CyclingCANADACyclisme

National Coaching Certification Program

Let's Ride!
Community Initiation
Coach Workbook













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Project Leader- Paul Jurbala, ***communityactive***

How to be a better coach



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.

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Total workshop time is approximately 12.5 hours excluding breaks

Introduction

Program Objectives of Let's Ride! Community Cycling- Initiation

Community Cycling- Initiation is the National Coaching Certification Program (NCCP) context for coaches who will primarily work with novice, pre-competitive cyclists at the community level. These participants will likely be children in the FUNdamentals to early Train to Train stages of long-term athlete development (LTAD). We expect these participants to be able to ride a bicycle, be interested in improving their skills, and open to trying a competitive experience.

Community Cycling- Initiation cyclists will usually participate 1 to 3 times per week. Coaches will likely be volunteers, parents, and recreation and summer camp leaders, so the program is simple, based on a number of pre-designed lesson plans, and adaptable to the varying skill and ability levels of participants. The focus of the program will be on having participants develop skills which are basic to MTB, BMX, and Road, in a controlled, off-road, off-trail setting such as a sport field or parking lot. This will help minimize liability issues for those delivering the program, making it more acceptable to municipal recreation departments and schools.

The program is intended to:



- Ensure participants have a fun, safe, stage-appropriate experience that makes them want to come back;
- Help to develop basic cycling skills which are transferable to all cycling disciplines, and which can be done on any kind of bicycle;
- Introduce participants to the idea of competition and show them the competition pathway if they want to become more involved.

To achieve these objectives, this workshop has been designed to prepare community coaches to meet the needs of participants in community cycling by training them to do the tasks (achieve the outcomes) described below. These outcomes represent the standard for the training and certification of community coaches within a competency-based NCCP.

Outcomes for the Let's Ride! Community Cycling – Initiation Workshop

Ethical coaching:

- *Reflect on the importance of behaving respectfully toward participants, officials, parents, and spectators;*
- *Identify key ethical issues in common situations that can be encountered in the context of community cycling;*
- *Describe a course of action for dealing with the situation that is consistent with the values and philosophy of the NCCP.*

Practice planning:

- *Choose from a bank of pre-designed Lesson Plans suitable for the participant group;*
- *Set an appropriate structure for the practice, including warm-up, skill development, physical preparation, cool-down, etc;*
- *Identify risk factors that may be encountered when delivering the Lesson Plans;*
- *Develop an Emergency Action Plan (EAP).*

Providing support in training:

- *Verify that facilities and equipment pose no safety risks;*
- *Explain activities, and provide feedback, in a way that is consistent with the guidelines set for the age group;*
- *Deliver Lesson Plans in a way that promotes self-esteem;*
- *Understand basics of working with disabled cyclists.*

Providing support in competition:

- *Explain the fundamental rules that govern the activity;*
- *Provide advice on eating and drinking in competition and training;*
- *Behave respectfully toward the participants, officials, parents, and spectators.*

Design a Sport Program

- *Design and deliver a series of basic progression-based practice activities by using and adapting the provided Lesson Plans;*
- *Modify practice plans based on athlete ability and environmental factors (weather, etc).*

Manage a Sport Program

- *Communicate effectively with participants, parents, and organizations.*

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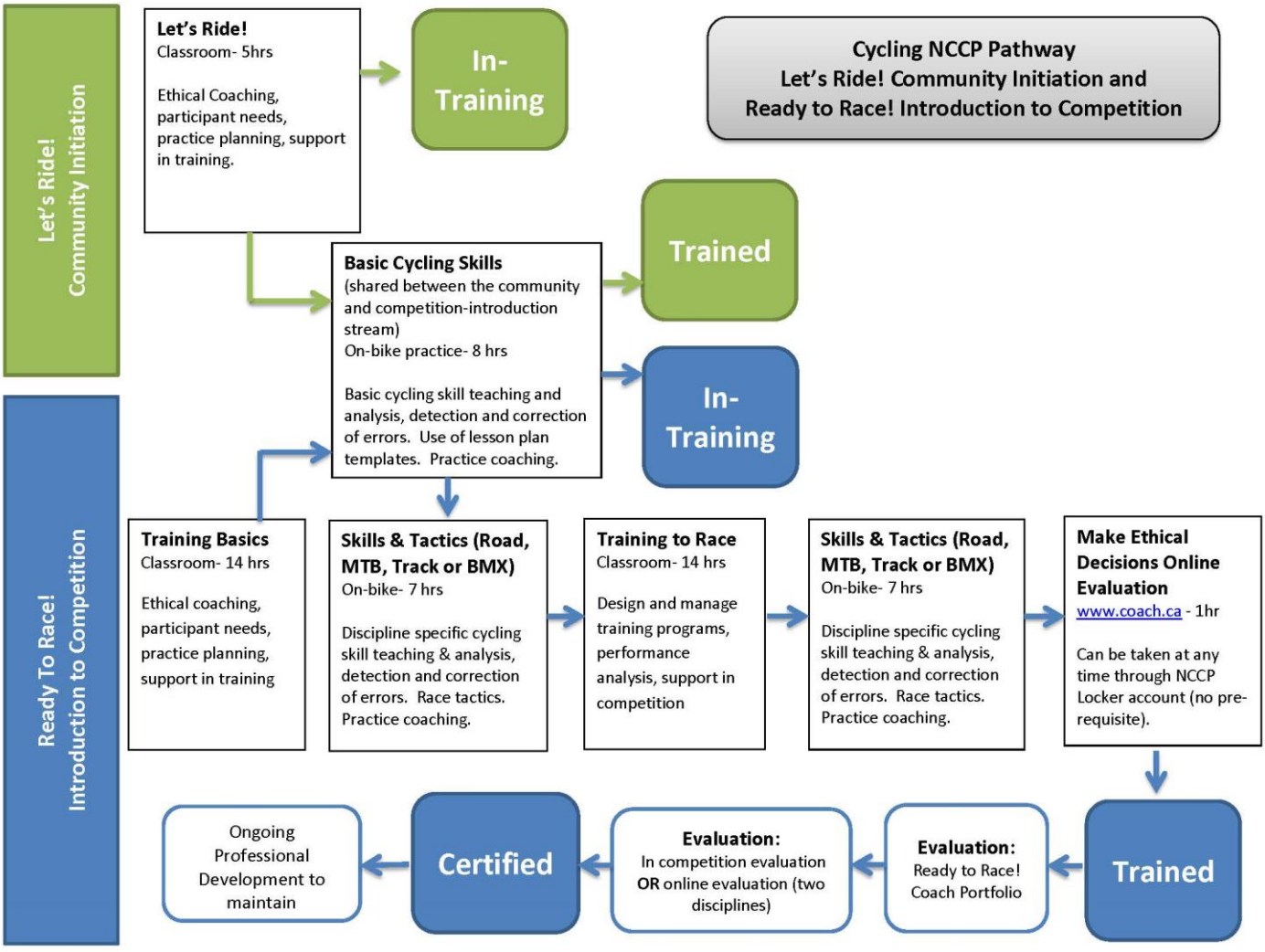
Analyze Performance

- *Identify and correct errors in the basic cycling position if they exist;*
- *Analyze stages in performance of basic cycling skills, using a template;*
- *Teach basic riding skills and know how to identify and correct errors in skill performance.*

Advanced Level Workshop

In addition to the basic program, an advanced level is planned. For more information contact CC.

Coach Training Pathway



The NCCP vision for children in community sport

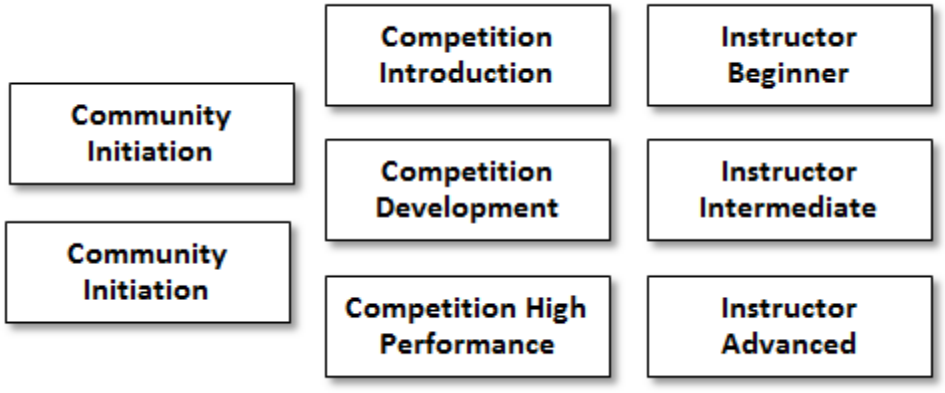
Children play a sport in order to have fun and to be with friends. Every child involved in sport should have a positive experience, which is only possible when the sport environment is both physically and emotionally safe.

The children depend on you, the coach in community sport, to build and maintain the sport environment. Children will be able to develop a love for sport when your leadership is directed at valuing each and every one of them. You have an important opportunity to have an impact on the lives of the children involved in your program.

This workshop is intended to support your efforts by providing you the opportunity to learn and improve as a coach. Congratulations on taking the step to participate in this workshop, and thank you for the time that you are giving to develop sport for children in Canada.

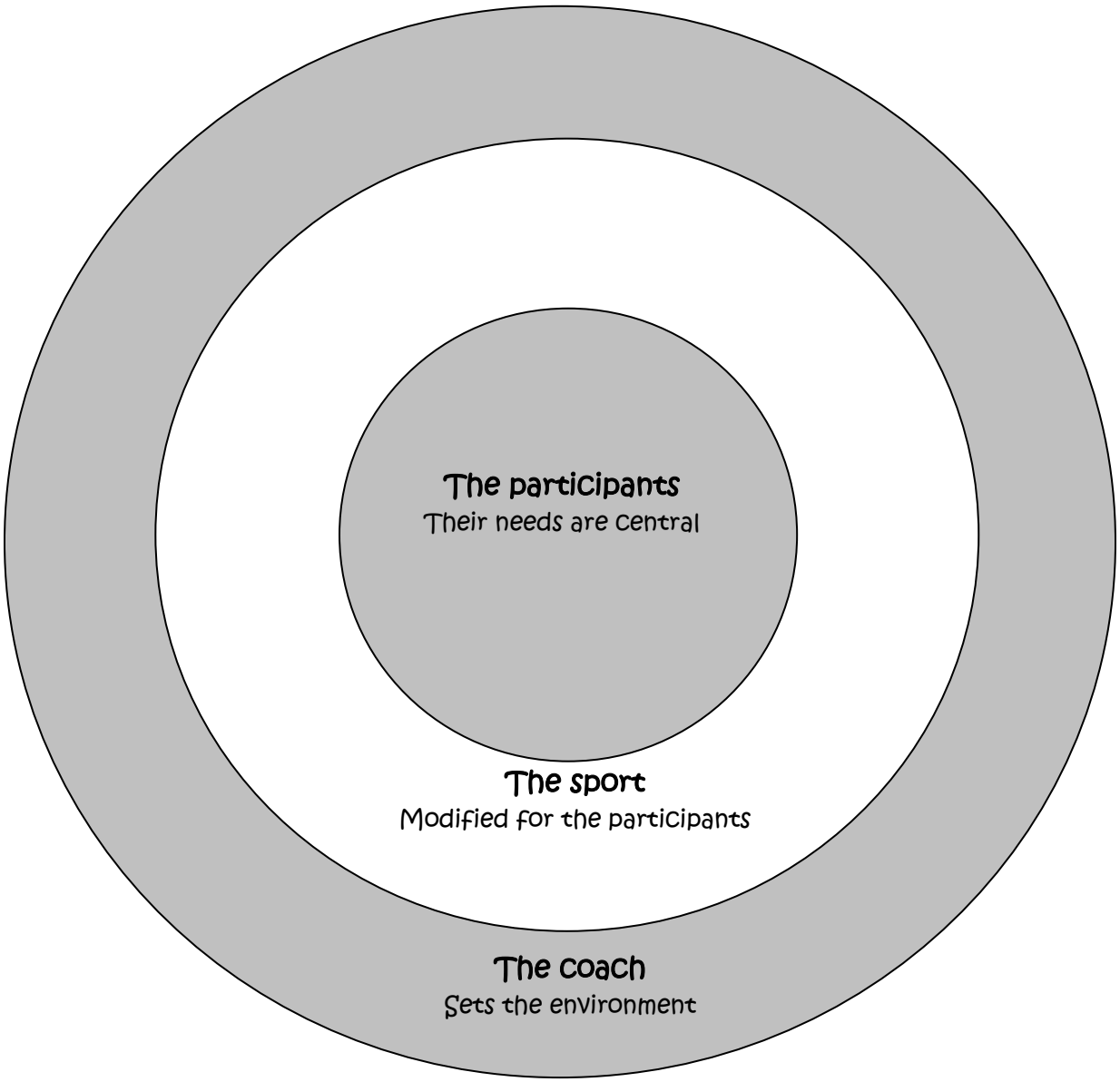
The NCCP Structure

The NCCP model distinguishes between training and certification. Coaches can participate in training opportunities to acquire or refine the skills and knowledge required for a particular coaching context (i.e. Competition-Introduction) as defined by the sport and be considered "*trained*". To become "*certified"* in a coaching context, coaches must be evaluated on their demonstrated ability to perform within that context in areas such as program design, practice planning, performance analysis, program management, ethical coaching, support to participants during training, and support to participants in competition.



For more information on the changes to the NCCP, visit the Coaching Association of Canada website at www.coach.ca.

As you participate in the Workshop, keep in mind the following diagram as a model for community sport. You play a key role in establishing the tone of practices and competitions and ensuring that the needs of the participants are central to all decisions made.

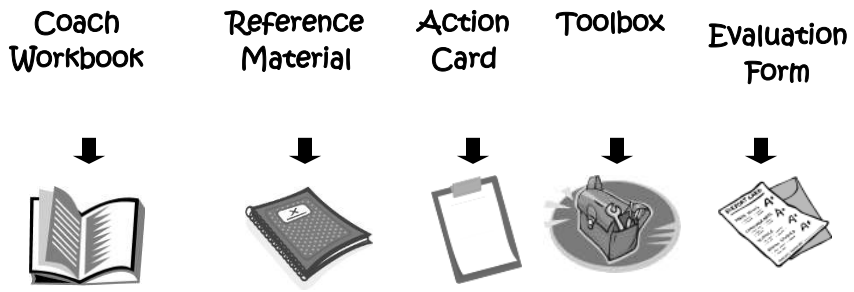


Using this Workbook

The Community Cycling-Initiation Workshop is designed to give coaches opportunities to work with fellow coaches, learn about a variety of situations common in community sport, and practice their skills. This practice will occur in several settings: in a "classroom" environment, and on a sport field, parking lot or other surface where teaching basic cycling skills can be learned and practiced.

As you advance through the Workshop, this Workbook will be used to capture your ideas and answers to a number of questions. The Workbook will also guide you to a Coach *Toolbox* and *Reference Materials* where you can find a variety of information and sample forms which you will need to prepare for and deliver a program. Finally, you can record some of the great ideas you find in the Workshop on an *Action Card*, which you should keep in front of you as the Workshop progresses.

The following symbols appear in the *Coach Workbook,* the *Toolbox* and the *Reference Materials*, to help you find resources. These are also colour-coded to assist you:



Enjoy the Workshop!



Community Coach Workshop
Action Card

Date: _____ Location: _____

ACTIONS:

I intend to **STOP**…

I intend to **CONTINUE**…

I intend to **START**…

GREAT IDEAS:

New friends in coaching from this workshop…

For coaching tips and more information about coaching workshops, visit the Coaching Association of Canada website:

coach.ca
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Step 1 Setting the Scene

Your role as a community cycling coach

1. What are your reasons for being a community coach?

2. What do you think are the top five reasons participants are involved in your community sport program? Rank them in order of importance.

    1. _____
    2. _____
    3. _____
    4. _____
    5. _____



3. Have a look at the *Reference Material* sections entitled *Reasons Children Participate in their Favourite Sport* and *The NCCP Philosophy*, and then answer the following questions:

a. How do your reasons in question 2 compare with the reasons proposed in Ewing and Seefeldt's study?

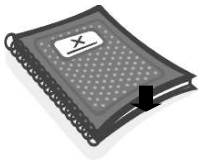
b. How do your reasons for being a coach in question 1 compare with the NCCP philosophy and with the reasons outlined by the young participants in the study?

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c. What specifically makes sport fun for participants, and what can you do to ensure this happens?

4. What do you think others expect of you as a community coach (parents, participants you coach, your club)?

Reference Material



p. 3-4

5. Have a look at the *Reference Material* sections entitled *What Parents Expect of Coaches* and *What Parents Expect of Sport*. Compare your notes to question 4 with the *Reference Material*. Were there any differences?

6. Having considered some of the reasons children are involved in community sport, and the expectations that parents have of you and of sport, write three or more statements that describe your coaching philosophy. Below are a few sentence starters to help you organize your thoughts.

   When I coach, I want the participants to feel …

   My goals are to ensure …

   Through my actions, I will seek to show that I …

Tip:
Understanding what motivates children to participate in sport and coaching according to those motivations will go a long way toward keeping children involved in sport. The truest measures of your success as a community coach are the smiles on faces of the children and whether you are gaining children in your program or losing them. Children get better at a sport through practice and encouragement. They will come to practice eagerly if they are feeling successful and are having fun.

Step 2 Participants and their Sport Needs

Knowing about the participants you are coaching

1. Indicate how many of the participants are in each of the following stages:

   Young children: 3-5 yrs ( )

   Children: 6-7 yrs ( )

   Children: 8-9 yrs ( )

   Pre-puberty: 10-11 yrs ( )

   Early puberty: 12-15 yrs ( )

   Adolescence: 16-18 yrs ( )

   Adult: 19+ yrs ( )

   Average age (range):

2. Fill in the following information on the participants:

   Sex: _____ (M)___ (F)

   Age Category:

   If they compete, their Category (e.g. “Junior” “B”, “C”):

   Relative to other participants in their age group, do you consider the participants to be (check one):

   Beginners ( ) Intermediates ( ) Advanced ( )

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3. Pair up with another coach who coaches a similar age group and list any specific ways you would adapt what you have the participants do or how you would coach based on the growth and development needs of the age group that you will be coaching. If you work with different-age participants at the same time, how do you adapt the way you coach to meet the needs of your participants?

