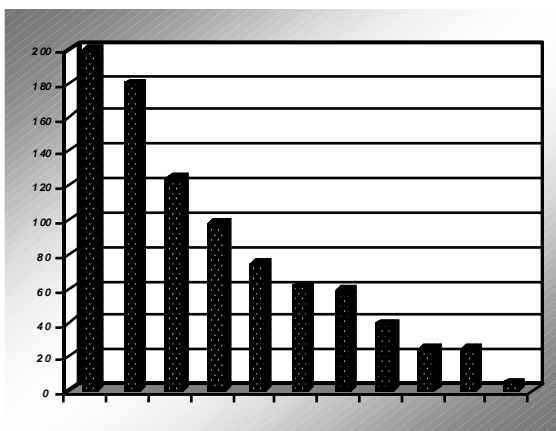
Each individual has unique interests, abilities, and talents that characterize him/her. Each participant must be provided equal opportunity to explore his/her interests and to develop his/her skills and abilities. Sport programs must represent a suitable challenge to each participant, given his/her goals and capabilities.

**3. Use sport as a personal development tool**

Sport enables a participant to challenge him/herself, the environment, and others. It also gives the participant an opportunity to interact with others. In itself, sport is neither good or bad, however it can be a vehicle for good.

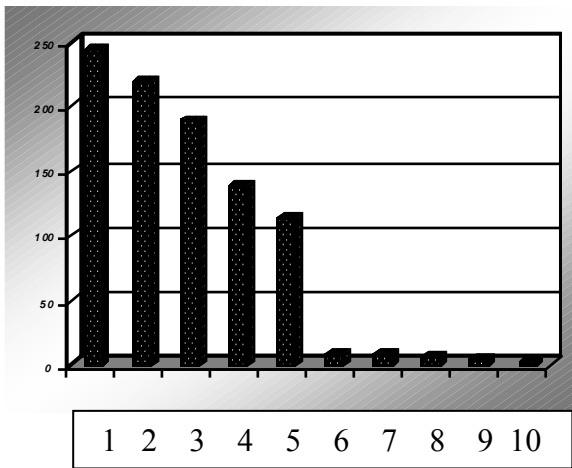
## Conclusions from the British Columbia Sport Parent Surveys

What Parents expect of Coaches



1. Make sport enjoyable
2. Respect children as individuals
3. Be a knowledgeable leader
4. Be safety-conscious
5. Act in a mature and adult manner
6. Be fair
7. Respect rules and officials
8. Give equal opportunity for playing time
9. Plan activities effectively
10. Be approachable
11. Strive to win

## What Parents expect of Sport



1. To build self-esteem
2. To have fun
3. To develop skills
4. To increase fitness
5. To make new friends
6. Other
7. To have a professional career
8. To play on a winning team
9. To win awards
10. To go to the Olympics

Sport Parent Survey, Ministry of Government Services – Sports and Commonwealth Games

## Reasons Why Children Participate In Their Favorite Sport

In a study of 2,000 boys and 1,900 girls from 7th to 12th grade, Ewing & Seefeldt (1987) asked the children to prioritize what motivated them to participate in their favorite sport in school. The top ten reasons were:

1. To have fun.
2. To improve their skills.
3. To stay fit.
4. To participate in an activity at which they succeed.
5. To have fun competing with others.
6. To exercise.
7. To be part of a team.
8. To compete.
9. To learn new abilities.
10. To win.

## Promoting Continued Participation In Sport: General Tips

Participants often drop out of sport because they don't get to play regularly or because achievement is *overemphasized*. Too serious a program, too little fun, too few chances to play, and too much criticism are all common reasons for dropping out of sport.

Since people participate in sport for different reasons, programs need to satisfy these various motives. In other words, a balanced approach that allows for personal achievement and meets participants' needs for affiliation, sensation, and self-direction is necessary.

## Coach-Parent Relationships

Parents play a key role in the sport experience of many participants. In many cases, it is the parents who initiate the child's involvement in sport. As a result, coach-parents relationships also have a major effect - positive and negative - on participants' experience in sport. It is therefore important for coaches to:

1. Develop *positive* and *meaningful* relationships with participants' parents.
2. Seek to influence parents and guide them in order that they can have a positive and supportive influence on their child's sport experience.

Following are some suggestions for developing such relationships:

- Organize a formal meeting with parents to discuss the objectives of your program and your approach to coaching.
- Describe to parents - in detail - the behavior you will be reinforcing in participants. For example, if you plan to reward effort rather than performance, let parents know.
- Explain to parents the behavior you expect *from them*. For instance, make it clear that you expect them to show respect for officials, that you do NOT want them to yell instructions to players.
- Recognize the need for *regular, open* communication with parents. Since misunderstandings between coaches and parents are usually the result of poor communication, it is important to work hard at such communication.
- Many coaches like to hold three meetings each season: one at the beginning, one at mid-season, and one at the end.
- Be positive and open about feedback - it will build parents' trust in you and lead to an even better program.
- Much can be accomplished in brief sessions before and after practices and competitions. Sometimes it may be preferable to speak to novices or parents individually.
- Here are some things you might want to cover if you hold a meeting at the beginning of the season:
  - welcome and introductions;
  - goals and roles;
  - your coaching philosophy;
  - novices' hopes and expectations;
  - schedule for competitions;
  - schedule for practices;
  - plans for social activities;
  - plans for other activities such as fundraising;
  - questions and answers; and .
  - how and when you can be contacted for follow-up.

## **Coaching Functions and Tasks**

### **Developing the program: In my coaching context, I...**

- Determine the vision and philosophy of the program
- Determine the objectives of the practice sessions and/or activities
- Put together a plan for the practice sessions and activities (also for a series of plans)
- Evaluate the impact and effectiveness of the program for which I am responsible

### **Managing the program: In my coaching context, I . . .**

- Identify the facility needs
- Keep an inventory of equipment
- Manage the equipment
- Deal with transportation to competitions
- Manage training time
- Interact with parents
- Interact with other coaches
- Interact with referees and officials
- Recruit participants/athletes for the program
- Recruit volunteers
- Organize fund raising activities

### **Support to participants/athletes in training: In my coaching context, I . . .**

- Motivate the participants/athletes to practice and learn
- Get equipment ready for activity
- Make sure that there is appropriate equipment
- Make sure that the environment and equipment is safe
- Run the practice sessions
- Adjust my instruction to meet the needs of the participants/athletes
- Analyze the participants/athletes performance (identify errors)
- Analyze technical errors/problems, and recommend corrective measures
- Give feedback to participants/athletes
- Direct/supervise warm-up activities
- Set up activities to develop team spirit
- Teach basic techniques and technical progressions
- Demonstrate technical skills
- Teach the rules/laws of the game or sport
- Administer basic first aid

### **Social support to participants/athletes: In my coaching context, I . . .**

- Teach values through sport
- Develop activities to improve self-esteem
- Listen to participants/athletes
- Motivate participants/athletes to learn
- Have a positive influence on team spirit
- Promote and model ethical behavior
- Manage conflict
- Encourage the participants/athletes to persevere
- Advise parents about their involvement
- Promote participation in sport
- Make sure activities are fun
- Make sure all participants are given the opportunity for equal involvement
- Give equal time to all participants/athletes
- Organize/coordinate awards ceremonies/social activities

### **Support to participants/athletes in competition: In my coaching context, I...**

(NOTE – in this current context of Instruction, we advocate it as a non-competitive stream but the information below will apply to the competition stream)

- Make sure facilities and equipments are safe
- Supervise physical and mental preparation before competition (warm-up)
- Manage the participants/athletes in competition
- Keep the participants/athletes focused on the task
- Manage the volunteers, parents, assistants during competition
- Make sure there is enough appropriate equipments
- Check the equipments that will be used in competition
- Participate as an official if necessary
- Make frequent adjustments to meet the needs of unexpected situations

# Planning a Practice

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## The Structure of a Practice

A well-structured practice has five parts:

### **The introduction:**

The instructor prepares the site and equipment, welcomes the athletes, and informs them of what will be taking place during the practice. This is also a good time to assess the general status of the athletes (e.g. Have they recovered from the previous practice?).

### **The warm-up:**

The instructor plans activities that gradually activate the athletes and prepare them physically and mentally to effectively perform the main part of the practice. The warm-up consists of two parts: (1) general and (2) specific. The general warm-up aims to raise the body temperature until it is sweating, to allow for progressive muscle stretching. The specific warm-up, designed for the particular sport, aims to prepare the warmed muscles for the types of movements to be performed in the main part, and therefore the movements should mimic those of the main part, gradually building in intensity and range of motion.

### **The main part:**

The instructor ensures a smooth flow of activities that are challenging for the athletes, and that help them to improve sport-specific abilities and fitness. The activities chosen must be not only appropriate for the sport, but also for the athletes' age, fitness, and ability levels.

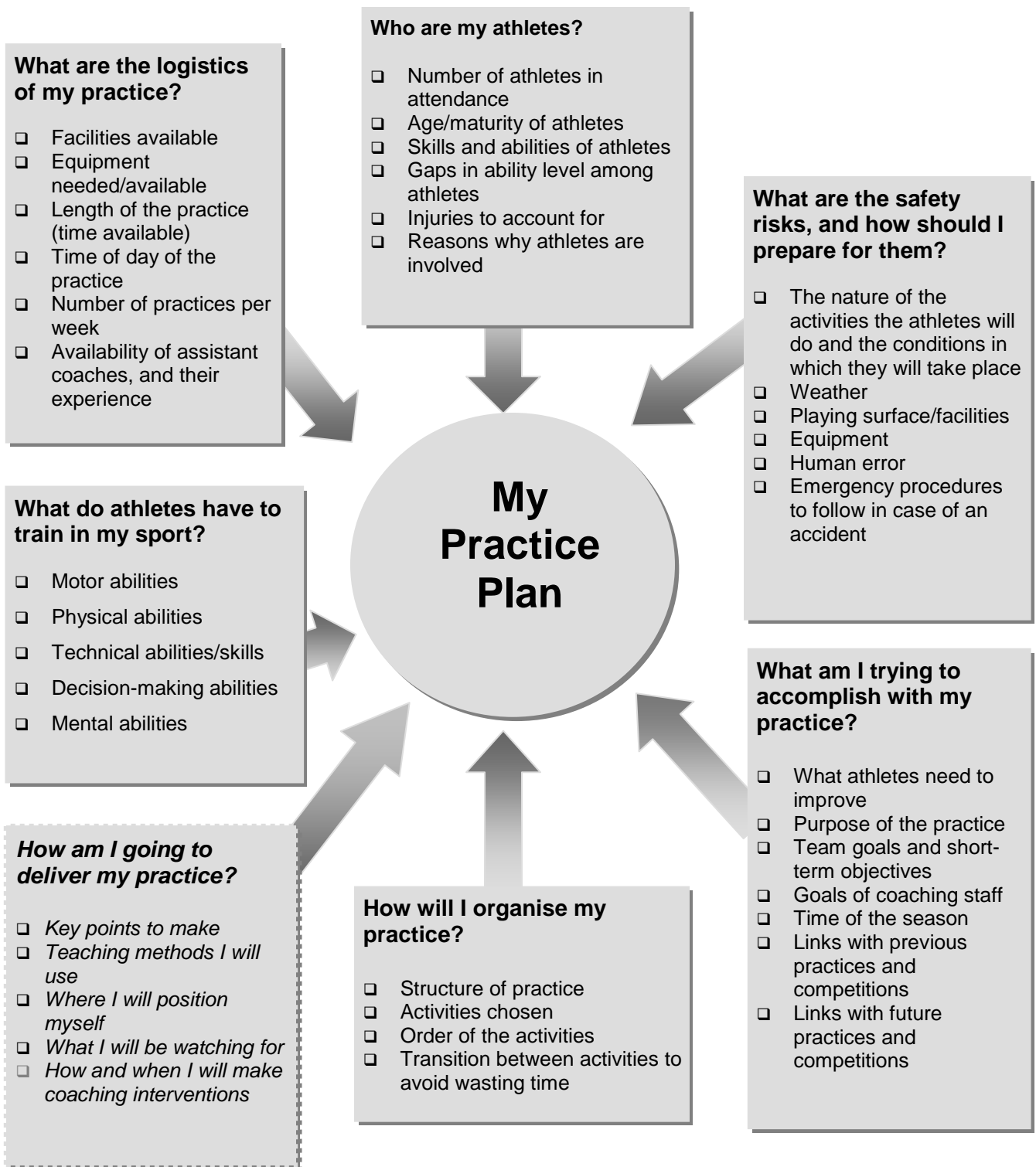
### **The cool-down:**

To initiate the recovery of the body, the instructor plans low-intensity transition activities between the more intense efforts of the main part and the end of the practice. The instructor also plans for some time to stretch.

### **The conclusion:**

The instructor provides some comments on the practice as well as an opportunity for feedback from athletes. The instructor ensures the practice ends on a positive and friendly note. Some information about the next practice or game is also provided.

# Planning a Practice





# Sport Safety through Risk Management

## Environmental risks

Factors related to the weather and/or its effects on the site or location where the sport takes place.

## Equipment and facilities risks

Factors related to the quality and operating conditions of the equipment and the facilities

## Human risks

Factors related to the participants and to the people who are associated with them, such as parents, coaches/instructors, officials, and event organizers. Human risks may also be related to a participant's individual characteristics (e.g. height, weight, level of physical preparation, ability) or behavior (e.g. carelessness, panic, aggression). Human factors related to instructors include their training and experience, their supervision of the participants, as well as their decisions they make about situations in which they place the participants.

## Strategies for managing risk

Information to gather	Actions to take
<ul style="list-style-type: none"><li>• Risks of the activity</li><li>• Participants' medical information</li><li>• Participants' emergency contact information</li><li>• Facility safety checklist</li><li>• Past injury reports</li></ul>	<ul style="list-style-type: none"><li>• Planning</li><li>• Designing an emergency action plan</li><li>• Inspecting equipment and facilities</li><li>• Informing participants and parents</li><li>• Supervising activities</li></ul>

## Heat And Humidity As Risk Factors

The challenges of exercising in the heat: key points

- During exercise, the muscles produce heat. This heat must be dissipated, otherwise the body runs the risk of "overheating." Overheating can result in serious, potentially
- Sweating is one of the heat-dissipating mechanisms of the body. When sweat evaporates, it cools off the body.
- Most sport activities lead to heat production and sweating. Evaporation of sweat works best when the air is dry. In moist, damp air, sweat cannot evaporate easily and cooling off is more difficult.

- If the air temperature is high during vigorous activity, participants can lose a significant amount of water through sweating.
- High temperatures and high relative humidity make it hard for the body to dissipate heat; heavy sweating occurs, but the water loss does not help to cool off the body. Under these conditions, participants run the risk of overheating,
- Water lost as a result of heavy sweating can lead to dehydration. Dehydration can reduce performance, decrease the body's ability to dissipate heat; and endanger health.
- During exercise in the heat, adequate hydration is a must, Participants must drink water whenever the risk of dehydration is present.
- Thirst is not a good indicator of a need for water, In fact, dehydration has already started if a participant feels thirsty.
- During most exercise conditions, the rate at which participants lose water exceeds the rate at which they can absorb it by drinking. This is accentuated during exercise in a hot environment. Therefore, participants need to drink fluids *before* they are thirsty.
- Children run a higher risk of overheating when exercising in the heat, because their sweating mechanism is not fully developed. In addition, children tend to not drink enough during exercise, in particular if the beverage is not flavored.

### **The Humidex**

The humidex describes how hot and humid weather feels to the average person. If the humidex is above 30 C, in particular if it exceeds 35 C:

- Tell participants to bring extra water or sport drinks; ensure there will be access to water during the practice or the competition, and bring a big jug of fluids.
- Tell participants to dress in loosely fitting, lightweight, and light-colored clothes.
- Plan for low-intensity activities.
- Plan for shorter work bouts, with frequent and longer pauses.
- Schedule practices early in the morning or during the evening; avoid the hours between 9 a.m. and 6 p.m.
- Consider changing the location of the practice to a shaded area, or ask participants to bring umbrellas to create shade during breaks.
- Consider exercising indoors, in a facility with air conditioning.
- Consider alternatives to physical exercise.

## Other Safety Measures to Avoid Heat Injuries

- Plan for participants to have enough time to get used to the environment they will face in competition. Insisting on heat acclimatization may mean not entering competitions if participants cannot train in a similar climate for approximately two weeks beforehand.
- In order to protect participants (in particular, young children) against the potentially harmful effects of ultra violet (UV) rays, the following is recommended: they should wear a hat or a cap with a visor; clothes should cover the upper part of the body, the neck, the arms and the legs; sun screen lotion (protection factor of 30 or more) should be applied on the exposed skin, including the face and the hands. Participants should not expose their body to the sun without effective protection when the UV index is high.
- Before exercise, participants should drink 400 to 600 ml of fluid.
- During exercise, participants should drink 150 to 250 ml of fluid every 15 minutes. Remind participants to drink, lead by example, and never restrict them from drinking during a practice or a competition.
- After exercise, participants should rehydrate by drinking as much fluid as thirst dictates, and even force themselves to drink.
- Beverages should be cool (8 to 10°C) and not too sweet; children prefer flavored sport drinks and these promote drinking.
- Tell the participants to bring a personal water bottle with cold fluids to each practice or competition; inform their parents about the importance of hydration; make sure each bottle is clean and well identified.
- Tell the participants to monitor their hydration level by checking their urine. If it is dark, there is not much of it, and it has a strong smell, the participants are most likely dehydrated and should force themselves to drink.

***NB:*** Particular attention should be paid to these measures during the first few hot days of spring or summer, when participants are not yet acclimatized to hot and humid weather.

## Cold As A Risk Factor

The challenges of exercising in the cold: **key points**

- The colder the environment, the faster a participant's body temperature will decrease.
- During exercise in a cold environment, the skin can become wet as a result of sweating, or exposure to rain or snow. A wet skin surface cools the body faster than when it is dry.
- Temperature may drop considerably once the sun has set, which can quickly increase the level of risk associated with exercising in a cold environment.
- The wind magnifies the perception of cold, and increases the rate at which the body loses heat. This effect can be further amplified if the skin is wet.

- In cold weather, high humidity makes the temperature feel colder than air temperature indicates it is.
- Cold, dry air makes it difficult to breathe for some asthmatics, although it is generally easier to tolerate the cold when the air is dry .
- Skin can freeze when exposed to very cold temperatures, and when this happens circulation slows. Tissue can be damaged if frostbite is prolonged and extensive. Extremities (e.g. toes, fingers, nose, ears) are particularly at risk in cold temperatures, because the body shunts blood flow to central organs and tissues to maintain the body's core temperature.
- In severe cold, brain function can slow down, and so risk of further injury in prolonged exposure increases.
- Children get cold much faster than adults, and their skins more prone to freeze. People with less body fat are usually have less tolerance for cold than those with more body fat.
- Muscles and other soft tissues that are cold are more susceptible to injuries such as pulls and tears, in particular if the efforts produced are sudden and intense.
- In very dry cold environments, water vapor lost through breathing and evaporation of sweat from exposed surfaces may lead to dehydration.
- Wearing appropriate clothing can be a challenge when exercising in the cold. Clothes must protect against the cold, but at the same time they must not impair the body's ability to get rid of the heat produced during exercise. Heavy clothing can be cumbersome and interfere with movement; it can also increase air resistance in some sports where speed is critical. On the other hand, the thin clothing used in many sports often offers little protection from the cold and the wind.
- The type of fabric worn can either wick water from the body surface (i.e. synthetics such as polypropylene or Gore-Tex™ which results in less risk of heat loss, or trap it there (i.e. cotton or nylon) which results in greater risk of heat loss.

### **Safety Measures to Avoid Cold Injuries**

When exercising in the cold:

- Ensure participants wear sufficient clothing for the conditions, and layer clothing as follows:
  - Layer closest to skin: Polypropylene, close fitting (wicking effect)
  - Second layer: Fleece or wool, slight room between first layer and second layer for “trapped air” effect
  - Third layer: Wind-breaking, water repellent, breathable layer
- When it is very cold, ensure exposed surfaces are kept to a minimum.
- Once the body has warmed up, and if the temperature is not too cold, consider removal of the second layer of clothes during exercise to avoid excessive sweating. Have participants add a layer or use blankets to keep warm during breaks or pauses.

- Apply antiperspirant on feet before exercising to lessen sweating of the feet (which is usually followed by cooling of the feet). Doing the same on the palm of the hands may reduce the feeling of cold for people who tend to sweat a lot in their gloves or mitts.
- Ensure participants hydrate when they exercise in the cold.
- Bring children inside when they say they are cold; it is not worth the risk to prolong exercise and have them suffer from frostbite.
- Once a person suffers serious frostbite, the risk of subsequent frost bites to the same area may be increased.
- Never send participants out into the cold alone or without means of communicating with you and/or an emergency centre; avoid prolonged activities in which participants are in isolated areas and run the risk of becoming exhausted.
- When the weather is very cold and participants must train outdoors, hold your practices between 11 a.m. and 2 p.m. as these tend to be the warmest hours of the day. Be aware that temperature drops quickly when the sun sets.
- Inform participants and their parents to consider the combined effect of cold and wind (i.e. the wind chill factor, see next section) when making decisions about how to dress rather than simply looking at the thermometer. Do the same when you make coaching decisions about the choice and the scheduling of activities.
- If possible, choose areas that are protected from the wind; avoid activities in open areas.
- Ensure protective eye wear is worn to prevent snow reflection from damaging eyes, and protect from the cold and the wind.
- Have participants or their parents bring a change of clothing, especially socks and underwear. Try to find a warm and protected spot to change.
- Inform participants and parents that a hat should be worn at all times; over 30% of body heat may be lost through the head. Ensure ears are covered to avoid frostbite.
- Allow additional time for warming up for training and competition; it takes longer to get the body warmed up and ready for sport in cold weather than it does in warm weather.

## Managing Risks

<b>Information to gather</b>
<ul style="list-style-type: none"><li>• Phone numbers and addresses of participants, parents, emergency numbers</li><li>• Medical conditions of participants</li></ul>
<b>Planning</b>
<ul style="list-style-type: none"><li>• Ensure that the activities are appropriate for the age, fitness and ability level of participants</li><li>• Ensure that the practice starts with a warm-up, and that the activities include progression and challenge</li><li>• Adjust activities so that all members can participate</li></ul>
<b>Designing an Emergency Action Plan</b>
<ul style="list-style-type: none"><li>• Design an Emergency Action Plan</li></ul>
<b>Inspecting equipment and facilities</b>
<ul style="list-style-type: none"><li>• Know the safety standards related to the equipment used in your sport</li><li>• Take inventory of equipment (collective and individual)</li><li>• Check the first aid kit</li><li>• Check the safety of the facility</li><li>• Check the equipment of the participants for safety</li></ul>
<b>Informing participants and parents</b>
<ul style="list-style-type: none"><li>• Inform the parents and the participants of the risks inherent to the sport</li><li>• Explain the safety procedures and check for understanding</li><li>• Highlight safety during the practice</li></ul>
<b>Supervising activities</b>
<ul style="list-style-type: none"><li>• Keep the size of the practice appropriate to your capabilities</li><li>• Participants must be constantly supervised. Delegate supervision responsibility to an assistant when leaving the practice.</li><li>• Control practice to ensure participants are alert and focused</li></ul>

## Preventing sport-related injuries

### Before the season

- Have a medical profile completed for each participant
- Inform parents of possible risks
- Ensure facilities and equipment meet established safety requirements
- Create and fill in a facility safety checklist
- Review last season's injuries and/or common injuries in your sport

### During the season

#### **Before a practice or competition**

- Inspect equipment and facilities
- Meet with the officials
- Prepare an Emergency Action Plan
- Plan specific safety measures for the practice/competition

#### **During a practice or competition**

- Inform participants of specific safety measures relating to activities, facilities and equipment
- Ensure there is proper supervision
- Evaluate participants
- Ensure that fair play principles are followed

#### **After a practice or competition**

- Store equipment safely
- Fill in an accident report if necessary

### After the season

- Keep an accident/injury report log

# EAP

**Purpose:** Get professional care to the injured athlete ASAP.

**Charge Person** (should have specific training in the care of injuries)

## Responsibilities

1. Clear the risk of further harm to the injured person by securing the area and shelter the injured person from the elements
2. Designate who is in charge of the other participants
3. Protect yourself (wears gloves if he/she is in contact with body fluids such as blood)
4. Assess ABCs (checks that airway is clear, breathing is present, a pulse is present, and there is no major bleeding)
5. Wait by the injured person until EMS arrives and the injured person is transported
6. Fill in an accident report form

## Call Person

### Responsibilities

1. Call for emergency help
2. Provide all necessary information to dispatch (e.g. facility location, nature of injury, what, if any, first aid has been done)
3. Clear any traffic from the entrance/access road before ambulance arrives
4. Wait by the driveway entrance to the facility to direct the ambulance when it arrives
5. Call the emergency contact person listed on the injured person's medical profile

## NUMBER CARD

### Locations of Phones

Equipment room - main floor      Pay phone in main lobby

### Phone Numbers

Emergency	911	Hospital	555-1263
Ambulance, Police, Fire	911	Doctor's Office	555-1264
		Campus Security	555-7430

### Details of Location (to be read over phone to emergency dispatcher)

Athletic Complex. Trafalgar Road north of the Q.E.W. Enter main college drive. Go to the very end of the drive. Turn left to the Athletic Complex. Enter by the main lobby doors.

