



Federation of Canadian Archery

Workbook



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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**reference
material**



**action
card**



video



workbook

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1.0 Introduction to competency based coach/instructor education

Introduce yourself

Years involved in archery

Involvement in coaching/instructing

Why you are taking this clinic – your expectations



P 9

1.1 The New NCCP

View the Overhead showing the new NCCP training model and discuss in group.



p 6
P115

1.2 Training and Certification

The learning facilitator will show the OH and explain how training leads to certification. He/she will also explain the pathways in training and certification.

1.3 The FCA Coach Training Model

View the overhead and discuss how the FCA system relates to the NCCP.

1.4 The FCA Participant Development Model and the Coach Development Model

View the overheads to understand the flow of athletes/coaches through the system.

1.5 NCCP Instructor Pathway for Instructor of Beginner Archers

View the overhead to see your pathway to certification.



p 13

1.6 NCCP Philosophy

The learning facilitator will show the OH to view the NCCP philosophy.

2.0 Managing a Sport Program

2.1 In your opinion, what is a “coach/instructor”? What does it mean to instruct someone?

2.2 Why do you want to become an instructor at the Beginner Instructor level?

2.3 What is your philosophy of coaching?

Share your ideas with a partner.

2.4 Qualities of the coach: prioritize this list.

- | | |
|--------------------------------------|--|
| <input type="checkbox"/> honesty | <input type="checkbox"/> friendship |
| <input type="checkbox"/> team spirit | <input type="checkbox"/> poise |
| <input type="checkbox"/> reliability | <input type="checkbox"/> patience |
| <input type="checkbox"/> enthusiasm | <input type="checkbox"/> confidence |
| <input type="checkbox"/> sincerity | <input type="checkbox"/> integrity |
| <input type="checkbox"/> loyalty | <input type="checkbox"/> technical knowledge |

- Now have a look at the facilitator's overhead. How would you change your order? Were there any surprises? Discuss this with the class.

2.5 How would you like parents to be involved in your program? Make a list. With a partner, outline a letter to your participants' parents at the beginning of your program.



P13-15

Letter to Parents

A large, empty rectangular box with a thin black border, intended for writing a letter to parents. The box occupies most of the page's vertical space.

2.6 What do you think are the reasons why young people are involved in sport?



2.7 Self esteem. View the introduction and the first two scenarios to, “Spirit of Sport”, and then make a list of ways to enhance self esteem in young archers.



After viewing “Giving Feedback” in Coaching, the Spirit of Sport, has your idea of giving feedback changed?



3.0 Planning a Practice

The development of a practice is the main strategy outlined in this workshop. This unit will give you much needed resource materials and it will give you a sound format for planning the practice session.

3.1 The Logistics of Your Practice

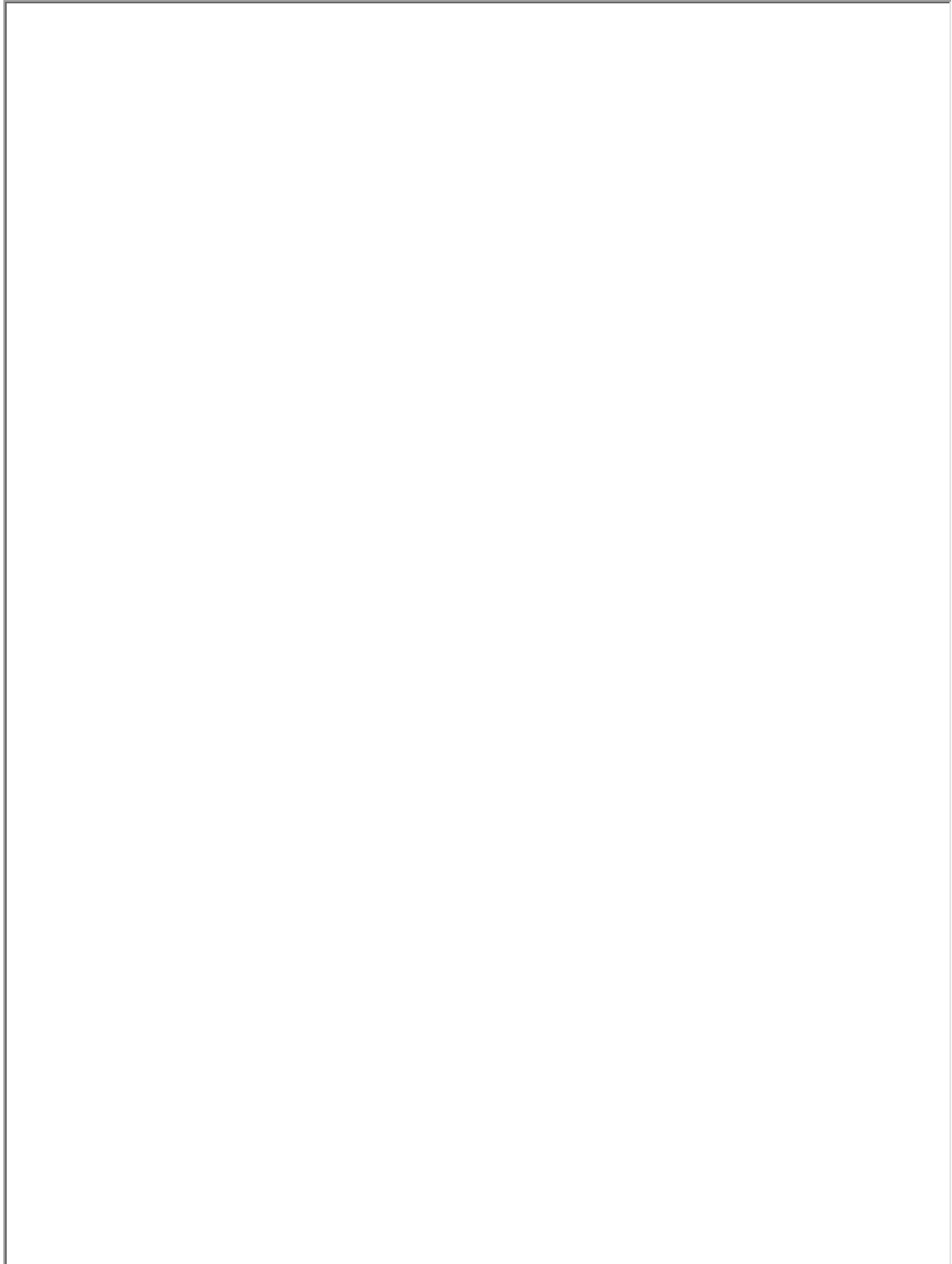
Describe the facilities, equipment and time available to you for your practices.