   For example: I keep my instructions short because eight-year-olds can't stay still and listen for long

Reference Material



p. 5-25

4. Together with your partner coach, have a look at the *Reference Material* sections entitled *Where Community Sport Fits in Athlete Development*, *General Training Recommendations Based on Growth and Development Guidelines*, and the pages that follow that correspond to the age group(s) of participants you are coaching. Are there any other points that you wish to add to your list in question 3?

This symbol means the Toolbox contains a tool for you related to this topic



p. 2

5. Review the information on Athletes With A Disability in the *Toolbox*. With a partner, brainstorm ways to make your community program more attractive to people with a disability. Are there any adaptations you would need to make?



This symbol means write your thoughts on your Action Card

6. Spend a few minutes on your own and note on your Action Card anything that you learned about your role as a coach (Step 1) and the needs of the participants you coach (Step 2).

Step 3 Ethical Coaching

Identifying ethical issues in community sport

Below are two situations that could occur in community sport:

Playing Time

At an early season meeting with players and parents, you indicated that your philosophy is to give each member of the team equal playing time – whatever the state of the game – as long as they are attending practices and are giving their best effort. Your most skilled player has just missed the last three practices because of family holidays. A less skilled player who plays in the same position has been at all practices. Both the players and their parents are waiting for you to decide regarding who will be in the starting lineup, and how much playing time each player will get.

Team Toast

You are at a team function at a player's home, celebrating the end of your season together. You notice that one of the parents has decided that it would be all right to give all of the players a shot of liquor to toast the success of the season. All the players on your team are 14 years old. Not all of their parents were able to make it to the celebration.

1. What is the key difference between these two situations?

2. If you were faced with the situation *Playing Time*, what questions could you ask to help you identify all the issues so that you can decide what you are going to do?

   For example: Who are all the people involved?

3. Have a look at the situations below. As a group, determine if each situation is a legal or an ethical situation.

Cliques

Several of the participants on the team have formed a clique and regularly ostracize another player for whom English is a second language. They poke fun at his/her pronunciation, move away from him/her on the bench and in the dressing room, and exclude him/her from playing in their pickup games before and after practice.

☐ Legal ☐ Ethical

The Angry Parent

You walk into the parking lot after a game and witness one of the players on your team cowering below the raised hand of his/her parent. On several oCCsions now, you have seen the child with dark bruises on his/her face, arms and legs. When he/she is asked where his/her bruises came from, he/she claims to be a klutz, falling down stairs and bumping into objects.

☐ Legal ☐ Ethical

Minivan Pool

You have arranged for five parents to bring their minivans and car pool to a game. One of the vans arrives, being driven by a participant's 17-year-old sister. She informs you that she is a fully licensed driver and that her mom asked her to drive because she was running late from work.

☐ Legal ☐ Ethical

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4. With other coaches, brainstorm the following:

   a. What are all the issues at play in the situation *Playing Time*?

   b. Who are all the people involved?

   c. What are the possible actions that you could take to resolve the situation?

   d. What might influence how you see the situation?

Reference Material

At this point, do not focus on choosing what actions you would take; simply identify all your options.



p. 97

5. With other coaches, have a look at the *Reference Material* section entitled *Examples of Coaching Situations that have Ethical Implications (Playing Time* only) that is located in the appendices of the *Reference Material*. Are there any points in the *Reference Material* that you can add to your notes in question 4a, b, and c?



p. 26-28

6. Have a look at the *Reference Material* sections entitled *A Simplified Ethical Decision-making Framework* and *What Influences How You See?* Both these tools can be used to help you work through an ethical situation that may arise in your coaching, and can help you identify what might influence how you see a given situation. You will now use these tools to work through a situation of your choice.

Analysing a situation that is relevant to you

1. Now that you have had practise analysing a situation with the group, choose one of the situations below and on the next page that seems most relevant to your own coaching and then answer the questions that follow. Feel free to work with another coach who has chosen the same situation.

   The Harassing Coach

   You are an assistant coach. At a practice, you notice that the head coach seems to be talking harshly to the participants, so much so that some of them have their heads down, have pulled back from the group, and look upset. You hear the coach saying: "You don't deserve my time," "You have no guts," "You are just a bunch of cowards with no skill."

   Loudmouth Fans

   You are a coach of young participants and at a parent meeting a few days before a weekend tournament one of the parents tells you he/she is not happy about the behaviour of some other parents. "Some parents on our team keep shouting directions to their child and to other kids on the team. They also harass kids and coaches on the other teams. I don't feel this is right at all," he/she says.

   The Inclusive Team

   A participant who has a mental disability has registered for your team. Parents of another child tell you they feel that a participant with a mental disability should not be allowed on the team because the program will be watered down and their own child's needs will not be met. Other parents hear the remark and are awaiting your response.

   The Ignorant Coach

   You are a coach of young male participants, and your team is from an ethnically diverse neighbourhood. One of the participants is physically disabled. After a league competition that you won, both teams are doing their cool-down close to each other. The other team's coach says to his/her assistant coach, at a volume that all can hear, "I can't believe we just lost to a team made up of foreigners, redskins, and cripples. We played like a big bunch of girls." You can't believe what you, your team, and the parents watching have just heard and you are fuming.

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2. Using *A Simplified Ethical Decision-making Framework* as your guide, answer the following questions:

   a. Is this a legal or an ethical situation?

      ☐ Legal ☐ Not legal (ethical)

   b. What are all the issues in the situation?

   c. Who are all the people involved?

   d. What might influence how you see the situation?

   e. What are all your possible choices of action?

   f. What would you do if this situation were to occur today?

Reference Material



p. 98-102

   g. Discuss your points with other coaches who have chosen the same situation, and have a look at the *Reference Material* for your situation that is found in the appendices *Examples of Coaching Situations that have Ethical Implications.* Add any points that are not already in your notes.

Reference Material



p. 29-34

3. Have a look at the *Reference Material* sections entitled *The NCCP Code of Ethics*, *Fair Play*, and *Community Sport as a Discrimination-free Zone*. Try to draw links between the issues in your chosen situation and the *Reference Material*. Discuss the links you were able to make with other coaches who are working on the same situation.

Issues in the situation	What the *Reference Material* has to say
Possible actions I could take	What the *Reference Material* has to say

4. Having looked in detail at the situation and the related *Reference Material* sections, would you now make any changes to your chosen actions (question 2f)? If yes, note what you would do differently.



5. Spend a few minutes on your own and note on your Action Card anything that you learned about working through ethical situations that occur in community sport.

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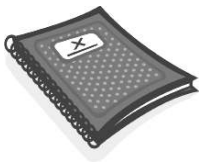
Step 4 Cycling Competition, Rules and Nutrition

Tasks of the community coach in competition

1. In the table provided, list all the things that you must do or that you must make sure get done before, during, and after a competition.

Before the competition	During the competition	After the competition

Reference Material



p. 66

2. Share your list with those of other coaches. Can you add any of their ideas to your list? Additional ideas can be found in the *Reference Material* section entitled *Competition Organization*.



3. Spend a few minutes on your own and note on your Action Card anything that you learned about your tasks as a community coach (Step 4) and about competition organization (Step 5).



p. 72 toolbox

Tip:
It is a good idea to establish a code of behaviour with your team that will help determine ahead of time how you will act or how the team members will act in a given situation. When a challenging situation does occur and the heat of the moment might impair someone's judgment, the code is there to guide behaviour.

Establishing a parent code of behaviour is a good idea as well. Guidelines for establishing a code for participants, coaching staff, and parents as well as sample codes of behaviour are provided in the Toolbox. It is strongly recommended that those expected to adhere to a code play a role in helping to put it together.

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Cycling competitions and basic rules



p. 5
toolbox

1. As a community coach, you will likely have at least a few participants who do not know the rules of the sport. With other coaches, can you come up with the *basic* rules that you need to know to be able to participate or race?



2. Spend a few minutes on your own and note on your Action Card anything that you learned about the rules of the sport.

Tip:
It is difficult to learn rules by reading them or by having someone simply explain them to you. One way to introduce rules is to play a slow-motion mini game, and freeze the group each time you want to point out one of the basic rules. Another way is to show a short video of the sport, and freeze the video to explain a rule as it comes into play.

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Reference Material



p. 43-49

Basics of eating and drinking for cycling

1. Proper nutrition and hydration during a ride is critical to safety and performance. Review the *Reference Material* p. 44-50 "Heat and Humidity as Risk Factors" as well as the *Toolbox* sheet, "Food and Drink for Cyclists". For the following scenarios, list the eating and drinking plan for your cyclist *during the riding or racing activity*:



p. 6 toolbox

   a. MTB cross-country ride, 1 hour long, 30 °C

   b. Road time trial, 15 km long, 25 °C

   c. Road ride, 2 ½ hours long, 15 °C

   d. BMX moto (heat), 25 °C

2. In some kinds of racing, there is too little time to need to eat or drink during the event heats, but competitors ride many heats in a day. What kind of nutrition planning is important over the whole day?

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Step 5 Practice Planning and Cycling Safety

Modifying a practice plan



p. 42-63
toolbox

1. Choose a practice plan from the *Toolbox* that you think would be suitable for the participants you coach.

2. Choose one of the situations below and describe how you would modify your plan for your situation. Make sure that your description is clear, so that an assistant would know what to do if you could not attend the practice (make diagrams if necessary).

The Double-Booked Facility

You find out after arriving at the facility that it has been double booked. Pair up with another coach who has chosen this situation and work out what you would do (note: It doesn't matter if the other coach has chosen a different practice plan – in fact, this is more realistic!)

Different Skill Levels

Some participants are at a more- or at a less-advanced skill level than the practice was designed for.

Arriving Late

Some participants arrive late for practice depending on when their parents finish work and are able to get them to the facility.

Modifications you would make:

3. Review your modifications with another coach in the workshop who has chosen a different situation. Does the other coach have any suggestions you could add to your ideas?

The structure of a practice

1. Have a look at all the lesson plans provided in the *Toolbox*. What key parts do all the practice plans have, and what do you think are the goals for each part?

	Key practice plan part	The goals for this part
a.		
b.		
c.		
d.		
e.		

Reference Material



p. 36-37

2. Have a look at the *Reference Material* sections entitled *Key Parts of a Complete Practice in Community Sport* and *Practice Planning Checklist*. Make any necessary changes to your notes in question 1. This information can be used to help you put together a practice from the games/activities that are provided in the *Toolbox* as well.

Tip:
Remember that children have difficulty sitting still and listening, especially when they are excited to be at practice with friends. Allow for some meet-and-greet time when they can chat. It is also a good idea to do your talking while they are doing their stretching, both during warm-up and cool-down.

Make sure you include frequent water breaks during your practice. Children need to drink about one full 1L water bottle (250 mL/15 min) during a 60-minute practice in warm weather or in a dry environment.

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Emphasizing safety in your practice

Knowing the risks and being prepared

1. Using the lesson plan that you chose from the *Toolbox*, identify all the possible risks to the participants and what you would do to control for them. Feel free to pair up and work with another coach.

Risk factor	What I do to control for this risk

Reference Material



p. 38-50

2. Have a look at the Reference Material sections entitled *Sport Safety through Risk Management*, *Heat and Humidity as Risk Factors*, and *Cold as a Risk Factor*. Based on this information, add any risk factors you may have missed in question 1.

Responding to an emergency

3. What, in your opinion, constitutes an emergency situation? In other words, when would you call for emergency medical services?



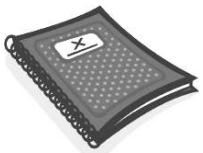
p. 76-77
toolbox

4. What would you do if an emergency occurs (what is your Emergency Action Plan, or EAP)? Use the blank *EAP Worksheet* in the *Toolbox* and create your own EAP for the facility that you practise/play at most often. Feel free to use the *Reference Material* sections entitled *Emergency Action Plan (EAP)*, *Emergency Action Plan Checklist,* and *Sample Emergency Action Plan* to help you.

Reference Material



p. 51-54



p. 59-63

p. 93-96

Liability

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. Information on your liability as a coach can be found in the *Reference Material* section entitled *Coach Liability* as well as in the appendix to the *Reference Material* entitled *Legal Questions and Answers (FAQ).*

Safety Check



p. 81
toolbox

1. Pull out a copy of the *Facility Safety Checklist* from the Toolbox. Use the checklist to do a five-minute safety check of the facility.

2. Compare what you found to what other coaches found.

Spend a few minutes on your own and note on your Action Card what you learned about practice planning and safety.



Tip:
A great idea is to take a first aid course offered in your community so that you are aware of what to do in the event of an injury during one of your practices or competitions. Find out if parents of participants on your team have training in the area of injury prevention/treatment. Perhaps they can help you by sharing this responsibility at practices or competitions.

Step 6 Practice Coaching Session #1

Cycling Skills: The ABCs



p. 21-22 toolbox plus p. 64

1. Review the Cycling Skills Model in the *Toolbox* and familiarize yourself with the ABCs. Then watch a demonstration by a cyclist riding the basic Assessment Course #1 (also found in the *Toolbox*). Which of the ABCs can you observe in action? Which ABCs are not performed?

2. Now you'll have a chance to ride the Assessment Course #1 yourself, and to observe other coaches riding the course. Do you see the ABCs as they ride?

3. Next, watch a demonstration of the transition from Balanced Position to Ready Position. Can you identify all the ABCs of the Ready Position?

Analyzing Skills



p. 23 toolbox

1. Review the three-phase and five-phase analysis model in the *Toolbox*. You'll have a chance to see a demonstration of a skill. Can you spot the different phases? Which ABCs occur in each phase? Is the skill three-phase or five-phase? Why?

2. To be able to spot the phases and ABCs as participants attempt to learn new skills, you'll need an Observation Strategy. Think about the best place to watch the skill from (Front? Beside? Behind? High or low?) Will this be the same for every skill?



p. 29 toolbox

3. Use the *Skill Analysis and Error Correction Sheet* in the *Toolbox*. You will only be using the Observation Strategy and Key Movements boxes at this time. Fill out these areas for the skill you have selected. Then, watch a demonstration of this skill, and put tick-marks on your sheet when you see the ABCs. Did your observation strategy work?

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Practicing the Basic Skills

Now you will have an opportunity to try and practice the basic cycling skills yourself. The nine basic skills and three optional skills which you will instruct in Community Cycling-Initiation are:

- Braking (front, rear, and combined front and rear)
- Straight-line riding (wide to narrow surfaces)
- Tight turns
- Gearing and cadence
- Cornering (medium-speed)
- Front wheel lift
- Limbo (duck) and pick up and drop and object
- Hill climb (optional in Lesson Plans)
- Hill descending (optional in Lesson Plans)
- Mounts and dismounts
- Bumping and buzzing
- Riding a drop-off (optional in Lesson Plans)

Due to Workshop time limits, you may not be able to practice every skill.

As you watch the demonstrations of the activities and try them yourself, think about the following questions. You may want to use your *Skill Analysis Sheet* to make notes:

1. What are the phases of each skill? How does the demonstration help make the phases clear?

2. What are the ABCs that go into each skill? How does the explanation by the demonstrator or learning facilitator help make this clearer?

3. When you tried the skill yourself, what were the key cue words or phrases that helped you perform the skill correctly?

Model coaching by the facilitator



p. 83
toolbox
or
p. 45
workbook

The facilitator will demonstrate how to coach an activity with a group of participants. Look at *Self-assessment Sheet #1* and watch how the facilitator follows the guidelines for:

- selection of the activity
- safety before the activity
- explanation
- demonstration
- organization
- safety during the activity.

Planning to lead an activity: Using the Lesson Plans



p. 42-63
toolbox

1. Choose one of the skills from the Lesson Plans in the *Toolbox* that you think would be suitable for your participants. Review the purpose of this skill and its key characteristics.

2. Pull out one copy of *Self-assessment Sheet #1* from the *Toolbox* and have a look at all the points on the sheet. Have a look also at the *Reference Material* sections entitled *Teaching and Learning* and *The Steps of Coaching an Activity*.

Reference Material



p. 67-73

3. Later, you will be asked to coach your chosen activity using the other coaches as your participants. Think about how you will coach your activity using the *Self-assessment Sheet* and the *Reference Material* as guides. Use the *Community Cycling Skill Planner* on page 30 of this Workbook to create your plan.

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4. Think about *Modifying Your Practice Plan* from Practice Planning (Step 5). What are some reasons you might have to modify your lesson plan? List them and the modification you would make:

Reason to Modify	Modification I Would Make



Spend a few minutes on your own and note on your Action Card what you learned about delivering a practice session. Review and modify your *Community Cycling Skill Planner* as needed.

Tip:
How you organize activities and how you arrange for the transition from one activity to the next will be important in maintaining the attention and the interest of the participants. Participants are happiest when they are busy, when they have lots of chances to try an activity, when they succeed more than they fail at the activity, and when they have some choice in what they are doing. Choose challenging activities that participants can do successfully at least seven out of every 10 tries. Maximize the time that they are active, with very little time spent waiting in line or in transition between activities. Use the services of any available parents who can help you arrange your activities in stations. Allow participants some say in what stations you set up and the ways they move between them.

Step 7 Equipment and Basic Cycling Position

Equipment needed for cycling

1. The key pieces of equipment used to bicycle are illustrated below. Using the space provided, note:
   - whether the equipment is mandatory, recommended, or optional
   - key points on equipment fit or features (eg tool kit)
   - key points on checking if the equipment is safe.

	Key fit, feature & safety points:
Helmet  ☐ Madatory ☐ Recommended ☐ Optional	
Cycling Shoes  ☐ Madatory ☐ Recommended ☐ Optional	
Gloves  ☐ Madatory ☐ Recommended ☐ Optional	
Pump & Tools   ☐ Madatory ☐ Recommended ☐ Optional	
Hydratation System   ☐ Madatory ☐ Recommended ☐ Optional	



p. 16
toolbox

2. What parts of a bike do you need to be checked to be sure it is in safe working order for a Community Cycling clinic? Compare your ideas with the Bike Safety Checklist in the *Toolbox.*



p. 17
toolbox

3. Using real equipment, the facilitator will now highlight some key points on fit and safety for each piece of equipment. Additional information on helmet selection and fit can be found in the *Toolbox*. Make any additions required to question 1.

The Basic Cycling Position



p. 20
toolbox

1. Having the correct cycling position is important to the comfort, safety and performance of the cyclist. Review the *Basic Cycling Position* page in the *Toolbox*, then observe a cyclist while riding. (You may be shown a video instead.) Use the following checklist to record your observations.