### Draw a map of the location

## Steps to Follow when an Injury Occurs

**Note:** it is suggested that emergency situations be simulated during practice in order to familiarize coaches and athletes with the steps below.

### Step 1: Control the environment so that no further harm occurs

- Stop all participants
- Protect yourself if you suspect bleeding (put on rubber gloves )
- If outdoors, shelter the injured participant from the elements and from any traffic

### Step 2: Do a first assessment of the situation

If the participant:

- is not breathing
- does not have a pulse
- is bleeding profusely
- has impaired consciousness
- has injured the back, neck or head
- has a visible major trauma to a limb
- cannot move his/her arms or legs or has lost feeling in them

If the participant does not show the signs above, proceed to Step 3

*Activate  
EAP!*

### Step 3: Do a second assessment of the situation

- Gather the facts by asking the injured participant as well as anyone who witnessed the incident
- Stay with the injured participant and try to calm him/her; your tone of voice and body language are critical. If possible, have the participant move himself/herself off the playing surface. Do not attempt to move an injured participant.

### Step 4: Assess the injury

Have someone with first aid training complete an assessment of the injury and decide how to proceed. If the person trained in first aid is not sure of the severity of the injury or there is no one available who has first aid training, activate EAP. If the assessor is sure the injury is minor, proceed to step 5.

*Activate  
EAP!*

### Step 5: Control the return to activity

Allow a participant to return to activity after a minor injury only if there is no:

- Swelling
- Deformity
- Continued bleeding
- Reduced range of motion
- Pain when using the injured part

### Step 6: Record the injury on an accident report form and inform the parents

Head injuries and concussions can occur in many sports, either in training or during competitions. Because of the potentially grave consequences of injuries to the head, coaches must take certain precautions and should enforce strict safety measures when dealing with them.

## What is a concussion?

A concussion is an injury to the brain that results from a hit to the head. It shows itself through a **temporary alteration in the mental status of the individual, and may also be accompanied by some physical symptoms.**

## Some common causes of concussions

The situations that may result in head injuries vary from sport to sport. Some common causes include:

- direct blows to the head, face, jaw, or neck
- collisions from the blind side, or hits from behind
- hard fall on the buttocks, or whiplash effect
- poor quality or failure to wear protective sport equipment (shock absorption).
- the environment (e.g. obstacles near playing surface)
- significant differences in the skill level, age, or size of participants
- poor physical condition, or insufficient strength in the neck and upper body musculature.

## Symptoms of a concussion

Symptoms observed in the case of a concussion include headache, dizziness, loss of consciousness, nausea, lethargy, memory loss, confusion or disorientation (lack of awareness of time, place, date), vacant stare, lack of focus, ringing in the ears, seeing stars or flashing lights, speech impairment, balance impairment, and problems with sight.

## Managing a participant with concussion symptoms

The following short-term measures should be implemented in the event of a concussion:

- An unconscious participant, or a participant with significant changes in mental status following a head injury, must be transported to the emergency department of the nearest hospital by ambulance. This is a grave situation, and ***the participant must be seen by a medical doctor immediately.*** In such a situation, ***the Emergency Action Plan must be implemented.***
- A participant showing *any* of the concussion symptoms should not be allowed to return to the current practice or competition.
- A participant showing concussion symptoms must not be left alone, and monitoring for the deterioration of his/her condition is essential. He/she should be medically evaluated as soon as possible following the injury. The circumstances of the injury should be recorded and communicated to the medical personnel.

- If any of the concussion symptoms reoccur, the participant's condition should be considered serious, and the individual *must* go immediately to the hospital.

## **Managing the participant's return after a concussion**

Although a participant may have been given the authorization to return to regular training and competition, this must be done gradually. The participant must be reevaluated periodically during the weeks that follow his/her return, to ensure that there are no reoccurring symptoms.

Following are a series of steps to assist coaches in managing the return to training or to competition of a participant who has suffered a concussion. Each step should take at least one day, although proceeding through each step may take longer depending on individual circumstances (Step 5 applies predominantly to sports that involve body contact).

- Step 1 No activity, complete rest; if no symptoms are observed for one full day, move to Step 2.
- Step 2 Low-intensity continuous exercise, such as walking, jogging, or cycling on a stationary bicycle; if no symptoms are observed, move to Step 3.
- Step 3 Low-intensity, sport-specific activity without contact; if no symptoms are observed, move to Step 4.
- Step 4 Moderate-intensity sport-specific training activities without body contact; if no symptoms are observed, move to Step 5.
- Step 5 Regular practice with body contact if it is required by the sport (no hard impact); if no symptoms are observed, move to Step 6.
- Step 6 Return to regular training and to competition.

If symptoms do reoccur, the participant must immediately stop any form of activity and be examined by a medical doctor before resuming training or competition. It is extremely important for the participant, the instructor, and the medical personnel to be open and frank when evaluating the participant's condition. If reoccurring symptoms are not disclosed, the participant may suffer permanent damage.

## **INSTRUCTOR / COACH LIABILITY**

1. As an Instructor, you must have liability insurance
2. Ensure that your athletes are covered as well
3. Keep a medical profile card for each member
4. Prepare a current EAP (keep it handy)
5. Keep an adequate first aid kit (ideally, you should have first aid training)
6. Check equipment for safety
7. Teach safety rules (post) review
8. Check venue for safety
9. Check equipment for appropriateness to athlete
10. Teach equipment repair and maintenance
11. Ensure that your athletes maintain a standard of fitness and skill level appropriate to the tasks you assign
12. Do not leave participants unsupervised
13. Pursue your own training, professional development and coaching certification

14. Be familiar with and adhere to applicable standards, both written and unwritten, as well as internal policies and rules governing the facility, the sport and your program.
15. Work with your sport organization to establish an “assumption of risk” agreement in your programs.
16. You control your own practice or athletic activity. Stop the activity if it poses an unreasonable risk.

More than ever before, coaches are aware of the risks and responsibilities they assume when they coach. These risks and responsibilities include those that are legal in nature. No matter what their certification, experience, employment or volunteer status, sport discipline, or location of residence, coaches at all times have a legal obligation to provide a safe environment for participants.

To understand this obligation more fully, the instructor must understand some key legal principles including negligence and liability. In order to fulfil this obligation, the instructor must also understand concepts and techniques related to risk management. With this knowledge, the instructor can determine the applicable standard of care, can assess his or her own instructing situation for risks, and can put in place appropriate measures to manage these risks.

## **Negligence**

Negligence is a legal term with precise legal meaning. The term relates to standards of behavior that the law expects, and understanding the law of negligence is an essential first step in learning how to provide a safe environment for participants.

In general terms, negligence refers to behavior or action that falls below a “reasonable standard of care.” The law in Canada demands that we behave in a particular way so that others who might be affected by our actions are not exposed to an unreasonable risk of harm. The standard of behavior the instructor is expected to meet is what is termed an “objective” standard. As adults and as instructors, we are all credited with the same general intelligence and sensibility, and thus the law expects each of us to behave in a reasonable fashion when confronted with similar circumstances.

The law does not expect an instructor to be *perfect* in his or her behavior, only that the instructor be *reasonable* and act as other reasonable instructor would act in the same circumstances.

It is widely accepted that there is a certain amount of risk in many sport activities and that such risk is knowable, foreseeable, acceptable, and, depending on the sport, even desirable. What is unacceptable in sport is behavior that places participants in a situation of unreasonable risk or danger.

An instructor’s conduct is negligent when all four of the following conditions occur:

- a duty of care exists (such as that which exists between a coach and a participant)
- that duty imposes a standard of care that is not met by the coach

- a participant, or other person, experiences harm
- the failure to meet the standard can be shown to have caused or substantially contributed to the harm.

For the instructor, the “standard of care” is the most important of the above elements. The standard of care is what the instructor *should* do in a given situation. Standard of care is difficult to define precisely because it is influenced by the risk inherent in the surrounding circumstances. Thus, the duty to act responsibly remains constant, but the specific behavior required to fulfil that duty will change with the circumstances.

To determine what the *standard of care* is in any given circumstance involves looking to four sources:

- **Written standards** - these are government regulations, equipment standards, rules for a particular sport or facility, rules from a sport governing body, coaching/instructing standards and codes of conduct, and other internal risk management policies and procedures.
- **Unwritten standards** - these are norms or conventions in a sport, an organization, or a facility that might not be written down, but are nonetheless known, accepted, and followed.
- **Case law** - these are court decisions about similar situations. Where the circumstances are the same or similar, judges must apply legal principles in the same or similar ways. Earlier decisions of the court are a guide, or precedent, for future decisions where the facts are similar.
- **Common sense** - this means simply doing what feels right, or avoiding doing what feels wrong. Common sense is the sum of a person’s knowledge and experience. Trusting one’s common sense is a good practice.

The responsible and prudent coach is familiar with written policies that govern him/her, is aware of unwritten norms and practices, knows something of the case law as it applies to coaches, and has learned to trust his/her intuitive judgment and common sense.

## Liability

Where all four conditions of the legal definition of negligence have been met, negligence of the coach may be established. What follows then is the question of liability. While negligence refers to *conduct*, liability refers to the *responsibility* for consequences of negligent conduct. Responsibility may lie with the coach who was negligent, or with another person or entity entirely.

For example, an insurance policy transfers the financial liability for negligence to an insurance company. A valid waiver of liability agreement might eliminate liability entirely. An injured participant may be partially responsible for his or her injuries and thus may share liability with the negligent coach. And a sport organization may be vicariously liable for the negligent actions of its coach, whether he or she is an employee or a volunteer.

Liability can also refer to responsibility for the consequences of conduct that fails to meet a predetermined legal standard other than the standard of care in a negligence situation. In addition to the liability that can arise from negligence, liability can also arise when a law is broken or when a contract is breached. The prudent coach ensures that these types of liability are avoided by adhering to laws and complying with contractual agreements.

In summary, an understanding of the legal meaning of *negligence* answers the coach's question, How does the law expect me to behave? The follow-up question is, How can I be sure that my behavior will meet this expectation? The answer to this question lies in *risk management*.

## FCA Liability Insurance

Our membership in the national archery organization gives us a five million dollar liability insurance policy. Contact your provincial archery organization or the FCA for more details. A coach can display his/her certificate of qualification to parents, athletes, and club administration, and insurance is a must to protect the club and the instructor. Some clubs insist on certification before they are invited to instruct in their clubs.

## Risk management

Risk management is defined as "reducing the chances of injury or loss by taking steps to identify, measure, and control risks." This means that the coach spends time thinking about potentially risky situations, decides which situations might pose serious risks, and determines what practical steps he/she can take to minimize those risks. The common ingredient in all these tasks is common sense.

There are four strategies for controlling risks, all of which are important to the coach:

- **Retain the risk** - the risk is minor and it is inherent in the sport activity, and the coach is willing to accept the consequences, so he/she does nothing about the risk. In sport, this is often a legitimate risk-management strategy.
- **Reduce the risk** - the risk is moderately significant and the coach takes measures to reduce the likelihood of the risk occurring, or the consequences if it does occur, through careful planning and supervision and education of participants.

- **Transfer the risk** - the risk is significant and it is transferred to others through contracts, including waivers and insurance.
- **Avoid the risk** - the risk is severe and the instructor decides to avoid whatever may cause the risk.

A word of caution for instructors: there is no template, formula, or checklist for managing risk. The law expects instructors to provide a safe environment for participants, but what that means for an instructor's conduct will vary with the circumstances, including the age and skill level of participants and the environment in which the coaching activity occurs.

## Legal Questions and Answers (FAQ)

The following are frequently asked legal questions about coaching. Answers to these questions have been provided by the Centre for Sport and Law.

### 1. What are the major differences between provinces/territories regarding the law and how does this impact me as a coach?

Laws in Canada can be divided into *public* laws (those laws that govern relations between the state and individuals) and *private* laws (those laws that govern relations between and among individuals and private entities – this area of law is also referred to as civil law). In Canada, public laws are generally in federal jurisdiction while private laws are generally in provincial jurisdiction.

The most well-known body of public law in Canada is the Criminal Code: this applies to everyone, regardless of province/territory of residence. Civil law varies from province/territory to province/territory, but not greatly. Examples of civil law relevant to coaches and varying slightly from one province/territory to another include human rights law, occupier's liability and the law of defamation.

An important distinction between criminal law and civil law is that there is a different 'standard' of proof, where the standard of proof refers to the certainty with which something must be proven. In criminal matters, guilt must be proven 'beyond a reasonable doubt' (a fairly high standard), while in civil matters, fault must be proven 'on a balance of probabilities' which means with a certainty that is greater than 50 percent.

This is a lower standard of proof than the criminal standard. Thus, a person charged with a criminal offence could be found not guilty, while the same allegation made under civil law might be upheld.

In criminal law penalties are imposed and may include fines, restrictions on activities, restitution (paying back the person harmed), or imprisonment. In civil law, the penalties take the form of monetary compensation. The amount of compensation will depend on the cost to reimburse the harmed person for their expenses and lost income, and will also attempt to place a monetary value on any injury that the person sustains. The courts can also require a person to perform a certain service (such as following through with a contractual promise) or to refrain from doing something in the future.

**2. Are paid/contracted coaches subject to a different standard than are volunteer coaches?**

Yes and no. Paid and volunteer coaches of equivalent knowledge, skill and certification, performing equivalent duties within a sport setting, will likely be held to the same legal standard of care. They will, however, have different entitlements and privileges in other areas of the law – for example, a volunteer does not have the rights an employee has under employment standards legislation.

Depending upon the circumstances of a coaching activity, paid and volunteer coaches could be held to the same or similar standard. However, coaches who are paid and coaches who are not paid will usually have different duties, obligations, and scope of authority. This will influence the standard of care to which they will be held. This standard is not dictated by whether or not they receive payment for their services, but rather is dictated by the scope of the coach's responsibility and the nature of the relationship between the coach and the participant. The standard of care is constant in that it is always a reasonable standard; however, what is reasonable will vary according to the circumstances in which the paid coach and the volunteer coach find themselves.

**3. Are coaches who are also physical educators held to a different standard?**

Yes and no. Children are required by law to go to school and when in school they are under the authority and care of school officials, including teachers. Thus, a teacher has a statutory duty to stand *in loco parentis*, a legal term meaning that he or she stands in the place of a parent with respect to his or her students. As such, teachers have duties and responsibilities equivalent to that of a 'prudent parent', and must behave as a parent would behave in caring for their child. Coaches who are not in a school setting do not stand "*in loco parentis*" in the same way that teachers do, and are not required to meet this statutory duty.

Both coaches and teachers have specialized skills and knowledge and have a responsibility to provide a reasonable standard of care. The standard of care for anyone is determined by written standards, unwritten standards, case law, and common sense.

The coach who is also a teacher will be held to written and unwritten standards that govern coaching (such as coaching manuals, rules of the sport, coaching code of conduct) as well as written and unwritten standards that apply to teachers (such as teacher manuals, school board policies, and duties imposed by statute upon teachers). The coach in the school setting must fulfil both roles and must adhere to standards that apply to both coaching and teaching activities.

**4. How would a judge describe a "reasonable and prudent person" when referring to a coach?**

A coach will be held to an objective standard of behavior that is what an average and reasonable coach would do, or not do, in the same circumstances. *Black's Law Dictionary* defines 'reasonable care' as that degree of care which a person of ordinary prudence would exercise in the same or similar circumstance.

A coach has special skills and knowledge and is not the same as a 'person of ordinary prudence', thus the reasonable standard for the coach will be that standard expected of a reasonably prudent coach having similar knowledge and skill and finding themselves in similar circumstances. Keep in mind that the standard is objective, meaning that it is determined not by what a coach *did* or *did not* do in a situation, but by what a coach *ought* to have done, or *ought not* to have done. It might be tempting to believe that if a coach obtains less training and gains less knowledge, he or she will be held to a lesser standard. This is not the case, as the circumstances may well require a coach of greater knowledge and skill, and *that* will form the benchmark against which the coach's conduct will be measured.

**5. Are there differences in liability if you are a head coach or an assistant coach?**

Yes. The head coach and assistant coach have different degrees of responsibility and authority. The behavior required to meet the standard of care is influenced by this.

**6. What is jurisprudence?**

Technically, jurisprudence is defined as the "philosophy of law" or the "science of law". For everyday purposes, jurisprudence refers to legal principles and how they have evolved over time. The law is not static; it continually evolves to reflect changing community standards. Jurisprudence refers to the principles that are reflected in our laws, both in legislation and in common law (also referred to as "judge-made" or the accumulated body of court decisions).

**7. If I am required to sign multiple codes of ethics or conduct, to which will I be held, or will I be held to all?**

You will be held to all of the codes you execute, within the specific jurisdiction in which they have been signed. In other words, if you sign a code with your provincial sport body it may hold you to it for the activities you undertake for it or within its jurisdiction. If you sign a code for a local sport club, it may hold you to it for activities you undertake with and for the club.

There may also be situations where your activity is subject to two or more codes at the same time, such as if you are coaching at the Canada Games. Unless the codes specify clearly which one might take precedence, or "trump" the others, then all may apply simultaneously. This can create difficulties if any of the terms in different codes are contradictory.

**8. Is special liability insurance a requirement for coaches?**

Special liability insurance is not a requirement for coaches, but is highly recommended as a risk management measure. Ideally, organizations that employ or engage coaches should include the coach as an insured party under their general liability insurance policy. Coaches should confirm this is the case and if it is not, the coach should insist

that the policy be revised accordingly. As a last resort, an individual coach can purchase his or her own insurance, but this may be difficult to obtain and expensive.

**9. What happens if I am uninsured? Are my personal assets at risk?**

The purpose of liability insurance is to cover the costs that an individual might have to pay in the event they are sued, or are required to compensate another person for loss or damage. Insurance may also cover the costs to defend oneself or to otherwise respond to an allegation of wrongdoing, even where such an allegation may prove to be untrue.

The vast majority of coaches never find themselves in situations where they need insurance. However, if they do and they are not covered by an insurance policy, then they will be personally responsible for paying these costs. This could mean tapping into savings and other personal assets.

It is also important to note that insurance policies and coverage vary widely and a given insurance policy may not cover all of the coach's circumstances or all financial obligations.

**10. What are my responsibilities if an accident occurs? Must I accompany a participant to the hospital?**

The coach's responsibilities begin long before an accident occurs. The coach should have an Emergency Action Plan that identifies who does what in the event of an accident, and should have on hand all the necessary information to contact emergency and medical authorities as well as parents/guardians, and to inform medical professionals of the medical history of the injured person.

A coach does not necessarily have an obligation to accompany a participant to the hospital; it will depend on the nature and severity of the injury, whether or not there is another responsible person available to accompany the participant, and whether the remaining participants can be properly supervised should the coach be required to leave. The coach will have to make informed decisions about these matters depending on the circumstances; the Emergency Action Plan provides guidance for this decision-making, which is why it is so important to have prepared in advance.

## Stages of Skill Development and Needs of Athletes at each Stage

	BEGINNER		INTERMEDIATE	ADVANCED	
	Initiation	Acquisition	Consolidation	Refinement	Creative
<b>Key points to look for in assessing the stage the athlete is at</b>	The first contact the athlete has with the skill. The athlete may have no idea of what to do in order to perform the skill.	The early stage of learning where the athlete becomes capable of (1) coordinating the key components of the movements and (2) executing them in the correct order, thus performing a rough form of the skill. The movements are not well synchronized or under control, and they lack rhythm and flow. The execution is inconsistent and lacks precision. The athlete has to think about what he or she is doing during the execution. Both form and performance tend to deteriorate markedly when the athlete tries to execute the movements quickly, or is under some pressure, as may be the case in a competitive situation.	The athlete can execute the movements or the skill in the correct form. Movement control, synchronization, and rhythm are good when performing the skill under easy and stable conditions. The movements can be repeated consistently and with precision under easy and stable conditions. Some elements of performance can be maintained when the (1) athlete is under pressure, (2) conditions change, or (3) demands increase, but performance --remains inconsistent. The athlete begins to develop a more personal style.	The athlete can execute the movements in a way that is very close to the ideal model in terms of form and speed. The performance is very consistent and precision is high, even under very demanding conditions and in situations that are both complex and varied. Only minor fine-tuning may be necessary to achieve optimal execution, and a fairly definitive personal style is established. All components of the movement have been automated, which enables the athlete to focus on the environment during the execution and to make rapid adjustments as necessary. The athlete can reflect critically on his or her performance to bring about corrective measures.	This stage is achieved only by the best athletes in the world. The movements can be performed according to the ideal model, and the athlete has developed a personal style that is efficient. Personal interpretation of movements or personal movements can be combined into unique patterns in response to specific competitive situations.
<b>Planning guide; at this stage, athletes need to ...</b>	Have a clear mental image of what a correct execution looks like. Understand the fundamental positions, stances, and patterns of the sport or skill. Reach a comfort level with some movements or feelings that may be unfamiliar, and that are part of the skill to be learned.	Understand clearly what they have to do, and have a good mental representation of the task. Perform a lot of repetitions at their own pace and under conditions that are stable, easy and safe. Practice on both sides, if appropriate. Find some solutions by themselves through trial and error, based on some feedback from the coach.	Be exposed to a variety of situations, and perform a lot of repetitions under varied conditions. Be challenged by more complex and demanding tasks or conditions, and find more solutions through trial and error, based on less frequent feedback from the coach. Have the opportunity to practice the movements or the skill in conditions where fatigue prevails or that replicate competitive demands, and do so by having to deal with the consequences of errors.	Be exposed to complex or demanding competitive situations that require the skill to be executed at a very high level. Be trained on how to develop solutions to the problems encountered entirely on their own.	Be exposed to complex or demanding competitive situations that require the skill to be executed perfectly. Develop their own solutions.



## Activity Planning Guidelines for Various Stages of Skill Development:

### Characteristics of the Activities And Appropriate Practice Conditions

- As indicated in the table entitled “Stages of Skill Development and needs of athletes at each stage,” the needs of athletes differ depending on the stage of skill development they are at. Athletes’ needs should guide the goals you have for practices that aim at developing skills.
- For practices that aim at developing skills, you should ensure that the goals, as well as the activities in which the athletes are involved are *adapted to the needs* of the athletes, and that the *conditions* in which these activities take place also match the athletes’ capabilities. Selecting or designing appropriate activities, and identifying suitable conditions in which they take place, are therefore critical steps in planning your practice.
- In addition, you will likely have to allow for the fact that *not all athletes are at the same stage of skill development*. This can be dealt with by planning different activities for different groups of athletes, or planning distinct practice conditions that are adapted to different athletes.
- Activities and tasks that the athletes will do during a practice can be planned in many different ways. Athletes can perform (1) the whole skill, or parts of it only (2) many repetitions without rest, or rest for varying amounts of time in between repetitions and/or (3) the same task several times in a row, or do distinct movements or actions each time either in a predictable order, or in a random order.
- The most effective activities/tasks, types of practice, and/or practice conditions may also vary according to the skill to be learned (open, closed, discrete, serial, or continuous) and/or the stage of skill development the athletes are at. Additional adjustments may be necessary to take into consideration the age of the athletes.