- What facilities and equipment do you have access to for your practices? (e.g., a gymnasium, safety net, buttresses, bow and arrows)
- What are the days and times when you usually have access to these facilities and equipment?
- What other restrictions do you have regarding your use of these facilities and equipment? (e.g., equipment that must be moved, equipment that must be shared with another organization, equipment that must be shared, facilities that are only available for archery early in the mornings or only in short time frames).

Facilities/Equipment	Restrictions

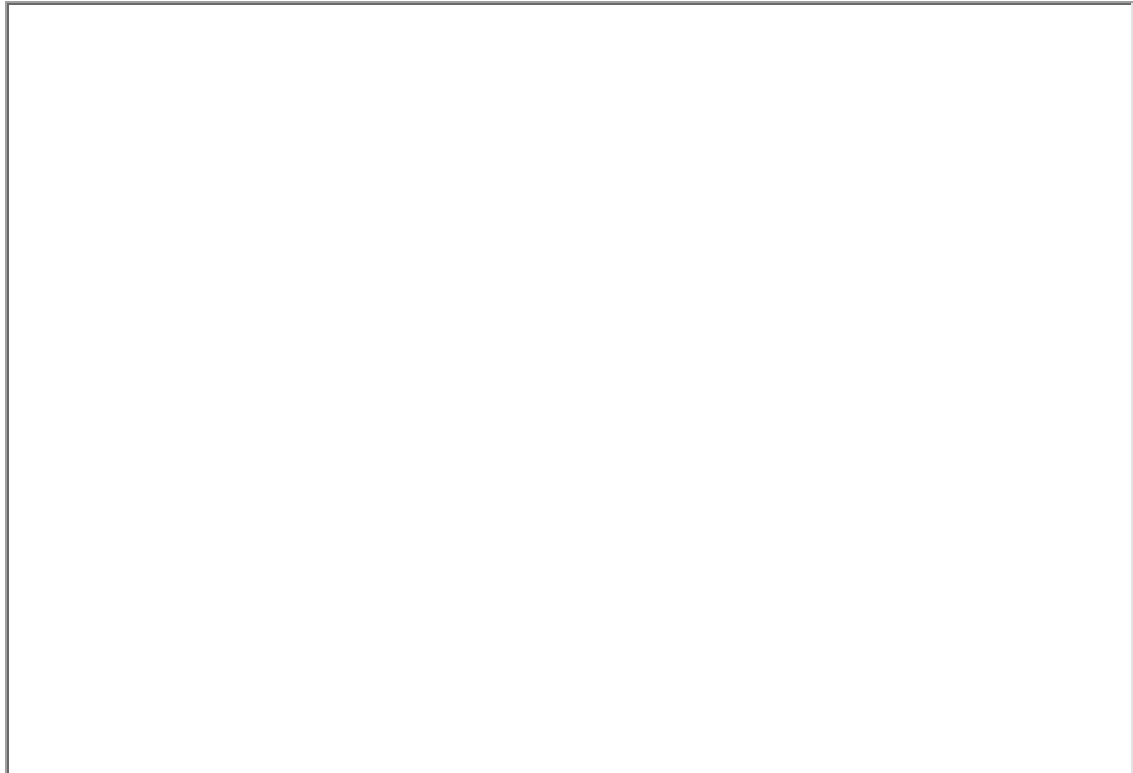
3.2 Planning a Practice – Your Starting Point

Spend a few minutes on your own and plan a practice for your athletes. Include an activity aimed at developing a basic skill in your sport. Make sure your plan takes into account the logistics of your practice (question 3.1).

A large, empty rectangular box with a thin black border, intended for the student to write their practice plan. It occupies the majority of the page below the instructions.