Yes	No	
☐	☐	The cyclist has adequate clearance when standing over the bicycle in cycling shoes and lifting the bike until it makes contact with his/her crotch, with from 2 cm (road bike) to 10 cm (mountain bike) clearance between tires and ground.
☐	☐	While riding, the cyclist's foot is placed appropriately over the pedal axle: ball of foot over axle for cleated shoes (road, MTB X-C) to mid-foot over axle for flat pedals (MTB, BMX).
☐	☐	When the crank arm is pointing forward and parallel to the ground, the cyclist's knee is roughly over the pedal axle.
☐	☐	While riding, viewed from behind, the cyclist's hips do not rock excessively. (Note: you may want to lower the saddle to facilitate learning some of the skills.)
☐	☐	While riding seated on the saddle, viewed from the side, the cyclist's elbows are slightly flexed, the head is up, and the upper body appears relaxed, comfortable, and does not move excessively due to the pedaling motion.
☐	☐	While riding seated on the saddle, viewed from the front, the cyclist's hands are roughly shoulder-width apart, and the hands and fingers can easily reach the brake and gear controls.

2. For any "No" answers, record your options for making a correction to the position. If there were no "No" answers, select two items from the checklist and list correction options as if there were faults.

Step 8 Practice Coaching Session #2

Note: This step may be broken into several sessions depending on Workshop schedule.

Skill Progressions

1. Return to and review the skill development lesson you have been preparing. The facilitator will present some information about creating skill progressions: breaking down skills into steps and practising them from the easiest to more complex levels. Create a skill progression list for your activity on your *Skill Planner* sheet.

2. Think about presenting your lesson to a group of young participants (age 8-9, for example). What skill progression would be appropriate? How could you keep the interest of the participants as they practiced?

Model coaching by the facilitator

The facilitator will demonstrate how to coach an activity with a group of guest participants. Look at *Self-assessment Sheet #2* and watch how the facilitator follows the guidelines for:

- skill progression
- intervention
- general communication.

Reference Material



p. 74-81

Communicating and interacting with participants



3. The facilitator will now present some information on effective communication and intervention (feedback) techniques. You can also take a moment to review the information on *Teaching and Learning,* and *The Steps of Coaching an Activity* in the *Reference Material*. Record any ideas on your Action Card.



4. Pull out the copy of *Self-assessment Sheet #2* from the *Toolbox*. Have a look at the *Reference Material* sections entitled *Self-esteem* and *Creating a Participant-centered Environment*. Will this information affect the way you present your lesson? Make additions to your Skill Planning Sheet.

p. 84 toolbox or p. 46 workbook

Practice coaching session

Now you will have an opportunity to present your lesson to fellow coaches. You will be asked to:

- coach your activity
- listen to some feedback from the facilitator and other coaches
- take five minutes to complete *Self-assessment Sheet #1and Sheet #2*
- jump back in and be a participant while another coach practises.

Debriefing your practice coaching session

Discuss your self-assessment with another coach. Practise being an active and effective listener when another coach is commenting on his/her performance.



5. Take a few minutes on your own and note on your Action Card anything that you learned from the first practice coaching session. Be sure to note things you did well, things you need to improve, and ideas from watching others practice coach.



p. 31-41
toolbox

6. Compare your completed Skill Planner sheet for the skill you selected with the Sample Skill Planner in the Toolbox. How does your version compare? Did you miss any points?

Participant Coaching Session #2

You will now have an opportunity to coach a practice session with guest participants. You may already have taken some time to set up skill development courses in preparation for their arrival.

7. You will be asked to:
   - coach your activity to the guest participants
   - listen to some feedback from the facilitator and other coaches
   - take five minutes to complete *Self-assessment Sheet #2*
   - rejoin the group while another coach practises.

Debriefing your participant coaching session #2

8. Discuss your self-assessment with another coach. Practise being an active and effective listener when another coach is commenting on his/her performance.



9. Take a few minutes on your own and note on your Action Card anything that you learned from this practice coaching session. Be sure to note things you did well, things you need to improve, and ideas from watching others practice coach.

Tip:
The words you choose and your non-verbal communication are key indicators to children of what you think of them. Aim to speak positively and to be mindful of their feelings and self-esteem. Children will care a lot about what you think.

Be sure to always point out what they are doing well. Instead of leaving a lasting impression in their minds of what not to do, you will leave them with a lasting impression of what to do.

Community Cycling Skill Planner

Use this sheet to plan a skill development session.

Skill: _____

Describe the skill:	Set-up and Equipment:
Teaching Points:	Demonstration Plan:
Progressions:	Activity Plan for Group:
Errors and Corrections:	Observation Plan:
Summary/Wrap-up:	

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Self-assessment Sheet #1

Practice Coaching #1: Explanation, demonstration, organization, and safety

Criteria	Yes	No
Selection of the activity		
The activity selected is appropriate for the age of the participant		
The activity selected is appropriate for the ability of the participant		
Comments/suggestions:		
Safety before beginning the activity		
Equipment is appropriate for the age/size of the participant		
Equipment is in good repair and is properly adjusted		
The playing area is checked for hazards		
Comments/suggestions:		
Explanation		
Coach is positioned such that all children can see and distractions are minimized		
Explanation and demonstration last 90 seconds or less in total time		
The purpose of the exercise/activity is clearly stated		
One or two key points are emphasized (not necessarily technical aspects)		
Safety points are emphasized, if appropriate		
Coach speaks clearly and loud enough for all to hear		
The choice of words is appropriate for the age of the participants		
Participants are checked for understanding		
Comments/suggestions:		
Demonstration		
All the participants can clearly see the demonstration		
The speed of the demonstration allows participants to see accurately what they are to do		
Coach demonstrates in a manner that a child would be able to perform the activity		
Coach reinforces key points while he/she demonstrates		
Participants are checked for understanding		
Comments/suggestions:		
Organization		
A sufficient area is used for the activity		
Available equipment is used optimally		
Participants are active for the majority of the time (minimum waiting in line)		
Comments/suggestions:		
Safety during the activity		
If a potentially hazardous situation presents itself, coach deals with it immediately		
Comments/suggestions:		

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Self-assessment Sheet #2

Practice Coaching #2: Skill progression, intervention, and communication

Criteria	Yes	No
Skill progression		
The progression for skill development is appropriate for the age/ability of the participant		
Coach focuses on the appropriate key points for the skill to be developed		
Coach adjusts the activity for more advanced and less advanced abilities within the group		
Comments/suggestions:		
Intervention		
Coach scans the entire group constantly and intervenes with a variety of participants		
Coach looks for input/feedback from the participant		
Correction or reinforcement is clear and a visual is provided		
Correction or reinforcement is brief and participant returns quickly to activity		
Coach focuses on communicating what to do (not what NOT to do)		
Comments/suggestions:		
Communication		
Coach speaks in a calm tone of voice (i.e. does not yell at the participants)		
Coach uses language that the children can easily understand		
Coach refrains from the use of foul language		
Words and body language used in the correction or reinforcement are positive *		
When praise is given, it is specific, not general (e.g. "you are doing ___well", not "nice one!")		
Coach acts and speaks with enthusiasm *		
Comments/suggestions :		

**This looks like:* *Smiles; nods in the affirmative*

**This sounds like:* *Cheers; "Sally, you did ___ very well. Way to go!"; "Johnny, I see that you are improving at ___. Great job!"*

** This feels like:* *High fives; safe pats on the back; a hand shake of congratulations (use these only if the child/youth is clearly comfortable with physical contact from you)*

Counting interventions during the activity	Number
Duration of the activity in minutes (when participants are practicing, excluding explanation & demo)	
Total number of interventions with the entire group	
Total number of interventions with individual participants	
Total number of different participants with whom the coach intervened	

Remember, more is not necessarily better. The total numbers are only to give you an indication of how often you are intervening and whether you are moving among the group or focusing only on certain participants.

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Workshop Wrap-up and Evaluation

1. Take a few minutes to share ideas of what you learned and exchange contact information.

2. Please complete a workshop evaluation form; your feedback is important.

Cycling Canada and the National Coaching Certification Program thank you for the time you dedicate to coaching. Your efforts make a difference in the lives of those you coach. Congratulations on completing the workshop!

Workshop Evaluation – Coaches
COMMUNITY CYCLING – INITIATION WORKSHOP

Date of Workshop: **Location:**

Please fill in the form and hand it to the facilitators before you leave. Your comments are important to the ongoing development of the National Coaching Certification Program.

Please tell us a bit about your coaching:

What age of participants will you be coaching? _____

How many participants will you be coaching? _____

How long is their competitive season? _____

How many times a week do they compete? _____

How many times a week do they practice? _____

How long are the practices (in hours/minutes)? _____

Have you coached before? If so, for how long, with what age group, and in what sport?

Please answer the following:

Having taken this workshop, I now have a better understanding of my tasks and responsibilities as a community coach

1 *2* *3* *4* *5*

Strongly disagree *Strongly agree*

Having taken this workshop, I now have a clear understanding of how the sport is modified for children

1 *2* *3* *4* *5*

Strongly disagree *Strongly agree*

I can respond to an ethical situation in a way that is consistent with the NCCP values and philosophy

1 *2* *3* *4* *5*

Strongly disagree *Strongly agree*

NEXT ...

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I can adapt a practice if required to do so, and understand the structure of a complete practice

1 *2* *3* *4* *5*

Strongly disagree *Strongly agree*

I can organize and run the activities within a practice in a way that is suitable for children

1 *2* *3* *4* *5*

Strongly disagree *Strongly agree*

I can deal with the safety aspects of a practice

1 *2* *3* *4* *5*

Strongly disagree *Strongly agree*

I can do a better coaching job as a community coach

1 *2* *3* *4* *5*

Strongly disagree *Strongly agree*

During this workshop I had several opportunities to work on finding solutions to situations that are relevant to my coaching

1 *2* *3* *4* *5*

Strongly disagree *Strongly agree*

During this workshop I had several opportunities to exchange with and learn from others

1 *2* *3* *4* *5*

Strongly disagree *Strongly agree*

I found the *Workbook*, *Reference Material*, and Toolbox to be relevant to my coaching needs, clear, and to contain useful information

1 *2* *3* *4* *5*

Strongly disagree *Strongly agree*

I found the *Workbook*, *Reference Material*, and Toolbox to be organized clearly and logically and easy to use

1 *2* *3* *4* *5*

Strongly disagree *Strongly agree*

I would recommend this workshop to other coaches I know

1 *2* *3* *4* *5*

Strongly disagree *Strongly agree*

Please answer the following questions:

Would there be anything you would like to see added to this workshop? If so, what would it be?

Would you be interested in attending another workshop for community coaches? If so, what would you like to see included in the next workshop you attend?

Are there any other comments you wish to add?

Thank you for your feedback, and best wishes in your coaching

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National Coaching Certification Program

Let's Ride!
Community Initiation
Reference Material






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Reasons Children Participate in their Favourite Sport

The ten most important reasons I play my best sport are:

1. To have fun
2. To improve my skills
3. To stay in shape
4. To do something I am good at
5. For the excitement of competition
6. To get exercise
7. To play as part of a team
8. For the challenge of competition
9. To learn new skills
10. To win

The 11 most important reasons I stopped playing a sport are:

1. I lost interest
2. I was not having fun
3. It took too much time
4. Coach was a poor teacher
5. Too much pressure (worry)
6. I wanted a non-sport activity
7. I was tired of it
8. I needed more study time
9. Coach played favourites
10. Sport was boring
11. Overemphasis on winning

I would get reinvolved in a sport I dropped if:

Boys

1. Practice was more fun
2. I could play more
3. Coach understood players better
4. There was no conflict with studies
5. Coaches were better teachers
6. There was no conflict with social life

Girls

1. Practice was more fun
2. There was no conflict with studies
3. Coach understood players better
4. There was no conflict with social life
5. I could play more
6. Coaches were better teachers

Ewing, M.E. & Seefeldt, V., *Participation and attrition patterns in American agency-sponsored and interscholastic sports: An executive summary.* Preliminary report to the Athletic Footwear Council. North Palm Beach, FLA.: Sporting Goods Manufacturers Association, 1988.

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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 a safe environment in which this can take place.

The aim of the NCCP is to:

- provide every participant in a sport program with a positive experience
- provide an opportunity for participants to achieve their full potential through sport
- use sport as a personal development tool.



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

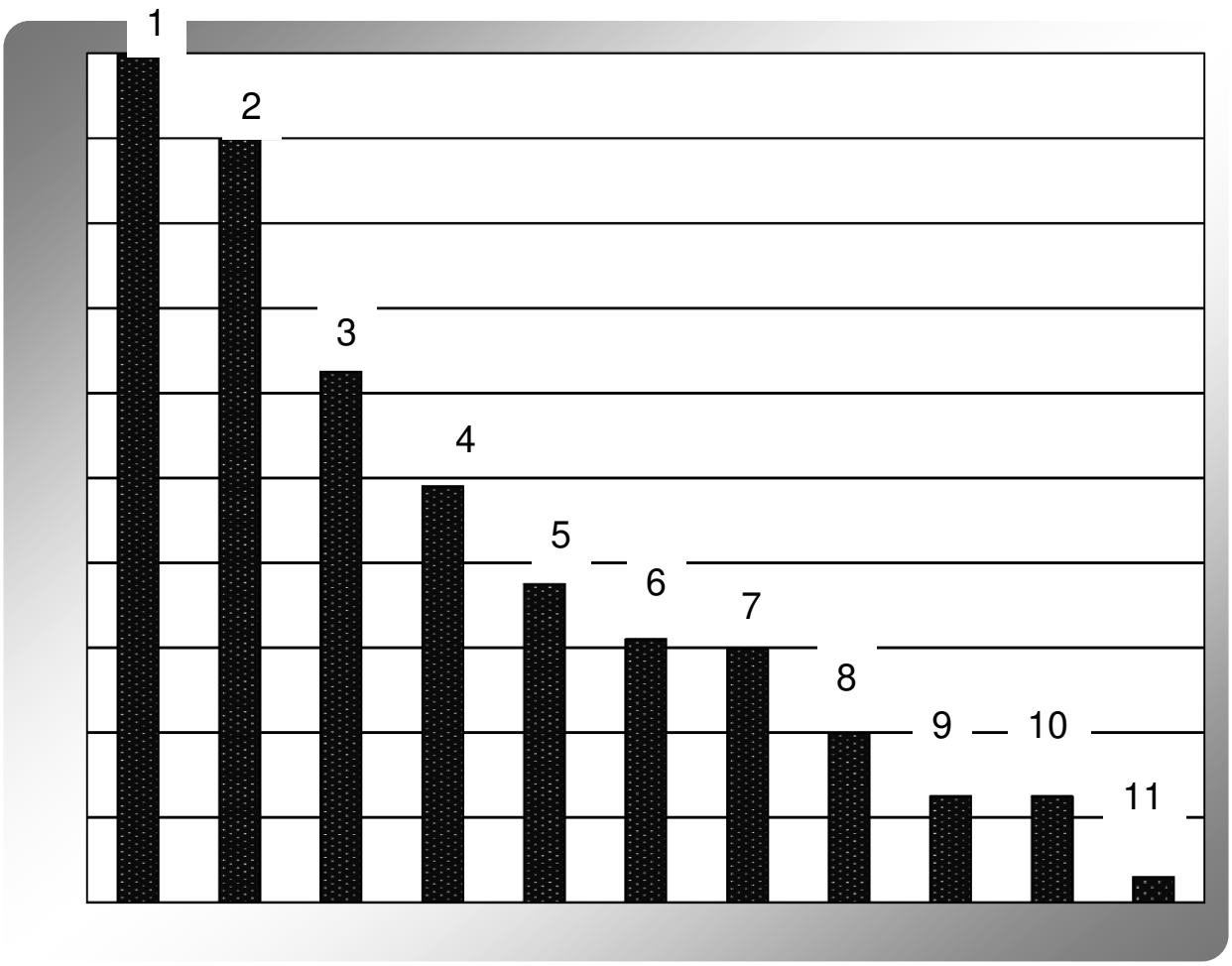
Each individual has unique interests, abilities, and talents. All participants must be provided equal opportunity to explore their interests and to develop their skills and abilities. Sport programs must aim to challenge participants relative to their goals and capabilities.

3- Use sport as a personal development tool

Sport can provide a forum in which participants can challenge themselves and others.