Planning guidelines for activities and practice conditions that support skill development at various stages are proposed in the following pages.

***NB:*** *Technical and tactical abilities to train, and the priority in which they should be trained at various ages and levels of competition are available through the FCA through its LTAD.*

## Activity Planning Guidelines for Various Stages of Skill Development

Recommended practice conditions	Stages of Skill Development				
	<b>Initiation</b> <i>First contact</i>	<b>Acquisition</b> <i>Movement patterning</i>	<b>Consolidation</b> <i>Correct execution in variable conditions</i>	<b>Refinement</b> <i>Minor improvements</i>	<b>Creative variations</b> <i>Inventing new movements</i>
<b>Surrounding environment</b>	Stable and predictable, free of distractions	Stable and predictable, free of distractions	Increased variability and distractions in the environment, but not to the point where movement patterns deteriorate	Competition conditions	Conditions similar to those encountered in the highest level of competition
<b>Decision-making, or uncertainty of the situations in which athletes are involved</b>	No decision-making or options to choose from	Simple decision-making, maximum of 2 options	More complex decisions to make, increased frequency of decision-making, and more options (3-4)	Complex decisions, as many options, and at the same frequency as in a competition	Conditions similar to those encountered in the highest level of competition
<b>Speed of execution</b>	Slow and controlled	At athlete's own pace	Increased, variable, and close to competitive demands	Similar conditions in competition	Similar to highest level of competition
<b>Importance of being precise and consistent</b>	Not important	Moderately important	Precision and consistency are sought	A high degree of precision and consistency are sought	Perfection is sought at all times
<b># of repetitions, or opportunities to execute the movements</b>	As needed, depending on athlete's general motor development	High	High	As many as possible	As many as possible
<b>Risk factor and consequence of error</b>	Completely safe conditions, errors of no consequence	Low risk conditions	Less than or similar to what is encountered in regular competition	Similar to a high level of competition	Similar to highest level of competition
<b>During training, the emphasis should be on ...</b>	Basic stances and positions; getting the idea of what the movements are about, look like	Global execution and general form of the movement	Maintaining the form of movements and some performance consistency under a variety of conditions and stress	Creating conditions that stress the specific elements that need adjustments	Generating new and unfamiliar situations

## Definition of Athletic Abilities

To succeed in his/her sport, the athlete must have and seek to improve certain abilities that support performance.

Category	Athletic Abilities Required in Most Sports
<p><b>Physical abilities</b> are determined by the rate at which energy and force can be produced by the muscles, and by the range through which the movements can be executed</p>	<p><b>Maximum Speed:</b> The highest rate at which a movement or a series of movements can be executed, or the ability to cover a given distance in the shortest possible time during an all-out effort of very short duration (<i>8 seconds or less</i>).</p> <p><b>Speed-Endurance:</b> The ability to sustain efforts at near maximum speed for as long as possible (<i>normally, very intense efforts lasting between 8 and 60 seconds</i>).</p> <p><b>Aerobic Stamina:</b> The ability to sustain a dynamic effort over an extended period of time (<i>normally, efforts lasting several minutes, or even hours</i>). <i>Note: Intense efforts lasting between 2 and 10 minutes require a subset of this athletic ability referred to as "maximum aerobic power".</i></p> <p><b>Maximum Strength:</b> The highest level of tension generated by a muscle or muscle group during a maximum contraction, regardless of the duration of the contraction.</p> <p><b>Speed-Strength:</b> The ability to perform a muscle contraction or overcome a resistance as fast as possible (<i>normally, very brief efforts of 1-2 seconds</i>).</p> <p><b>Strength-Endurance:</b> The ability to perform repeated muscle contractions at intensities below maximum strength (<i>normally, 15-30 repetitions, or more</i>).</p> <p><b>Flexibility:</b> The ability to perform movements of large amplitude about a joint without sustaining injury.</p>
<p><b>Motor abilities</b> support the controlled execution of movements</p>	<p><b>Coordination:</b> The ability to perform movements in the correct order, and with the right timing.</p> <p><b>Balance:</b> The ability to achieve and maintain stability. There are three types of balance: (1) <b>static balance:</b> adopting a controlled body position in a stable environment; (2) <b>dynamic balance:</b> maintaining control during movement, and/or stabilizing the body by performing muscular contractions to offset the effect of an external force; and (3) the ability to keep an object or another body under control either in a static or in a dynamic manner.</p> <p><b>Agility:</b> The ability to execute movements or to move rapidly, with precision, and with ease.</p>
<p><b>Tactical abilities</b> support effective decisions</p>	<p>The ability to analyze a situation and produce a correct response, i.e. one that gives a competitive advantage and/or increases the probability of a good performance.</p>
<p><b>Mental abilities</b> enable the athlete to be in the proper state of mind to perform successfully</p>	<p><b>Goal setting:</b> The ability to identify clear goals and priorities that will guide future actions and decisions.</p> <p><b>Concentration:</b> The ability to pay attention to what is important in a given situation, and avoid negative influences or distractions.</p>

## Training Athletic Abilities

Athletic Ability	To improve this athletic ability, the activity must have the following features or characteristics:
<b>Speed</b>	<ul style="list-style-type: none"> <li>• Movements or actions performed at or near maximal speed <u>and</u></li> <li>• Movements or actions identical to those in which speed improvement is sought <u>and</u></li> <li>• Efforts of short duration, i.e. less than 5 to 8 seconds <u>and</u></li> <li>• Long recovery between efforts, i.e. 8 to 10 times longer than the effort itself.</li> </ul> <p><b>Note 1:</b> Training no longer effective if intensity or quality of execution decreases.  <b>Note 2:</b> Total time of all repetitions = 30 seconds to 2 minutes.</p>
<b>Speed endurance</b>	<ul style="list-style-type: none"> <li>• Movements or actions performed at near maximal speed <u>and</u></li> <li>• Movements or actions identical to those in which speed-endurance improvement is sought <u>AND</u></li> <li>• Efforts comprised between 10 and 60 seconds <u>and</u></li> <li>• Recovery between efforts is 6 to 8 times longer than effort.</li> </ul> <p><b>Note:</b> Total time of all repetitions = 2 to 5 minutes.</p>
<b>Aerobic stamina</b>	<ul style="list-style-type: none"> <li>• Repeated high intensity dynamic efforts performed without interruptions for more than 2 or 3 minutes each <u>or</u></li> <li>• High intensity steady-state efforts performed for 10-15 minutes or more <u>or</u></li> <li>• Moderate intensity steady-state efforts performed for 30 minutes or more <u>or</u></li> <li>• High intensity intermittent efforts of 15 seconds to 2-3 minutes followed by pauses of equal or shorter duration for 20 to 30 minutes or more.</li> </ul> <p><b>Note:</b> The more intense the effort, the greater the training effect on maximum aerobic power.</p>
<b>Maximum strength</b>	<p><b>Note:</b> In many cases, the sport itself does not provide good opportunities to develop this athletic ability. See detailed guidelines.</p>
<b>Speed strength</b>	<ul style="list-style-type: none"> <li>• Movements or actions that require jumping, bounding, or quick pushing <u>OR</u></li> <li>• Movements or actions that require accelerating objects as quickly as possible.</li> </ul>
<b>Strength endurance</b>	<ul style="list-style-type: none"> <li>• Repeated muscle contractions that are sustained for several seconds <u>OR</u></li> <li>• Several sub-maximal muscle contractions performed consecutively at a constant rate.</li> </ul>
<b>Flexibility</b>	<ul style="list-style-type: none"> <li>• Controlled movements of large amplitude <u>OR</u></li> <li>• Controlled movements in which the muscles are stretched, and where the position is maintained for 20 to 40 seconds.</li> </ul> <p><b>Note:</b> No external force should be exerted on the limb or the articulation.</p>
<b>Coordination</b>	<ul style="list-style-type: none"> <li>• Activities that involve a sequence of actions that must be performed in a given order.</li> </ul> <p><b>Note:</b> Improvements more likely to occur if activity is performed when the athlete is not tired.</p>
<b>Balance</b>	<ul style="list-style-type: none"> <li>• Activities where difficult or unusual positions must be assumed and maintained <u>OR</u></li> <li>• Activities where “normal” movements are performed in unusual positions <u>or</u></li> <li>• Activities where balance is challenged by external factors, or that require an effort to maintain balance.</li> </ul>

## Importance of Physical and Motor Abilities by Sport Family

Sport Family	Physical Abilities							Motor Abilities	
	Speed	Speed Endurance	Aerobic Stamina	Maximum Strength	Speed Strength	Strength Endurance	Flexibility	Coordination	Balance
<b>Combat Sports</b> Judo and Karate Boxing – Wrestling	High	Moderate	Moderate	High (relative to body weight)	Very high	Very high	Very high	Very high	Very high
<b>Artistic Sports</b> Figure Skating *#Gymnastics Synchronized Swim *#Diving	Moderate  *High	Moderate  #Low	Moderate  #Low	High (relative to body weight)	High to very high	High  #Low	Very high	Very high	Very high
<b>Single Action Sports</b> Throws –Jumps Weightlifting *Baseball/Softball	High  *Very high	Low to moderate  *High	Low	Very High (# relative to body weight)	Very High	Moderate  *High (pitcher)	Very High	Very High	Very High
<b>Precision Sports</b> *Curling Shooting – #Archery Bowling – Golf	Low  * Moderate	Low  * Moderate	Low	Moderate  #High	Low to moderate	Moderate  #High	Moderate	High	High
<b>Racket Sports</b> Tennis – Squash Racquetball Badminton Table tennis	High	Moderate to high	Moderate	Moderate	Very High	High	Very high	Very high	Very high
<b>Team Sports</b> Soccer – Lacrosse Ice Hockey Basketball – Volleyball	High	High  *Moderate	Moderate	Moderate  *High	High	Moderate	Moderate	Very high	High to very high
<b>Cyclical Sports</b> *Long duration Speed Skating Running – Cycling Cross County Skiing	Moderate	High	Very high	Moderate	Moderate	High	Moderate	Moderate  *High	Moderate  *High

## MOTIVATING ATHLETES

### Five Criteria to Develop Challenging Activities that motivate Athletes to Learn

#### 1. Originality (need to discover)

- Novelty
- Need to be surprised
- Desire to try

#### 2. Affective Component (need to be challenged)

- Overcoming a reasonable challenge

#### 3. Meaning (need to understand)

- Establishing linkages with the objectives outlined for the activity (congruence)

#### 4. Openness (need to trust)

- Achieve something right from the beginning, then progress (individualization)

#### 5. Dynamic (need for movement)

- Involving all motor functions (intensity, duration, active engagement)

**Motivating Activity** – activity that the participants really want to attempt right away

**Principle** – An activity does not necessarily have to feature all criteria simultaneously to be considered “motivating”; rather, the coach must decide which of these criteria should apply in a given situation in order to generate an optimal level of interest in the participants.

## Growth and Development Considerations in Children

Certain changes occur as children grow and develop. These changes, **stages of development**, affect every aspect of life and sport. Stages of physical development influence the ability to perform skills, and stages of emotional development affect the kind of cooperation or competition participants are capable of.

In general, there are no major developmental differences between boys and girls before puberty. However, during adolescence performance capabilities become increasingly different in some areas. As a coach, it is important to know how such changes may affect performance in sport.

**What is puberty?** Puberty (or adolescence) is the time of life when important transformations occur in the body and the mind of children; during this time, adult sexual characteristics develop. Some important points about puberty are listed below:

- It is a period of rapid change in several areas (growth, motor development, interests, relations with others)
- The child goes through predictable phases
- The amount of time in each phase is not predictable, which implies that at a given age there can be a lot of variability among children

**When does puberty begin?** The onset of puberty is highly variable among children, although as a rule it occurs earlier in girls compared to boys. In each sex, puberty may begin at a wide range of ages.

- **In boys** - Puberty begins on average at 12.5 to 13 years of age. However, it may begin 2 years earlier or later in about 25 to 30% of individuals, and may even begin 4 years earlier or later in a few cases
- **In girls** - Puberty begins on average at 11 to 11.5. However, it may begin 1 to 1.5 years earlier or later in about 25 to 30% of individuals, and may even begin 2 to 2.5 years earlier or later in a few cases

**How long does puberty last?** In both boys and girls, puberty lasts on average 4 years. Again, there can be a high degree of variability, and the duration of this period may be 1 to 1.5 years longer or shorter than the average in about 25 to 30% of individuals. In a few cases, the duration of puberty may even be longer.

**Why is this information important to coaches?** *Some participants are early developers, while others are late developers.*

Children of the same age are not all at the same stage of their development. Some participants will reach puberty at a very young age (early developers) and, as such, may be an advantage for a short period of time when they train or compete against others of the same age group. Other children will not enter into puberty until a few years later (late developers).

However, it should be emphasized that athletic success *at the adult level* is not determined by how early the athlete has reached puberty, or how quickly he or she has gone through puberty. Many late developers may become very good athletes. A notable instance of a late developing athlete is Michael Jordan, one of the best Basketball players of all times.

*During adolescence, some activities may have to be adapted to suit the specific needs of early or late developers*

A given activity may be appropriate for training the athletic abilities of some participants, but not yet appropriate for others. Consequently, some of the characteristics of an activity (intensity, duration, practice conditions) may have to be adapted to meet the needs of some children.



Adapting the activity to the child's developmental stage should be a preoccupation of coaches to take into account the differences between "average participants" and early and

late developers. This will provide each participant with an appropriate challenge, and will increase the likelihood that they will have enjoyment and success in sport, and remain involved.

### **What To Emphasise Or To Avoid At Various Ages: General Training Recommendations Based on Growth and Development Guidelines**

The table in the following page outlines the athletic abilities that should be emphasised or avoided at various ages for male and female athletes. In this table, the following legend is used:

#### **Females (F) Males (M)**



	Training of this quality to be avoided at this age
	Training of this quality can be done at this age, but should not be considered a priority
	Training of this quality can be done with moderation at this age
	Training of this quality is optimal at this age
	Training of this quality should be done in function of the needs of the sport at this age

#### **Important notes to instructors:**

1. The recommendations contained in the following table represent the opinion of experts in the fields of growth and development and training; as such, they apply to most sports. However, for some sports in which athletes specialise at a very young age, such as Gymnastics, some of these recommendations may seem to differ from certain training approaches commonly used. If this is the case, we invite coaches to (1) exercise judgement both in the interpretation of the present guidelines and in the implementation of sport-specific training methods and (2) consult with recognised experts where necessary, in order to ensure that the training activities performed by the athletes are appropriate, safe, and adapted to their physical maturity.
2. At the same chronological age (i.e. 12 years of age) there can be a significant degree of variability in the physical maturation level of kids. When referring to the guidelines outlined in the following table, it would not be unusual to have situations where some athletes are ahead of, or behind, the general training guidelines by 2 or more years.

## Training of Athletic Abilities and Participants' Age: Guidelines

Athletic Abilities	Age in years															
		6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Aerobic Stamina (short efforts of 10-15 minutes)	F	☹	☹	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊
	M	☹	☹	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊
Aerobic Stamina <i>(prolonged efforts)</i>	F	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	😊	😊	😊	😊	😊
	M	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	😊	😊	😊	😊	😊
Speed- Endurance	F	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	😊	😊	😊	😊	😊
	M	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	😊	😊	😊	😊	😊
Strength- Endurance	F	☹	☹	☹	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊
	M	☹	☹	☹	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊
Maximum Strength	F	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	😊	😊	😊	😊	😊
	M	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	😊	😊	😊	😊	😊
Speed-Strength (power)	F	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	😊	😊	😊	😊	😊
	M	☹	☹	☹	☹	☹	☹	☹	☹	☹	☹	😊	😊	😊	😊	😊
Flexibility	F	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊
	M	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊
Speed (efforts of 8 seconds or less)	F	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊
	M	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊
Speed (fast cadence of movement)	F	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊
	M	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊
Co-ordination Agility Balance	F	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊
	M	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊
Basic Techniques	F	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊
	M	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊
More Advanced Techniques	F	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊
	M	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊
Tactics	F	☹	☹	☹	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊
	M	☹	☹	☹	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊

	should be avoided		optimal training age	☹	not a priority	😊	in moderation	😊	as needed by sport
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## 3–5 Years — Growth and Development

### General remarks

- Cannot see the difference between what is real and what is not
- Lives in an imaginary world
- Constantly imitates
- Highly dependent on parents
- Needs to have a well-established routine in daily activities

### Psychosocial

- Highly individualistic, even egocentric
- May be afraid of strangers
- Boys and girls may be involved in the same activities without any problem

### Learning

- Period of life where significant progress is seen in areas such as ability to learn, intelligence, and language; is capable of understanding concepts such as age, time, space, and morality (good-bad)
- Limited ability to concentrate (very short attention span); difficulty understanding abstract concepts
- Limited ability to reason and solve problems
- Cannot take into account most of the information or stimuli from the environment

### Physical

- Growth rate is slightly reduced compared to the first two years of life; body proportions become more balanced; head is fragile
- Resting heart rate and heart rate during exercise higher compared to adults
- Development of the nervous system takes place at a very high rate during this period; growth of the brain is approximately 75% completed at three years of age, and 90% at the age of six
- Hand-eye coordination is improved, as well as speed/rhythm of execution of fundamental movements; increased control of movements, which nonetheless remain somewhat jerky
- Motor performance is highly linked to kinesthetic and touch senses
- At age five, activities such as walking or running are usually well mastered and can be incorporated into games; 35 meters can be run in approximately 10 seconds

### Preferences

- Likes activities that stimulate several different senses and the imagination
- Likes simple games with easy-to-understand tasks and rules
- Prefers individual activities, yet will share his or her environment of play with others

### To avoid

- Any activity that is structured or requires attention
- Activities that feature repeated impacts or where there is a risk of collision
- Repetitive activities (to prevent boredom and also overuse injuries)
- Exposure to a cold or a hot environment
- Comparisons with other children
- Emphasizing the result or performance

### **Suggestions**

- Activities that feature a variety of motor experiences, and where the emphasis is put on the kinesthetic sense (i.e. knowledge of the body and location of body parts in space)
- Simple explanations and provision of manual assistance to the child during the execution of the movement
- All activities should take the form of games
- The instructions and the teaching must be specific, simple, and aimed at a very clear objective
- Creation of small groups where activities take the form of games, with focus on psychomotor development (balance, coordination, movements in all directions, various forms of movement). Where possible, parents should be involved, thus creating an opportunity to consolidate a close relationship with the child through play
- Children need to be praised and complemented generously and regularly for their efforts

## **7 Years — Growth and Development**

### **General remarks**

- At this age the child remains fairly individualistic and self-centered; needs a lot of attention and must be in the company of an adult and/or in a small group
- High dependence on parents
- Acknowledges the instructor as the leader
- Needs to have a well-established routine in daily activities
- Has no athletic or competitive background
- Interest for sport activities may begin to grow

### **Psychosocial**

- Rather individualistic; often tries to expand social circle and the number of friends, especially with individuals of the same sex
- Sometimes shy
- Is conscious of own feelings and emotions, and of those of others toward him/her; can play on these feelings to obtain privileges
- Boys and girls can be involved in the same activities without difficulty

### **Learning**

- Learns best by observing, quickly followed by doing
- Short attention span (a few minutes)
- Ability to reason is limited to what is readily observable

- May be afraid of the unknown
- Is likely to imitate and be highly imaginative; is often curious and wants to know everything

### **Physical**

- Development of the nervous system is almost complete
- Rate of physical growth is constant, yet relatively slow; on average, little difference is observed between boys and girls with regard to height and weight
- Head is still very fragile; bones, tendons, muscles, and ligaments cannot sustain heavy loads
- Always seems to be moving; coordination is not very well developed; low endurance
- Resting heart rate and heart rate during exercise are higher than for adults; resting heart rate is approximately 100 bpm
- Aerobic metabolism predominates during effort; low anaerobic capacity
- Sweating mechanism of children is not well developed, which reduces their capacity to dissipate heat during exercise; children are at an increased risk of heat injuries; children cool off rapidly, and do not tolerate cold well

### **Preferences**

- Enjoys individual activities, with some interaction with the group (e.g. tag); likes to throw, catch, hit, kick, run, jump, and other activities where the whole body is involved
- Enjoys all types of activities that require imagination or involve imitating an adult
- Games should encourage creativity and have few rules

### **To avoid**

- Activities that require repeated impact or wherein there is a risk of collision
- Repetitive activities and activities that feature too much structure (to prevent boredom and also overuse injuries )
- Exercising in a very cold or hot environment
- Using equipment that is not designed for children (i.e. too big, too heavy)
- Specialization in a sport or in a position
- Repetition of all-out efforts lasting between 20 and 60 seconds; work against a high resistance; prolonged aerobic endurance efforts
- Emphasizing the result or performance
- Negative competitive experiences
- Comparisons with other children
- Lengthy explanations
- Negative criticism

### **Suggestions**

- All activities should take the form of games; conditions in which activities or games take place should be varied to promote the development of a variety of motor patterns and skills

- Rules should be adapted to encourage a high degree of interaction between and involvement of participants, and to increase the probability of success during the activity; modified, scaled-down equipment should be used
- Demonstrations should be highly specific, simple, and aimed at the achievement of a well-defined objective; duration of activities should be relatively short, and exercises should change frequently
- Children need to be praised and complemented generously and regularly for their efforts; feedback should focus on one point only; choose the most important one; children should be encouraged to be proud of their own performance, and to congratulate others for theirs
- Basic motor abilities should be developed through games; techniques should be introduced in ways that stimulate the child's imagination (e.g. refer to a funny situation of the child's life, a cartoon)
- Encourage children to drink water, and in hot conditions, ensure that there are plenty of beverages available

### Examples

- Relay or obstacle races
- Somersaults, pirouettes, jumps, runs, lateral movements, rope climbing, rope skipping, use of play structures, sliding, throwing, catching, passing a ball with hands or feet; hitting a ball
- Basic strength exercises using the child's own body weight (push-ups, pull-ups, squats with own body weight)

## 8–9 Years — Growth and Development

### General remarks

- Has a high degree of imagination; being active is very important; likes to work, learn, and accomplish things
- Still needs a well-established routine in daily activities
- Wants to act on his/her own; does not like conventions or norms, but will accept the instructor's instructions if there is a sense that he/she participates in the establishment of the rules and conditions governing the activity
- Very little or no athletic background
- Interest in sport activities is often high
- Some early developers may be entering puberty, particularly girls

### Psychosocial

- Is still individualistic and self-centered, but shows an increasing interest for the group; wants to be accepted by others, and usually shows a great deal of loyalty toward the team
- Needs praise and positive feedback
- Is conscious of own feelings and emotions, and of those of others toward him/her; can play on these feelings to obtain privileges
- Boys and girls may be involved in the same activities without difficulty

- Seeks the approval of others; may reject opportunities to interact with individuals of the opposite sex

### **Learning**

- Accepts following instructions to learn faster, and reacts favorably to positive feedback/praise; ability to concentrate and to pay attention is relatively good; can begin to make some generalizations
- The emphasis should be on motor development and the learning of skills in a variety of sports
- It is possible to start teaching the rules of the game and fundamental tactical principles
- Is capable of assessing the angles of moving objects (e.g. balls), yet may still have some difficulty distinguishing between right and left
- Ability to reason and solve problems is limited to what can be observed

### **Physical**

- Physical characteristics are similar to children aged 6-7, but coordination and stamina are better; growth rate is slow, which tends to allow for a greater degree of motor control and autonomy
- The development of the nervous system is almost complete
- Reaction time is slow; shows an increased ability to make coordinated and quick movements
- Large muscle masses (e.g. the legs) show a greater degree of development compared to smaller ones (e.g. arms, hands)
- Very little potential for increased muscle mass (hypertrophy); strength gains result primarily from increased coordination and neural factors
- Resting heart rate and heart rate during exercise are higher than for adults; aerobic metabolism predominates during effort and anaerobic capacity is low
- The sweating mechanism of children is not well developed, which reduces their capacity to dissipate heat during exercise; children are at an increased risk of heat injuries

## Preferences

- Enjoys individual or group games, and drills where participants are paired
- Likes activities where the whole body is involved (e.g. jumping, running)
- Likes to assume some responsibility, and to take part in decisions relating to games or activities played
- Prefers activities that will allow him/her to shine and to be successful