3.3 Planning Decisions

3.3.1 List a number of items that you feel may be your responsibility in instructing.



Now refer back to Reference pg 16 to the list of Coaching Functions and Tasks. Compare to your list. Check the items that seem relevant to your own coaching situation.

3.3.2 When you were planning your practice in question 3.2, aside from your logistics, what questions did you ask yourself, i.e. what information did you need to be able to plan your practice?



3.3.3 Share your ideas with other instructors to see what you can add to your notes.



p21

3.3.4 Use the diagram in the reference material to check what information you considered when you designed your practice. The diagram will give you an indication of some points you may not have considered and that you may want to take into account when planning a practice in the future.

3.4 The Structure of Your Practice



p20

p 22

3.4.1.1 Check the *Reference Material* sections on “The Structure of a Practice” (pg 20), and “Key Elements to Plan in Each Part” (pg 22). How does the structure of the practice you developed in question 3.2 compare to the one outlined in the *Reference Material* (introduction, warm-up, main part, cool-down, conclusion)?

3.4.2 **ACTION CARD** - Use your action card and make note of what you will do differently now when structuring your practice.



3.5 Safety Considerations – Prevention, Emergency Response, and Liability

3.5.1.1 During the preseason information meeting with parents, one parent asks you the following questions: “I do not know this sport very well. Are there any potential risks for my child? What actions do you take to make practices as safe as possible for the athletes?”

Use the table below to list points that will help you answer these questions.

Risks in Archery	My Actions to make Practices as Safe as Possible



3.5.2 Check the *Reference Material* sections on “Sport Safety Through Risk Management”, and “Managing Risks”. Are there some risk factors that you had forgotten, or additional preventive measures you can take to make your practices safer? If so, add them to the table above.

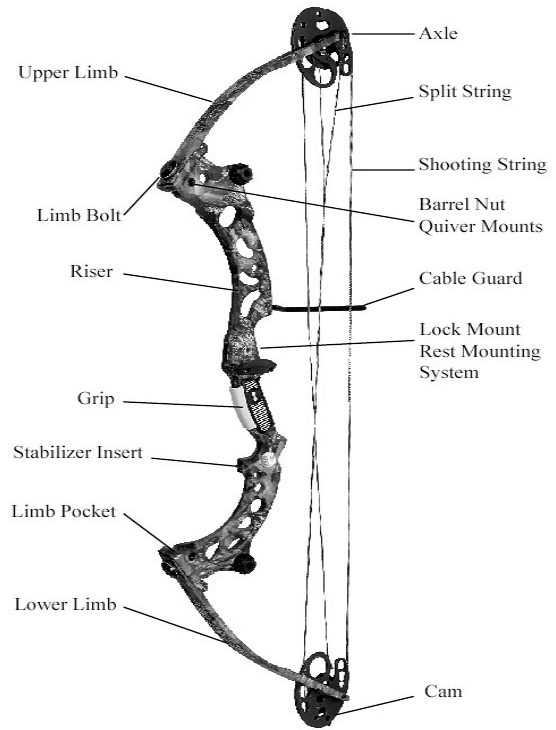
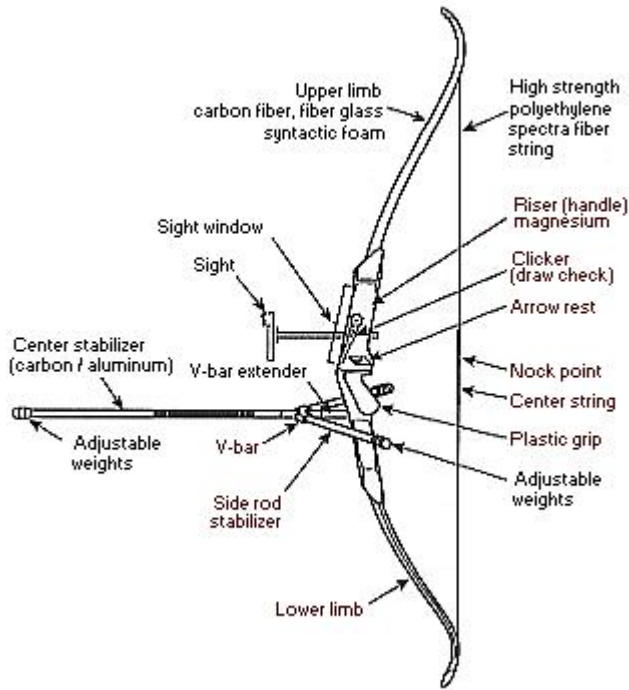
P23-29

Complete a Facility Inspection Form for your location – Workbook pg 45

3.5.3 Equipment selection

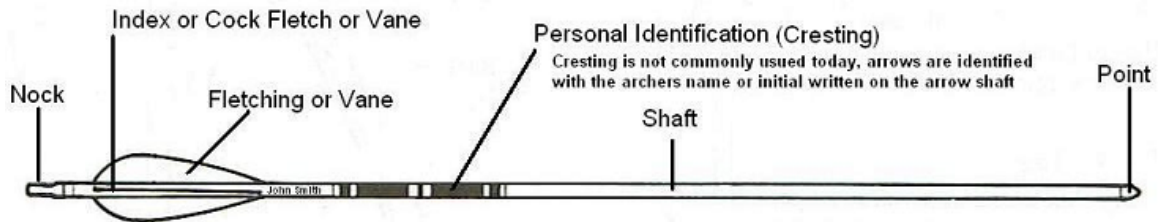
Equipment

- bows (identify the parts)