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What Parents Expect of Coaches[1]



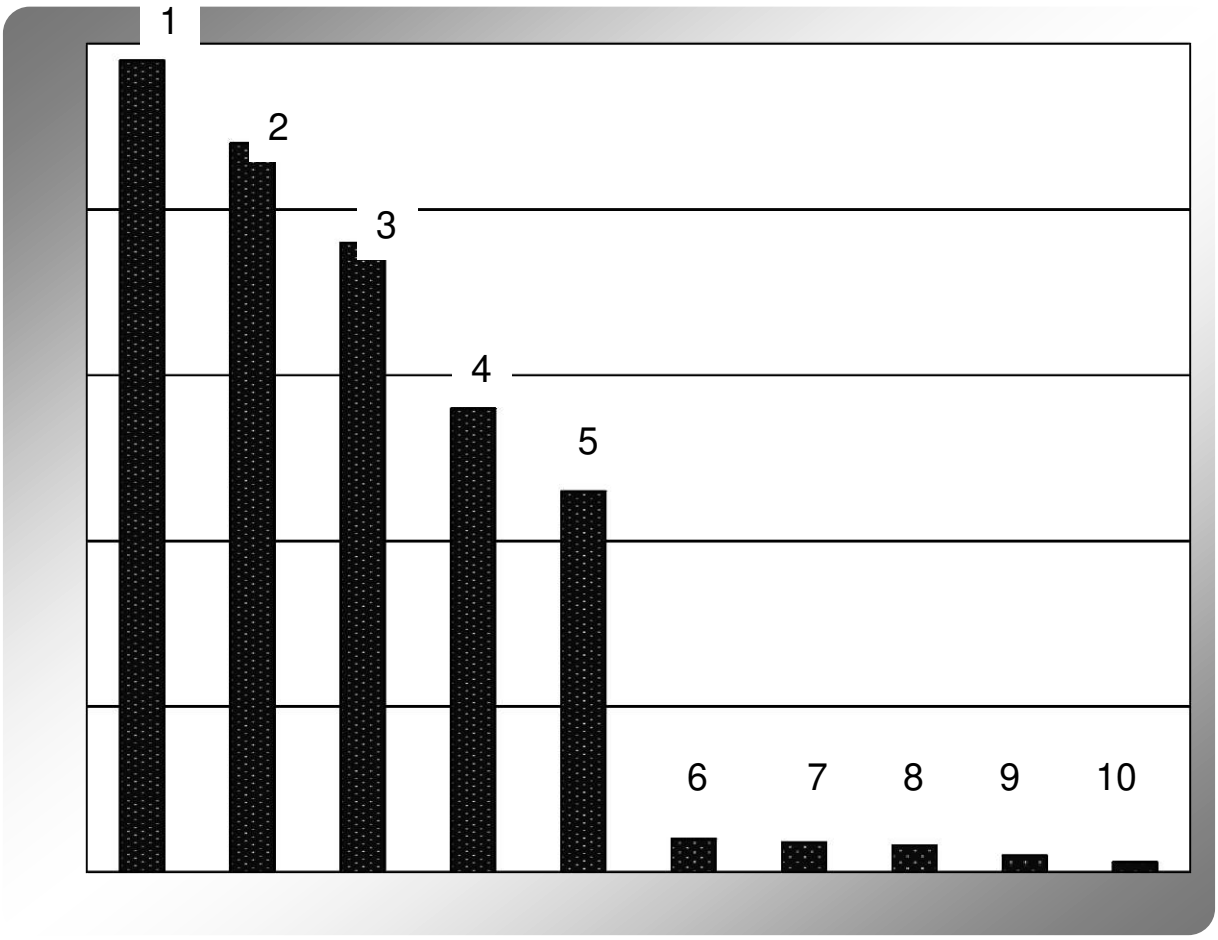
Legend

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

[1] Sport Parent Survey. Ministry of Government Services, Sports and Commonwealth Games Division, Government of B.C. (1994)

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What Parents Expect of Sport[2]



Legend

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

[2] Sport Parent Survey. Ministry of Government Services, Sports and Commonwealth Games Division, Government of B.C. (1994)

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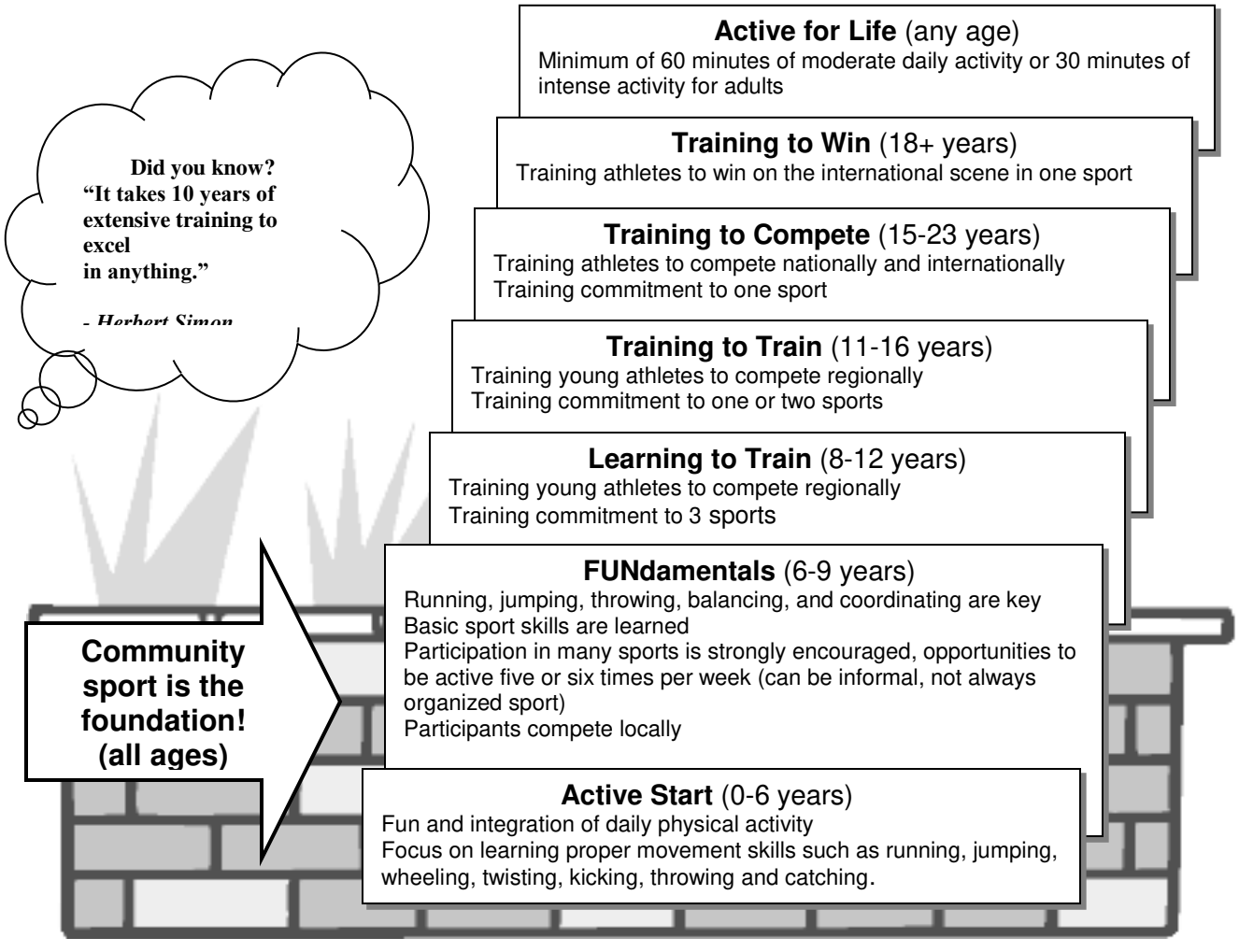
Where Community Sport Fits in Athlete Development*

Community sport represents most participants' entry point into sport. It is often in community sport that participants first develop basic sport skills and abilities, and where the foundation for athlete development takes place. There are participants of all ages involved in community sport because, over time, they will choose to either:

- increase their training commitment to a sport and progress to the Training to Train stage in one or two sports
- move back and forth between an increased commitment stage and community sport as their abilities, interests, peer groups, personal priorities, and opportunities change
- stay in community sport into adulthood and participate for the fun and fitness.

It is part of healthy child development to explore different sports. Experience has shown that:

- a focus on FUNdamentals and participation in many sports at early ages is key to elite performance as adults in sports where champions are generally 20+ years old (called "late specialization sports" – all team sports and most individual sports fall into this category)
- emphasis on a single sport at an early age does not result in better performance in that sport as an adult than a person who played multiple sports at a young age
- emphasis on a single sport at an early age often results in burnout and dropout.



* This information is based on the late specialization model outlined in *Long-Term Athlete Development – Canadian Sport for Life.*

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General Training Recommendations Based on Growth and Development Guidelines

What to emphasize or avoid at various ages (applicable to most sports)

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

LEGEND Females (F) Males (M)

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

Important notes to coaches:

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 specialize 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 judgment both in the interpretation of the present guidelines and in the implementation of sport-specific training methods and (2) consult with recognized 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






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Training of Athletic Abilities and Participants' Age: General Guidelines

Athletic Abilities		Developmental Age (in years)														
		6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Aerobic Power (intense, short efforts of 4-8 min, or systematic interval training)	F	☹	☹	☹	☹	☹				☺	☺	☺	☺			
	M	☹	☹	☹	☹	☹	☹				☺	☺	☺			
Aerobic Stamina (endurance)	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, short efforts)	F	☺	☺	☺												
	M	☺	☺	☺												
Coordination / Agility / Balance	F	☺	☺	☺	☺	☺										
	M	☺	☺	☺	☺	☺										
Basic Techniques	F			☺	☺	☺	☺	☺								
	M				☺	☺	☺	☺	☺							
More Advanced Techniques	M-F							**F**	**FM**	☺	☺	☺	☺			
Tactics and Decision Making	F	☹	☹	☹					☺							
	M	☹	☹	☹					☺							

☹ should be avoided ☺ optimal window of development ☐ not a priority ▢ progressive introduction ■ as needed by the sport

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3-5 Years, Growth and Development of Participants (1 of 2 pages)

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 metres can be run in approximately 10 seconds

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3-5 Years, Growth and Development of Participants (2 of 2 pages)

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 complimented generously and regularly for their efforts



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6-7 Years, Growth and of Participants (1 of 3 pages)

General remarks



- At this age the child remains fairly individualistic and self-centred; 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 coach 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

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6-7 Years, Growth and Development of Participants (2 of 3 pages)

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; endurance is low
- 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, climb, 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

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6-7 Years, Growth and Development of Participants (3 of 3 pages)

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 complimented 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)

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8-9 Years, Growth and Development of Participants (1 of 3 pages)

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 coach'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-centred, 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 favourably 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

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8-9 Years, Growth and Development of Participants (2 of 3 pages)

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

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8-9 Years, Growth and Development of Participants (3 of 3 pages)

Suggestions

- Establish guidelines for acceptable behaviour, and act in a constant and predictable manner; however, accept each child unconditionally
- Children need to be praised and complimented 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

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10-11 Years, Growth and Development of Participants (1 of 3 pages)

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)

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10-11 Years, Growth and Development of Participants (2 of 3 pages)

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

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10-11 Years, Growth and Development of Participants (3 of 3 pages)

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 complimented 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

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12-15 Years, Growth and Development of Participants (1 of 3 pages)

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 are more mature 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 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 time spent competing

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; challenges are often very appealing
- 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

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12-15 Years, Growth and Development of Participants (2 of 3 pages)

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 menstruations) 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 counselled 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

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12-15 Years, Growth and Development of Participants (3 of 3 pages)

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)

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16-17 Years, Growth and Development of Participants (1 of 2 pages)

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 year-long 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 behaviours; 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

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16-17 Years, Growth and Development of Participants (2 of 2 pages)

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

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18 Years and Older, Growth and Development of Participants (1 of 2 pages)

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 abilities can be trained

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18 Years and Older, Growth and Development of Participants (2 of 2 pages)

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

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A Simplified Ethical Decision-making Framework

Gather the facts

Prior to making any decisions, gather as many facts as possible about the situation. Here are some questions to help you do this:

- What has happened?
- Who is involved?
- Who is affected by the decision or action and in what way?
- What do all the parties involved have to say about the situation (i.e. what are all the sides of the story)?
- Has anything like this happened before and, if so, what was done and what were the consequences?

Determine whether the situation is a legal one

Some situations may have legal implications that require specific actions on your part. Here are some questions to help you determine if this is the case:

- Is there concern for the health and safety of individuals, particularly children? Has harm occurred and, if so, under what circumstances?

- Has an existing law been broken, because the situation involves one or more of the following:
  - Child abuse – emotional or physical
  - Use of or condoning the use of illegal substances (narcotics, performance-enhancing drugs, alcohol, tobacco)
  - Harassment: sexual, verbal, or psychological
  - Sexual relations with a minor
  - Theft or malicious damage to property
  - Assault

If the situation is a legal one, contact authorities.

STOP !

If the situation is an ethical one and does not have legal implications, try to resolve it.

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Identify all the ethical issues

Here are some questions to help you clearly identify all the issues that are at play:

Outcomes

- Did the actions of an individual or group prevent an individual or group from reaching a goal?
- Did certain actions or non-actions result in harm to anyone?

Means

- Was the issue related to the way someone did something?
- Are there guidelines that indicate how a similar situation should be addressed?

Rules and laws

- Have specific rules or laws (of the game) been broken?
- Have team policies been violated?
- Have specific rules or laws been misinterpreted (accidentally or deliberately)?
- Does the rule or law need to be changed?

Responsibilities and duties

- What duties and responsibilities did the parties involved have toward each other?
- Has an individual or individuals failed to fulfil duties or responsibilities?

Consider what might influence how you see the situation

Some factors that may influence you are outlined on the next page

Use the NCCP Code of Ethics to guide your choice of action

Here are some questions to consider as you are choosing what you are going to do:

- Is it possible to park the situation until emotions cool?
- If appropriate, can you resolve the situation in an informal way?
- Can/should others be involved in the decision?

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What Influences How You See?

Experiences as a participant

Experiences as a coach

Life experiences

Likes & dislikes



Family

Religious beliefs

Friends & peer pressure

Cultural beliefs

Education & training

Now add…

The NCCP Code of Ethics

fair play concepts

NB: There can be many other factors that influence how you see a situation, including, but not limited to, politics, economics, and your employment situation if you are a paid coach.

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The NCCP Code of Ethics

Based on the CPCA Coaching Code of Ethics (Canadian Professional Coaches Association)

The NCCP Code of Ethics is based on four fundamental principles:

1. Respect for Participants/Athletes
2. Coaching Responsibly
3. Maintaining Integrity in Relationships
4. Honouring Sport

1. Respect for Participants/Athletes

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

- Do not make some participants/athletes feel more or less worthy as persons than others on the basis of gender, race, place of origin, athletic potential, colour, 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/athletes. This is accomplished by establishing and following procedures for confidentiality (right to privacy); informed participation and shared decision-making (right to self-determination – participants/athletes' rights); and fair and reasonable treatment (right to procedural fairness). Coaches have a special responsibility to respect and promote the rights of participants/athletes who are in vulnerable or dependent positions, and therefore less able to protect their own rights;

- Interact with others in a manner that enables all participants/athletes in sport to maintain their dignity;

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

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2. Coaching Responsibly

The principle of *coaching responsibly* carries the expectation that the activities of coaches will benefit society in general, and participants/athletes in particular, and will do no harm. Fundamental to the implementation of this principle is the notion of competence (i.e. coaches who are well prepared and current in their discipline will be able to maximize benefits and minimize risks to participants/athletes).

In addition, *coaching responsibly* implies that coaches:

- act in the best interest of the participant/athlete's development as a whole person
- recognize the power inherent in the position of coach
- are aware of their personal values and how these affect their behaviour
- 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 participants/athletes.

3. Maintaining Integrity in Relationships

The principle of *maintaining integrity in relationships* means that coaches are expected to be honest, sincere, and honourable in their relationships. Acting on these values is most possible when coaches have a high degree of self-awareness and the ability to reflect critically on how their views and opinions influence their interactions.

Critical reflection questions existing assumptions about the values and practices that govern coaches' actions. The essential component of critical reflection is an attitude based on open-mindedness, active inquiry, and sincerity.

4. Honouring Sport

The principle of *honouring sport* challenges coaches to recognize, act on, and promote the value of sport for individuals and teams, and for society in general. Honouring sport implies that coaches:

- act on and promote clearly articulated values related to coaching and sport
- encourage and model honourable intentions and actions.

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Fair Play

There are four main groups of people involved in community sport competitions; the participants, their parents, the coaches, and the officials. How these groups interact and treat each other before, during, and after each competition will greatly influence whether the sport experience for the participant is a positive or a negative one.

Many teams spend time at the beginning of the season to outline together how the four groups involved will act, and then to describe these behaviours in their own fair play charter or team code of conduct. It is important to involve everyone in developing such a code and then have everyone sign it.

Committing to fair play will not detract from the competitiveness of a participant or a team. In fact, teams and competitions are enhanced when all groups agree to adhere to fair play statements that outline the dos and don'ts in a very clear way.

Some examples of fair play behaviours include:

- following all the rules and never seeking to deliberately break a rule
- refusing to win by cheating
- respecting the officials (e.g. not yelling at them or harassing them in any way)
- demonstrating self-control
- recognizing good performances by the opponent; to get the best out of you, you need your opponents to play their best too
- cheering your team without verbally abusing opponents.



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Community 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, colour, 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 behaviour on the bases described in the charter and in the NCCP of Ethics is not tolerated in your sport environment.

Discrimination occurs when an individual or group is treated unfavourably 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 behaviours.

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 behaviour 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 behaviour.

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 behaviour before it happens.

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What can I do if I witness discriminatory behaviour?

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 behaviour from happening again.

An aggressive response usually seeks to shame the person who has shown the discriminatory behaviour. 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" Not recommended	• Goal is to ignore the behaviour • Sometimes an attempt is made to rationalize the behaviour • Assumes the other person will not stop/change the behaviour if an intervention is made • Considers time on task and/or personal safety as more important Examples: Laugh along with a discriminatory joke, or saying nothing when a discriminatory remark is made
Aggressive response "confronting" Not recommended	• Goal is to stop the behaviour in the short term • Comes across as judging the person, not the behaviour • Usually results in the other person wanting to retaliate • Often based on a sense of superior authority, strength, or numbers • The safety of the person whom you are confronting is now also at risk Examples: "I can't believe you said that. How ignorant can you be?" "Don't you know that what you are saying is wrong?"
Positive response "seeking change" Recommended	• Goal is to stop the behaviour in the short term and to change the behaviour in the long term • Names the behaviour as unacceptable • Points out what is needed in the situation • Does not judge the other person • Is based on modelling respect 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?"

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

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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 member of the team or program.