## To avoid

- Activities that feature repeated impacts or where there is a risk of collision; repetitive activities (for reasons of boredom but also to prevent overuse injuries); activities that are too structured
- Mechanical and/or highly repetitive approach to the teaching of fundamental techniques; use of equipment that is not designed for children
- Repetition of all-out efforts lasting between 20 and 60 seconds; work against a high resistance; prolonged aerobic endurance efforts
- Exposure to a cold or hot environment
- Specialization in a sport or for a position
- Emphasizing winning and creating a pressure to perform
- Comparisons with other children
- Negative competitive experiences
- Lengthy explanations
- Negative criticism

## Suggestions

- Establish guidelines for acceptable behavior, and act in a constant and predictable manner; however, accept each child unconditionally
- Children need to be praised and complemented generously and regularly for their efforts; feedback must focus on one point only; choose the most important one; emphasize the following: development of confidence, self-esteem, peer interaction, cooperation, having fun, putting winning and losing into perspective, and giving a 100% effort
- Demonstrations must be highly specific, simple, and aimed at the achievement of a well-defined objective; duration of activities must be relatively short, and exercises must change frequently
- Focus on activities that are aimed at developing coordination, balance, and proper motor patterns; encourage participation in a variety of sports and activities; encourage the use of both right and left hands and feet whenever possible to enhance motor patterns and improve coordination; good age to use speed games
- Modified, scaled-down equipment should be used; competitive games where ability levels are matched; create opportunities for the child to demonstrate the progress he/she has made in a way that will enhance self-image; participants should have the opportunity to take some responsibility, and to assess the impact of such decisions; rules should be adapted to encourage a high degree of interaction between and

involvement of participants, and to increase the probability of success during the activity

- Encourage children to drink water, and ensure that plenty of beverages are available when exercising in the heat

## 10–11 Years — Growth and Development

### General remarks

- Develops conscience, morality, and values
- May display a highly competitive attitude (wants to look like a competent performer)
- Marked distinctions between boys and girls begin to be visible, particularly toward the end of this period
- May want to break free from the authority of adults, and may show a defiant attitude
- Athletic background may be highly variable among participants; participation in sport activities is often done on a seasonal basis, in programs that can be relatively short (a few weeks)
- Time devoted to general training and acquisition of a variety of skills and motor patterns should be greater than time spent training for a specific activity, or preparing for, or being engaged in, competition

### Psychosocial

- Is usually very interested in group activities, and creates strong links with a few friends
- Wants to enjoy a greater degree of autonomy, and wants to help
- Shows a high degree of loyalty to the group
- Begins to be interested in individuals of the opposite sex, without showing it openly
- Expresses his/her feelings easily (e.g. anger, sadness)
- Boys and girls can be involved together in the same activities

### Learning

- Child begins to show some ability to deal with abstract concepts, yet prefers concrete examples
- Emphasis should still be on general motor development and the learning of skills in a variety of sports, however fine motor control improves during this period
- It is possible to start teaching a few specialized techniques, as well as fundamental tactical principles; the rules of the games should be well understood
- Capacity to concentrate increases (can stay focused for approximately 10 minutes at a time)

### Physical

- Strength and endurance gains are possible as a result of fitness training, but improvements are also directly related to growth; very little potential for increased

muscle mass (hypertrophy). Strength gains result primarily from increased coordination and neural factors

- Flexibility improves but it should also be trained
- Reaction time is relatively slow, however good visual acuity and depth perception allow for better performance in throwing/catching exercises
- Sweating mechanism of children is not well developed, which reduces their capacity to dissipate heat during exercise; children are at an increased risk of heat injuries
- In girls, the second half of this period marks the beginning of a major growth spurt that will last approximately 3.5 years; some girls may have their first menstruation as early as 11 years old.
- In some boys, puberty will begin at the end of this period.

### Preferences

- Enjoys games that feature some competition, team games, as well as activities that require some form of effort or that represent some sort of a physical challenge

### To avoid

- Activities that feature repeated impacts or where there is a risk of collision; repetitive activities (to prevent boredom and also overuse injuries); activities that feature too much structure; exposure to a cold or hot environment
- Use of equipment that is not designed for children; repetition of all-out efforts lasting between 20 and 60 seconds; work against a high resistance; prolonged aerobic endurance efforts
- Specialization in a sport or for a position on the team
- Emphasizing winning and creating a pressure to perform
- Comparisons with other children
- Unpleasant or non-gratifying competitive experiences.
- Mechanical and/or highly repetitive approach to the teaching of fundamental techniques

### Suggestions

- Participation in several sports/activities should be encouraged
- Rules should be adapted to encourage a high degree of interaction between and involvement of participants, and to increase the probability of success during the activity; modified, scaled-down equipment should be used
- Demonstrations should be highly specific, simple, and aimed at the achievement of a well-defined objective; duration of activities should be relatively short, and exercises should change frequently
- Time when participants are actively involved in activities during practices should be maximized
- Children need to be praised and complemented generously and regularly for their efforts
- Feedback should focus on one point only; choose the most important one; emphasize the development of confidence, self-esteem, peer interaction, cooperation, having fun, putting winning and losing into perspective, and giving a 100% effort
- Encourage children to drink water, and ensure plenty of beverages are available when exercising in the heat

## 12–15 Years — Growth and Development

### General remarks

- Period where major growth spurts occur; in each sex, large differences in physical maturation may be observed in individuals of the same chronological age; in general, girls develop earlier than boys
- Acquires moral concepts, values, and attitudes that make it possible to relate meaningfully to society; positive role models are important
- Opinion of friends tends to be more important than that of the instructor/coach; participants want to look like, or be perceived as competent performers
- This is a period of major change during which participants are likely to challenge authority, be very critical, question decisions, and ask for justification
- Competition becomes increasingly important to some participants; time devoted to general training should be greater than time spent training specifically for a sport, or in competition

### Psychosocial

- It is important to separate boys and girls for activities and competition
- Emotional instability may be observed due to the rate at which physiological changes occur
- Shows a greater desire for independence; this can be a time of rejection of parental authority and, in general, a period when there is a high degree of confrontation with adults
- Develops close relations with individuals of both sexes; enjoys being more independent, and having more responsibility; a great deal of interest toward sexuality is observed toward the end of this period
- This period is important for the development of values such as respect for others, fair play, and a work ethic

### Learning

- Begins to think like an adult. It is important to take into account the different maturity level between boys and girls; interests and abilities differ between the sexes
- Needs change on a regular basis; is highly curious; capacity to concentrate increases (can stay focused for 20 minutes or more at a time); increasingly capable of abstract thinking
- This is a good period to consolidate the development of fine motor skills, to teach more complex tactical notions, and to encourage decision-making in specific situations
- Specialization by sport and for a position can begin; however, participation in a variety of sports that have different demands should be encouraged

### Physical

**Girls:** The development of secondary sexual characteristics (pubic hair, breasts) begins around 11-11.5 years of age. On average, the growth spurt begins shortly thereafter. Maximal growth rate (or peak height velocity, PHV) is normally observed between 11.5 and 12.5, and menarche (first menstruation) occurs approximately one year after PHV. During this period, body fat content tends to increase progressively, and typical female body forms (hips) appear due to hormonal effect. As a result of these changes, performance often plateaus or may even decline for a short period of time. In addition, for a period of several months following menarche, girls may have difficulty sustaining heavy training loads. Girls should be counseled that this phenomenon is normal, and that their performance will continue to improve after this temporary phase.

**Boys:** The development of secondary sexual characteristics (pubic hair, testes, penis size) occurs progressively around age 11. On average, the growth spurt begins at age 13, and PHV is reached at around age 14-15. Significant gains in muscle mass and in strength typically occur one year after PHV (i.e. at around ages 15-16) due to higher levels of testosterone; this age represents a good time to initiate strength training with heavier loads if this athletic ability is important in the sport.

- During the growth spurt, feet and hands tend to grow first, followed by the legs and the arms; long bones are fragile during this time; growth is accompanied by an increase in body weight throughout the period
- As a result of the rapid growth spurts that occur during PHV, body parts can be disproportionate; this can have a direct effect on coordination and the ability to perform certain skills that were well mastered before
- This period is well suited for the development of aerobic fitness, as well as flexibility
- Strength and speed-endurance training can begin toward the end of this period

### Preferences

- Enjoys challenges and the opportunity to accomplish individual feats
- Accomplishment of actions that are likely to be looked at or admired by peers/friends
- Activities that contribute to the development of fine skills/dexterity and that do not require too much strength (i.e. racket sports, swimming, golf, skiing), team games, situations where some form of competition exists

### To avoid

- Repetition of all-out efforts lasting between 20 and 60 seconds before or during PHV; work against a high resistance; prolonged aerobic endurance efforts that involve impact on the joints (i.e. running on a hard surface such as asphalt); repetitive activities (to prevent boredom and also overuse injuries)
- High mechanical stress (compression forces) on the long bones and the backbone, e.g. lifting heavy weights
- Programs where the number of competitions is greater than the number of practices
- Pressure to perform
- Negative competitive experiences

## Suggestions

- Time when participants are actively involved in activities during a practice should be as high as possible
- Acquisition of more complex or sport-specific techniques; explanations can be more elaborate, where appropriate
- Correct execution of movements must be emphasized if strength training is performed.
- Appropriate supervision of training activities is important to prevent unnecessary risks that adolescents may take
- Games emphasizing skill and dexterity
- Opportunities to meet or interact with sport role models (athletes or coaches); competitions or tournaments that involve trips; social activities among the team/training group
- When an athlete or participant who has reached puberty experiences pain in the joints (e.g. shoulders, elbows, knees), or if he or she now seems to have difficulty completing workouts that could previously be sustained with no difficulty, training loads (amount-frequency-intensity) may have to be decreased to avoid undue stress on the athlete's body.
- Depending on the maturity level, involvement of the adolescent in roles such as officiating, or the leadership of certain activities (e.g. leading a warm-up or cool-down)

## 16–17 Years — Growth and Development

### General remarks

- At the end of puberty, the individual is no longer a child, but is not completely an adult yet, which can create some identity problems
- Late developers may still be experiencing the effects of puberty
- The participant seeks greater autonomy, and progressively becomes more mature emotionally
- Specialization in a sport or for a position may require yearlong preparation; however, training may remain a seasonal process, particularly at the beginning of this period
- Training volume increases progressively from one year to another, and may reach 15 hours or more per week, depending on the sport, at the end of this period
- In participants who are training seriously, the amount of time devoted to general training, specific training, and preparing for competition or competing is approximately the same

### Psychosocial

- Sexuality becomes very important and participants seek intimacy with others
- Although a greater degree of independence is sought, friends remain very important
- Wants to be considered an adult
- Often, the coach will be a role model; the participant will frequently reject parental authority
- Participants become increasingly aware of their own values
- Social activities are very important

## Learning

- Social awareness increases, and as a result participants develop a broader range of behaviors; participants also develop the ability to think logically
- Period when participants begin to specialize in particular sports, and develop broader strategic and tactical awareness

## Physical

- Major physiological systems and functions are established; appropriate time to develop aerobic capacity; significant increase in strength and anaerobic capacity (endurance-speed)
- Training of power and speed can be done
- Increase in muscle mass in boys, due to the increased production of certain hormones, in particular testosterone
- Growth in girls typically ends at 17 -18 years, and at 19 -20 years in boys

## Preferences

- Prefers to play the full game or activity, i.e. without modification of the rules or conditions of play  
Prefers activities that contribute to improving physical appearance or to creating a particular status in the eyes of peers (e.g. sport, art, theatre)
- Group activities become important (e.g. movies, dances, parties, travel)

## To avoid

- Development of certain muscle groups while ignoring antagonists (e.g. developing the quadriceps but not the hamstrings)

## Suggestions

- Delegate certain tasks, provide opportunities for the participant to solve technical-tactical problems and improve decision-making
- All athletic abilities can be trained and developed, relative to the degree of physical maturity of the individual
- Strength-endurance can be trained with no reservations based on the demands of the sport; if increased muscle mass is an important goal to achieve given the sport, this can be accomplished through strength training programs using moderate loads in sets of 8-12 repetitions; all major muscle groups should be developed to avoid muscle imbalances (*note: major increases in muscle mass should not be expected in females*)
- Strength training with very heavy weights (1-5 repetition maximum, or RM) can be done by both sexes, but with caution and under the guidance of experienced coaches
- Include sessions dealing with officiating, strategy, and tactics
- Creating an assistant coaching role for some appropriately qualified participants may improve self-esteem and peer acceptance
- Important time to work at developing respect for others, and concepts like fair play and work ethic

- Provide opportunities for participants to observe and meet role models

## 18 Years and Older — Growth and Development

### General remarks

- Major physiological systems and functions are established, which allows for the training of all athletic abilities
- Self-assured; chooses own path and goes out on his/her own
- Resists involvement in situations which may question self-image as an independent person
- The need to achieve may lead the participant to strive for improved performance
- General training time may be reduced as the serious participant concentrates on specialization and preparation for competition

### Psychosocial

- Professional and family obligations lead to much less free time
- Intimate relationships are very important
- Financial independence provides greater opportunity for choice
- May become a member of a group of close friends

### Learning

- Adults over 25 years of age often have experience in a broad range of activities (e.g. sport, work, education) which can greatly improve learning and the transfer of knowledge and experience from one area to another

### Physical

- Young men stop growing at around 20 years of age
- The individual may expend significant energy and time raising children and working
- Strength, speed, and power are at their peak in the early 20s, and may be maintained through to the early 30s
- Endurance reaches its peak towards the late 20s; after the age of 30, physical capacities begin to decline progressively

### Preferences

- Activities that help relieve stress

### To avoid

- Nothing; all athletic abilities can be trained

### Suggestions

- Interaction with others is important and may take the form of participation in seminars, workshops, or sport training camps
- Individuals may seek roles and responsibilities in the management, organization or promotion of activities and events
- Becoming a coach, official, or referee is one way of keeping this group engaged and committed, and also offers the opportunity for social interaction
- Engage in competitive activities and events in practices

### **Optimal Order of the Activities in a Practice**

<b>Early in the Practice:</b>	activities to acquire new techniques, skills or motor patterns; that develop or require coordination or balance; that develop or require speed
<b>Then consider:</b>	activities to develop or require speed-endurance; to develop or require strength; to develop or require strength-endurance
<b>Later in the Practice:</b>	activities to consolidate skills already acquired; that develop or require aerobic endurance; that develop flexibility

## Practice Planning Tips

- Always include a warm-up in your practice plan. Never skip or rush the warm-up, as this may lead to injury; Consider having athletes warm-up before the practice begins if you are short on time, for instance if facilities are only available for a limited period of time.
- Plan to use anybody who is available to help- parent assistants can help by arranging stations so that you can minimize down time and line ups, and maximize the time your athletes are actively engaged in activities. In this case, make sure your assistants are familiar with your practice plan, and give them simple and clear tasks to do.
- In your choice of activities; avoid activities and games that eliminate people - those athletes that need the most practice at what you are doing will likely get bumped first.
- When you plan an activity that involves opposition, pair up athletes with similar ability levels so that they can challenge each other and each has a fair chance of success. This may also reduce the risk of injuries.
- Think of all the skills required to perform the drill! A drill or an activity might be relevant to your sport or to the long-term goal you have in mind, but the skill or fitness level of your athletes AT THIS TIME maybe such that they cannot really benefit from it.
- Be realistic about the actual number of skills your athletes can learn over the course of a season. For some skills, it may take a lot of time and practice for an athlete to go beyond the acquisition stage (see the Skill Development Model described earlier in this document).
- Always make sure the fundamentals of your sport are well mastered before planning for more advanced techniques. However, it is a good idea to begin developing tactical and decision-making skills early on, by putting your athletes in quite complex sport-specific situations which require them to use their observation skills, analyze the situation, and work at coming up with possible solutions.
- Plan for fun - see if you can find a way to develop a skill or ability through a game or activity the athletes enjoy doing? Ask the athletes which activities they prefer: use them often, or try variations of them to achieve specific goals.
- Be creative when athletes have to do a lot of repetitions, as is the case in the acquisition and consolidation stages of skill development. Although your athletes may have to work on the same fundamental movements from one practice to another to acquire the correct motor patterns, use a variety of activities or games in which these movements have to be performed, and look for new and fun ways of doing them to avoid monotony.
- Take time to get athletes to talk about their own performances and what they think is important to work on improving individually, and if appropriate, as a team. Try to build this into your next practice plan.

## Practice Planning Tips

- Tasks that do produce marked fatigue or muscle soreness should not be practiced every day, and recovery between practices must be longer. Alternate the days where these skills or tasks are performed with recovery days, or with days where other, less fatiguing skills are practiced. For skills that involve some impact or where exhaustion can occur, it may be necessary to practice them only every third day.
- Motor tasks that do not produce extreme fatigue or muscle soreness can be practiced every day.
- Be aware of the athletes' physical capabilities before you ask them to do physical activity (Growth and Development)
- Simulate competitive situations in practice. Include all elements of the game or competition in your practices. e.g. rules, competition protocols, how to interact with officials, show respect for opponents and team mates, treat others appropriately, etc.
- Make a list of all of the skills that should be coached to the athletes given their age and experience in the sport – this becomes a key element of your development plan or model.
- The first time you play a game or conduct a drill it may not be as successful as you might like – the athletes may need more time to learn it. Give the activity a name, so that they will recognize it immediately in the future.
- Find out what your athletes like and dislike about practice. Keep a file or a list of favorite drills, activities and games. Don't be afraid to repeat a game or drill – we enjoy doing the things we like to do.
- Practice does not make perfect, it only makes permanent. Perfect practice makes perfect, permanently.
- Keep a binder that has EVERYTHING in it: medical information, player information, rosters, directions, systems of play, team rules, etc. Keep a written or electronic record of what you do in practice.
- Make a list of EVERYTHING: have a TO DO LIST (generic sheet for every day/practice)

## Steps in Choosing/Designing Activities for a Practice

As emphasized throughout this document, effective practice planning requires making good activity choices. By taking into account (1) the specific needs of participants and (2) the characteristics and demands of each activity, you can select the type and conditions of practice that are most appropriate. This way, you increase the probability that the desired learning or training effects will occur. As a summary, the procedure below is recommended when planning the activities of a practice.

- Step 1** Determine what you want the athletes to be able to do. This may be a long-term goal, which is one that may take several practices or even weeks to be achieved.
- Step 2** Assess the nature of the task you want the athletes to be able to do as far as the skills (open vs. closed; discrete vs. serial vs. continuous) and the athletic abilities (physical, motor, tactical, and mental) involved.
- Step 3 \*** Given the nature of the task and its demands, determine whether it is appropriate to the age and developmental stage of the athletes, as well as the stage of skill development they are at. If your answer to this question is yes, then proceed to step 4; if the answer is no, return to step 1 and make the necessary adjustments.
- Step 4 \*** Decide whether the task needs to be broken down into distinct parts or if it should be executed as a whole.
- Step 5** Determine the type of practice that is most appropriate (massed vs. distributed; constant vs. variable).
- Step 6 \*** Determine the practice conditions that are most appropriate.
- Step 7** Given your logistics and the equipment available, select or design sport activities that meet the above criteria.
- Step 8** Define the measures of success for the activity.
- Step 9 \*** Identify potential risk factors associated with the activity, and take them into account in the activity design.
- Step 10 \*** Think about the best way to give the explanations and instructions to the athletes, to make it easy for them to understand what the activity is about and how it should be performed.

**Notes:** Steps marked with an asterisk (\*) involve some consideration to safety.

# **Make Ethical Decisions**

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## Solving Ethical Situations

### General Considerations

As an instructor/coach, you will deal with a wide range of issues. Depending on the type of issue with which you are faced, you may experience a variety of emotions/feelings and thoughts.

Sometimes, you may feel that an action/behaviour is wrong. At other times, you may suspect or even know that a behaviour is illegal. In other instances, you may feel unsure about a situation and a decision, since there seems to be a number of alternatives that could be acceptable. If you ask yourself this type of question, the issue most likely has ethical implications.

Often, a conversation with the person(s) involved is all that is necessary to adequately deal with the situation. However, at other times this will not be sufficient, and you may have to make a more formal intervention or refer the matter to some other level of authority.

### Values and Ethics: What Are They?

Our values represent a set of deeply held beliefs upon which our thoughts and actions are based; we refer to our values in evaluating our own actions as well as the actions and decisions of others. In instructing, our core values are expressed as a series of principles defined by the **NCCP Code of Ethics**. A code of ethics defines what is considered good and right behaviour.

Ethical issues arise when our values and the corresponding ethical principles are compromised in some way. When this happens, the decisions are often sensitive and difficult to make. In these situations, the quality of the decisions made by the instructor/coach depends on a number of factors including:

- an understanding of the facts of the situation
- an awareness of his/her own values, and of the various factors that can influence his/her decision
- the use of appropriate benchmarks to analyze the situation and understand what is involved
- the ability to apply a rigorous decision-making framework to the situation at hand

This module deals with each of these factors as part of an ethical decision-making process.

### Ethical Decision-Making Process

This document outlines a process that will enable you to make thoughtful and responsible decisions in situations presenting ethical or moral dilemmas. To this end, a series of steps will be proposed, each emphasizing certain questions. These steps are summarized in the diagram on the following page.

If you follow this path and answer the questions to the best of your knowledge, you will:

- (1) ensure you have a thorough process to enable you to make sensitive decisions;
- (2) have solid arguments to justify your decisions from an ethical point of view; and
- (3) feel confident to fully assume the consequences of your decisions, knowing that *“it was the right thing to do under the circumstances”*.

**Note:** *The process described in the following sections applies to situations that do not require an emergency response by the instructor. In the case of crucial and urgent situations, for instance when a person is injured or if there is an imminent risk for the safety of people, the duty of the instructor is to take whatever measures he/she feels are necessary in the short term to manage the situation, and to protect the individuals concerned. These particular aspects are dealt with in the “Planning a practice” module, in sections of the Reference Material that cover risk factors, emergency action plan, and instructor liability.*

### **Six steps in ethical decision-making**

- |        |  |
|--------|--|
| Step 1 | • Establish the facts of the situation   |
| Step 2 | • Determine what is at stake in the situation  |
| Step 3 | • Identify potential decisions that could be made or actions undertaken, and consider what might result in each case |
| Step 4 | • Identify the pros and cons of each potential decision that could be made   |
| Step 5 | • Select the best option for the decision  |
| Step 6 | • Design an action plan to implement the selected decision, and plan to manage its consequences                      |

#### **Step 1 Establish the facts of the situation**

When faced with any situation or problem in instructing, your first task is to establish exactly what has happened (or is happening) and who is involved in the situation before trying to figure out what you will do about it.

At this stage, ask yourself the following questions:

- What has happened or what is happening? When and where did certain events occur? Get the facts from all the parties involved, and look at the situation from both sides if there is disagreement or conflict.
- Who is (or might be) involved in or concerned by the situation?

- What do the parties involved have to say about the situation (i.e. what are all sides of the story)?

## Step 2 Determine what is at stake in the situation

### A. Does the situation have legal implications?

Once the facts have been clearly established, the next step consists in determining whether or not the situation has legal implications. Two useful questions to ask yourself at this stage are:

1. Has anyone been harmed by the action or decision of another, and if so in what way?
2. Does the action or the situation contravene an existing law?

### Examples of situations that have legal implications

- **Actions that are criminal or quasi-criminal** - These are wide-ranging and could include theft, assault, sexual assault, other sexual offenses, possession of narcotics, underage drinking, driving without a license or insurance, forgery, fraud, vandalism, etc.
- **Actions that breach a contract** - These could include someone acting outside the scope of their delegated authority, violating agreed-upon rules relating to the use of a facility or equipment, or failing to meet other contractual obligations.
- Actions or information indicating there are reasonable grounds to believe that **a child may be in need of protection**.
- **Actions that are discriminatory** - Actions of a government, organization or individual that are contrary to the *Canadian Charter of Rights and Freedoms*, the *Canadian Human Rights Act*, or any provincial human rights legislation.
- **Actions that constitute harassment** - Harassment is a form of discrimination and is contrary to human rights laws: in its extreme form, harassment may be a criminal offense.
- Actions, even those that are not intentional, that could constitute **negligence**, as legally defined.