Slayr™ with Tru-Arc Cam System

- arrows (identify the parts)
Study the arrow chart to find appropriate arrows for your bow)



- bow strings (view different types of strings)
A string jig is set up in a corner of the room. After a demonstration, try to make a serving for the string)



P119 -123

Comment on the appropriateness of the following archery items as they relate to Beginning Archers

- bows – type and weight

- arrow rests – style

- arrow type – material and length

- sights – when to start

- arm guards – long or short

- finger tabs – no gloves

- bow slings – when to use

- chest protector (clothing guard)

3.5.4 Range etiquette – make a list of things you should watch for

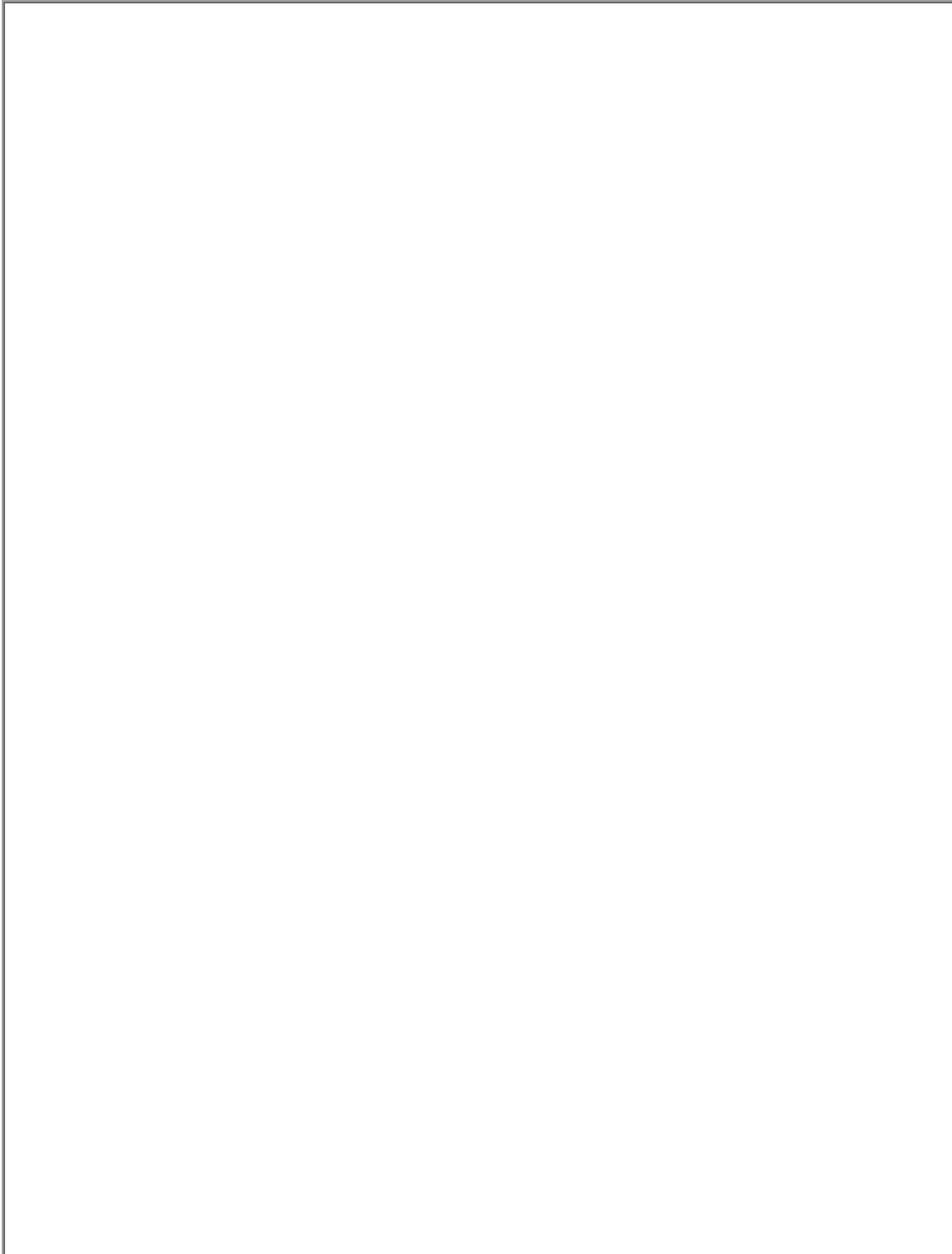


P123

3.5.5 Assume the practice you have developed in question 3.2 is taking place. While you are working with a group of athletes, one of your other athletes comes to you panic stricken and tells you that an athlete has just collided with another and they knocked their heads together hard. One of the two appears to have lost consciousness.

Write what you would do, step by step, if you were faced with this situation.

3.5.6 Compare your steps with those of another coach. Based on the steps you listed, and your discussions with the other coach, create an Emergency Action Plan (EAP) that can be used to guide your response in the event of any accident during a practice.