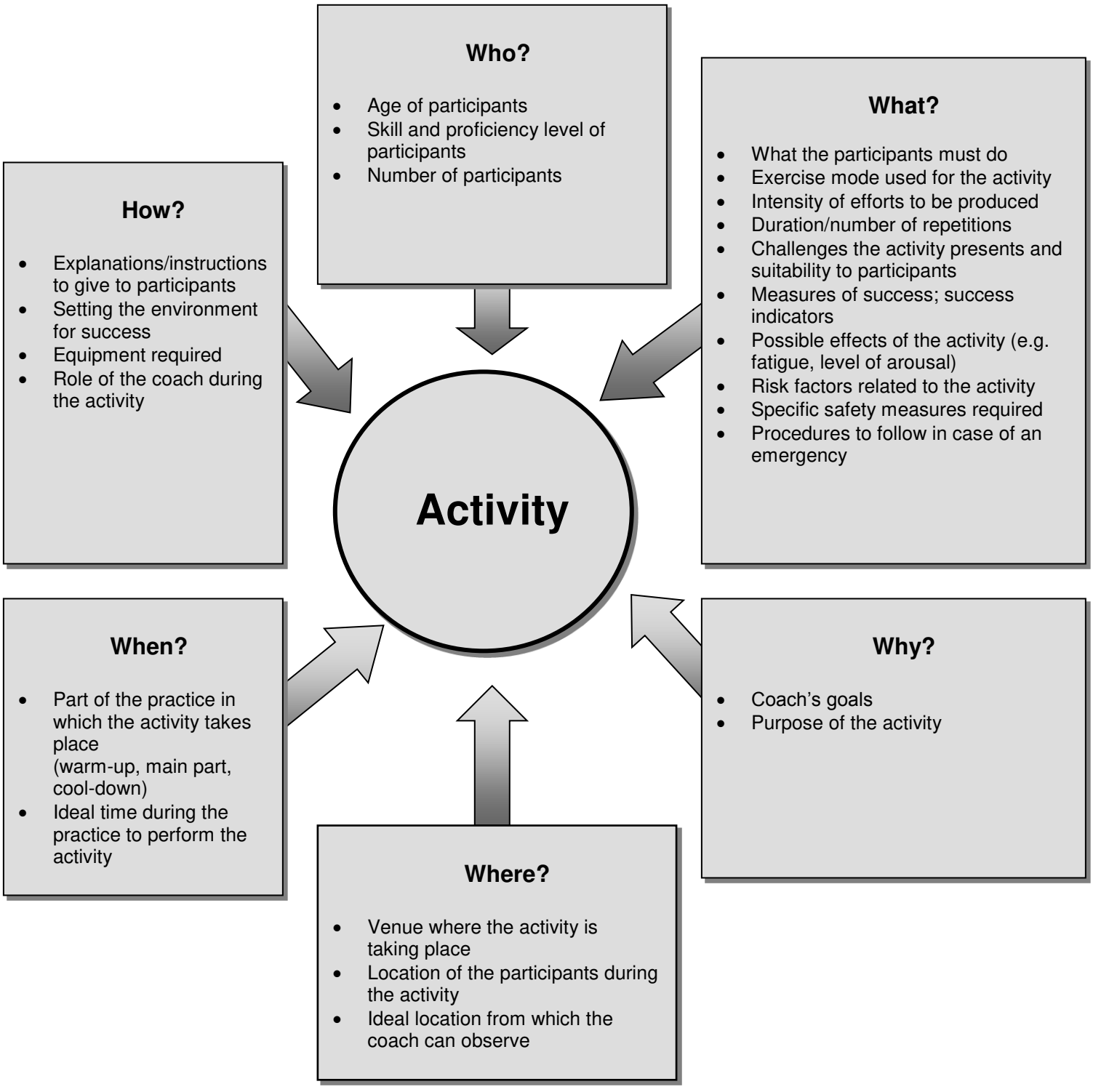
A Checklist - Is Our Sport Environment a Discrimination-free Zone?

- People-first language is used (language that does not demean a particular person or group, i.e. person with a disability rather than a disabled person)
- Posters and other materials that demean a particular group are not displayed or exchanged (e.g. posters, cards, magazines, cartoons, videos/DVDs, screensavers)
- Name calling is not tolerated
- Jokes that poke fun at specific populations are not tolerated
- Every participant is given equitable coach 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 behaviours that will promote a discrimination-free zone and this code is enforced by all

NB: The Coaching Association of Canada expresses its thanks to the Aboriginal Sport Circle and executive director Rick Brant, the Canadian Association for the Advancement of Women and Sport and Physical Activity and executive director Karin Lofstrom, and the Special Olympics Canada and director, coach development Mary Bluechardt for permission to adapt their materials on racism, equity, and inclusion.

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Choosing Activities for your Practice



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Key Parts of a Complete Practice in Community Sport



Time	*Practice Part*	*Key contents and tips*
variable	**Introduction**	**Before practice begins:** ➢ Arrive early ➢ Inspect facilities ➢ Organize equipment ➢ Greet each participant as they arrive, get a feel for their mood
2-3 min		**At the beginning of practice:** ➢ Start on time ➢ Ask participants to gather in front of you ➢ Talk briefly about the goals of the practice ➢ Give specific safety instructions ➢ End with a team cheer
5-10 min	**Warm-up**	**General warm-up:** ➢ General exercises or games to raise body temperature ➢ Progressive stretching
8-15 min		**Specific warm-up:** ➢ Short activities that participants already know and that mimic the movements of the main part ➢ Intensity should gradually increase but not tire the participant Never skip or rush a warm-up, as this may lead to injury.
15-30 min	**Main part**	➢ Sequence three or more activities (depending on time and logistics) together in a progressive fashion ➢ Use cooperative games whenever possible ➢ Avoid elimination activities, because participants who need the most practice get eliminated first (e.g. if you loose the ball you are out) ➢ If parent assistants are available, set up stations to minimize downtime and lineups ➢ Aim to improve gross motor skills in children ➢ Aim to improve appropriate basic sport skills ➢ Play mini games; participants like to play the sport!
5-10 min	**Cool-down**	➢ Gradually decrease intensity ➢ Follow with stretching
2-3 min	**Conclusion**	➢ Give brief comments on what went well, what needs improving ➢ End with a team cheer ➢ Ensure that nobody is leaving feeling frustrated or in an aggressive mood

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Practice Planning Checklist



Structure and organization

- ❑ The practice is organized and well structured (introduction, warm-up, main part, cool-down, conclusion).
- ❑ The length of the practice is appropriate for the age and ability level of the participants.
- ❑ Full use is made of available facilities and equipment to achieve the practice goals.
- ❑ The practice includes a variety of activities.
- ❑ Activities are planned so there is minimal waiting time for participants.
- ❑ The transition from one activity to the next is planned in such a way as to minimize the time wasted.
- ❑ Activities are presented in the appropriate order in the main part of the practice.

Choice of the activities

- ❑ The activities are appropriate to the developmental stage of the participants.
- ❑ The activities are adapted to the skill and fitness level of the participants.
- ❑ The activities have well-defined goals, and the purpose of the tasks involved is clear.
- ❑ The activities are relevant to the sport.

Success and challenge

- ❑ The activities present reasonable challenges to the participants.
- ❑ The activities are chosen or designed so that the success rate by the participants when performing the task is no less than 70%.

Safety

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

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Sport Safety through Risk Management

By its very nature, physical activity can present some risk of injury. One of the key responsibilities of the coach is to manage the potential risks that present themselves during practice or competition.

The main risk factors can be categorized as follows:

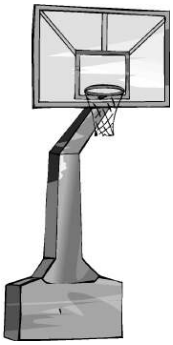


Environmental risks

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

Examples: Lightning, rain, puddles/mud on the playing surface, heat and humidity, cold

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Equipment and facilities risks

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

Examples: a ski binding that does not release, ill-fitting helmet, damaged gymnastics apparatus, debris on the playing surface

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Human risks

Factors related to the participants and to the people who are associated with them, such as parents, coaches, 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 behaviour (e.g. carelessness, panic, aggression). Human factors related to coaches 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.

Examples: matching participants of uneven strength and ability in a combative sport, forgetting to spot a gymnastics participant

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Strategies for Managing Risk

Information to gather	Actions to take
• Risks of the activity • Participants' medical information • Participants' contact information in case of emergency • Facility safety checklist • Past injury reports ***Sample forms are provided in toolbox***	• Planning • Designing an Emergency Action Plan • Inspecting equipment and facilities • Informing participants and parents • Supervising activities

Information to gather

- Phone numbers and addresses of the participants, their parents, the ambulance service, the police force, the fire department, and the public safety service.
- Medical conditions of each participant (e.g. illnesses, allergies, disabilities, injuries), whom to contact in an emergency situation, and what the procedures should be in the event of an emergency (e.g. intramuscular injection with an EpiPen® for a severe allergic reaction, giving a specific medication).

Keep this information in a waterproof binder that you can carry with you to the training or competition site.

Find out if 911 services are accessible from your facility or if there is medical support on site.

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Actions to take

Planning

- Ensure that the activities are appropriate for the age, fitness, and ability level of the participants.
- Ensure that the practice starts with a warm-up, and that the activities include a reasonable progression and challenge for the participants.
- Adjust activities for participants who cannot perform them as planned for the larger group.

Designing an Emergency Action Plan

- Guidelines for designing an Emergency Action Plan appear in this document.

Inspecting equipment and facilities

- Ensure that you are fully aware of the specific safety standards related to the equipment used in your sport.
- Take an inventory of collective and individual equipment.
- Take an inventory of available first aid equipment. Carry a first aid kit at all times.
- Assess the safety of the facility itself (e.g. walls, playing area, lighting) by completing a facility safety checklist.
- Identify environmental, equipment and facilities and human risk factors.
- Ensure that the participants wear their protective equipment and that it is properly adjusted and in good condition.

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Informing participants and parents

- Inform the parents and the participants of the risks inherent to the sport.

- Properly explain the safety procedures and instructions related to all activities, and check that the participants understand them.

- When giving explanations for an activity during a practice or during competition, highlight potential risks.

  Examples: If participants are required to cross paths, ask them to keep their heads up and to be alert to where others are as they are moving around; if it has just rained and your team is practising on wet grass, remind your participants that the field is slippery.

Supervising activities

- Ensure that the number of participants involved is not so high as to compromise adequate supervision and safety.

- Keep in mind that participants need to be constantly supervised. Stop all activities when you have to leave the room or site.

- Look for signs of fatigue and aggression in participants and, if necessary, stop the activity.

- Stop the practice if you have to leave the site for any reason, or delegate responsibility for the group to a competent person.

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Preventing sport-related injuries: what to do and when to do it

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

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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 life-threatening injuries.
- 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 lost 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 flavoured.

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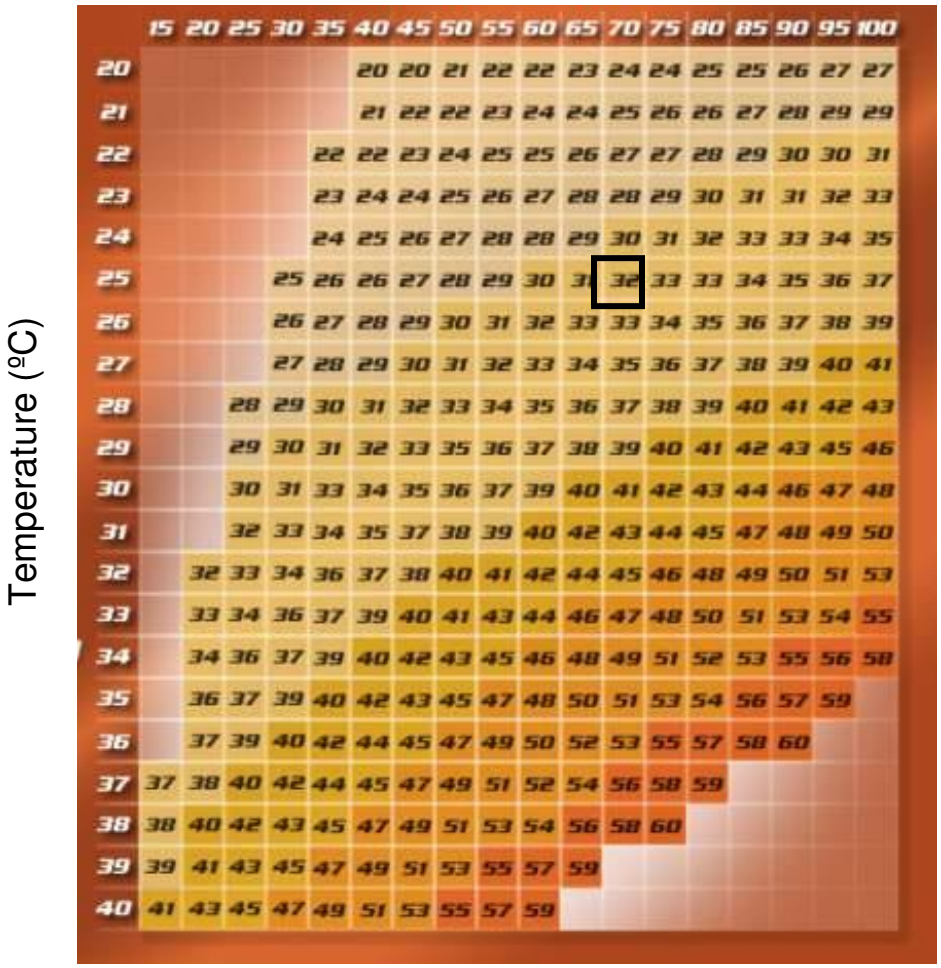
The Humidex: A Guide to how Humidity Impacts Heat

- The humidex describes how hot and humid weather feels to the average person. The humidex combines the temperature and humidity into one number to reflect the perceived temperature.

- Because it takes into account both heat and humidity, the humidex provides useful information about the risks of exercising in the heat.

- The table below shows the humidex value for various air temperatures and levels of relative humidity. For instance, if the air temperature is 25ºC and the relative humidity is 70%, the humidex is 32ºC. This means that the sensation of heat when it is 25ºC and the relative humidity is 70% is about the same as when it is 32ºC and the air is dry (20% relative humidity).

Relative humidity (%)



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Range of humidex: Degree of discomfort and risk of overheating during exercise

The guidelines below are provided for a heat acclimated, well-hydrated person.

Humidex value	Discomfort at rest	Risk of overheating during exercise
Below 24ºC	None	Low to moderate
25 to 29ºC	None	Moderate
30 to 39ºC	Some	High – Children should be monitored closely
40 to 45ºC	Great	Very high – Exercise is not advised for children, older people, or individuals with a poor fitness level
Above 45ºC	Great Risk of overheating even at rest	Extreme – Exercise is not advised for any participant

If the humidex is above 30ºC, in particular if it exceeds 35ºC:

- 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-coloured 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.

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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.

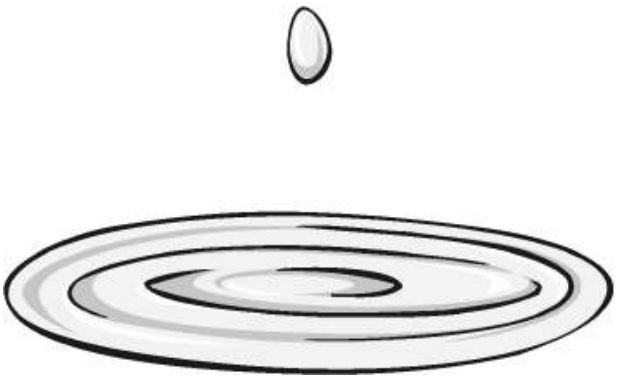
- After exercise, participants should rehydrate by drinking as much fluid as thirst dictates, and even force themselves to drink.

- Beverages should be cool (8 to 10ºC) and not too sweet; children prefer flavoured 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.



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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 individuals with asthma, 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 skin is more prone to freeze. People with less body fat 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 vapour 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.

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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

- 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 frostbites 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.

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- If possible, choose areas that are protected from the wind; avoid activities in open areas.
- Ensure protective eyewear 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.

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Wind chill factor

At certain temperatures, wind may greatly increase the perception of cold. The wind chill factor is an index that combines air temperature and wind velocity. It measures the rate at which living creatures lose body heat to the environment. The wind chill is not a temperature in the strict sense, but a temperature-like number that quantifies the sensation of cold. The wind chill factor should be consulted prior to exercising in the cold, as it provides more useful information regarding the best way to dress than temperature alone.

The table below shows the equivalent temperature (ºC) felt by the human body as a result of the combined effects of ambient temperature and wind velocity. At a temperature of –20ºC, a wind will result in a cold sensation equivalent to –30ºC.

Wind velocity (km/h)

Temperature (ºC)	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80
5	4	3	2	1	1	0	0	-1	-1	-1	-2	-2	-2	-2	-3	-3
0	-2	-3	-4	-5	-6	-6	-7	-7	-8	-8	-8	-19	-9	-9	-10	-10
-5	-7	-9	-11	-12	-12	-13	-14	-14	-15	-15	-15	-16	-16	-16	-17	-17
-10	-13	-15	-17	-18	-19	-20	-20	-21	-21	-22	-22	-23	-23	-23	-24	-24
-15	-19	-21	-23	-24	-25	-26	-27	-27	-28	-29	-29	-30	-30	-30	-31	-31
-20	-24	-27	-29	-30	-32	-33	-33	-34	-35	-35	-36	-36	-37	-37	-38	-38
-25	-30	-33	-35	-37	-38	-39	-40	-41	-42	-42	-43	-43	-44	-44	-45	-45
-30	-36	-39	-41	-43	-44	-46	-47	-48	-48	-49	-50	-50	-51	-51	-52	-52
-35	-41	-45	-48	-49	-51	-52	-53	-54	-55	-56	-57	-57	-58	-58	-59	-60
-40	-47	-51	-54	-56	-57	-59	-60	-61	-62	-63	-63	-64	-65	-65	-66	-67
-45	-53	-57	-60	-62	-64	-65	-66	-68	-69	-69	-70	-71	-72	-72	-73	-74
-50	-58	-63	-66	-68	-70	-72	-73	-74	-75	-76	-77	-78	-79	-80	-80	-81

The table below shows how quickly frostbite can occur in adults when skin is suddenly exposed to a cold environment. Times would be shorter for children, or if skin temperature upon exposure is cooler than it normally is at room temperature.

Wind chill factor	Frostbite can occur in:
-25	45 minutes
-35	10 minutes
-60	2 minutes

Emergency Action Plan (EAP)

An Emergency Action Plan (EAP) is a plan designed by coaches to assist them in responding to emergency situations. The idea behind having such a plan prepared in advance is that it will help you respond in a responsible and clear-headed way if an emergency occurs.

An EAP should be prepared for the facility or site where you normally hold practices and for any facility or site where you regularly host competitions. For away competitions, ask the host team or host facility for a copy of their EAP.

An EAP can be simple or elaborate but should cover the following items:

1. Designate in advance who is in charge in the event of an emergency (this may very well be you).

2. Have a cell phone with you and make sure the battery is fully charged. If this is not possible, find out exactly where a telephone that you can use is located. Have spare change in the event you need to use a pay phone.

3. Have emergency telephone numbers with you (facility manager, fire, police, ambulance) as well as contact numbers (parents/guardians, next of kin, family doctor) for the participants.

4. Have on hand a medical profile for each participant, so that this information can be provided to emergency medical personnel. Include in this profile a signed consent from the parent/guardian to authorize medical treatment in an emergency.

5. Prepare directions to provide Emergency Medical Services (EMS) to enable them to reach the site as rapidly as possible. You may want to include information such as the closest major intersection, one way streets, or major landmarks.

6. Have a first aid kit accessible and properly stocked at all times (all coaches are strongly encouraged to pursue first aid training).

7. Designate in advance a “call person” (the person who makes contact with medical authorities and otherwise assists the person in charge). Be sure that your call person can give emergency vehicles precise instructions to reach your facility or site.