### Actions to take in situations that have legal implications

An instructor occupies an important position of authority and, accordingly, has important legal responsibilities. When an instructor is confronted by a legal situation such as those described in the previous page, he/she has a duty to do something about it.

This would involve:

- Reporting the situation to police, where the coach is aware of or reasonably suspects criminal or quasi-criminal activity.
- Reporting the situation to child protection authorities, where a coach suspects that a child has suffered physical or emotional harm, or is in circumstances where a risk of such harm exists.
- Reporting the matter to the employer or to the organization having authority over the persons involved in the conduct, for all other legal matters.

## **B. Does the situation have ethical implications?**

### **Situations that have ethical implications**

Law and ethics are related and overlap, but they are not identical. Conduct that is illegal is always unethical. Yet, some forms of conduct may be unethical even though they are legal. The law therefore represents an absolute minimal standard of behavior, while the standard for what is ethical behavior is somewhat higher.

When the instructor encounters a situation that does not violate any law but nonetheless raises moral questions, he/she must make decisions about how to respond and how best to do so. Under these circumstances, ethical principles are often called upon.

### **When can an instructor know that a situation has ethical implications?**

Unethical behavior is that which contravenes accepted standards of morality, professionalism or is unjust.

Once you have determined that the situation is *not* of a legal nature, it is important to determine whether it presents an ethical issue. At this stage, ask yourself the following question:

Given the facts that have been identified, is there a reasonable doubt that the situation might impact on, or be related to, one or more of the following?:

- Safety of one or more individuals
- Short or long term well-being or health of one or more individuals
- Respect for established principles, rules of the team, the policies of an organization
- Obligations, loyalties, word given, prior commitments made, responsibilities of the person(s) concerned
- Appropriate use of power by the individuals in a position of authority
- Objectives and goals sought by the group or by an individual

- Behaviors or practices that are generally considered acceptable, expected under the circumstances at hand (standard of behavior)
- Fairness and equity; using acceptable means; respect of others
- Confidentiality of information and privacy; appropriate use of information game

At this stage, any statement from the above list that would be checked should cause you to believe that one or more ethical issues are at stake in the situation.

### Step 3 Identify potential decisions that could be made or actions undertaken, and consider what might result in each case

Because they often relate to sensitive issues, ethical situations may generate some degree of emotional reaction. As a result, some individuals may have a tendency to react quickly and spontaneously, and to make quick decisions. Sometimes, this may affect their judgment and the quality of the decisions they make.

Having determined that the situation does have some ethical implications and identified some potential ethical issues (based on the statements listed in the previous step ), you should now identify *options for decision or for action*, and assess *potential consequences in each case*. This reflection represents an important step of the ethical decision-making process because it shows that you care about what might happen to others.

Start by asking yourself: **“What could I do in this situation?”** In the process of answering this question, think about a variety of options. The first one to consider should be “not making any decision” or “taking no action”. This would be the least demanding option, and it could be thought of as representing one end of a continuum of possibilities. As a second step, consider the other “extreme” of the continuum, and think of the most comprehensive or liberal action you might take in the situation. Then, identify several intermediate options. Do not rule out any option at this stage, even though at the outset it may appear an unlikely choice.

#### Continuum of Options for Decision or for Action

Do nothing or make no decision	Intermediate options	Most comprehensive or liberal action or decision that can be made
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Once several options for a decision have been identified, think about *“What might happen if...”*. This will enable you to assess potential consequences that may result from each option. In many ethical situations where a “Yes - No” decision must be made, the following questions are likely to arise:

- What might happen if the instructor *chose not to make any decision or took no action?*
- What might happen if the instructor’s position was *favorable* to the situation, question, or issue at hand?

- What might happen if the instructor's position was *not favorable* to the situation, question, or issue at hand?

## Fair Play Principles

In addition to a Code of Ethics, coaches/instructors and athletes should abide by the principles of Fair Play. Applying Fair Play principles implies that all those involved in sport recognize the importance of fairness, a respectful attitude, and appropriate conduct when engaged in sporting activities, and agree to model and promote them.

The following are examples of Fair Play behaviors for coaches/instructors, athletes, officials, and parents:

- Follow all of the rules, and never seek to deliberately break a rule.
- Aim to compete fairly, using talent and ability to win; refuse to win by illegal means or by cheating.
- Respect the official(s), and accept their decisions without doubting their integrity.
- Recognize good performances by the opponent.
- Maintain dignity in all circumstances, and demonstrate self-control. In defeat, recognize with dignity the superiority of the opponent. In victory, act modestly, and do not ridicule the opponent.
- For the officials - know all the rules well, and apply them with impartiality at all times.

## The NCCP Code of Ethics

### 1. Respect for athletes

The principle of *respect* for athletes challenges instructors to act in a manner respectful of the dignity of those involved in sport. This principle is based on the basic assumption that each person has value and is worthy of respect. Acting with *respect for participants* means that coaches:

- Do not make some participants feel more or less worthy as persons than others on the basis of gender, race, place of origin, athletic potential, color, sexual orientation, religion, political beliefs, socioeconomic status, marital status, age, or any other conditions.
- Have a responsibility to respect and promote the rights of all participants. This is accomplished by establishing and following procedures for **confidentiality** (right to privacy), **informed participation** and **shared decision-making** (right to self-determination - athletes' rights), and **fair and reasonable treatment** (right to procedural fairness). Instructors have a special responsibility to respect and promote the rights of participants who are vulnerable or in dependent positions, and therefore less able to protect their own rights.
- Interact with others in a manner that enables all participants in sport to maintain their dignity.

- Build mutual support among fellow coaches, officials, athletes, and their family members.

## 2. Coaching/Instructing responsibly

The principle of *coaching/instructing responsibly* carries the expectation that the activities of instructors will benefit society in general, and athletes in particular, and will do no harm. Fundamental to the implementation of this principle is the notion of competence, which implies that instructors should be well-prepared and possess up-to-date knowledge of their discipline so that they will be able to maximize benefits and minimize risks to athletes.

In addition, *coaching/instructing responsibly* implies that instructors:

- Act in the best interest of the participant/athlete's development as a whole person.
- Recognize the power inherent to the position of instructor.
- Are aware of their personal values and how these affect their behavior.
- Acknowledge the limitations of their knowledge and competence in their sport.
- Accept the responsibility to work with other coaches and professionals in sport in the best interests of the athletes.

## 3. Integrity in relationships

Behaving with *integrity* means that coaches are expected to be honest, sincere, and honorable in their relationships with others. Acting on these values is possible when instructors have a high degree of self-awareness and the ability to reflect critically on how their views and opinions influence how they interact with others.

In instructing, critical reflection questions existing assumptions about the values and practices that govern instructors' actions. The essential component of critical reflection is an attitude based on (i) open-mindedness, i.e. an active predisposition to hear more than one side of an issue; (ii) active inquiry, i.e. asking why things are done the way they are; and (iii) sincerity, i.e. coaches being genuine in their instructing relationships.

The principle of *honoring sport* challenges instructors to recognize and promote the value of sport for individuals and teams, and for society in general. *Honoring sport* implies that coaches:

- Act on and promote clearly articulated values related to instructing and sport.
- Encourage and model honorable intentions and actions.

## **Step 4 Identify the pros and cons of each potential decision**

As part of a thoughtful decision-making process, you should now assess the pros and cons of each option for decision. Below is a list of criteria that can help you perform such an assessment. These reflect the principles and the values of the NCCP Code of Ethics, and are classified into two categories based on whether they relate primarily to the outcome (or result) of the decision, or the means (or process) used to reach a decision.

### **Criteria that relate primarily to the outcome**

- The option promotes the achievement of a positive outcome for the majority of the individuals concerned.
- The option minimizes the negative implications that may follow.
- Potentially negative implications affect the fewest people possible.
- The option does not represent a risk for the physical, intellectual, emotional or social development of a person.
- The option does not represent an obstacle to the achievement of a person's or a group's goals.
- The option seeks to protect the interests of others who might be in a vulnerable position.

### **Criteria that relate primarily to the means**

- The option is fair and respects the rights of everyone regardless of athletic potential, sex, race, language, age, religion, etc.
- The option takes into account and is consistent with all established rules and principles.
- The option is consistent with successful decisions or actions taken in the past in similar situations.
- The option respects the authority of people in a position of responsibility.
- The option is based on credible information.

## Step 5 Select the best option for the decision

### Making decisions that are “ Just and Reasonable”

We are now reaching a crucial phase of our process, i.e. the one where a decision must be made. At this stage, it is important to bring together key elements of the previous steps and reflect on how to make “the best possible decision under the circumstances”.

In Step 4, we used certain criteria to assess the merit of a variety of options for decision or for action. Based on these criteria, a solution that is “just and reasonable” can therefore be defined as one that:

1. Results in a positive outcome for the majority of the individuals concerned.
2. Minimizes the negative implications for all parties involved.
3. Appears to be the “right thing to do” with regard to your coaching duties and responsibilities.
4. Is being made using a fair and equitable process.
5. Is consistent with certain expected standards of behavior, such as those outlined in the NCCP Code of Ethics.

However, despite the availability of such criteria, not all ethical decisions are clear-cut. In some instances, a coach may experience some difficulty in making a decision because there appears to be more than one reasonable solution. Sometimes, making a decision will even involve sacrificing one value for another.

To rank options that seem reasonable with the view of “making the best possible decision”, we will now consider the following aspects:

1. What factors could possibly influence decision-making?
2. How can one prioritize principles or values in which he/she strongly believes, but that seem in conflict in the situation at hand? In other words, what to do when confronted with an *ethical dilemma*?

### Factors That Can Influence Decision-Making

The decisions we make can be influenced by many factors that we may or may not be fully aware of. When taking a position or making a decision in a situation that has moral or ethical implications, it is important to ensure that we remain as objective as possible.

Many of the previous steps were aimed at ensuring a high degree of objectivity. As you get closer to the making of your decision, it may be useful to consider certain factors that may influence you. This can help you to (1) become aware that certain factors might indeed be influencing you, and (2) assess to what degree they might drive your actions or decisions.

For the purposes of our ethical decision-making process, we will consider two potential sources of influence:

- (1) Internal factors
- (2) External factors

## **Internal Factors Of Influence**

Internal influences are those that are intimately associated with the individual who is faced with making the ethical decision.

### ***Personal Experiences and Values***

- Have you experienced a similar situation before? If so, what did you do and how did things turn out?
- How would your family have viewed such a situation?
- What did you learn from your education about the kind of situation you are now faced with?
- How might spiritual or religious background/values impact on your evaluation of the issue?
- How did you learn to view the situation at hand?
- How might your level of experience impact on your ability to make an objective decision?

### ***Personal Circumstances***

- Does the decision have the potential to impact on your employment status? (Does your decision impact on someone who has an interest in the team but also controls your employment status?)
- How might your decision impact on the development of your instructing career?
- How might your decision impact on your reputation in the club/sport/situation? (Will your decision alter peoples' views of your instructing approach?)

## **External Factors Of Influence**

External influences are those that arise from society, or from the environment in which the individual who is faced with making the decision lives.

### ***Economics & Politics***

- How might your decision impact on the economic situation of your team/club? (e.g., types of sponsorship - tobacco).
- What are the political influences and/or ramifications of your decision? (gender issues)

### ***Severity of Situation***

- How immediate is the need to make a decision? (e.g., is the safety of an individual at stake?)
- Would delaying the decision be potentially harmful?
- Who and how many people will be affected, and in what way?

## **Organizational & Institutional**

- Do the values of the coach match those of the administration or the decision-makers in the club setting?
- Does the decision impact on others in other organizations and how will the decision affect relationships?
- Does the instructor's values match those of the community?

<b>Decision Making</b>		
<b>Internal Influences</b>		
<b>Personal Experiences Circumstances</b>	<b>Personal Values</b>	<b>Personal</b>
<ul style="list-style-type: none"> <li>• Previous experience with a similar issue</li> <li>• Positive or negative outcomes of previous similar decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Family upbringing</li> <li>• Formal education</li> <li>• Age</li> <li>• Personal morals</li> </ul>	<ul style="list-style-type: none"> <li>• Employment</li> <li>• Coaching level</li> <li>• Reputation</li> <li>• Personal relationships</li> </ul>

<b>Decision Making</b>		
<b>External Influences</b>		
<b>Economics and Institutional Politics</b>	<b>Severity of Situation</b>	<b>Organizational, and Social Aspects</b>
<ul style="list-style-type: none"> <li>• Economic impact of decision on context</li> <li>• Political/right-based issues of the situation</li> </ul>	<ul style="list-style-type: none"> <li>• Immediacy of the decision</li> <li>• Who is affected?</li> <li>• How many people are affected?</li> </ul>	<ul style="list-style-type: none"> <li>• Relations and links with               <ul style="list-style-type: none"> <li>– organizations</li> <li>– individuals</li> <li>– communities</li> </ul> </li> <li>• Social norms and conventions</li> <li>• NCCP Code of Ethics</li> </ul>

## **Moral Dilemmas and Ethical Decision-Making**

Certain ethical situations may generate strong feelings or doubts because there seems to be more than one reasonable solution. Sometimes, making a decision even involves sacrificing one value for another. When there are two potentially correct solutions, such situations are referred to as **ethical dilemmas**.

Possible conflicts between values, or ethical dilemmas:

### ***Team Rules vs. Parental Rights and Authority***

A team has a standing policy of curfew being set at 10:00 PM at away competitions. All parents give sign-off approval on this and other policies at the beginning of the year. One parent who travels often with the team routinely allows his/her son/daughter to stay up past this hour.

### ***Team Rules vs. Winning the Competition***

A club has a strict policy of no swearing when on clubhouse grounds. The pre-established penalty for such speech is a one-competition automatic suspension. The day before the championship competition, the leading athlete has a temper tantrum during practice and mouths off using foul language to another athlete on the team.

### ***Duty to Do No Harm Principle vs. Athlete's Will/Rights to Play***

An athlete has been experiencing chronic knee pain as a result of a growth spurt. The athlete is begging you to be allowed to play in a key competition, and the parents support this athlete in his/her eagerness to play.

### **Questions to help you prioritize principles and values when faced with an ethical dilemma**

Sometimes, it is relatively easy to determine which value should be more important (e.g., safety of athletes in your care) but in others, it is not as clear (e.g., amount of playing time for each athlete).

When someone is faced with an ethical or moral dilemma and is forced to choose between two values, it is normally his/her most deeply held beliefs that will dictate the course of action.

Having thoroughly determined the pros and cons of the various options for decision using the criteria proposed in Step 4, and having reflected on some factors that may influence your decision-making, you can resolve an ethical dilemma by asking yourself the following questions:

- Which criteria (or value) do you consider the most important from those listed in Step 4?
- What does the NCCP Code of Ethics suggests in this type of situation?
- Is there another value in which you strongly believe, and that you would seek to preserve at all costs? If so, which one is it?

## Do No Harm Principle

**Even though it is delicate to suggest a ranking of your values, the NCCP nonetheless considers that it is the duty of all coaches to ensure the decisions they make and the actions they take will result in no harm, physical or other, to the athletes.**

### **Step 6 Design an action plan to implement the selected decision, and plan to manage its consequences**

In Steps 1 to 5, you have been through a thorough reflection process that has made it possible for you to make a “just and reasonable decision” in response to an ethical situation. The question now arises: “*What to do next?*”

Putting your decision or plan of action into effect requires that you consider a number of things, particularly if it involves dealing with individuals or groups of people. Consider the following questions as you establish an action plan:

- **Choose your path.**  
Exactly what is it that you are going to do? Plan carefully the steps you are going to take.
- **Think about what may happen.**  
Consider the likely outcomes of the decision and how will consequences be managed?
- **Identify who needs to know.** Consider carefully who needs to be informed of, or involved in, the implementation of the action plan or decision.
- **Determine if you can deal on your own with the person involved.**  
Is it appropriate to seek an *informal resolution* in this situation? In issues not involving a contravention of the law, it is often best to try and deal with the issue informally and directly with the individual involved. We often refer to this as adopting the *conservative approach*. It has the advantage of conferring responsibility for actions upon the party involved and allows them to resolve the situation while maintaining their own sense of dignity and self-respect. It also establishes a degree of trust between parties involved. Approach the individual, and inform him/her of your observations or what has been shared with you. Give him/her a chance to respond, and a chance to do the good or right thing.
- **Warn, don't threaten.** This is an important concept when dealing with a situation at an informal level. This entails informing the individual of the logical consequences of what can happen if a situation is not resolved, rather than threatening the person with an “end of run” right out of the gate! This is plan B. Keep plan B in your back pocket.
- **Think about what you might do next if the informal resolution doesn't work.** In the event an informal resolution does not work, carefully consider what to do next.

Inform the individual that you now have to follow up with “plan B”. Consider who should be contacted, and what level of authority you should now involve in this situation.

### **General Instructing Tips**

When in doubt or faced with an ethical dilemma, think about the “do no harm” principle.

Never “second-guess” yourself on decisions made with integrity, intelligence, thoroughness, and based on accepted values.

Make sure you are clear about your coaching values, and that you can talk about them in a way that is clear, simple, and easily understood by everyone.

Cross-reference your coaching values and principles with the NCCP Code of Ethics.

Pay attention to what is important to kids in establishing your ethical standards.

## Sample Code of Conduct for Athletes

During training and sport events (if applicable), we want to observe the following:

1. Athletes having fun and **enjoying themselves**.
2. Practice sessions and activities that, by design and by implementation, promote **self-esteem** in athletes.
3. Athletes learning **the fundamental technical abilities** of the sport.
4. Athletes making **new friends** by demonstrating **positive attitudes** and **tolerance**.
5. Athletes having **fair and equal opportunity to participate** in practice activities and games/competitions, regardless of skill level. Consequently, parents of children who are more skilled should not expect that their child receive greater attention and/or playing time.

Our *code of conduct* can be summarized as follows:

1. **Listen:** Listen carefully to those who are talking to you.
2. **Respect:**
  - Others (instructors/coaches, team-mates, officials, opponents, parents).
  - The equipment and facilities loaned to you for your use.
  - The environment.
3. **Work:** Give your best effort at all times, both individually and as a team.

### **Instructor's Responsibilities:**

1. Be the program leader and be aware of all that is happening in the program.
2. Plan and lead fun, safe, and purposeful practice sessions.
3. Involve parents in the program, and clearly communicate what is expected of them (parents entrust their children to the program leaders during practice sessions and competitions, and should not intervene with their children during these times).
4. Create an environment that will promote all the values identified in this code, in training and in competition.

## Sample Code of Conduct for Parents

As adults, we increasingly want to define our rights and responsibilities. Take a few moments to reflect upon our rights and responsibilities as parents of children involved in organized sport. Do we have a code of conduct that guides our behavior and expectations?

### Our Rights

The stakeholders of sport, i.e. athletes, instructors/coaches, officials and activity hosts, must:

- Act with respect for themselves – demonstrate dignity, modesty, fairness, justice, maturity, leadership, a positive attitude.
- Act with respect for others in word and in action.
- Act with respect for the environment (human and physical).
- Create a sport environment that is fun, safe, and conducive to learning.
- Respect the facilities and material to which they have access.
- Know the rules of the sport.

### Our Code of Conduct as Parents

Together, as a team of parents and athletes, we should identify acceptable behaviors (i.e. in the stands, on the sidelines) that demonstrate respect for others, and behaviors that promote a positive learning environment. These behaviors should be based on the values that are implied in the section “Our Rights” above.

Examples of behaviors that demonstrate respect:

- for ourselves
  1. Accept a mistake made by a player or an official without yelling
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  
- for others
  1. Do not yell instructions to the players during the game
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  
- for the environment
  1. Establish a respectful atmosphere among the spectators
  2. \_\_\_\_\_
  3. \_\_\_\_\_

## Sport as a Discrimination-Free Zone

*Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, color, religion, sex, age or mental or physical disability.*

– Canadian Charter of Rights and Freedoms

One of your shared responsibilities with participants and parents is to ensure that discriminatory behavior on the bases described in the charter and in the NCCP Code of Ethics is not tolerated in your sport environment.

**Discrimination** occurs when an individual or group is treated unfavorably or unequally because of *prejudice* or *stereotyping*.

**Prejudice** is the use of prejudgment, or having a preconceived opinion about someone.

A **stereotype** is the broad, often inaccurate, belief about the characteristics of a cultural, ethnic, or racial group, used to describe an individual thought to be a member of that group.

**Harassment** is comments or conduct that should reasonably be known to be unwelcome to another, and can include actions such as jokes that isolate a particular group or groups, verbal slurs and insults, and condescending or intimidating behaviors.

### What Can I Do to Create a Discrimination-Free Zone With My Team?

There are many influences on participants that affect their ability to treat each other fairly and with respect. For example, the participants may have been exposed to racist or sexist behavior all around them at school, at home, and at play. The best thing you can do as a coach is to watch what you say and do, to intervene if someone on or around your team acts in a discriminatory way, and to encourage the participants and their parents to intervene themselves if they see or hear this type of behavior.

Addressing how participants want to be treated and how they are going to treat others is a great starting point for building a team code together, which will go a long way toward preventing discriminatory behavior before it happens.

## What Can I Do if I Witness Discriminatory Behavior?

Understand clearly that not responding is actually interpreted by others as a response; this passive response can indicate that you are OK with what was said or done. A passive response, although leaving you at little personal risk, does nothing to change or stop the behavior from happening again.

An aggressive response usually seeks to shame the person who has shown the discriminatory behavior. This type of response usually escalates the situation and does not model respect for others.

### Choose a Positive Response to Intervene Effectively

Passive response "doing nothing"  <b>Not recommended</b>	<ul style="list-style-type: none"> <li>• Goal is to ignore the behavior</li> <li>• Sometimes an attempt is made to rationalize the behavior</li> <li>• Assumes the other person will not stop/change the behavior even if an intervention is made</li> <li>• Considers time on task and/or personal safety as more important</li> </ul> <p><i>Examples: Laugh along with a discriminatory joke, or saying nothing when a discriminatory remark is made</i></p>
Aggressive response "confronting"  <b>Not recommended</b>	<ul style="list-style-type: none"> <li>• Goal is to stop the behavior in the short term</li> <li>• Comes across as judging the person, not the behavior</li> <li>• Usually results in the other person wanting to retaliate</li> <li>• Often based on a sense of superior authority, strength, or numbers</li> <li>• The safety of the person whom you are confronting is also at risk now</li> </ul> <p><i>Examples: "I can't believe you said that. How ignorant can you be?" or "Don't you know that what you are saying is wrong?"</i></p>
Positive response "seeking change"  <b>Recommended</b>	<ul style="list-style-type: none"> <li>• Goal is to stop the behavior in the short term and to change the behavior in the long term</li> <li>• Names the behavior as unacceptable</li> <li>• Points out what is needed in the situation</li> <li>• Does not judge the other person</li> <li>• Is based on modeling respect</li> </ul> <p><i>Example: "Please do not say that; it is hurtful. How about treating that person as you would like to be treated, and as we agreed to treat one another as team members?"</i></p>

By choosing a positive response and intervening when you witness discriminatory behavior, you are modeling respect for others, and attempting to educate for change.

## What Is Inclusion?

Inclusion is the welcoming and providing of full access to teams and programs for participants with a disability in your community.

Inclusiveness means active involvement of participants with a disability in all aspects of the team or sport program. It does not mean that the focus of the team or sport program should be on the participants with a disability, but rather that they should play just as integral a role as any other member of the team or, participant in the program.