A large, empty rectangular box with a thin black border, intended for the student to write their Emergency Action Plan (EAP) based on the instructions above.



p30-31

3.5.7 Check that your EAP is consistent with the *Reference Material* section describing the “Emergency Action Plan” and the “Steps To Follow When An Injury Occurs”.



p32

3.5.8 Once you have done your EAP and have checked that it matches the “Emergency Action Plan Checklist”, read the sections of the *Reference Material* entitled “Symptoms of a Concussion” and “Managing a Participant with Concussion Symptoms”. This type of injury may have long-term consequences on the overall health of the athlete if you do not respond according to these guidelines.



p33-40

3.5.9 Check the *Reference Material* section on “Coach Liability”. If you are not sure about the meaning or implication of any of the information you read, please ask the facilitator for clarification.



3.5.10 **ACTION CARD** — Use your action card and make note of what you will do differently with regard to safety (prevention, emergency response, and liability).

3.6 Planning an Activity to Develop a Basic Skill

3.6.1 View the video, “FCA CanBow”)

Relate the five phases of a skill to the CanBow video.

- preliminary movements

- momentum movements

- force generating movements

- critical moment

- follow-through

3.6.2 Now refer to the Form Analysis chart on page 43 to review your answers.




3.6.3 When you planned your practice in question 3.2, you were asked to include an activity to develop a basic skill in your sport. Describe this activity in **Box A** below. You may wish to include diagrams so that another coach would be able to run the activity.

Skill to be developed:

Include the following in your detailed description of the activity: Duration, setup, diagram, directions/guidelines to give, safety measures, and criteria for success

Box A



3.6.4 The Facilitator will direct you to a section of the *Reference Material* that outlines the stages of skill development and the needs of athletes at each stage. Based on this information, indicate the stage **most of your athletes** are at for the skill you have chosen to develop. Also, indicate what evidence enables you to reach this conclusion. Write down your answers in the table following.



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Your athletes' abilities may be spread across several stages of skill development (e.g. from *Initiation* to *Consolidation*). For the activity you have described above, is there another stage of skill development many athletes are at? If so, name it?



Stage of Development that your Athletes are at for this skill	Evidence that enables you to reach this at conclusion
most of your athletes <input type="checkbox"/> Initiation <input type="checkbox"/> Acquisition <input type="checkbox"/> Consolidation	
the second largest number of athletes <input type="checkbox"/> Initiation <input type="checkbox"/> Acquisition <input type="checkbox"/> Consolidation	

3.6.5 The reference material *Activity Planning Guidelines For Various Stages Of Skill Development* shows a number of variables that can be taken into consideration to shape practice conditions, and how those may vary according to the stage of skill development the athletes are at.



P44

Based on this information, analyze the activity you have described in **Box A** of the Activity Worksheet, and determine if it is appropriate for the stage of skill development **most of your athletes** are at.

If it isn't, use **Box B** and adjust your activity so that it matches the guidelines for the stage most of your athletes are at.

If it is, use **Box C** and adjust your activity for the stage of skill development the second largest group of athletes is at.

Activity Worksheet (box B and C)

Box B — Use this box to modify your activity if necessary.

Skill development stage of most athletes: _____

Modifications required:

Box C — Use this box to modify your activity if necessary.

Skill development stage for which the modifications below apply: _____

3.7 What do Athletes have to Train in Archery?

3.7.1 Complete the tables on the following page to make a basic analysis of the athletic abilities needed to perform in your sport. Work as a small group of 3.

Note: *Mental abilities will be covered in other NCCP workshops.*



3.7.2 Check the Reference material section entitled *The Importance of Physical and Motor Abilities by Sport Family*. Compare your ratings from the tables in 3.7.1 (the last column in each table) with the tables in the *Reference Material*. Make any necessary changes to your ratings.

3.8 The Physical Maturity of Your Athletes

The physical maturity of your athletes plays an important part in determining what is important to emphasize during your practices. To initiate your reflection in this area, describe your athletes by answering the questions below.

Gender: all male all female male and female

Indicate how many of your athletes are in each stage:

Young children: 3-5 yrs Puberty, stage 1: 12-15 yrs

Children: 6-7 yrs Puberty, stage 2: 15-18 yrs

Children: 8-9 yrs Young adult: 19-22 yrs

Pre-puberty: 10-11 yrs Adult: 22 yrs or more

Average weight kg Range: from kg to kg

Average height: cm Range: from cm to cm

Average number of years participants are involved in archery: years.

Physical Ability	This means the ability to...	Actions or situations in archery that Require this ability	Importance in archery low, mod, high
Speed	Perform quick movements or cover a given distance in the shortest possible time (<i>e.g., all-out efforts lasting up to 8 seconds</i>)		<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High
Speed endurance	Sustain efforts at near maximum speed for as long as possible (<i>e.g., very intense efforts lasting between 10 and 60 sec.</i>)		<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High
Aerobic stamina	Sustain a dynamic effort over an extended period of time (<i>e.g., efforts lasting several minutes, or even hours</i>)		<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High
Maximum strength	Make a muscle or muscle group generate the highest level of tension during a maximum contraction		<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High
Speed strength	Perform a muscle contraction or overcome a resistance as fast as possible (<i>normally very brief efforts of 1-2 seconds</i>)		<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High
Strength endurance	Perform repeated muscle contractions at intensities below maximum strength (<i>15-30 repetitions</i>)		<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High
Flexibility	Perform movements of large amplitude at a joint without sustaining an injury		<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High
Motor abilities			
Coordination	Perform movements in the correct order and at the right time		<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High
Balance	Achieve and maintain stability or keep control of the body during the execution of movements		<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High