When an injury occurs, an EAP should be activated immediately if the injured person:

- 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

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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.*

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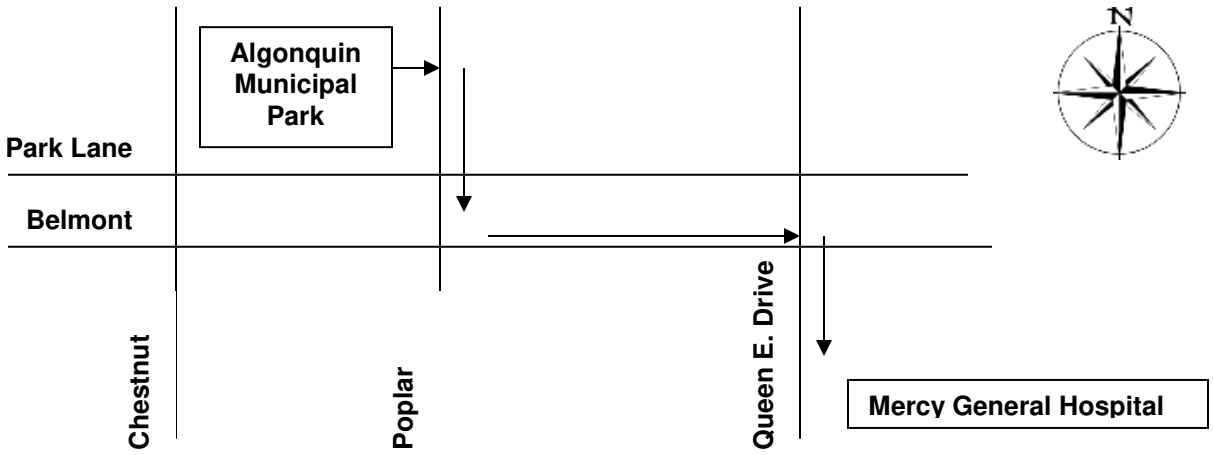
Sample Emergency Action Plan (p.1 of 2)

Contact Information

Attach the medical profile for each participant and for all members of the coaching staff, as well as sufficient change to make several phone calls if necessary. The EAP should be printed two-sided, on a single sheet of paper.

Emergency phone numbers:	**9-1-1 for all emergencies**
Cell phone number of coach:	(xxx) xxx-xxxx
Cell phone number of assistant coach:	(xxx) xxx-xxxx
Phone number of home facility:	(xxx) xxx-xxxx
Address of home facility:	**Algonquin Municipal Park** 123 Park Lane, between Chestnut St. and Poplar St. City, Province/Territory XXX XXX
Address of nearest hospital:	**Mercy General Hospital** 1234 Queen Elizabeth Drive City, Province/Territory XXX XXX
Charge person (1st option):	Suzie Chalmers (coach)
Charge person (2nd option):	Joey Lemieux (assistant coach)
Charge person (3rd option):	Angela Stevens (parent, nurse, usually on site)
Call person (1st option):	Brad Fontaine (parent, cell xxx-xxxx)
Call person (2nd option):	Sheila Lachance (parent, cell xxx-xxxx)
Call person (3rd option):	Stefano Martinez (parent, cell xxx-xxxx)

Directions to Mercy General Hospital from Algonquin Municipal Park:



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Sample Emergency Action Plan (p.2 of 2)

Roles and responsibilities

Charge person

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

Call person

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

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Steps to Follow when an Injury Occurs

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

- Stop all participants
- Protect yourself if you suspect bleeding (put on 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



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.



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

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Head Injuries and Concussions: Guidelines for Coaches

NB: The following information is presented as a series of guidelines only. Head injuries must be treated by a recognized medical professional.

Introduction

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.

The information contained in this section is not designed to train coaches on how to implement a medical treatment or to offer medical advice in the event of a concussion. Rather, its purpose is to provide some recommendations on how to manage situations involving head injuries in a responsible manner. It is important to note that there is presently a lack of consensus in the medical community regarding precise grading scales and return to training or competition criteria following concussions.

What is a concussion?

A concussion is an injury to the brain that results from a hit to the head, or to another part of the body that allows the transmission of impact forces 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 greatly from sport to sport. Producing a comprehensive list of possible causes is therefore difficult. However, 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 of protective sport equipment (shock absorption), failure to wear protective equipment designed for the head, or improper adjustment of the same
- the environment (e.g. obstacles near playing surface)
- significant differences in the skill level, age, or size of participants involved in activities with physical contact or risk of impact
- poor physical condition, or insufficient strength in the neck and upper body musculature.

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Symptoms

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.

Other signs may include a major decrease in performance, difficulty following directions given by the coach, slow responses to simple questions, and displaying inappropriate or unusual reactions (laughing, crying) or behaviours (change in personality, illogical responses to sport situations).

A person can suffer from a concussion without losing consciousness.

Managing a participant with concussion symptoms

The following short-term measures should be implemented in the event that a participant suffers 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.

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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 re-evaluated periodically during the weeks that follow his/her return, to ensure that there are no reoccurring symptoms.

Below 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 coach, 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.

Repeated concussions

Some data suggest that after a first concussion, a person might be more at risk of suffering from concussive injuries in the future. If a participant has a history of repeated concussions, he/she should participate in sport activities only when *full clearance* to do so is obtained from a medical professional.

NB: This information is based on the summary and agreement statement of the first international symposium on concussion in sport held in Vienna in 2001, and on a brochure produced by Judo Canada, entitled "Safety First - What You Need To Know About Concussions." The Coaching Association of Canada is grateful to the Concussion in Sport Group and its chair, Dr. Karen M. Johnston, Division of Neurosurgery, McGill University Health Centre, and to Judo Canada's director general, Andrzej Sadej, for permission to adapt this material. The Coaching Association of Canada also wishes to express its thanks to Dr. Johnston for reviewing this text.

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Coach Liability

Introduction

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

These three topics – negligence, liability, and risk management – are discussed below. This section concludes with a ten-point "personal risk management plan."

Negligence

Negligence is a legal term with precise legal meaning. The term relates to standards of behaviour 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 behaviour 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 behaviour the coach is expected to meet is what is termed an "objective" standard. As adults and as coaches, 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 a coach to be *perfect* in his or her behaviour, only that the coach be *reasonable* and act as other reasonable coaches would act in the same circumstances.

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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 behaviour that places participants in a situation of unreasonable risk or danger.

A coach'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 coach, the "standard of care" is the most important of the above elements. The standard of care is what the coach *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 behaviour 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 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 behaviour will meet this expectation? The answer to this question lies in *risk management*.

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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 coach decides to avoid whatever may cause the risk.

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

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The coach's personal risk management plan

The informed and prudent coach protects himself/herself by implementing a personal risk management plan. This plan helps the coach on two fronts: first, it will promote a safe program and help to prevent injuries from occurring, and second, when an injury cannot be prevented, it will help to protect the coach from liability claims.

Coaches can, and should, practise their own personal risk management by following this ten-point plan:

1. 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.

2. Monitor your participants' fitness and skill levels, and teach new skills in a progressive fashion suitable to their age and skills. Never leave young participants unsupervised.

3. If you do not have access to medical personnel or a qualified trainer, keep adequate first aid supplies on hand; ideally, you should be trained in administering first aid.

4. Develop an Emergency Action Plan for the facility or site where you regularly hold practices or competitions. Carry with you, at all times, emergency contact numbers and participants' medical profiles.

5. Inspect facilities and equipment before every practice and competition and take steps to ensure deficiencies are corrected immediately, or adjust your activities accordingly to avoid the risk.

6. Work with your employer or sport organization to use appropriately worded "assumption of risk" agreements in your programs and, where appropriate, in settings involving adult participants, "waiver of liability" agreements.

7. You should be covered by the liability insurance policy of your employer (if you are remunerated for your coaching services) or your organization (if you are a volunteer coach). Confirm that this is the case. If it is not, obtain your own insurance.

8. Do not be afraid to stop or withdraw from any activity that poses unreasonable risks, including stopping a practice or removing your team or your participants from a competition.

9. Trust your common sense and intuition!

10. Actively pursue your own training, professional development, and coaching certification.

NB: Legal Questions and Answers (FAQ) on liability are provided in the appendices.

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Common Tasks of Community Coaches

Which of these are you expected to do?

Team and equipment management





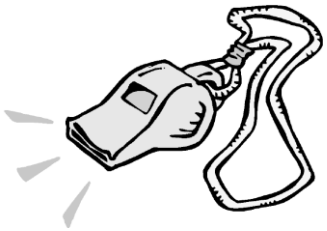
- Registering individual participants
- Registering the team
- Gathering medical and contact information
- Booking facilities for practices
- Booking facilities for competitions
- Ordering and purchasing equipment
- Ordering and purchasing uniforms
- Establishing a team code of conduct
- Establishing a parent code of conduct
- Recruiting assistants
- Arranging for transportation when required
- Compiling first aid kit
- Designing an EAP
- Designing/obtaining a facility safety checklist



Planning

- Planning practices
- Scheduling practices
- Planning the competitive calendar
- Planning and preparing for a parent meeting – beginning of season
- Planning and preparing for a parent meeting – mid-season
- Planning and preparing for a parent meeting – end of season
- Planning an end of season social

Coaching



- Setting up equipment
- Completing a facility inspection
- Running practices
- Evaluating practices
- Running parent meetings
- Running the end of season social

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Recruiting Volunteers

and keeping them!

The head coach is ultimately responsible for all team activities. Your job will be easier and more enjoyable if others are recruited to help out. Friends, acquaintances, and parents of the participants can be called upon to serve as assistant coaches and managers. Here are suggested roles and responsibilities for these positions:

Assistant Coach

- Review the practice plans with the head coach before each practice.
- Assist the head coach in practices and games.
- Stand in for the head coach if required at practices and games.

Manager

- Look after team jerseys and equipment.
- Distribute practice and game schedules.
- Make any necessary telephone calls to participants and parents.
- Be responsible for team funds.
- Ask the league director or local association president for information on league regulations and activities.
- Assist in the care and maintenance of participants' equipment.

Tips for finding volunteers

- Ask your league director or local association president for names of people who might want to assist.
- Spread the word to neighbours and friends. Can they help? Can they suggest others who enjoy sport and have experience working with children?
- Call your local high school and speak to physical education teachers. Explain your needs, and ask if they can give you names of student-athletes who might be interested in helping out.
- Talk to the parents of all your participants and invite them to get involved.

Tips for keeping volunteers

Once you have the help of volunteers, it's important to keep them motivated and involved. Here are some ways you can do this:

- Involve them in planning wherever possible and have them share in the decision-making.
- Have them do things they will find enjoyable and satisfying.
- Acknowledge them for their contributions.

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Competition Organization

If you are well-organized and prepared for the competitions, the participants will be more likely to do their best and enjoy themselves. Here are some suggestions for what to do before, during, and after a competition.

Before the competition

- Arrive at the venue well ahead of time.
- Make sure you have your first aid kit and all the equipment you need.
- Check the playing surface and the facility for safety hazards.
- Make sure the participants' equipment fits properly.
- Be sure the various volunteers (e.g. assistants, manager, scorekeepers, timekeepers) are ready and aware of their duties.
- Ensure that all participants go through a proper warm-up.
- Have a short meeting with the participants. Be positive and stress just a few points of instruction. Do not ask participants to do anything they haven't already practised.

During the competition

- Create a happy and positive mood (smile and enjoy yourself).
- Be enthusiastic, respectful, fair, and consistent.
- Encourage participants' efforts in a clear and precise manner.
- Encourage participants to ask questions.
- Set a good example in dealing with officials and the other team.
- Explain the officials' calls to the participants.
- Give all participants the opportunity to play every position.
- Ensure that every participant has equitable playing time throughout the competition.
- Make substitutions frequently to keep everyone in the competition.
- Keep feedback positive and brief.

After the competition

- Make sure participants and team staff shake hands with the other team and officials.
- Provide participants with encouragement and positive feedback.
- Make announcements about upcoming practices or competition.
- Ask yourself these questions:
  - Did the participants have fun?
  - Was there equal opportunity for everyone to play?
  - Was it a positive experience for everyone?
- After analysing the strengths and weaknesses demonstrated by participants during the competition (do this with the participants), prepare for your next practice.
- Try to say something positive to each participant before he/she leaves.

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Teaching and Learning

One of the primary goals of coaching is to help participants improve their abilities in their sport. Successful coaches are able to communicate and to manage groups and individuals effectively, and can accomplish both in a way that builds the self-esteem of the participants.

In this section we will look at the following:

- effective communication habits for coaches
- the steps of coaching an activity
- key points for each step in coaching an activity
- self-esteem
- creating a participant-centred environment.



Effective communication habits for coaches

On a personal level

- Know yourself as a coach and as a person.
- Know your predominant communication style and adapt your style to your audience.
- Be aware of the importance of nonverbal communication, as others watch you when you are coaching. The participants will observe even your smallest actions. Nonverbal messages represent approximately 80% of all communication. Verbal and nonverbal messages should not conflict (e.g. saying "Let's take time to get this right" while constantly looking at your watch may send conflicting messages).
- Know your typical reactions to situations that commonly occur in your sport (e.g. Do you get agitated or stressed at competitions?).
- Seek opportunities to listen to and communicate with others.
- Pay attention to and show a genuine interest in those communicating with you.
- Accept that over the course of a season you may have to repeat your messages often. It may be necessary to give the same message several times using different words until your point is understood.
- Listen actively by ensuring that you fully understand what others may be trying to communicate. Listening actively means that you ask for clarification when needed, and you oCCsionally restate what you heard to be sure that you have correctly understood the other person (e.g. "When you said ___, did you mean ___, or ____?", "If I understand you correctly, you are now going to try ____.")

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Effective communication habits for coaches (cont'd)

On an environmental level

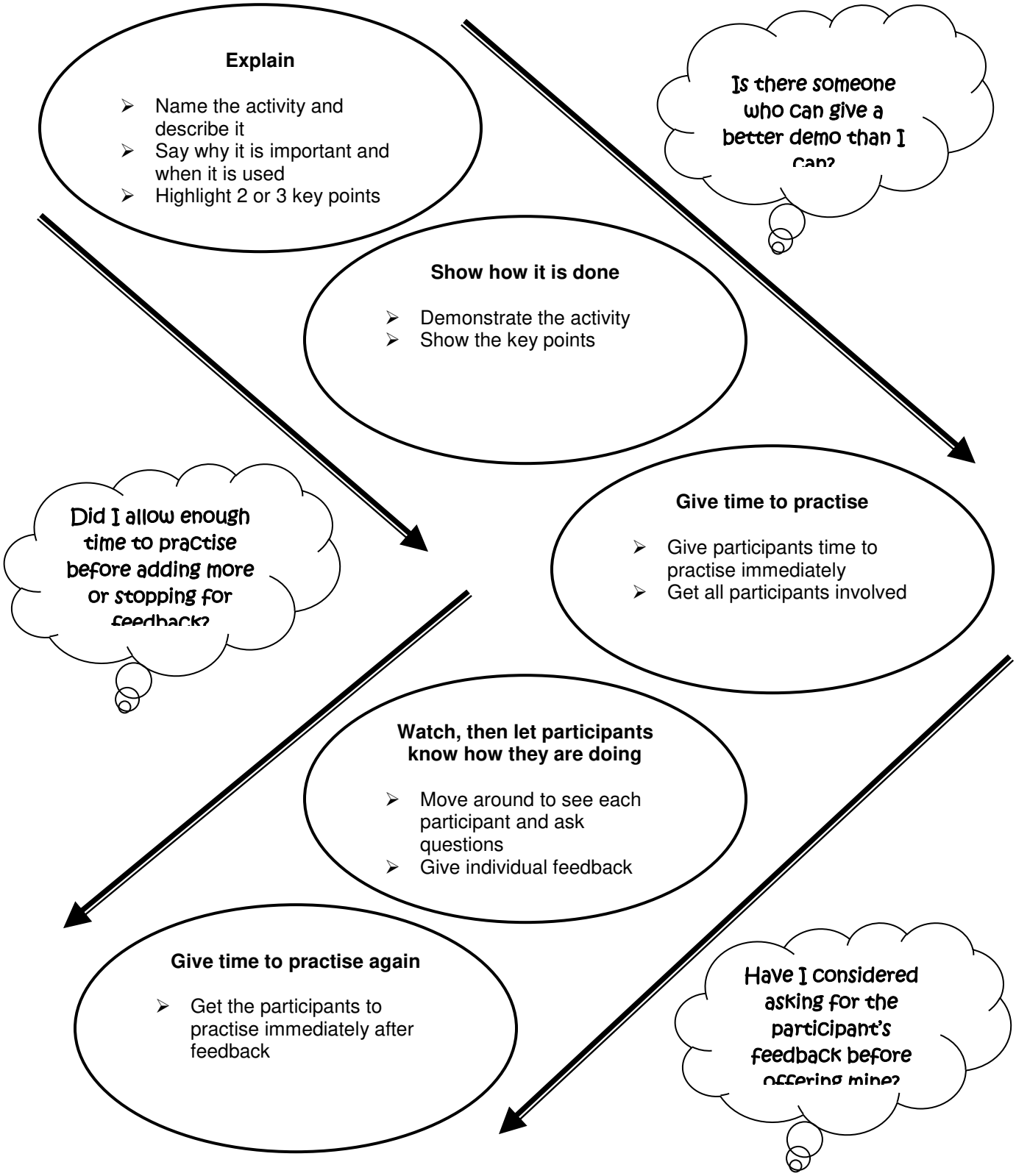
- Create an environment that is based on trust, patience, tolerance, and empathy.
- Choose an environment that is conducive to communication (i.e. quiet, free from distraction, discreet). When circumstances are not favourable for a private conversation, arrange a more appropriate time and location to talk (e.g. after the practice).

On an interpersonal level

- Respect individual differences and characteristics.
- Clearly identify your expectations of participants.
- Identify how these expectations can be met.
- Identify desired attitudes and behaviours (code of ethics, fair play code).
- Communicate clear and pertinent messages using words that others can easily understand.
- Communicate directly to the intended recipient of your message; do not gossip about a participant. If you have an issue with someone, deal directly with him/her; do not generalize a problem, addressing the entire group when the matter concerns only one or two individuals.
- Avoid long speeches to the team or to individuals before or after a competition; aim for brief and specific messages.