### **A Checklist - Is our Team Environment a Discrimination-Free Zone?**

- People first language is used (i.e. language that does not demean a particular person or group)
- Posters and other materials that demean a particular group are not displayed or exchanged (e.g., posters, cards, magazines, cartoons, videos/DVD's, screensavers)
- Name calling is not tolerated
- Jokes that poke fun at specific populations are not tolerated
- Every participant is given equitable instructor attention
- Every participant is given equitable playing time in community sport
- Every participant has a say in developing the team code of conduct
- The team code of conduct outlines behaviors that will promote a discrimination-free zone and this code is enforced by all
- Initiation ceremonies are not practiced

# Forms and Diagrams

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# FORM ANALYSIS — 5 steps in CanBow

Analysis completed by \_\_\_\_\_

Position \_\_\_\_\_ Date \_\_\_\_\_

Athlete \_\_\_\_\_ Category \_\_\_\_\_

Age \_\_\_\_ Gender \_\_\_\_ Right / Left – Hand

## Check (✓) relevant items

### 1. Preliminary Movements (*set-up*)

#### Stance — Foot Placement

- straight stance
- oblique stance
- feet apart (how much \_\_\_\_\_)
- feet together
- feet parallel

#### Nocking the arrow

- directly at target
- at ground

#### Draw hand (String fingers [or release] placed on the string with bow pointed)

- directly at target
- at ground
- upward

#### Bow hand

- low wrist
- high wrist
- medium wrist
- bow sling (type \_\_\_\_\_)

### 2. Momentum Movements (*draw and anchor*)

#### Start of draw

- directly at target (parallel)
- above shoulders and parallel
- pointed above target
- pointed below target
- bow moving up or down

#### Draw (completed with bow pointed)

- directly at target
- above target
- below target
- bow moving up or down

#### Draw hand action

- directly to anchor
- low and raised to anchor
- one continuous movement
- high and lower to anchor

#### Anchor

- centre of face
- side of chin
- high anchor
- floating anchor
- solid anchor

#### Anchor aids

- peep sight
- kisser button on teeth or lips
- tab shelf
- "Can't Pinch" tab
- anchor to lips
- anchor to nose

3. **Force Generating Movements**  
***Hold and Aim (and back tension)***

**Bow hand during hold**

- \_\_\_ relaxed
- \_\_\_ movement during draw and hold

**Bow hand wrist during hold**

- \_\_\_ wrist set central on handle
- \_\_\_ movement
- \_\_\_ outside centre
- \_\_\_ inside centre

**Bow hand fingers during hold**

- \_\_\_ relaxed and open
- \_\_\_ forced open
- \_\_\_ holding bow lightly
- \_\_\_ thumb relaxed
- \_\_\_ movement
- \_\_\_ gripping bow tightly

**Head position during draw & hold**

- \_\_\_ head moved after anchor
- \_\_\_ string moved to head
- \_\_\_ head moved to string

**String hand during hold and draw**

- \_\_\_ hook: deep, middle, finger tips
- \_\_\_ inside centre
- \_\_\_ changes during hold
- \_\_\_ finger pinch
- \_\_\_ hand turned out at bottom
- \_\_\_ release aid

**Draw hand & wrist during hold/aim**

- \_\_\_ straight to knuckles
- \_\_\_ bent out
- \_\_\_ bent in
- \_\_\_ movement

**Bow arm elbow during draw & hold**

- \_\_\_ straight
- \_\_\_ turned out
- \_\_\_ rotated down
- \_\_\_ locked \_\_\_ broken
- \_\_\_ movement
- \_\_\_ hyper extended

**Bow shoulder during hold & aim**

- \_\_\_ extended to target
- \_\_\_ pushed up to neck
- \_\_\_ pulled down

**String elbow during hold & aim**

- \_\_\_ parallel with arrow
- \_\_\_ above arrow
- \_\_\_ below arrow

4. **Critical Moment (release)**

**Release**

- \_\_\_ active
- \_\_\_ static
- \_\_\_ dropped hand
- \_\_\_ pulled straight back
- \_\_\_ rotated out from face (pluck)
- \_\_\_ moved up
- \_\_\_ release aid

**Release actions**

- \_\_\_ head movement
- \_\_\_ bow arm dropped
- \_\_\_ eye movement
- \_\_\_ none

5. **Follow Through (and relax)**

**Bow arm action after release**

- \_\_\_ bow moves right
- \_\_\_ bow moves left
- \_\_\_ bow arm drops
- \_\_\_ bow torque (on axis)
- \_\_\_ body movement right after
- \_\_\_ body position held

**Relax and reflect**

- \_\_\_ stops sequence
- \_\_\_ used optical check
- \_\_\_ signs of emotion
- \_\_\_ immediately prepares next shot

## Observation Plan

1. Make an observation plan for a coaching session.

Daily Goal \_\_\_\_\_

Skill to be worked on: i.e. stance, release, etc. \_\_\_\_\_

2. How will the skill be demonstrated:

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3. List a number of ways to observe the skill.

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Diagram

4. Intervention: Identify a problem that needs correction:

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5. How will you provide feedback to the athlete? (or allow the athlete to give feedback)

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## Emergency Action Plan Checklist

### Access to telephones

- Cell phone, battery well charged
- Training venues
- Home venues
- Away venues
- List of emergency phone numbers (home competitions)
- List of emergency numbers (away competitions)
- Change available to make phone calls from a pay phone

### Directions to access the site

- Accurate directions to the site (practice)
- Accurate directions to the site (home competitions)
- Accurate directions to the site (away competitions)

### Participant information

- Personal profile forms
- Emergency contacts
- Medical profiles

### Personnel information

- The person in charge is identified
- The call person is identified
- Assistants (charge and call persons) are identified

- *The medical profile of each participant should be up to date and located in the first aid kit.*
- *A first aid kit must be accessible at all times, and must be checked regularly. See the appendices for suggestions on contents for a first-aid kit.*

## Emergency Action Plan

**TEAM:**

**DATE:**

**EVENT:**

**LOCATION:**

Responsibilities

**Charge Person**

1. take control, assess situation, need for ambulance
2. keep area clear of bystanders, athletes
3. don't move injured athlete or equipment
4. decide how to move athlete if not too serious
5. bring in call person if needed
6. stay with injured athlete
7. fill out accident report
8. location of participant medical profiles

Responsibilities

**Call Person**

1. know location of telephones and how to access them
2. prepare a list of needed phone numbers
3. know directions to facilities
4. be able to provide information to ambulance dispatcher
5. report to charge person

**Number Card**

**Location of Phones**

**Phone Numbers**

**Parents  
Doctor  
Hospital  
Police  
Fire Department  
Ambulance**

**Description of Location**

**Directions to Location**

**Map of Location**

## Planning a Practice — Self-Evaluation Checklist

### Structure and Organization

- The practice is organized and well-structured (introduction; warm-up; main part; cool-down; conclusion).
- The duration of the practice is appropriate for the age and ability level of the participants/athletes.
- Full use is made of available facilities and equipment to achieve the practice goals.
- Activities are designed so there is minimal waiting time for athletes during the practice.
- The transition from one activity to the next is planned in such a way as to minimize the time wasted.
- Activities are sequenced optimally relative to each other in the main part of the practice.

### Nature of the Activities

- The practice includes a variety of activities.
- Participants have sufficient practice time during each activity.
- The activities have well-defined goals, and the purpose of the tasks involved is clear.
- The activities are adapted to the skill and fitness level of the participants.
- The activities are appropriate to the growth and development stage of the participants.
- Practice conditions are adapted to the stage of skill development the participants are at.
- The activities are relevant to the sport.
- The activities present exciting and reasonable challenges to the athletes, and are chosen or designed so that the success rate by the participants when performing the task is about 65-70%.

### Safety

- Potential environmental, mechanical, and human risk factors have been considered, and the activities are designed accordingly.
- An Emergency Action Plan is available.

## Practice Plan

	Athletes Location Equipment needed	Date Goals	Time start finish
<b>Introduction</b>			Key messages/safety points
<b>Warm-up</b>	Include general and specific warm-up and stretching exercises		Key messages/safety points Equipment needed
<b>Main Part</b>	Pay attention to the order of the activities		Key messages/safety points Equipment needed
<b>Cool down</b>			Key messages/safety points
<b>Conclusion</b>			Key messages/safety points

A complete first-aid kit is essential. This kit must be carefully prepared in order to treat the most common injuries. Furthermore, it must be accessible to those responsible for the team. Here is a list of what a first-aid kit should contain.

Content	Use
<p><b>Medical record</b></p> <p><b>Disinfectants</b></p> <ul style="list-style-type: none"> <li>• soft antiseptic soap</li> <li>• antiseptic cream</li>   <li>• antiseptic solution</li> <li>• peroxide</li> </ul> <p><b>Dressings</b></p> <ul style="list-style-type: none"> <li>• ocular</li> <li>• aseptic (sterile gauze, 50, 75, 100mm rolls)</li> <li>• adhesive bandages ("Band-Aid" type and butterfly closures)</li> <li>• elastic bandages (100 and 150mm)</li> <li>• triangular bandages and safety pins</li> </ul> <p><b>Drug products and ointments</b></p> <ul style="list-style-type: none"> <li>• zinc ointment</li> <li>• xylocaine spray</li> </ul> <p><b>Other useful items</b></p> <ul style="list-style-type: none"> <li>• cleaning solution for foreign bodies</li> <li>• scissors</li> <li>• tongue depressor</li> <li>• body temperature thermometer</li> <li>• trauma</li> <li>• chemical cold bags (if you don't have access to real ice )</li> <li>• plastic bags</li> <li>• phone number list (cell phone, pen, paper, quarters, participants' emergency records)</li> <li>• tools</li> <li>• adhesive tape (37.5mm)</li> </ul>	<ul style="list-style-type: none"> <li>• important information in case of an emergency</li>   <li>• all skin lesions</li> <li>• laceration requiring cleaning before dressing can be applied</li>   <li>• cover and close the eye</li> <li>• dry compression</li>   <li>• protection of minor lesions</li>   <li>• compression</li> <li>• multiple uses but primarily to act as an arm support in case of a fracture</li>   <li>• scratches or blisters</li> <li>• sore burns</li>   <li>• dislodge foreign bodies</li> <li>• common use</li> <li>• multiple uses</li> <li>• check body temperature in case of</li>   <li>• for sprains</li>   <li>• for ice cubes</li> <li>• ensure quick response</li>   <li>• minor repair of equipment</li> <li>• support wounded joints</li> </ul>

ITEM	First Aid Kit Checklist					Date			Checked by				
Surgical gloves													
Peroxide													
Soft antiseptic soap													
Antiseptic wipes													
Band-Aids													
Butterfly bandages													
Sterile gauze pads													
Self-adherent wrap													
Second Skin													
Triangular bandage													
Safety pins													
Juice Box													
Plastic bags for ice													
Scissors													
Tweezers													
Duct tape													
Emergency action plan													
Medical contact info.													

## List of Participants

**Telephones:** 911 if available \_\_\_\_\_

Ambulance \_\_\_\_\_

Police \_\_\_\_\_

Fire Department \_\_\_\_\_

Name of Athletes sex (M/F)	Birthdate (D/M/Y)	Address	Known medical conditions	Implementation procedure	Emergency contacts	Telephone

## Facility Inspection Form

Facility: \_\_\_\_\_ Date: \_\_\_\_\_

Inspected by: \_\_\_\_\_

Item	Adequate	Inadequate	Corrective measures	Observations
<b>Equipment</b>				
Club security				
Shooting line				
Buttresses				
Stands				
Safety nets				
Timing lights				
Target faces				
Target pins				
<b>Individual</b>				
Bows				
Sights				
Stabilizers				
Arrow				
Quivers				
Arm guards				
Finger tabs				
<b>First-Aid kit</b>				
Procedures				
Others				

**Corrections:** add replace modify discard clean repair check

The facilities manager gets one copy, and the instructor/coach keeps a copy for his/her files.

Facilities Manager Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Name of Instructor: \_\_\_\_\_ Date (dd/mm/yy): \_\_\_\_\_

Signature of Instructor: \_\_\_\_\_

# Accident Report Form

Date of report \_\_\_\_/\_\_\_\_/\_\_\_\_  
day month year

## Patient Information

Last Name	First Name
Street Address	City
Postal Code	Phone
E-Mail	Age
Sex _____ Height _____ Weight _____	Date of birth ____/____/____
Known medical conditions or allergies	

## Incident Information

Date and time of incident ____/____/____ AM PM day month year	Time of first intervention AM PM	Time of medical support arrival AM PM
<b>Charge Person description of the incident:</b> (what took place, where, what were the signs and symptoms of the patient)		
<b>Patient description of the incident:</b>		
<b>Event and conditions:</b> (what was the event during which the incident took place, location of incident, surface quality, light conditions, weather conditions).		
<b>Actions or intervention taken:</b>		
After treatment, the patient was: sent home                  sent to hospital or a clinic                  returned to activity		

<b>Charge person</b> Role (coach, assistant, parent, official, bystander, therapist) _____	
Last Name	First Name
Street Address	City
Postal Code	Phone
E-Mail	Age

<b>Witness</b> Role (coach, assistant, parent, official, bystander, therapist) _____	
Last Name	First Name
Street Address	City
Postal Code	Phone
E-Mail	Age

<b>Witness</b> Role (coach, assistant, parent, official, bystander, therapist) _____	
Last Name	First Name
Street Address	City
Postal Code	Phone
E-Mail	Age

**NOTES**

Form completed by:

Print name \_\_\_\_\_

Signature \_\_\_\_\_

# Activity Planning Sheet

Practice session date: \_\_\_\_\_ Participants/athletes: \_\_\_\_\_

Age: \_\_\_\_\_ Gender: \_\_\_\_\_ Level: \_\_\_\_\_

Name of the activity: \_\_\_\_\_ Warm-up ( ) Main part ( ) Cool Down ( )

Duration: \_\_\_\_\_ Objective(s): \_\_\_\_\_

Equipment needed: \_\_\_\_\_

Description (*Athletic abilities to be trained; purpose; movements; types of effort; intensity; duration*)

Directions/guidelines to give the participants/athletes: \_\_\_\_\_

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Success criteria: \_\_\_\_\_

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Risk factors/safety guidelines to give to participants/athletes: \_\_\_\_\_

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Notes/comments: \_\_\_\_\_

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## Participant Information Card

Name \_\_\_\_\_ Date of Birth \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Person to be contacted in case of emergency \_\_\_\_\_

Phone numbers: Day \_\_\_\_\_ Evening \_\_\_\_\_

Alternative contact: \_\_\_\_\_

Phone numbers: Day \_\_\_\_\_ Evening \_\_\_\_\_

Family doctor: \_\_\_\_\_ Phone number \_\_\_\_\_

Hospital insurance number \_\_\_\_\_

Relevant medical history \_\_\_\_\_

Medications \_\_\_\_\_

Allergies \_\_\_\_\_

Previous injuries \_\_\_\_\_

Does the participant carry and know how to administer his or her own medications?  
\_\_\_\_\_

Other conditions (braces, contact lenses, etc.) \_\_\_\_\_

Note: Medical information is confidential. These cards must only be available to authorized individuals.

Fill out a participant information card for each of your athletes.

# Basic Stretching Exercises

Illustrations provided by CardiSport

<p>neck</p>	<p>neck</p>	<p>pectorals</p>	<p>arms triceps</p>
<p>shoulders triceps</p>	<p>upper back</p> <p>trapezius triceps</p>	<p>abdominal</p>	<p>arms latissimus dorsi</p>
<p>upper leg quads abdomen</p>	<p>lower torso trapezius</p>	<p>back – gluteus</p>	<p>inner thighs - adductors</p>
<p>lower leg</p>	<p>hip – gluteus</p>	<p>hamstring</p>	<p>upper leg – quadriceps</p>
<p>upper leg quadriceps</p>	<p>gastrocnemius</p>	<p>lower leg</p>	<p>lower leg - ankles</p>

## Analyzing an Ethical Situation

The facts of this situation	Ethical issues	Optimal actions or decisions and possible consequences of each option
<p>The situation has legal implications    yes ( ) no ( )</p> <p>If yes, what do you do?</p>	<ul style="list-style-type: none"> <li>• Safety of certain individuals</li> <li>• Well-being or health of certain individuals in the short or long term</li> <li>• Respect for established principles, rules of the team; the game etc.) or policies of an organization</li> <li>• Obligations, loyalties, or responsibilities of the person(s) concerned</li> <li>• Appropriate use of power by the individuals in a position of authority</li> <li>• Objectives and goals sought by the group or by an individual</li> <li>• Behaviors or practices that are generally considered acceptable or that are expected under the circumstances at hand (standard of behavior)</li> <li>• Fairness and equity</li> <li>• Confidentiality of information and privacy</li> <li>• Respect of people</li> </ul>	<p><b>Option 1: do nothing</b></p> <p><b>Option 2:</b></p> <p><b>Option 3:</b></p> <p><b>Option 4:</b></p>

Start with Option #1 and review each criterion. Indicate whether this option would respect the corresponding criterion by writing YES or NO in the appropriate box. Write N/A (not applicable) if the criterion does not seem to apply in the present situation. Leave the space blank if you are not sure. Add up the number of criteria to which you have answered YES. Repeat this process for the other options.

Criteria related to the outcome of the decision. The option promotes ...	Option 1	Option 2	Option 3	Option 4
	<i>Do nothing</i>			
Positive repercussions for the majority of individuals concerned.				
Minimal negative repercussions to all parties involved.				
Negative repercussions on the fewest possible people.				
Protection of physical, intellectual, emotional integrity of the people concerned.				
Achievement of a desirable group or individual goal.				
Preserving the best interests of the athlete(s) as its high priority.				
Criteria related to the process by which the decision is made. The option promotes ...				
Equal treatment of everyone, regardless of athletic potential, race, gender, language, age.				
Respect for the authority of individuals in a responsibility position.				
Decision based on the use of credible information.				
Respect for the rules, policies, and established principles.				
Decision by competent people.				
Fulfilling duties or obligations of position towards others.				
Total criteria to which you have answered YES				

**Possible factors of influence in this situation**

Past personal experiences	Personal values	Personal circumstances
Economics and politics	Severity of the situation	Organizational, and social aspects

The value(s) I want to preserve in this situation:

My decision:

In my opinion, it is the best decision because...

I have validated my decision and it is “just and reasonable”.

# Instructor Self Evaluation Tool

1 of 2

The purpose of this tool is to assist you in identifying the areas of coaching that you need improve upon. Give yourself an honest rating under each category. Once you have completed the evaluation, total your score and see how you measure up on the Instructor Meter below.

Candidate: \_\_\_\_\_

- (1) Strongly Disagree
- (2) Disagree
- (3) Agree
- (4) Strongly Agree

## Organizational Skills

I arrive on time	1	2	3	4
I dress appropriately	1	2	3	4
I always prepare a practice session plan with logical progressions	1	2	3	4
I challenge all athletes	1	2	3	4
I show concern for the health and safety of all of my athletes during practice sessions	1	2	3	4
I set clear boundaries for athletes	1	2	3	4
I have the ability to treat minor injuries and exhibit reasonable conduct when handling accidents or emergencies	1	2	3	4

## Instructional Skills

I introduce skills clearly and accurately	1	2	3	4
I demonstrate skills properly and use correct techniques	1	2	3	4
I ensure that the activity is suitable for the age, ability and fitness level of my archers	1	2	3	4
I encourage questions and create a non-threatening practice environment	1	2	3	4
I explain the reason for doing the activity/drill	1	2	3	4
I have the ability to analyze archer's strengths and weaknesses	1	2	3	4

## Communication and Interpersonal Skills

I greet each athlete as he/she comes into practice session	1	2	3	4
I am enthusiastic and positive	1	2	3	4
I am dedicated to archery and to my athletes	1	2	3	4

## Instructor Self Evaluation Tool

2 of 2

I demonstrate a sense of fair play and promote sportsmanship	1	2	3	4
I am patient and tolerant	1	2	3	4
I am honest and fair	1	2	3	4
I am a good role model and set a positive example at all times	1	2	3	4
I have a sense of humor	1	2	3	4
I treat all players equally and enforce club rules consistently	1	2	3	4
I use appropriate verbal and non-verbal communication	1	2	3	4
I find a way to make all the athletes feel good about themselves	1	2	3	4
I know when and when not to use discipline	1	2	3	4

**Total** \_\_\_\_\_

### Instructor Meter:

- 75 – 100      **Excellent**, you are a well organized instructor and have great communication skills. Keep up the good work and continue your instructing development through further training, education and certification!
- 50 – 75        **Good**, you have mastered some of the necessary skills but need to improve certain areas of your instructing expertise. Contact your PSO/TSO to find some resources available for your specific needs.
- 25 – 50        **Needs Improvement**, you could use some help in some areas of your instructing and would benefit from more interaction with other instructors in your sport and from exploring and accessing the considerable resources at your PSO/TSO.
- 1 – 25         Please contact your provincial archery organization about signing up for the NCCP program to develop your instructing skills and to make you more comfortable and effective in fulfilling your instructing responsibilities. You have what it takes to become a great instructor one day!

*This self evaluation tool was developed by the Coaches Association of British Columbia.*

# Instructor Evaluation Tool

1 of 2

This form is to be turned in as part of the instructor's portfolio, and is to be filled in by the administration of the club and by parents/participants. The purpose of this tool is to use it to evaluate volunteer instructors and to identify areas where instructors could improve themselves. We strongly encourage parents to fill these out with their children. Please rate items under each category as follows:

**Candidate:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_

**(0) Don't know**  
**(1) Strongly Disagree**  
**(2) Disagree**  
**(3) Agree**  
**(4) Strongly Agree**

## Organizational Skills

The instructor dresses neatly and appropriately for the learning environment	0	1	2	3	4
The instructor prepares a practice session plan with logical progressions	0	1	2	3	4
The instructor challenges all athletes to increase personal skill level	0	1	2	3	4
The instructor uses a variety of activities/drills in practice	0	1	2	3	4
The instructor shows concern for the health and safety of all athletes during practice sessions	0	1	2	3	4
The instructor sets clear boundaries for athlete behavior	0	1	2	3	4
The instructor has the ability to treat minor injuries and exhibits reasonable conduct when handling accidents or emergencies (if applicable during this observation session)	0	1	2	3	4

## Instructional Skills

The instructor introduces and explains skills clearly and accurately	0	1	2	3	4
The instructor uses proper techniques when demonstrating a skill	0	1	2	3	4
The instructor encourages questions and creates a non-threatening practice environment	0	1	2	3	4
The instructor has the ability to analyze archer strengths and weaknesses	0	1	2	3	4
The instructor ensures that the activity is suitable for the age, experience, and ability of the participants	0	1	2	3	4

**Communication and Interpersonal Skills****2 of 2**

The instructor is enthusiastic and positive	0	1	2	3	4
The instructor is dedicated to archery and to the athletes' enjoyment of sport	0	1	2	3	4
The instructor demonstrates a sense of fair play and promotes sportsmanship	0	1	2	3	4
The instructor is patient and tolerant	0	1	2	3	4
The instructor is honest and fair	0	1	2	3	4
The instructor is a good role model and sets a positive example at all times	0	1	2	3	4
The instructor has a sense of humor	0	1	2	3	4
The instructor treats all archers equally and fairly and does not have favorites	0	1	2	3	4
The instructor uses appropriate verbal and non-verbal communication	0	1	2	3	4
The instructor finds a way to make all athletes feel good about themselves	0	1	2	3	4
The instructor provides both positive and constructive feedback	0	1	2	3	4
The instructor knows when and when not to use discipline	0	1	2	3	4
					total _____

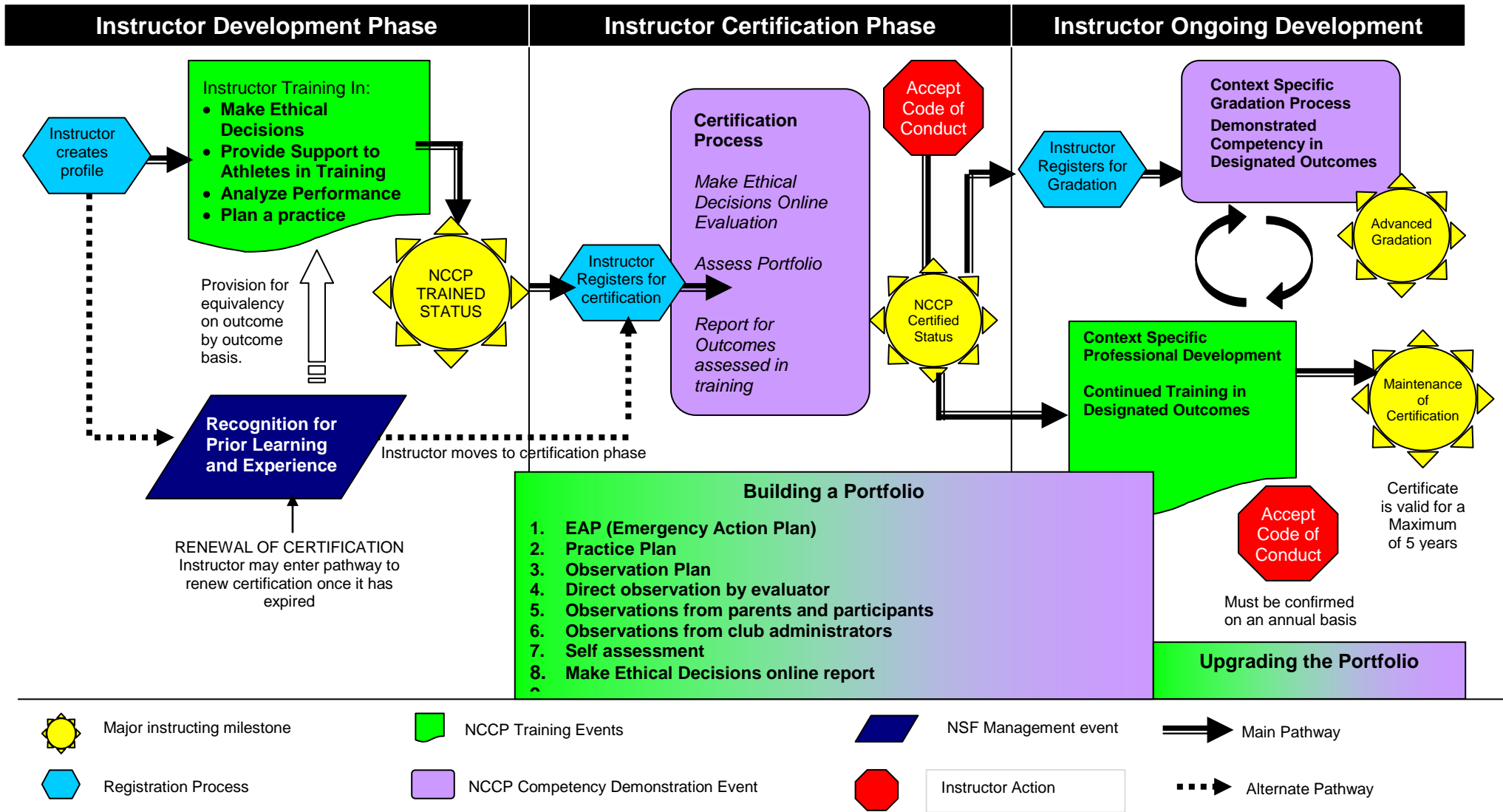
If a rating of 1 or 2 was indicated in any of the areas listed above, please review this with the instructor and try to identify ways to improve each area. This tool was designed to assist instructors in providing the best experience possible for young athletes.