3.9 Matching What Athletes Have To Train In Archery With What Your Athletes Can Train at Their Age



p47

3.9.1 In questions 3.7.1 and 3.7.2, you determined the importance of specific athletic abilities in archery. Make sure your rankings are consistent with those in the *Reference Material*, and copy the abilities from each table that have a MEDIUM or HIGH rating into the *left column* in the table below.

p51

3.9.2 Check the *Reference Material* section on “What to Emphasize or to Avoid at Various Ages”. For each of the athletic abilities you have recorded in the table, mark the ones that can be trained and the ones that should be avoided (because they are unsafe, or because the athletes’ bodies will not yet respond to this type of training).

Athletic abilities to be trained in archery	... to develop given the age of my athletes	... to avoid given the age of my athletes
Physical Abilities		
Motor Abilities		

3.10 Putting It All Together - Making Your Practice Fun, Motivating And Challenging!

- 3.10.1 We all talk of the importance of making practices fun and motivating for the athletes, but what does this really mean? Complete this sentence in as many ways as you can:

Athletes are motivated at practice when . . .



p48

- 3.10.2 Compare your notes with those of other coaches, and consult the *Reference Material* section entitled “Five Criteria to Develop Challenging Activities That Motivate Athletes to Learn”. Can you add ideas to your list?

- 3.10.3 Using the Practice Planning Worksheet, design a practice that is consistent with the work you have done throughout this workshop. Use the *Planning A Practice - Self-Evaluation Checklist* at the back of this workbook to guide your planning. Also, take into consideration the guidelines that apply to the age group that you coach and the abilities you want to train.

- 3.10.4 Once you have finished, pair up with another coach and assess each other’s practice based on the criteria in the checklist and the information in the growth and development guidelines.



- 3.10.5 **ACTION CARD** - Compare the practice you first designed with this new one. Note the changes that you have made and/or aspects you will now consider when planning practices in the future. Note any final remarks or ideas with regard to practice planning that you may have.

Practice Plan

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

4.0 The Beginning Archer

4.1 The Beginner Archer (review Planning a Practice: 3.7 – Physical Maturity of Athletes)

- What do you have to consider when giving initial instruction?

4.2 The new class



p123

- What do you have to consider when starting with a new class?

5.0 Giving Instruction



P125-130

- ### 5.1 In the evaluation portion of this clinic, you will be asked to give a presentation to the class.

- Make a note of how you are going to handle the following: demonstration, instruction, viewing arrangement, feedback, teaching aids.

5.2 In the evaluation portion of this workshop, you will be asked to develop and demonstrate an observation plan for viewing and instructing archery. Make a note of what skill you will be working on, how you will demonstrate the skill, how you will observe the skill, and what your feedback plan is.



P127-130

5.3 As an instructor, you may be asked to work with a physically or mentally challenged archer.

- Make a note of how you might alter equipment or other factors that may be inconsistent with working with able bodied archers.



- Now refer to the reference material to add to your list. Discuss your findings with a partner.



6.0 Analyzing Delicate Situations: A Question of Parenting

6.1 Read situations A and B below.

Situation A

Following the regional qualifying tournament for the Provincial Games, one of the Cub archers who you were coaching, failed to win the tournament in his category, and therefore, may only stand as an alternate for the Provincial Games on the August long weekend. The boy is a dedicated young archer who really enjoyed shooting all winter and practiced hard all spring and summer to be able to shoot this event. This was his first significant tournament and he was bettered by a young archer with barely a year in archery, who he often shot with and had fun with. After the competition, you notice the young archer and his father in a corner away from the group. You can hear them because their voices are raised: The father is criticizing his performance, pointing out that three misses had cost him the tournament. His father was complaining about the cost of all his expensive equipment and he was beaten by the boy with the old equipment. He was complaining what a waste of time it was to travel all this way and spend all that money on equipment just to see him lose the tournament because of three lousy misses. "Why couldn't you get the great score you had last week in practice?" "That's it, we're not driving you around to archery shoots all summer! At least we don't have to waste the long weekend going all the way to the Games to watch you lose again."

Situation B

You are coaching a group of Cadet and Junior archers and have just finished a competition. You are somewhat frustrated because they under-performed. After talking with the group and airing what went well and what you would work on in the next practice, the archers go home and all seem to be in good spirits. On the way to your car in the parking lot, you witness an athlete, who you coach, cowering below the raised hand of her father who is yelling that he is disgusted by her performance and that she has no talent. On several occasions you have seen this young archer with dark bruises on her face, arms and legs. Whenever she was asked where her bruises came from, she claimed to be a klutz, to have fallen down stairs and bumped into objects.

6.2 What fundamental differences do you see between these situations?



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6.3 Discuss with other instructors, and share your respective points of views. Then, check the reference material Establish the Facts in a Situation. What facts can you establish in each situation? You may wish to add them to your notes in 6.2.

6.4 Check the reference material. Determine what is at stake in the situation. Then determine if these situations have legal implications.