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The Steps of Coaching an Activity



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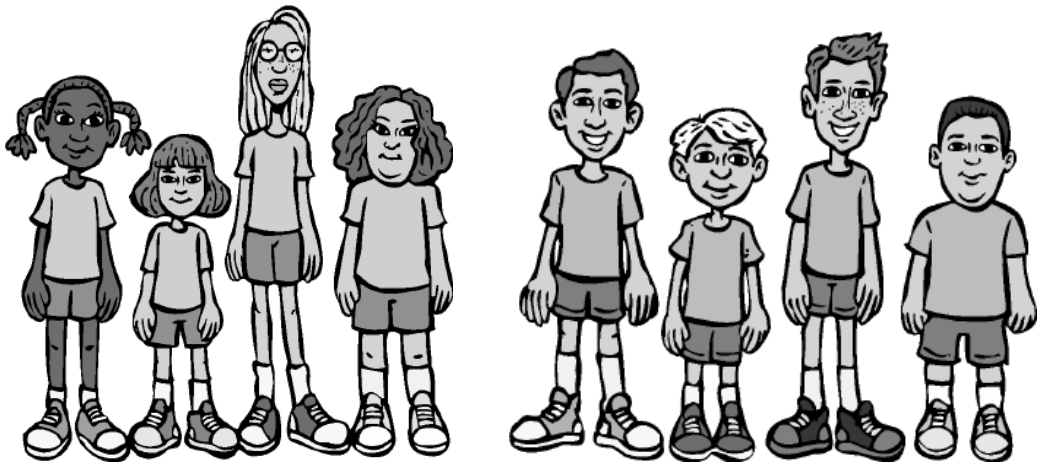
Key Points for each Step of Coaching an Activity

Explain

1. Build an environment that is conducive to learning (i.e. respectful, supportive, enthusiastic).

2. Position yourself so that you can be seen and heard by all. Proper group positioning depends entirely upon what you want the participants to see and on the environment. Here are a few ideas for positioning a group while you are explaining an activity:

   - If you are outdoors, make sure that the participants do not have the sun in their eyes.
   - Position participants so that distractions are behind them.
   - Check that you can see both eyes of each participant before beginning.
   - If there is a level of noise that prevents the group from hearing you, either reposition the group or wait until a time when the noise calms.
   - Train the participants to automatically look around them when they gather as a group to check that everyone can see.
   - If possible and when appropriate, position yourself beside the participant who most often tries to distract others.



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3. Give brief and clear explanations that are complete; avoid long explanations for things that can be demonstrated.

4. Use words that the participants can understand.

5. Speak enthusiastically, loud enough, and at a pace that can be followed by all participants.

6. Give “action” instructions (e.g. “Make as many passes as you can in one minute”).

7. Ask questions to verify that participants have understood what to do.

Remember, if you are losing the attention of the group, it might be because you are talking too much. Get the participants moving as quickly and as often as possible!

Show how it is done

1. The main purpose of a demonstration is to create a mental picture of a movement. To promote proper learning, this picture must be accurate, because what you show is what you usually get!

2. The characteristics of a good demonstration are that movements are executed correctly and the demonstration is given at the right moment (prior to attempting the movement and when participants have the prerequisite abilities).

3. Check that the participants understand what they are to do.

4. Consider using participants who can do the activity as demonstrators.

Give time to practise

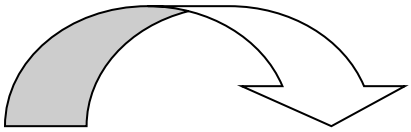
Ensure that participants are active most of the time, and have the opportunity to attempt as many trials as possible in the time allocated (e.g. avoid line ups and waiting periods, bring extra implements).

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Watch, and then let participants know how they are doing

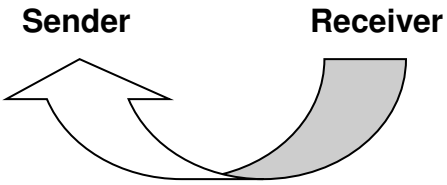
Ensure that you are properly positioned to watch the participants in action, and to determine if an intervention is required. To build your observation and intervention skills, aim to:

- Scan the group at all times; a coach who has good observation skills can detect signs suggesting incorrect execution, boredom, challenge, fatigue, and readiness for the task and will intervene if required.
- Talk with or watch other coaches who have excellent observation skills and use their strategies
- Know what constitutes proper and improper execution of a skill or activity, and have a series of corrective measures available for common errors.
- Ask questions and try to prompt participants to come up with their own feedback. Ask questions such as How do you think you are doing? and, What is one thing you can work on to improve? If participants can come up with their own feedback and you can develop this independence in them, the result will be better long-term learning and less dependence on you.



Great feedback is…

- specific, not general. For example, "You did ___well", not "Nice one!"
- positive and constructive, not destructive or negative
- linked to the behaviour to be changed
- clear and informative
- balanced between things done well and areas for improvement. For example, "Your ___ (movement) has improved since last practice. The next step is to try ___ (add one level of complexity to the movement, or identify a specific aspect on which to focus)."
- easy to understand because it uses simple words



Additional comments on giving feedback:

Although feedback is important, avoid providing too much, too often – let the participants perform the activities without constantly interrupting them. The more you are talking, the less they are practising!

Many coaches rely on a set of commonly used comments, sometimes involving stereotypical phrases or words. Such reactions can become annoying to some participants and therefore lose their effectiveness. Remember that it is primarily the timeliness and quality of feedback and not the amount that determines its effectiveness.

NB: Recent research is showing that "directing performers' attention to the effects of their movements (*external* focus of attention) appears to be more beneficial than directing their attention to their own movements (*internal* focus of attention)." Internal focus seems to interfere with the body's natural control processes.

Wulf, G. & Prinz, W. (2001) Directing attention to movement effects enhances learning: A review. *Psychonomic Bulletin & Review*, 8(4), 648-660.

Give time to practise again

Remember that it can take a participant a lot of practice over weeks, months, and years to develop a skill well. Your challenge is to find creative ways to keep the participant practising and interested, and to avoid too much waiting in line and too many repetitive movements.

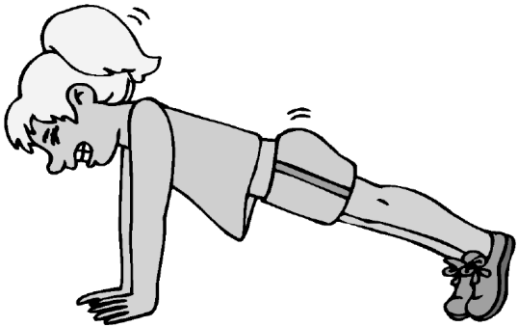
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Self-esteem

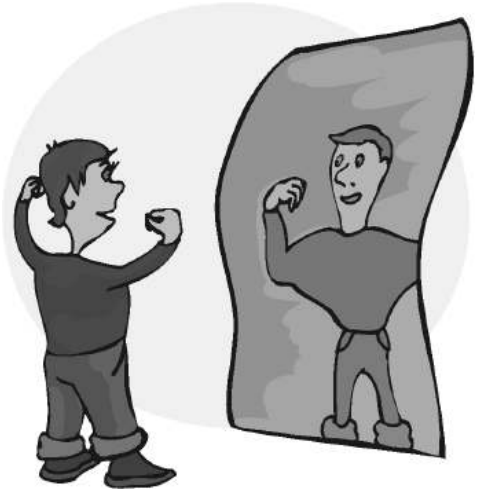
What is self-esteem?

Self-esteem is an outcome of how positively an individual feels about himself/herself. A person's self-esteem can be directly affected by the positive and negative comments of others toward him/her, including those received during participation in sport.

The importance of self-esteem in sport



Sport gives participants the opportunity to acquire new abilities and to assess their skills in competition. Those participants that have high self-esteem tend to learn quicker and perform better than those with poor self-esteem. One of the most important phases of self-esteem development occurs between ages of six and 11. Therefore, parents, coaches, and other adults who work directly with young participants play significant roles in helping them feel good about themselves.



Even remarks that seem insignificant to the person that made them may have an impact on a participant. Parents and coaches should always point out things that the participant is doing well, as well as those that need to be improved. Positive reinforcement can be given on how a participant is performing a skill/activity, and can also be provided for aspects of behaviour that have little to do with performance in sport (e.g. following the rules, playing fair, being on time, taking good care of equipment, making others laugh or relax).

What you say matters a lot to the participants. Coaches can directly impact the self-esteem of the participants, and therefore must carefully assess the potential impact of the words they use and the comments they make on the participants before they are made.

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Indicators of Low Self-esteem in Children

The following behaviours may indicate that a child has low self-esteem:

- He/she avoids performing a task or accepting a challenge, or drops out after an initial error or poor performance.
- He/she cheats or lies in order to avoid losing a game, or to avoid being perceived as a poor performer.
- He/she shows signs of regression by acting immaturely for his/her age.
- He/she becomes uncompromising in order to hide a feeling of incompetence, frustration, or powerlessness.
- He/she finds excuses ("The coach is stupid") or diminishes the importance of the event ("I don't like this sport anyway").
- He/she marginalizes himself/herself by losing or reducing contact with his/her friends, or with others in general.
- He/she experiences mood swings, is sad, cries, and/or has temper tantrums, is frustrated, or is silent.
- He/she expresses negative comments about himself/herself (e.g. "I never do anything well," "No one loves me," "I'm ugly," "It's all my fault").
- He/she has difficulty accepting compliments or criticism.
- He/she is excessively concerned about the opinions of others.
- He/she is highly influenced by his/her friends, even when the influence is very negative.
- He/she helps too much, or never helps at all.

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Tips to Help Children Improve their Self-esteem

- Give them a warm and personal welcome when they arrive, and make sure they are happy to be there.
- Show them that you have confidence in their ability to learn and improve.
- Show respect for them.
- Tell them what their positive qualities are, and what they do well.
- Show them you appreciate them as persons.
- Communicate with them in a positive way.
- Design activities that are suited to their level of performance. Establish realistic goals and expectations based on their abilities.



- Give sincere and frequent praise, especially to young children. Encourage effort and avoid always focussing on results. However, avoid giving false praise, as participants will soon stop valuing your feedback.
- Avoid games involving an elimination process because they may create unnecessary pressure. Create situations with high chances for success.
- Be specific when you praise efforts or performance.
- Praise them for their special achievements; recognize the progress they make.
- Smile, wink, or nod when you want to express acknowledgment. A pat on the back or a high five is an excellent indication of support.
- Give them responsibilities. Involve them in the decision-making process and give everyone the opportunity to be a leader (e.g. alternate captains regularly).
- Ask for their opinions and encourage them to ask questions.

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Tips to Help Children Develop Confidence and Self-esteem in Various Sport Situations

During a selection
- Meet with each participant individually.
- Reaffirm the strengths of each participant.
- Offer improvement strategies.
- Respect everyone's dignity at all times.
- Contact all parents in order to invite their questions.

When commenting or providing feedback about the practice
- Make simple and specific suggestions.
- Have the participants take responsibility for their actions.
- Encourage the participants.
- Be enthusiastic and constructive.
- Avoid giving the impression that coaching is a burden – have fun!
- Be as specific and thorough with your positive comments are you are with your corrections.
- Actively seek their contribution and input.
- Respect their opinion.
- Be flexible regarding your positions and opinions.
- Value their participation.

During a pre-competition talk
- Avoid dramatization; have the participants focus on their actions, not on the final result.
- Be enthusiastic and constructive.
- Acknowledge their feelings, and listen to them.
- Remind them of the things they do well.
- Express the trust you have in them.

After a competition win
- Always comment on the competition.
- Enjoy the victory.
- Emphasize what they did right.
- Discuss what can be improved.
- Acknowledge the efforts of the opponent.
- Refer to what lies ahead and how what was learned in this competition will contribute to future success.

After a competition loss
- Acknowledge their efforts.
- Identify things done well and the strong points of the performance.
- Let them know specifically what can be improved.
- Ensure that participants learn from the defeat.
- Remind participants that there will be other opportunities, and that what is important is giving their best effort.

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Creating a Participant-centred Environment

"Give a person a fish and you will feed him/her for a day; teach a person to fish and you will feed him/her for a lifetime."

What is a participant-centred environment?

A participant-centred environment in sport means that the coach actively seeks to build conditions in which the participants can develop as whole and independent persons, capable of making decisions and choices regarding their learning and experiences in sport. The process can begin once the coach fully understands the growth and development stage of the participants.

In contrast, a coach-centred environment is one in which all decisions and feedback originate from the coach and are imposed on the participants. Participants who develop in a coach-centred environment tend to be more dependent on their coach and less able to function well when their coach is not at their side all of the time.

In a participant-centred environment, participants who are taught over time to take control of their learning and progress learn to be dependent upon themselves; they also develop the ability to identify their needs and to seek out help when required. Many more variables are therefore within the participant's control, and as a consequence, the participant generally performs better in competition with or without the presence of the coach and is more likely to take responsibility for both successes and failures. You play a key role in setting the foundation for participants' development as sport learners and as athletes, should they choose to continue in the sport.

There is no doubt that as an adult coaching children, you are responsible for the safety and the structure of the learning environment. Children depend on the coach to establish with them and to maintain consistent guidelines for what is acceptable behaviour in their sport learning environment. Involving participants in the process makes each child feel valued and safe to take risks and grow.

Participant-centred coaching does not mean that you do not plan your practices, establish a structure and framework for each practice, or share your expertise during practices. It simply means that you:

- allow for choice in what is to be done and how it is to be done
- encourage input from participants
- allow time for participants to explore several options and come to understand for themselves why some options are more effective than others
- value and respond to each participant's input

Participant-centred coaching often requires more planning on your part than a practice in which you are in full control of what the participants do and how they do it.

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What does a participant-centred environment look like?

Novices in any activity rely on direct coaching input to get them started. Coaches often make the mistake of maintaining the same approach, even when the participants are more able to give feedback on their needs. Participant-centered coaching means sharing the responsibility for learning with the participant; it is about coaching for empowerment, not coaching to be in power.

A participant-centred environment looks like	**A coach-centred environment looks like this:**
There is a clear structure and organization to what is going on; everyone is on task	Free- play with everyone doing what they want or coach dictates who goes where and does what at all times
Participants are involved in the decision-making (rules of an activity, ideas for activities, groupings, movement between stations)	Coach decides what is going to be done, when it will be done, who will do it, and for how long
All participants are active and engaged in a task, because stations are set up and running simultaneously	Participants do a lot of waiting in line as the whole group does a single drill
Parents and/or assistants are involved in the practice as facilitators (if you set up stations to maximize active time, then you will need help with them)	Coach is the only one managing the activities; practice is drill oriented rather than activity oriented; parent involvement is discouraged
Direction is given only when there is a need for information (instructions on getting started or how to perform a task – skill, activity, explaining rules of a game)	Coach talks a lot and constantly gives orders
Feedback starts with questioning the participants (guided discovery – participants are prompted rather than told)	Feedback starts with coach telling a participant what to do differently in order to correct mistakes
Participants control the pace of learning, so that if more practice time is needed, it is available; participants move on to a higher challenge when they are ready	Entire group constantly shifts from one activity to the next, with little attention paid to what was learned or if it was learned or a single activity is done repetitively to the point of boredom
Participants try things out, are not afraid of failure, and ask for the coach's help when needed. They seek help not from a position of dependency but on their own terms	Participants look to the coach all the time to "teach me"
Participants play mini games or a version of the game that is adapted for their stage of development	The adult game is played by the participants

What are the effects of a participant-centred environment?

Participant-centred coaching not only builds the skills of the sport in participants, but it also teaches them life skills such as problem-solving, self-direction, ownership and responsibility of their actions and their learning, and creativity.

A participant-centred environment results in participants who:	**A coach-centred environment results in participants who:**
Are able to make decisions on the playing field at critical moments	Hesitate and have difficulty reading a situation on the fly
Are eager to be challenged (want the ball in the decisive moment) and free to take risks – failure is OK and accepted as a stimulus to learning	Don't want to be challenged too much (they fear failure, and do not want to be on the field at critical times)
Are able to clearly state their needs and do not fear assistance	Cannot state clearly what they need (because they may have no training in identifying their needs)
Are able to take responsibility for their mistakes	Blame or deflect responsibility (because they really have no control over the situation so it can't be their fault)
Are able to change their response after a mistake	Are locked into prescribed responses and so have limited ability to recover from mistakes and adapt future responses
Can manage on their own if the coach is unable to attend a competition	Have difficulty making decisions without input from the coach
Are aware of their emotions and therefore are able to learn to control them – they don't feel locked into their prescribed response	Are overwhelmed by the emotions they feel they have no control over and therefore cannot change
Are open to creative responses and new ideas when situations change	Can respond appropriately only if the situation in competition is exactly as it is practised; however, if the situation changes in any way, they cannot adapt

How do I build a participant-centred environment?

It takes time to build this kind of environment. Initially, participants will be looking for the coach to give them permission to think freely. Once you allow this to happen, they will soon take ownership of their learning.

Set the scene

At the beginning of the season, hold a parent meeting at which you will explain this type of philosophy in practice. Request parent help to accomplish this.

Gather the following:

- sample practice plans to help you get started in coaching
- games/activities to develop basic skills in a variety of ways
- teaching aids and equipment – in addition to sport equipment, you will need clipboards
- parent volunteers, assistants

Set practice goals with the participants

Use the cool-down and wrap-up of one practice to ask for participant input on the goals for the next practice (participant generated, coach guided). Some sample questions you can ask include:

- What worked best?
- Why did that work?
- What didn't work so well?
- Why didn't it work?
- What would you like to learn next practice?
- Can we do this or do we need to learn something else first?
- What do you think we could do to help us learn this?

Set the environment

- Set up learning stations where participants can explore and challenge themselves at different levels
- Use activities and mini games instead of repetitive drills
- Challenge participants to develop their own games that can help develop a skill
- Whenever possible, be sure to have sufficient equipment for participants to play with without having to wait their turn

Prompt participants to think for themselves

Instead of telling, ask lead questions:

Did you accomplish your goal with efficiency (e.g. get from a to b as quickly as possible)?
Did you get the desired result?
Are there other ways to do the same thing?
Can you try some other options? Which one works best for this situation?
What could you do now to get better in this situation?
Do you need to continue trying the activity or is it better to change the activity?

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Sport System Building And Long-Term Athlete Development In Canada

The Situation and the Solutions

By Istvan Balyi, PhD

Dr. Istvan Balyi is a leading expert on planning and periodization and on short- and long-term training and performance programming. He has worked as high performance consultant with several Canadian national teams. At present he is a consultant with the national sport centres in Vancouver and Victoria and a high performance and long-term athlete development adviser to the IMG/Bollettieri Sports Academies in Bradenton, Fla. An internationally recognized coach educator, his series on long-term athlete development is being published in Australia, Canada, Great Britain, and the United States.