**Instructor Meter:**

- 90 – 100      Excellent, instructing ability! There's no harm in continuing your instructing education so that you can be up to date with current instructing information.
- 75 – 90        Good. You have mastered some of the necessary skills but need to improve certain areas of your instructing expertise.
- 50 – 75        Needs Improvement. You could use some help in some areas of your instructing.
- 1 – 50         Please contact your provincial archery association about signing up for the NCCP program and developing your instructing skills. You have what it takes to become a great instructor one day!

*This instructor evaluation tool was developed by the Coaches Association of British Columbia.*

## NCCP Pathway for Instructors of Beginner Archers



<b>Portfolio</b>		
<b>Document</b>	<b>Evaluation Procedure</b>	<b>Timeline</b>
1. Make Ethical Decisions	Central on-line evaluation procedure	12 months
2. Emergency Action Plan	Send to Learning Facilitator/Evaluator	12 months
3. Practice Plan	Send to Learning Facilitator/Evaluator	12 months
4. Observation Plan	Send to Learning Facilitator/Evaluator	12 months
5. Direct observations by LF	During the workshop	
6. Observations from parents/participants	Send to Learning Facilitator/Evaluator	12 months
7. Observations from club administration	Send to Learning Facilitator/Evaluator	12 months
8. Self Assessment	Send to Learning Facilitator/Evaluator	12 months

The forms for the portfolio are printed in the reference material.

# Technical Material

## Archery Technical Material – of Contents

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## EQUIPMENT SELECTION

### Bows

Select bows carefully. The bow weight, or draw weight can never be too light for initial sessions. Once the archer learns proper technique, and has developed some archery muscles, he/she can graduate to a bow with the proper weight for the type of shooting he/she wishes to do. Below is a chart that suggests the bow weight to use at the archer's draw length.

#### Bow weight for beginner archers:

Children 6 - 8	- about 10 lbs
Children 8 - 12	- about 12 lbs
Boys 12 to 14 years	- 15 to 16 lbs
Girls 12 to 14 years	- 12 to 16 lbs
Boys 15 to 17 years	- 16/18 to 18/22
Girls 15 to 18 years	- 15/18 lbs
Men	- 16/18 to 20/24
Women	- 16/20 lbs

**Note:** Due to these low weights small children will not be able to shoot long distances. Even if they could, shooting at long distances is not appropriate at the beginner level.

Recurve bow weights are measured at draw lengths of 28" to the back of the bow (26 1/4" from the nocking point on the string to the pivot point of the bow grip, plus 1 3/4", for the width of the window). To estimate the actual weight at any other draw length, add or subtract two lbs per inch of draw above or below the marked weight

Example: A bow marked 24 lbs at 28" would be 28 lbs at 30", and 20 lbs at 26".

The length of the recurve bow is measured from tip to tip along the bow, when the bow is unstrung. Most manufacturers make recurve bows 62" to 70" long. When teaching archers, it is better to use a bow that is too long, rather than too short. Short bows are difficult to

pull at longer draw lengths, and the angle of the string at full draw may pinch the archer's fingers making it difficult to release properly. As well, shooting a bow that is too short may damage the bow.

Arrow Length	<u>wood</u>	<u>fiberglass</u>
18 – 20"	Not under 52"	Not under 42"
21 – 23"	Not under 56"	Not under 48"
24 – 25"	Not under 60"	Not under 54"
26 – 27"	Not under 66"	Not under 62"
28 – 29"	Not under 68"	Not under 64"
29 – 30"	Not under 70"	Not under 66"

For wheelchair archers a long bow may cause problems with ground clearance, and clearance between the string and wheel at full draw. This can be remedied by lowering the axle on adjustable chairs, or increasing the thickness of the seat cushion. A wheelchair archer will place the lower limb tip of the bow on the ground between his/her arrows and the front wheel. A bow tip protector is recommended to prevent damage.

### Ambidextrous bows

A few companies manufacture bows that can be used by either right or left-handed people. These bows are highly recommended for group instruction. Most bows of this type have 2 sight windows and can be used by left or right-handed archers by turning them over. These bows work very well for the archer learning basic form. They are not recommended for competition. When shooting the bow right handed simply ensure that the bow window is on the left side of the bow, and vice versa for the left.

## Arrows

Arrows are made of a variety of materials: wood, fiberglass, aluminum, and carbon or a carbon/aluminum combination. Wood arrows are not recommended, because they break without warning, provoking serious injuries and they are difficult to repair. Fiberglass arrows are more expensive and stronger than wooden ones. These are not recommended at the beginner level because they are too heavy for light bows. Aluminum arrows are the most popular and are very versatile.

They are very closely matched and can be purchased in many sizes and weights. This type of arrow requires some maintenance, especially straightening. To reduce the amount of maintenance we recommend shafts in XX75 or better alloy.

Carbon arrows are very carefully matched. They are light, and cannot be bent so they do not require straightening, and less maintenance is required. However, they can shatter and cannot be repaired. Their price is now so competitive, often they are cheaper than aluminum arrows.

Try to match each archer's set of arrows. Each archer should have a set of three arrows. Each set should be marked or crested for easy identification. Each arrow in the set is the same length, size and composition.

The major technical criteria are: weight, spine and length. Weight is determined in grains and is the total weight of the arrow complete and ready for use. Arrows that are lighter fly faster. The weight of the arrow can be affected by using a nock or point that is different from the others or re-fletching some arrows with thicker or larger size feathers. However, most factory made arrows are closely enough matched for a beginner group to perform well. Due to the low weight of the bows at the beginner level, light arrows such as

carbon arrows are recommended.

Spine is a measure of the static amount of bend in thousandths of an inch when placed between two supports and depressed at its middle with a two pound weight. The arrow bends as soon as it is released, and the spine of the arrow determines the time it takes for the arrow to straighten out during its flight. An arrow that is not stiff enough bends too much and takes too long to straighten out. Conversely, an arrow that is too stiff does not bend enough and may hit the bow as it goes by the bow handle. It is important that each arrow in a set has the same spine so that each arrow in the set flies the same. Generally, it is better to shoot arrows that are a bit too stiff rather than too weak. All arrows are marked to indicate their weight and spine.

Length is measured in inches from the bottom of the slot in the nock to where the shaft is cut, and should be within two mm or less for a matched set. A greater difference affects the aiming process, the draw length, the weight, and the point of balance of the arrow. Also the set is no longer matched, and will not group. Arrows that are too long are satisfactory. It is not safe to shoot arrows that are too short.

## Bow strings

Bowstrings for this level are most often made of Dacron. Some inexpensive bows come with a braided string that is tied at one end and a loop at the other. These strings should be replaced with Dacron strings whenever possible. Dacron strings come in a variety of colors, and lasts a very long time. Usually beginner level bows are not designed to be used with other string material. When ordering new strings from a local dealer, look on the bottom limb and if it has an A.M.O. (American Manufacturers Organization) number.

Give the dealer that number and he will know how long to make the new string. If there is no A.M.O. number, then measure the length of the bow while it is unstrung and give that length. Eight strand strings generally fit very well to beginner level bows. Recurve strings are usually three inches less than the bow's A.M.O. length. Compound string length is usually written on the lower limb.

### **Arrow rests**

The use of an arrow rest is important as it reduces the area of the bow the arrow touches, creating the least amount of friction when the arrow begins to move as it is released. Arrow rests made from wire are expensive. Rests made from plastic are recommended because they are more indulgent to fishtailing than wire ones. The arrow rest should be glued onto the window directly above the pivot point of the handle, and should be aligned squarely, perpendicular to the string. It is also recommended to put a bit of glue around the arrow rest.

### **Sights**

Simply, a sight is a main sight bar with an adjustable elevation bar (vertical), a side windage adjustment (horizontal), and a pin. Sights are not required for the initial sessions, though they may be used. The archer may become obsessed with correcting bad shots by moving the sight, instead of concentrating on shooting form.

There are many simple inexpensive sights available. It is possible to make an inexpensive sight with a 1.2 x 13 cm strip of 3 to 5 mm cork sheet, felt, or weather stripping, glued to the back of the bow. Use a pin with a large coloured head as an adjustable bar (dot). This works quite well, but can move very easily. When attaching the sight to the bow, ensure the

sight is vertical. Make sure the arrow does not hit the sight when released. If the sight is screwed into the bow, it should be screwed into a part of the handle that does not flex during use. Do not make holes into the fiberglass. When drilling in a composite bow, make sure the holes have the proper size. A hole slightly smaller than the screw is best, allowing the wood screw to bite better.

### **Arms guards**

An arm guard should be stiff enough to remain flat on the arm, or over clothing. A better quality arm guard has a stiffener sewn into the guard to ensure flatness. To fit properly the arm guard should have two straps. The model with three straps can be used by beginners but will eventually bulge at the elbow, creating more problems than it solves. This type covers the arm beyond the elbow where beginners sometime get hit by the string. The cross band, elastic strap arm guard can bulge with wear, causing string clearance problems. Arm guards can be used on either the right or left arm as required.

### **Safety pins**

Pins or some tape can be used to keep loose clothing from the path of the bowstring.

### **Finger protection (finger tabs)**

The purpose of a tab is to protect the fingers and to ensure a smooth uniform surface to effect a clean release. A little talcum powder ensures a smooth no stick surface, and prolongs the life of the tab. Finger tabs are not used for initial instruction. This device is introduced as soon as the archer feels a finger irritation. Without this device the beginner will be

more comfortable. Not wearing a tab allows for better string finger positioning.

However, later the archer will achieve a cleaner release with a tab. Finger tabs are preferable to shooting gloves as they present fewer fitting problems. The tab allows the archer to feel the string and the arrow. This helps control in the early stages. Have about 20% left-handed tabs available. The inexpensive double-sided plastic tab serves quite well at the beginner level. This type of tab can be used for either right or left-handed shooters and comes in small, medium and large sizes. The size of the hole should be such that the tab catches behind the second knuckle and resists being pulled off by pressure from the outward end of the tab. The tab should be big enough to cover the drawing arm fingers when bent to engage the string. Any surplus slows the string on release and cause arrow flight problems.

The use of a mechanical release is necessary for quadriplegics. Use a mechanical release attached to the wrist and has jaws to grip the string. In cases where hand agility is restrained, it will be necessary to modify the activation of the trigger. For example, it could release when touching the front of the chin.

## Quivers

There are two types of quivers suitable for group instruction: the belt or side quiver, and the ground quiver. Shoulder and pocket quivers are sometimes used, but they are not suited to the beginner level. Belt quivers can be made to act as either right or left-hand by reversing the hook. They are suitable for indoor and outdoor shooting. Ground quivers come in two different types: indoor and outdoor.

The indoor types have a flat base that does not mark the floor and is heavy enough to support the arrows. The

outdoor type has a metal spike on the bottom so it can be driven into the ground to prevent the wind from tipping it over. Some ground quivers also serve as bow supports and have two curved prongs at the top to rest the bow. Floor quivers should be placed about 30 cm ahead of the right foot when at the shooting position on the line for right-hand archers; left-hand archers use the left foot.

There are five disadvantages to using a ground quiver:

- coming back from the buttress to the shooting line, archers must carry their arrows in their hands; this is sometimes unsafe
- they must be moved when moving the shooting line
- it increases the space per archer on the shooting line
- two are required: one for indoor and one for outdoor shooting
- they must be placed in exactly the same place each session to facilitate uniformity of the nocking procedure during the shooting process.

Provided that a quiver comfortably holds six arrows, it is large enough. The extra size sometimes offered in catalogues has no advantage at this level.

The wheelchair archer can:

- use a ground quiver
- hang the quiver on the armchair
- keep the arrows between his/her legs, with the points on the footrests
- put arrows against the side of the chair

## Bow sling

Introduce the bow sling during a bow hand exercise, not during the first few practice sessions. We recommend the following types:

- Lace: fixed around the wrist, and passing through the fingers and in front of the riser
- Two finger type: fixed around the

thumb, and either the forefinger or middle finger

We do not recommend the bow sling be affixed to the riser because the bow moves so much that very often the archer will stretch his fingers, or grab the bow. When using a sling with wheelchair archers, it is necessary to place protection on the wheel to protect it if the bow falls. The use of a bow sling is necessary with quadriplegics. For them the bow sling may need to be modified because it has to retain the bow in the vertical plane. It should be light, as otherwise the bow slips vertically and falls to the ground.

## **RANGE ETIQUETTE**

While any shooting is in progress, the archer should always be aware of the rights and feelings of the rest of the group. Archers come in all types, and while some like to act up on the line, others take their shooting very seriously. Consideration should be given to those who might be upset by offhand behavior.

Here are some things you should watch:

- don't talk on the line or distract other archers during the shooting of the end
- when you have finished shooting, step back from the shooting line to give the other archers a chance to complete their ends
- do not comment about someone else's shooting during an end
- have an encouraging remark to pass, rather than a sarcastic one
- do not make unkind remarks about your own shooting as this may upset or distract someone
- if you have problems, step back and signal the coach - don't bother your fellow archers
- leave the other archers' arrows in the target unless asked to remove them
- respect the other arrows in the target while you are drawing your own

- if asked for advice, don't take it upon yourself to do the job of an official who is qualified to do this work
- pay attention and cooperate with club officials carrying out their duties
- never touch equipment belonging to someone else without their prior consent
- be sincere when taking the score; always be fair
- attend meetings and air your views there, do not gripe on the range and upset others
- make yourself available for some duties, such as taking in targets, collecting score sheets, etc.
- be a good sport and remember it's not the winning that counts, but the participation
- absolutely no alcohol should be consumed on the range. Anyone under the influence of alcohol must be refused permission to shoot.

## **SETTING UP A CLASS**

Establish the following information:

- the age range of the archers
- the length of the program
- the number of sessions scheduled
- location, dates and length of sessions
- equipment required by the archers
- facility equipment required
- insurance/liability considerations

### **Class size**

The size of the class depends on the number of instructors. One instructor can safely handle 2 to 3 beginning archers.

### **Knowing the archers**

Maintaining simple records helps manage the archers. A directory is useful for the administration of the program. Set up a database with addresses of your participants.

## Equipment chart

It may help with the assignment of club equipment to chart each archer's needs. Include data on the bow and arrows, eye dominance, and problems you are working on.

## Medical information card

Develop an archer medical information card for your athletes. Ask parents to fill these out at the beginning of the program. Review this information so you are familiar with potential problems. This information must be kept confidential.

## Pre-practice checklist

- secure the shooting range by posting signs and ensuring exit doors cannot be opened from the outside.
- check buttresses and targets
- ensure that teaching equipment is ready
- shooting equipment is ready
- repair tackle box is available
- first aid kit is available

## Shooting side choice (eye dominance)

**Method One:** Extend both arms in front with the hands turned up and the palms away. Cross both hands so the V between the thumbs and forefingers form a small opening. With both eyes open, align this opening with some object in front. Keeping hands steady, close the left eye. If the object is still visible, the right eye is the dominant eye. To confirm this, the archer slowly brings his/her hands back towards the face. The hole is in front of the dominant eye.

Sometimes this method does not work because the archer cannot close one eye.

The following might be more effective. Provide a piece of cardboard, approximately 15 cm sq. with a small hole in the center, 1.5 to 2 cm in diameter. Hold this at arm's length and with both eyes open, align the opening with an object in front. Slowly draw the cardboard back to the face until it touches the nose. The opening is in front of the dominant eye.

**Method Two:** Stand about one meter from the archer. Have him/her form an opening in the crossed hands like in method one. Have the archer look at you through the hole. The eye you see is the dominant eye.

**Method Three:** Extend one arm and with both eyes open. Point at an object with a finger. Close the left eye. If the object stays in line with the finger, the right eye is dominant. Reverse procedure and close right eye to prove the left eye is not dominant.

In summary, if the right eye is the dominant eye, the arrow is drawn with the right hand, and the bow held in the left hand. The reverse is true if the left eye is dominant.

### **Determining draw length**

Use an elastic string over the string bracing the bow, and a very long arrow. The archer pulls the string to full draw, without moving the bow shoulder up and the head forward. While at full draw, mark the arrow shaft at the back of the bow handle. The archer's draw length is the distance from the mark put on the arrow shaft to the bottom of the nock groove.

### **Determining arrow length**

To determine the arrow length for an archer, simply add at least 2 inches to the draw length. Bow length and bow weight can then be selected.

## **THE DEMONSTRATION ORGANIZATION and PRESENTATION**

People learn by observation, examples, knowledge by observation, advice emphasized by mimicking, trial and error, and repetition. Observation is an effective method of learning, and is the one used first. Demonstration allows the archer to observe. However, demonstrate exactly what to do. Use the same equipment as the archers, and respect the archery safety regulations. Observation implies both seeing and hearing. For it to be effective, the archers must be able to see what is being demonstrated and hear what is being said.

### **Prior knowledge**

Let the archers express their knowledge about the skill being emphasized during the practice session. Allow questions before a demonstration. Do not be surprised at the knowledge the beginners have. Beginner archers have perceptions of the sport or even prior experience.

Giving the archer the opportunity to express his/her perceptions has advantages:

- if incorrect the opportunity to correct them, to better express your ideas, and teach with greater efficiency
- if incomplete, fill in the missing blanks
- archers participate, giving them motivation and avoiding the monotony of a single speaker
- you may hear certain comments that present the exercise more effectively
- if they are correct, same advantages as above and the work has already been done by others

No method is perfect. This one is no exception. Some archers may monopolize the conversation too often and/or talk for too long. Limit comments to the subjects discussed. Use this educational tool because the dynamics of analysis and exchange outweigh the difficulties.

### **Teaching aids**

The attention of beginner archers is often distracted by the release of the demonstrator's arrow. Furthermore, some archers often judge credibility based on where the arrow hits the target. We suggest you demonstrate:

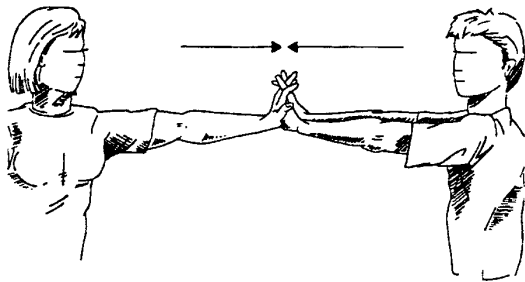
- by either shooting without target faces, into an empty butt, or directly into a net
- by either choosing not to shoot any arrows, using dry-shot mechanisms, or a rubber band
- by looking at the archers during the demonstration to see if they are observing the essential points
- by hiding some parts of the demonstrator's body not involved in the key point of the demonstration

Since teaching aids help archers better understand future performance, it is important that they be as similar as possible to those used during practice. Moreover, these aids can not differ too greatly from the actual shooting context so

that too much time is not wasted on progressively reconstructing it. Consistent with this idea, let's take the exercise on repulsion effort as an example. To understand the string leg's participation we could create the following situations by using three different teaching aids. Even if they are very similar they can be perceived differently by the archer, since:

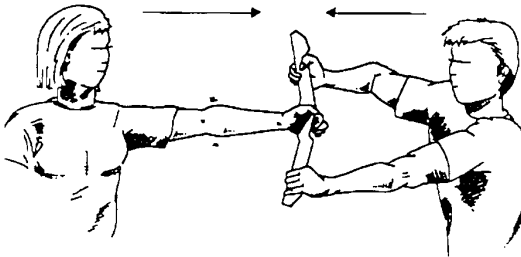
- The archer is being pushed by an individual, forcing the archer to counter with his/her string leg. Demonstrate how this applies to archery.

*human assistance only*  
*"I have to resist when pushed"*

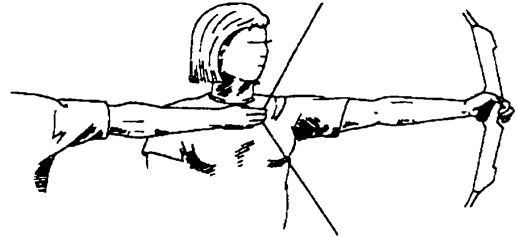


- An individual pushes on the archer's bow forcing the archer to resist with his/her string leg. Demonstrate that the string leg would act in a similar fashion if the bow was being used.

*human and riser assistance*  
*"I have to resist when my riser pushes me"*



When the archer's bow is drawn, the bow pushes against the archer, forcing the archer to counter with his/her string leg.



*human and bow assistance*

*"when my bow is drawn, I have to resist"*

Notice how different teaching aids can help perceive situations differently.

### Effective archer arrangement

For safety reasons, prohibit archers from walking beyond the shooting line when someone is in the process of shooting. However, we break this rule during demonstrations because the "3/4 front" view is the best observation angle. This is why demonstrations are done at short distances from the target, 3m to 10m, to eliminate the risk to the archers in the 3/4 front view and to give the instructor the opportunity to shoot while watching if they are paying attention to the essential point of the exercise.

## **Instructions (during a demonstration)**

Instructions are essential to the learning process and group activities:

- speak loudly to be heard by everyone, and use understandable language
- use the same wording as in the technical material, so the archers can consult it later to become familiar with this terminology
- only provide relevant instructions, avoid those not related to the archers' needs
- the most productive instructions go with expressive gesture.
- when the archer can feel the action, and note the results, he/she is more motivated to implement the advice to correct errors.
- from the first practice session, learn each archer's name

If the demonstration is performed by someone else, be in a position to point out main areas of interest, or those deserving special attention, without blocking the archers' view.

If you perform the demonstration, instructions are given before, during and after the demonstration.

## **Feedback and observation**

Observation is required before any feedback is given. Observation is one of the most fundamental instructing skills for archery.

If faults in execution occur, feedback must be used to teach the proper execution of the skill by making the archer understand how he/she should perform versus how he/she is performing the skill now. How

the archer is performing is not as important as how it should be performed.