In my opinion, Situation A has legal implications Yes No

In my opinion, Situation B has legal implications Yes No

7.0 Dealing with an Ethical Situation

7.1 To Play Or Not To Play

Jamie has just been named coach for the provincial team going to the Canada Winter Games in February. Matthew is a promising 13 year old entering his first year of competitive indoor target archery. He is having fun and did well during the preceding indoor season. He has been practicing hard with his club coach, Jamie, to get ready to compete in this indoor season. At the end of October, he enters in his first tournament, hoping to get a qualifying score so he can participate with the Provincial team to the Canada Games next winter. Jamie has encouraged him to come out and try.

Half way through the tournament, Matthew complains that his shoulders are getting tired. By the end of the third end of round two it is apparent that he is favoring one shoulder. His father also notices and encourages him to relax, but also to continue so he can get the qualifying score in, telling him how good it will be to be on the Canada Games Team and he cannot make the team without finishing this tournament with a good score, so a little pain is worth it.

When Jamie mentions his apparent condition with Matthew and his Dad, Matthew says he's OK and really wants to continue to get the needed score.

Jamie has read a recent sport medicine article dealing with the possible long-term consequences of rotator cuff and impingement injury if the first warning signs are ignored. He has also spoken to a sport physician who strongly suggests not to take any chances in such situations, and to consult a specialist as soon as possible. These verifications confirm the signs he now observes in Matthew.

A couple of ends from the end of the round, Jamie discusses it again with Matthew and his dad, indicating that he is concerned. Matthew is insistent that he can continue.

Both of Matthew's parents are on the provincial archery Board of Directors. However, the final say in the selection of the provincial team is given to the coach.

The Facts Of The Situation



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7.2 Use *Worksheet 1* on the next page. Identify the facts of this situation in the first column. If necessary, refer to the section of the Reference Material entitled ***Step 1 - Establish The Facts Of The Situation.***

7.3 Once you have discussed this case with other coaches, are there any facts that you omitted and you would like to add to your list? If so, add them to your list in the first column of ***Worksheet 1.***

Ethical Issues Involved

7.4 Use the second column of *Worksheet 1* to identify the ethical issues in this situation.

7.5 Once you have discussed with other coaches and are aware of the information presented by the Facilitator, complete your analysis in the second column of ***Worksheet 1.*** If necessary, identify other ethical issues that you had not determined before.



7.6 ACTION CARD — Make a note of your thoughts on the way you will establish the facts and determine whether a situation poses a legal problem or an ethical problem in the future.

Options, Decisions and/or Actions that may be taken, and Possible Consequences



p75

Step 3 of the decision-making process proposes certain questions to help you determine options, decisions and/or actions that may be taken in an ethical situation, and reflect upon the possible consequences of each of them.

7.7 With the help of these questions, identify some options available to the coach in the situation *To Play Or Not To Play.*

Worksheet 1 – Analyzing an Ethical Situation: To Play or Not to Play

The facts of this situation	Ethical issues	Optimal actions or decisions and possible consequences of each option
	<ul style="list-style-type: none"> • Safety of certain individuals • Well-being or health of certain individuals in the short or long term • Respect for established principles, rules of the team; the game etc.) or policies of an organization • Obligations, loyalties, or 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 or that are expected under the circumstances at hand (standard of behavior) • Fairness and equity • Confidentiality of information and privacy • Respect of people 	<p>Option 1: do nothing</p> <p>Option 2: _____</p> <p>Option 3: _____</p> <p>Option 4: _____</p>

7.8 Once you have discussed with the other members of your group the range of options available to the coach in the situation *To Play Or Not To Play*, add them to the third column of **Worksheet 1**.

7.9 For each one of these options, now identify the possible consequences of this choice, and write them in the third column of **Worksheet 1**.

NCCP Code of Ethics



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7.10 Once you are aware of the principles of the NCCP Code of Ethics, take a few moments to note your reactions or comments. Individually, answer the following questions.

- Do you agree with all the principles of the Code? Why?

- Are there principles you do not agree with? If yes, which one(s), and why?

- Are there principles or values in which you believe strongly but which do not seem to be represented in the Code? If so, what are they?

- Other comments or reactions after reading the Code of Ethics of the NCCP.

7.11 **Pros and Cons of the Options** - Worksheet 1 enabled you to organize important information relating to the situation *To Play Or Not To Play* i.e. the facts, the ethical issues, and the possible consequences of different courses of action or decisions. With this information in mind and now that you have read the NCCP Code of Ethics, analyze the strengths and weaknesses of each option using the criteria in the first column of the grid in the following chart.

Start with Option 1 and review each criterion. Indicate whether it 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.

Write **Yes** or **No** or **N/A** in the boxes below.

Criteria related to the outcome of the decision. The option promotes ...	Option 1	Option 2	Option 3	Option 4
	<i>Do nothing</i>	<i>Authorizes to compete</i>	<i>Does not authorize</i>	<i>Other</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				

7.12 Factors that could influence the coach in the situation *To Play or Not to Play*.

Possible influences	In this situation, this factor comes into play (YES or NO); if yes, describe how
Could the decision have an impact on the coach's job?	
How could the decision influence the development of the coach's career?	
Could the decision affect the coach's reputation in the club, sport, or even in the situation?	
Could the situation have an effect on the finances of the team or club?	
Could the decision undermine personal relations between some people?	
How important is it to make an immediate decision?	
Could it be detrimental to delay making a decision?	
Does the decision call into question social conventions (for example, parental authority)?	
Can the decision bring into play professional standards or social standards?	