## **OBSERVATION PLAN**

Using our knowledge of the skill and its key elements we can define observation by answering the following questions:

What? How? From where? How much?

### **Observe what?**

Observe the key elements of the skill being performed.

**Observe how?** Which observation strategies?

Go from the general to the specific. First paying attention to the entire sequence, observe:

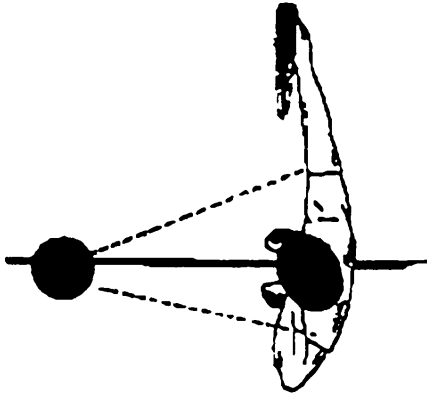
- overall execution
- repetition of preliminary movements and positions
- likelihood these preliminary movements and positioning produce the proper alignment of forces
- the ease, nature, and precision of the forces generating movements
- the alignment of forces, and their likelihood of producing efficient release and propulsion
- visual and physical follow-through during release
- body movements during release, being a continuance of the force generating movements (full draw efforts) reveals information on these efforts

Only afterwards can observation of detail be of interest.

### Observe from where?

Where to observe depends on what is being observed. In relation to the archer, position yourself:

- a minimum of 3m for overall observations
- at approximately 2m to observe the basis or the various sequence stages
- at no more than a meter for detail analysis



*Instructor faces the archer on the shooting line*

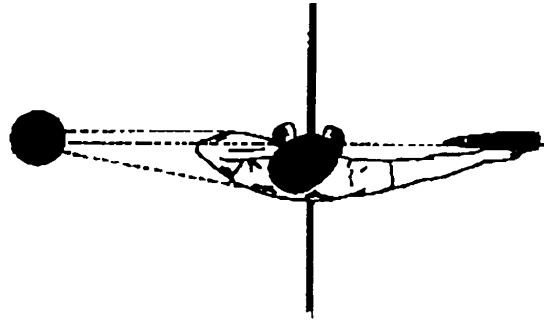
Allows for two skills to be observed:

- setting-up and maintaining alignment of forces during draw and at full draw
- follow-through

The key elements are:

- consistency of the draw (no creeping)
- string forearm alignment with the arrow in the horizontal plane
- shoulder alignment during draw, and the preservation of alignment at full draw and release
- consistency in height variance between the arrow shoulder and the arrow at full draw
- head stability, especially during the last few centimeters of drawing, at full draw, and during release
- keeping the bow arm horizontal during release
- stance at full draw and release
- backward motion of the bow arm during release and to its final position
- amplitude of the bow arm forward motion and its front final position
- bow fingers movement during release.

*instructor is 2–3m behind the archer in the shooting plane, looking from above the arrow's horizontal plane trajectory*



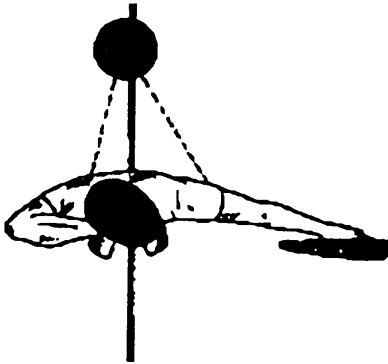
Allows two skills to be observed:

- setting-up and maintaining alignment forces during draw, full draw, and follow-through
- preserving erect stance.

The key elements are:

- string elbow movements;
- string forearm alignment with the arrow, in the shooting plane
- head stability, especially during the last few centimeters of drawing, but also at full draw and release
- erect stance and bow cant in the shooting plane, and the preservation of them at full draw and release
- backward motion of the string arm during release and its final position
- string fingers movement during release

*instructor stands on the shooting line  
behind the archer*

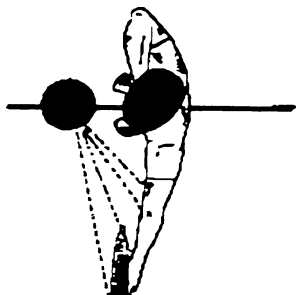


Allows setting-up and maintaining alignment of forces during draw, at full draw, and follow-through, to be observed.

The key elements are:

- consistency of the draw, no creeping of the arrow point at full draw
- string forearm alignment with the arrow, in the horizontal plane
- shoulder alignment during draw and the preservation of this alignment at full draw and release
- consistency in height variance between the bow shoulder and the arrow at full draw
- head stability, especially during the last few centimeters of drawing, but also at full draw and release
- stable or vertical bow arm movements during release
- erect stance in the shooting plane and the preservation of this erect stance at full draw and release
- backward motion of the string arm during release and its final position
- bow arm's forward motion during release and its final position

*instructor stands beside the archer,  
watching the bow arm*



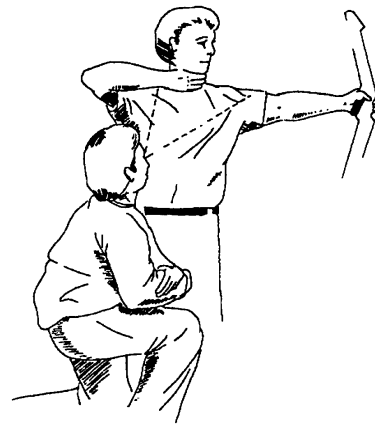
Allows two skills to be observed:

- quality of bow arm flow
- unobstructed string displacement

The key elements are:

- consistent distance between the bow shoulder and arrow at full draw
- stability or lateral bow arm movements during release
- bow fingers movements during release
- preservation of an "unlocked" bow elbow
- string clearance
- bow arm forward motion during release
- bow arm final position

*instructor squats at the archer's feet,  
watching from below*



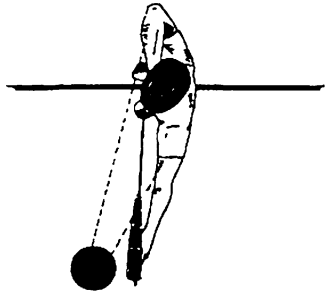
Allows the maintaining alignment of forces during draw, at full draw, and follow-through to be observed.

The key elements are:

- string forearm alignment with the arrow
- consistent distance between the bow shoulder and the arrow at full draw
- stability or lateral bow arm movements during release

- backward motion axis, or string hand finger spread during release
- preservation of an “unlocked” bow elbow
- string displacement
- bow arm’s forward motion during release and its final position

*instructor faces the archer  
at a short distance from the arrow*



Allows two skills to be observed:

- quality of visual continuity
- preservation of alignment forces during draw, at full draw and follow-through

The key elements are:

- consistent distance between the bow shoulder and arrow at full draw
- shoulder alignment orientation when drawing, and the preservation of this orientation at full draw and release
- head stability, at full draw and release
- backward motion axis or string hand finger, spread during release, and its final position
- facial movements, especially during release

### **How many observations?**

The number of shots to be observed before giving feedback depends on the circumstances.

Two examples are:

- If the execution is dangerous for the archer, other archers, or the equipment, an immediate intervention is advised, usually taking the form of a let down order. The significance of this order must be known to all beginners before they shoot their first arrow
- If a skill is not being well executed observe the next arrow. If the same type of execution is performed comment with simple key words, and then continue observing. If the execution is still faulty, you must intervene.

## PHYSICALLY CHALLENGED ARCHERS

A real effort should be made to introduce challenged people to archery, an activity that allows them achievements on an equal basis with others. Each one of these individuals has a right to enjoy the sport and as an instructor, you should do your best to help them.

Archery, as a recreational and competitive activity, offers an excellent opportunity for physically challenged and able-bodied to participate on an equal basis. Effective shooting can be experienced by those with physical limits in their lower limbs and, with the arrival of compound bows, by those with physical limits in upper body function as well. There is a variety of specialized equipment available to assist the physically challenged archer.

Learn about the limitations by talking directly with the challenged archer, or their guardian. In almost all cases, the novice will best be able to tell the details of their particular challenges. If not, consult a person in the medical profession.

Arm yourself with helpful hints and tips and when problems arise, and be prepared to offer suggestions. The instructional material on instructing the physically challenged focuses mainly on wheelchair archers. They comprise the majority of physically challenged archers.

However, be aware there are more physical limitations than being in a wheelchair. In most cases, there are no reasons to exclude them.

Here are some tips:

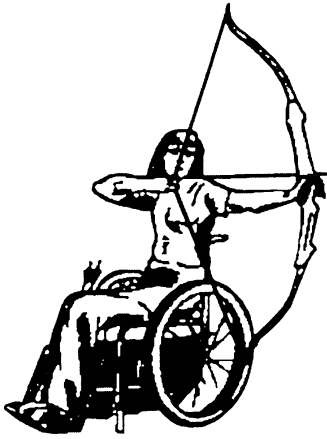
- lower limb amputees may present you with challenges regarding stance stability, even if they regularly use a prosthesis. If the stability problem is extreme, you may wish to suggest the

use of a wheelchair, regular chair or a stool for shooting;

- upper limb amputees obviously have difficulty with the draw or even holding the bow. A special device such as a mouth-held release or elbow brace can be fabricated to assist in this situation;
- back or shoulder problems may require an archer to use a lower bow weight or a compound bow with a release;
- certain illnesses (e.g. diabetes, MS, CF) may contribute to fatigue. Be aware of this and adjust training schedules as necessary for these archers;
- psychological or physiological tics, or spastic muscle activity creates a whole new set of problems in that they are generally unpredictable. In extreme cases, when safety is compromised, these individuals may not be able to participate;
- body dimensions may require alteration of the basic shooting form. An example is an archer with long forearms; he/she may not be able to comfortably pull to full draw with elbow at shoulder height. The elbow may have to be raised slightly;
- blind archers shoot with audio sighting systems which require minor alterations to the buttress
- with deaf archers, the best suggestion is to learn sign language. If this is not possible, be sure to face them and enunciate words clearly to assist them in lip-reading, and be prepared to have writing paper and pen handy.

It takes an extraordinary amount of energy and concentration for the deaf to read lips, so it is a courtesy to learn to sign and a necessity to have paper handy. Assign a shooting buddy to tap them on the shoulder when it's safe to shoot or to stop shooting. Also, include flags with the timing of the ends so they know when to start or stop shooting.

## The wheelchair archer



There are unique challenges to archers who shoot from a wheelchair, such as string clearance, bow clearance, sitting and chair positioning.

### String clearance

The armrest on the bow side should be removed during shooting. If clearance is still a problem there are a number of ways to resolve the problem including: increasing the thickness of the cushion; narrowing the chair; lowering the axles or cambering the wheels. Often the archers themselves are used to making their own adjustments, if not, a local wheelchair dealer can assist in making any of these adjustments to the chair.

### Bow clearance

Use a shorter recurve bow, or a compound bow if necessary to achieve proper draw length.

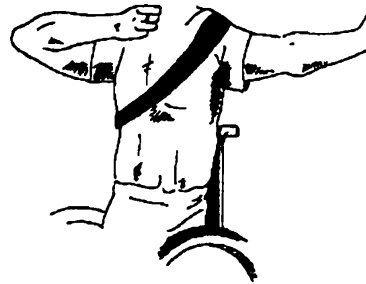
### Sitting position

An area that requires attention is maintaining a consistent sitting position in the chair. Sitting balance varies considerably with wheelchair users. Those with very poor balance will benefit from a

chest or lap strap to gain the extra support required for drawing the bow.

The seat cushion should be fairly firm with a non-slip cover such as corduroy or suede, rather than nylon. The chair back should be as high as possible without restricting comfortable movement of the shoulders. Usually it stops just below the shoulder blades. It is important that the archer finds a comfortable position that offers good support because to shoot consistently he/she must be positioned exactly the same for each arrow shot.

*chest strapped archer*



You can assist the archers to find some points of reference and teach them to check their position often against those references. The archers will have a tendency to lean back away from the target to compensate for a lack of balance as they draw the bow. You should watch for this, particularly as the archer becomes tired. This fault may also cause further problems with string clearance at the chest and the wheelchair.

Position the chair on the line at a 90 degree angle to the target (sight along the axle) and adjust the chair to improve alignment, and string clearance of the chest and arm. This is a trial and error effort that needs to be tested periodically until the archer has developed consistent form. Check the level of the chair on the field. Once the chair is well positioned, the archer can remain on the line while another archer collects his/her arrows.

## ARROW FAULTS

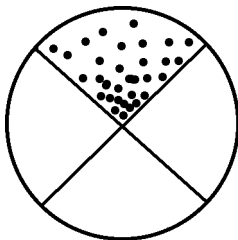
This unit is designed to be used in conjunction with the case studies used in instructing workshops.

In order to raise the score of an archer, one must be able to analyze the arrow patterns on the target and make correct judgements as to what has caused them. One must be aware of recurring misses or the movement of a single arrow out of the group. In some instances, these movements may occur at a particular distance, or as the result of certain weather conditions which have a bearing on the function of the archer or equipment.

When a problem becomes evident, the total form must be analyzed to decide what action should be taken to correct the situation. Correct performance must be reinforced rather than dwelling on incorrect form. Often the area of the body where the symptoms of the errors are noted is not where the cause originates. In order to properly correct problems, one must be able to distinguish between the symptom and the cause of the problem.

## ARROW PATTERNS

### High Arrows



- Causes**
- bow is held too low on the grip which stresses the lower limb, building up extra limb stress, lifting the arrow on release

- wrist is broken more than usual, applying pressure lower on bow grip, increasing lower limb stress

- Correction**
- ensure that bow grip is always consistent and in the same position on bow
  - Use reference locations as a check.

- Cause**
- raising the bow hand at the moment of release

- Correction**
- a good follow through must be maintained. At the moment of release all tension must remain the same as it was before the release.

- Cause**
- bow arm or shoulder is extended more than normal which increases draw length and may also cause left shots

- Correction**
- allow the bow arm to seat itself in the shoulder socket. Apply only enough pressure toward the target to keep the bow arm straight.

- Cause**
- pinching down on the arrow may raise it off the rest or cause a bend in the arrow that, on release, flips the arrow up off the rest. Pulling more with the bottom fingers loads the lower limb.

- Correction**
- feel an even and consistent pressure on the fingers of the drawing hand during and after the draw
  - if elbow of drawing arm is held too high, this could

put extra pressure on the bottom finger

- Cause**
- flicking fingers down on release.
  - allowing fingers to open one at a time with the lower one last rather than all at the same time

- Correction**
- use only the proper back muscles to draw and hold the bow. Ensure that the hand is relaxed. Release should be accomplished by simply relaxing the fingers of the drawing hand

- Cause**
- lifting the nose off the bow string or tipping the head backwards

- Correction**
- The anchor must always be consistent and with nose slightly touching the string for recurve archers. The use of a kisser button or peep sight may help.

- Cause**
- mouth open has the same effect as lowering the anchor if lower jaw is used as anchor point

- Correction**
- Always keep the teeth together.

- Cause**
- anchor too low or too far back

- Correction**
- Spend enough time during practice to learn the exact location of the anchor and then maintain that position.

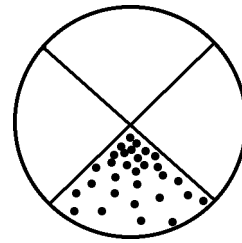
#### Equipment Concerns

- nocking point moves down from its correct location, causing increase in

size of groups and “porpoising” of the arrow in flight

- new string may have a lower brace height or fewer strands
- check for broken strands in an old string
- if the arrow rest is too low, arrows may strike the bow shelf
- arrow rest installed at an angle
- nocks off line on shelf, pointing up at the back

#### Low Arrows



- Cause**
- gripping the bow tightly when a loose grip with a sling is normally used

- Correction**
- Spend more time during practice sessions to work on keeping the fingers of the bow hand open and relaxed.

- Cause**
- bow arm bent which shortens the draw length

- Correction**
- maintain enough tension in the bow arm to hold it straight and pointing towards the target

- Cause**
- no follow through – collapse on release
  - bow arm drops
  - drawing hand moves forward on release
  - creeping
  - dead release

- Correction**
- All of the above are caused by insufficient back tension during the

shot. The archer must be taught how to maintain tension throughout the shot, as well as concentrating and aiming.

**Cause** • low elbow of drawing arm

**Correction** • Ensure that elbow is in a line with the arrow or slightly higher. It is easier to use the back muscles with a high elbow.

**Cause** • tension in knuckles of drawing hand with the hand cupped

**Correction** • The drawing hand must be kept completely flat by relaxing all the muscles of the hand except the tips of the fingers.  
• The arm should be straight from the elbow to the second joint of the fingers.

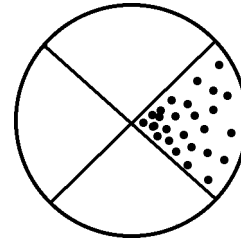
**Cause** • inconsistent head position, especially chin too low

**Correction** • Head angle should be carefully learned during practice. Use of kisser button may help.

### Equipment Concerns

- nocking point has moved up the string
- arrow rest is worn causing arrows to drop off
- new string has a brace height higher than normal
- interference from clothing or arm guard
- rigid or sticky tab or glove
- nocks off line on shaft, pointing down at the back
- hand gripping the bow handle

### Right Arrows



**Cause** • The bow hand is too far to the left causing clockwise (positive) torque in the bow.

**Correction** • Establish reference points on bow hand to accurately position the hand for each shot.

**Cause** • canting the top limb to the right

**Correction** • Hold the bow vertically. Use the level as a training aid.  
• Check to be sure that changes of head angle are not causing bow cant.

**Cause** • head angle changing during shooting

**Correction** • Check body alignment and head position. Reinforce alignment during practice sessions.

**Cause** • plucking or allowing the drawing hand to move away from the face sideways

**Correction** • Ensure that tension is maintained in the back at the moment of release.

**Cause** • string alignment too far to the left of the bow

**Correction** • Move the anchor slightly to the right or turn your head to put string alignment in proper location on the bow.

**Cause** • bow arm moves to the right at moment of release

**Correction** • Continue concentrating and aiming during and after the shot.

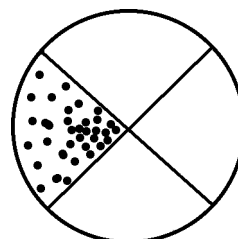
**Cause** • anchor too far to the left on the face

**Correction** • The instructor and archer must be aware of the correct anchor.  
• The archer must have enough reference points to enable him to anchor in exactly the same location each time.  
• Practice sessions should be used to work on the anchor. Watch for changes in string alignment.

### Equipment Concerns

- nock off line with shaft, pointing right at the back
- worn arrow rest
- arrow spine too soft
- improper cushion plunger adjustment or loose locking screw which will allow plunger to move in
- twisted recurve or limbs out of alignment
- sight mounted at an angle causing right or left shots depending on the distance being shot
- low brace height

### Left Arrows



**Cause** • bow hand too far to the right of bow grip

**Correction** • Establish reference points on the bow hand to accurately position the hand the same for each shot.

**Cause** • canting the top limb of the bow to the left

**Correction** • Hold bow vertically. Use the level as a training aid. Be aware of changes of the head angle that could cause bow canting.

**Cause** • head angle changing during shooting

**Correction** Check body alignment and head position. Reinforce this during practice sessions.

**Cause** • anchor is further to the right than normal

**Correction** • The instructor and archer must be aware of the correct anchor.  
• The archer must have enough reference points to enable him to anchor in exactly the same location each time.  
• Practice sessions should be used to work on the anchor.  
• Watch for changes in string alignment.

**Cause** • string alignment too far to the right

**Correction** • Move the anchor to the left or turn head slightly to put the string alignment in proper location on bow.

**Cause** • leaning body backward

**Correction** • Stand up straight. Imagine the head as being pushed up to the ceiling.

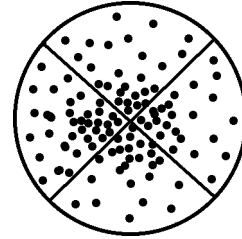
**Cause** • string striking bow arm or clothing

**Correction** • Ensure that the shoulder is down and the back elbow is turned under.  
• Wear tight clothing or use a chest protector.  
• Use a more open stance to get better clearance.  
• Bow hand may be too far to right on handle.

### Equipment Concerns

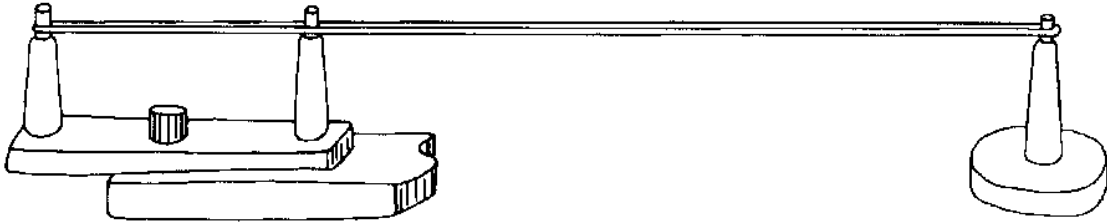
- nock off line with shaft, pointing left at the back
- arrows falling off worn arrow rest
- arrow spine too stiff
- cushion plunger improperly adjusted or loose locking screw which will allow plunger to move out
- recurve twisted or limbs out of alignment
- sight mounted at an angle causes left or right arrows, depending on the distance being shot

### Arrows Scattered



When the error is inconsistent and several types of faults are made, there will be a scattered pattern on the target. This usually indicates that the archer needs more basic instruction because he/she lacks uniformity in his/her sequence. A poorly tuned bow will often produce a scattered pattern on the target. Usually, this condition is also accompanied by poor form, but can be the result of several factors incorrectly adjusted causing the equipment to be overly sensitive, magnifying the smallest error on the part of the archer. The equipment should be completely retuned and should not be used in the present condition.

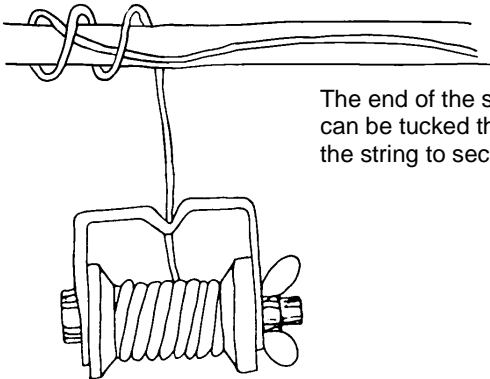
## Bow String Maintenance



A simple portable wooden string jig can be clamped onto a table or work bench.

Slip the end loops of the string on the jig so the string is tight.

To make a center serving, start the serving at the bottom end of the serving. Move the server to the left side, split the strands and push the serving thread through. Serve about 10 wraps by hand to ensure that the serving will remain secure

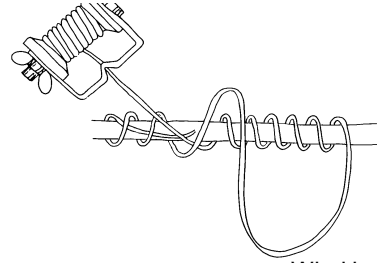


The end of the serving can be tucked through the string to secure it

Keep the serving snug and neat by hand  
Serve back at least 10 turns to secure serving

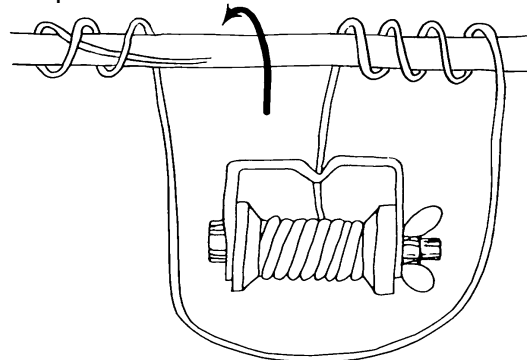
Start spinning the server over the strands; remember to wind in a clockwise direction. Serve about 12cm or 5in.

The following diagrams show how to finish the serving. Hold onto the bottom loop with your four fingers to give yourself room to wrap the server back on the string.



Wind back about 10 turns

Then, start wrapping the bottom loop to tighten and wrap the serving on the left hand side. The loops on the right side will unwrap as the left side wraps. When this is done, pull the string with the server to take up the slack.



A pencil works well to keep pressure on the loop so it won't tangle