Your Decision



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- 7.13** Once you have identified factors which could influence decision-making in this situation (see question 7.12) and taken note of the information in the sections of the Reference Material entitled *Making Decisions That Are “Just And Reasonable”* and *Moral Dilemmas and Ethical Decision-Making*, put yourself in the place of the coach in the situation *To Play Or Not To Play*.

Bearing in mind the reflection you have made thus far, including the facts in the situation, the ethical issues involved, the options for decision or for action and their consequences, the pros and cons of each option, and possible factors of influence, what would you decide to do if you were in the place of this coach? Why, in your opinion, is this the best decision in the circumstances? Bear in mind the following aspects:

- Which criteria (or value) do you consider the most important from those listed in the table in question 7.11?
- Is there another value in which you strongly believe and would seek to preserve at all costs? If so, which one(s)?
- What does the NCCP Code of Ethics suggest in this type of situation?

My decision:

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

7.14 Validate your decision in 7.13 one last time by answering the questions below:



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- Is your decision consistent with the ***Do No Harm principle?***
- Are you more concerned about the outcome of your decision or by the process in arriving at that decision? To answer this question, refer to the table in question 7.11, and to the stated value you are seeking to preserve when you make your decision.

- Would you make this decision in all similar cases?
- If you feel that you cannot apply your decision to all similar cases, what might be a reasonable and justifiable exception? If so, in which circumstances? Do such circumstances apply in the present situation? What leads you to believe that an exception might be justified in this case, but not in other situations?

- Is the decision consistent with previous decisions that have been made in similar situations in the past, and that have resulted in a positive outcome? If necessary, reconsider certain aspects of the decision you made in question 2.13. From an ethical point of view, you should now have very solid arguments to support the decision you have made.

7.15 Share your decision with another coach and share with this person the reasons why, in your opinion, it is the best thing to do in the circumstances.

7.16 **ACTION CARD** - How could the process suggested in sections 6 and 7 of this *Workbook* affect the way you will make decisions in the future? What do you think is most important thing to learn from this process?



8.0 Applying the Ethical Decision-Making Process in a Personal Situation

- 8.1 Describe an ethical situation you have had to manage or you know about and you wish to analyze in detail. If there is no single situation that comes to mind, the LF may be able to give you a problem.



- 8.2 Use the worksheets on the following pages to take you through the steps in the ethical decision-making process we have followed in the workshop.

Personal reflection

Has the act of putting into practice the ethical decision-making process enabled you to find a more effective solution than the one reached previously in your personal situation? Why or why not? What could you do differently if a similar situation arose?

Analyzing an Ethical Situation

The facts of this situation	Ethical issues	Optimal actions or decisions and possible consequences of each option
	<ul style="list-style-type: none"> • Safety of certain individuals • Well-being or health of certain individuals in the short or long term • Respect for established principles, rules of the team; the game etc.) or policies of an organization • Obligations, loyalties, or 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 or that are expected under the circumstances at hand (standard of behavior) • Fairness and equity • Confidentiality of information and privacy • Respect of people 	<p>Option 1: do nothing</p> <p>Option 2: _____</p> <p>Option 3: _____</p> <p>Option 4: _____</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".

9.0 How to put my decision into action

Once you have made the best decision possible, you must think carefully about how to put it into action. This section will help you carry out an effective action plan to solve an ethical problem, while still showing respect for the people involved. Develop an action plan to put into action the decision you made by answering the following questions:

Think about what may happen. Consider the likely outcomes of the decision and how the consequences will be managed.

Identify who needs to know. Consider carefully who needs to be informed of, or involved in, the implementation of the action plan.

Determine if you can deal on your own with the person involved. Is it appropriate to seek an informal resolution in this situation by warning instead of threatening?

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.

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
- hook middle
- hook finger tips
- 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 and 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 an instructing session.

Daily Goal _____

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

2. How will the skill be demonstrated:

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

Diagram

4. Intervention: Identify a problem that needs correction:

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

Facility Inspection Form

Facility: _____ Date: _____

Inspected by: _____

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

- Corrections: add replace modify discard clean repair check
 The facilities manager gets one copy, and the coach keeps a copy for his/her files.

Facilities Manager Name: _____

- Signature: _____



.Action Card



Date: _____

I intend to STOP...

I intend to CONTINUE...

I intend to START...

www.coach.ca



Action Card



Date: _____

I intend to STOP...

I intend to CONTINUE...

I intend to START...

www.coach.ca



Action Card



Date: _____

I intend to STOP...

I intend to CONTINUE...

I intend to START...

www.coach.ca



Action Card



Date: _____

I intend to STOP...

I intend to CONTINUE...

I intend to START...

www.coach.ca



Action Card



Date: _____

I intend to STOP...

I intend to CONTINUE...

I intend to START...

www.coach.ca



Action Card



Date: _____

I intend to STOP...

I intend to CONTINUE...

I intend to START...

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