"It takes 10 years of extensive training to excel in anything."
—Herbert Simon, Nobel laureate

The objective of this article is to shed light on some of the key issues facing the sport systems in British Columbia and Canada. To achieve this objective, this article will briefly

- describe British Columbia's athlete development model, which has been accepted worldwide and endorsed by the Coaching Association of Canada
- identify some of the major gaps in the current sport systems
- explain SportMap, a tool developed by British Columbia's System Integration Group.

Scientific research has concluded that it takes eight to 12 years of training for a talented athlete to reach elite levels (Bloom 1985; Ericsson et al. 1993; Ericsson and Charness 1994). This is called the 10-year or 10,000 hour rule. For athletes, coaches, and parents, this translates as slightly more than three hours of practice daily for 10 years (Salmela 1998). Unfortunately, parents and coaches in many sports still approach training with an attitude best characterized as the "peaking by Friday" approach (Balyi and Hamilton 1999). We now know that a long-term commitment to training is required to produce elite athletes in all sports.

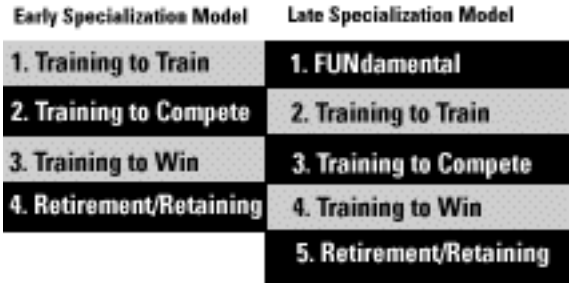
A specific and well-planned training, competition, and recovery regime will ensure optimum development throughout an athlete's career. Ultimately, success comes from training and performing well over the long term rather than winning in the short term. There is no shortcut to success in athletic preparation. Rushing competition will always result in shortcomings in physical, technical, tactical, and mental abilities.

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MODELS OF LONG-TERM ATHLETE DEVELOPMENT AND TRAINING REQUIREMENTS OF DIFFERENT SPORTS

In principle, sports can be classified as either “early specialization” or “late specialization” (Balyi and Hamilton 1999). Early specialization refers to the fact that some sports, such as.gymnastics, rhythmic gymnastics, figure skating, diving, and table tennis require early sport-specific specialization in training.

Late specialization sports, such as athletics, combative sports, cycling, racquet sports, rowing, and all team sports require a generalized approach to early training. In these sports, the emphasis of training should be on the development of general, fundamental motor and technical/tactical skills. Reviewing the existing literature helped us to conclude that early specialization sports require a four-stage model, while late specialization sports require a five-stage model:



Since only a few sports can be categorized as early specialization sports, this article will focus on late specialization sports. Each early specialization sport should develop a sport-specific model; a generic model would lead to serious oversimplifications. The challenge for early specialization sports is either to combine the FUNdamental and Training to Train stages or to amalgamate them into a single stage, such as the Training to Train stage. For late specialization sports, specialization before age 10 is not recommended since it contributes to early burnout, dropout, and retirement from training and competition (Harsanyi 1985).

One of the most important periods of motor development for children is between the ages of nine and 12 (Balyi and Hamilton 1995; Rushall 1998; Viru et al. 1998). During this time, children are developmentally ready to acquire the fundamental movement skills that are the cornerstones of all athletic development. These fundamental skills include running, throwing, jumping, hopping, and bounding—the ABC’s of athletics. The introduction of the ABC’s of athleticism (agility, balance, coordination, speed) during this period will lay the foundation of athletic excellence for later years.

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Fundamental movement skills should be practised and mastered before sport-specific skills are introduced. The development of these skills, using a positive and fun approach, will contribute significantly to future athletic achievements. Participation in a wide range of sports is also encouraged. This emphasis on motor development will produce athletes who have a better trainability for long-term sport-specific development. If the fundamental motor skill training is not developed between the ages of nine and 12, skills cannot be recaptured at a later time (although carefully planned and implemented remedial programs can contribute to limited success).

THE FIVE-STAGE MODEL OF LATE SPECIALIZATION SPORTS

STAGE 1—The FUNdamental Stage™

Both males and females six to 10 years old.[1] The FUNdamental stage is well structured and fun! The emphasis is on the overall development of the athlete's physical capacities, fundamental movement skills, and the ABC's of athleticism. Participation in as many sports as possible is encouraged. Speed, power, and endurance are developed using FUN games. Correct running, jumping, and throwing techniques are taught, using the ABC's of athletics.

Strength training during this stage should include exercises using the athlete's own body weight, medicine ball, and Swiss ball exercises. Athletes should be introduced to the simple rules and ethics of sports. No periodization takes place, but all programs are structured and monitored. Activities revolve around the school year, and during summer and winter holidays multi-sport camps are recommended. If athletes and parents have a preferred sport, participation once or twice per week is recommended, but participation in other sports three or four times per week is essential for future excellence. If the athletes later decide to leave the competitive stream, the skills they have acquired during the FUNdamental stage will still benefit them when they engage in recreational activities, which will enhance their quality of life and health.

[1] It must be noted that the ages described are general guidelines. The individual tempo of development/ maturation will influence how athletes will reach the various stages of long-term development. However, they all will go through the same stages. Some early maturing athletes may have as much as a four-year physiological advantage over their late maturing peers (Ross et al. 1977).

STAGE 2—The Training To Train Stage™

Males 10 to 14 years old/females 10 to 13 years old. During the Training to Train stage, young athletes learn how to train and they also learn the basic skills of a specific sport. As well, they are introduced to the basic technical/tactical skills and ancillary capacities including warm-up and cool-down, stretching, hydration and nutrition, recovery and regeneration, mental preparation, taper and peak, integrated precompetition routines, and post-competition recovery.

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During competitions, athletes play to win and to do their best, but the major focus of training is on learning the basics as opposed to competing. Training and competition ratios are optimized because too many competitions waste valuable training time and conversely, not enough competition inhibits the practise of technical skills and learning how to cope with the physical and mental challenges presented during competition.

A 75 per cent training to 25 per cent competition ratio is recommended by experts during the Training to Train stage; however, these percentages vary according to sport and individual specific needs. Athletes undertaking this type of preparation will be better prepared for competition in both the short- and long-term than athletes who focus solely on winning. During this phase, athletes train in competitive situations daily in the form of practice matches or competitive games and drills.

The Training to Train stage addresses the critical or sensitive periods of physical and skill development. Athletes who miss this stage of training will never reach their full potential, regardless of remedial programs they may participate in. The reason why so many athletes plateau during the later stage of their careers is primarily because of an overemphasis on competition instead of on training during this important period in their athletic development.

STAGE 3—The Training To Compete Stage™

Males 14 to 18 years old/females 13 to 17 years old.
This phase of development is introduced after the goals and objectives of the Training to Train stage have been achieved. The training to competition and competition-specific training ratio now changes to 50:50. Fifty per cent of training is devoted to the development of technical and tactical skills and fitness improvements, and fifty per cent is devoted to competition-specific training.

During the Training to Compete stage, high intensity individual and sport-specific training is provided to athletes year round. Athletes, who are now proficient at performing both basic and sport-specific skills, learn to perform these skills under a variety of competitive conditions during training. Special emphasis is placed on optimum preparation by modelling training and competition. Fitness programs, recovery programs, psychological preparation, and technical development are now individually tailored to a greater degree. This emphasis on individual preparation addresses each athlete's individual strength and weaknesses.

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STAGE 4—The Training To Win Stage™

Males 18 years and older/females 17 years and older.
This is the final stage of athletic preparation. All of the athlete's physical, technical, tactical, mental, and ancillary capacities are now fully established and the focus of training has shifted to the optimization of performance. Athletes are trained to peak for major competitions. Training is characterized by high intensity and relatively high volume. Frequent "prophylactic" breaks help to prevent physical and mental burnouts. Training to competition ratio in this stage is 25:75; the 75 per cent competition ratio includes competition-specific training.

STAGE 5—The Retirement/Retaining Stage

This stage refers to the activities performed after an athlete has retired from competition permanently. During this final stage, ex-athletes move into sport-related careers that may include coaching, officiating, sport administration, small business enterprises, masters competition, and the media.

GAPS IN THE SPORT SYSTEMS IN B.C. AND CANADA

Analysing the B.C./Canadian sport systems from the point of view of performance delivery, it seems that the following gaps are inhibiting the system:

- The system of competition, or the non-existence of a system of competition, often inhibits optimal training and performance. Competitive calendar planning is not based on technical knowledge, but on traditions and improvisations.

- Administration and coaching practice focuses on training and competition. Talent identification and recruitment are largely neglected although retirement/retaining has received more attention recently.

- The best coaches work at the elite level in the B.C. sport system. Volunteers or Level 1 coaches coach the FUNdamental and Training to Train stages. However, this is ironic because it is the FUNdamental and Training to Train stages that are the most critical to long-term athlete development. Coaching at these levels requires knowledgeable and experienced coaches who can correctly perform and demonstrate skills for the children.

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Individuals coaching at these levels should also be well-acquainted with the physiological, cognitive, and emotional development patterns of children and adolescents. The damage done due to incompetent coaching during the FUNdamental and Training to Train stages cannot be fully repaired during the Training to Compete and Training to Win stages.

- The higher the performance level of the athlete, the better the support programs are. Unfortunately, this means that there is very little or no support at all for the developmental athlete.

- Due to the shortcomings of athlete development during the FUNdamental, Training to Train, and Training to Compete stages, many athletes will never reach their optimal performance levels or genetic ceilings/potential. Regardless of the sophistication of the support programs at the elite level, they do not compensate for the shortcomings in the system. Thus, the national sport centres will not be able to fulfil their role unless changes are made to the sport system to encourage preparation at early training ages.

- Although Canada is considered to be a world leader in coach education, women in sport development, ethics and anti-harassment issues, doping control, and athlete assistance, the country's technical short- and long-term periodization programs lack sophistication and integration.

- Canada is the only developed country without a centralized sport science program. In fact, it is the only developed country without any sport scientists working full time in the sport system.

- The existing Canadian sport science and sport medicine programs are not fully integrated and sequenced with sport-specific technical/tactical activities.

- A high ratio of competition to training activities inhibits optimal athletic development, especially in team sports.

- The basic components of athletic preparation are not being implemented in a systemic manner (for example, the ABC's of athleticism and the ABC's of athletics).

- Male training programs are superimposed on female athletes. This is inappropriate in light of the physiological and developmental differences between the genders.

- Adult training programs are superimposed on young athletes. This is detrimental because it means that coaching is conducted without regard for the principles of childhood development.

- Adult competition schedules are superimposed on young athletes. As a result, too much time is spent competing and not enough time is spent learning and mastering basic and sport-specific skills.

- Optimal trainability is disregarded during the “critical” or “sensitive” periods of athlete development—about two per cent of coaches use anthropometrical measurements to identify Peak Height Velocity, Peak Strength Velocity, and Peak Weight Velocity to optimize the periods of accelerated adaptation to training. Therefore, young athletes are not introduced to skills at the time when they are developmentally ready to learn them.

- A focus on winning rather than development characterizes the preparation of the developmental athlete.

The 1997–2001 World Class Programmes monitored by Sport England concluded that Australia and France are 15 to 20 years ahead in sport system development. Canada is at least 10 years behind the U.K.

These gaps could be eliminated by the alignment and integration of the provincial and federal system elements from the grassroots to senior elite levels. SportMap is designed to eliminate the gaps in the B.C. sport system.

BUILDING THE B.C. SPORT SYSTEM

Since its inception in 1999, the B.C. Sport System Integration Group (SIG) has championed the ideas behind “SportMap: A Blueprint for Sport Excellence.” SportMap is a system designed to encourage cooperation among leaders in the B.C. sport system. It is also a comprehensive curriculum of sport education for athletes, coaches, and parents.

SportMap is a holistic and scientific approach to integrating athlete development. It has been tested by the PacificSport Group, the B.C. network of national and regional sport centres, and SportMed B.C. on behalf of the System Integration Group, the BC Games Society, the National Coaching Institute–B.C., the Coaches Association of British Columbia, the Premier’s Sport Awards, B.C. School Sports, Sport BC, and the Sport and Community Development Branch of the Government of British Columbia.

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These organizations advocate the importance of

- sport education and skill-building within the sport system in B.C.
- athlete development models as planning maps for sport organizations
- information-sharing among athletes, coaches, and other adults (most notably parents) on sport values and principles of athlete development
- coordination and shared leadership among the recognized multi-sport organizations in B.C.

SUMMARY

The long-term athlete development model, consisting of the FUNdamental, Training to Train, Training to Compete, and Training to Win stages, has become the foundation for British Columbia's sport system. "SportMap: A Blueprint for Sport Excellence" is a system integration/building tool that encourages cooperation and integration among leaders in the B.C. sport system. Of course, B.C.'s goals cannot be fully realized unless national integration takes place.

Other sport-specific, long-term athlete development models (with their collaterals) designed by national and provincial sport organizations, federal and provincial agencies including the Canadian Olympic Association, Sport Canada, and the Coaching Association of Canada could facilitate this process. Alpine Canada Alpin and the Canadian Ski Coaches Federation are leaders in this regard. In 1999, they developed the Alpine Integration Model (AIM), with the help of national and provincial organizations, clubs, and experts from across Canada. This model integrates and sequences Alpine's athlete development both horizontally and vertically. (The outcome of this process should yield results at the 2010 Winter Olympics).

Hopefully the national sport policy will ensure horizontal and vertical integration of the Canadian sport system and will provide leadership and financing for the new system in the near future.

A bibliography is available upon request from *Coaches Report*.

OVERVIEW OF LONG-TERM ATHLETE DEVELOPMENT

FUNdamental
Chronological/Biological Age
Male & Female: 6–10

- FUN and participation
- General, overall development
- Athleticism: ABC's of running, jumping, and throwing
- ABC's of movement: Agility, Balance, Coordination, and Speed
- Speed, power, and endurance through FUN and games
- Proper running, jumping, and throwing technique
- Medicine ball, Swiss ball, and own body exercises for strength
- Introduction to simple rules and ethics of sport

Talent Identification

NO periodization, but well-structured programs

- Sport participation 5–6 times per week

Training to Train
Biological Age
Male: 10–14 Female: 10–13

- Emphasis on general physical conditioning
- Shoulder, elbow, core, spine, and ankle stability
- FUNdamental technical skills progressively more specific skills towards the end of the stage
- FUNdamentals of tactical preparation
- Participation in complementary sports (similar energy system and movement pattern requirements)
- Individualization of fitness and technical training
- Introduction to mental preparation
- FUNdamentals of ancillary capacities

Recruitment

Single Periodization

- Sport-specific training 4 times per week, with participation in other sports

Training to Compete
Chronological/Biological Age
Male: 14–18 Female: 13–17

- Sport and individual specific physical conditioning
- Shoulder, elbow, core, spine, and ankle stability
- Sport-specific technical and playing skills under competitive conditions
- Advanced tactical preparation
- Individualization of technical/tactical skills
- Advanced mental preparation
- Sport and individual specific "ancillary capacities"

Specialization

Double or Multiple Periodization

- Sport-specific technical, tactical and fitness training 6–9 times per week

Training to Win
Chronological Age
Male: 18+ Female: 17+

- Maintenance (or possible improvement) of physical capacities
- Shoulder, elbow, core, spine, and ankle stability
- Further development of technical, tactical, and playing skills
- Modelling all possible aspects of training and performance
- Frequent prophylactic breaks
- All aspects of training individualized
- Develop further "ancillary capacities" (there is no "ceiling limit")

High Performance

Triple or Multiple Periodization

- Sport-specific technical, tactical and fitness training 9-12 times per week

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Appendix 2

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 certainly 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.

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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.

However, 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 behaviour 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 behaviour 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.

11. What are the most commonly occurring cases where coaches require legal assistance?

Coaches most frequently need legal assistance to deal with employment matters such as employment contracts and termination. They also seek assistance to deal with allegations of harassment and misconduct matters. On oCCsion, coaches require legal assistance when implicated in a lawsuit from a person who has been injured and is seeking compensation.

12. What are the key preventive measures a coach can take to protect himself/herself?

The competent, informed and prudent coach practises his or her own personal risk management as described in the NCCP materials. A ten-point plan is presented there that lays out an array of risk management techniques accessible to all coaches. A coach protects himself or herself through gaining knowledge about negligence and liability, and applying techniques to identify and control risks in the coaching environment.

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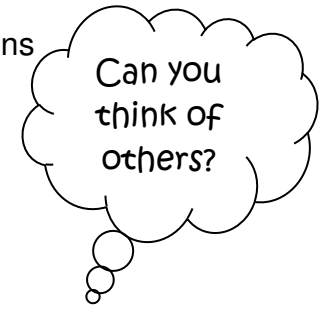
Appendix 3

Examples of Coaching Situations that have Ethical Implications

Playing Time

At an early season meeting with players and parents, you indicated that your philosophy is to give each member of the team equal playing time – whatever the state of the game – as long as they are attending practices and are giving their best effort. Your most skilled player has just missed the last three practices because of family holidays. A less skilled player who plays in the same position has been at all practices. Both the players and their parents are waiting for you to decide who will be in the starting lineup, and how much playing time each player will get.

Some issues in this situation:



- Living up to your word, consistency between intentions and actions
- Consequences of demonstrating your values in action
- Victory versus values
- Leadership
- Pressure from other players and from parents to play to win
- Emotions/reactions of the players concerned
- Perception of unfairness or fairness by the parents and players
- Registration fee paid by all players
- Whether practices missed because of family vacations are considered missed practices

Some possible interventions by the coach:

- Consider family vacation as out of the child's control and play all participants equally
- Play the more skilled participant for a greater percentage of time
- Sit out the participant that missed the practices, and make no exceptions to the missed practice policy
- Call a team meeting
- Address only the participants and parents involved

Note: Before following through on a chosen action, be sure that your intervention is consistent with the NCCP Code of Ethics and with fair play concepts.

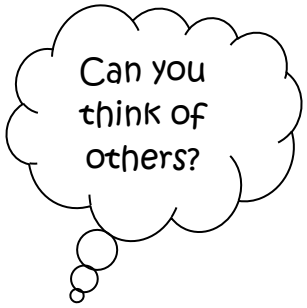
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Shaking Hands

After each competition, you have the participants on your team shake hands with their opponents. After a tough competition, one of your participants refuses to shake hands, on the grounds that some of the opponents mistreated him/her. The participant's parents seem to support this position, and encourage him/her to leave for home immediately.

Some issues in this situation:

- Respect for team rules
- Respect for the opponent
- Fair play
- Leadership of the coach versus influence of the parents
- Parents as models for children
- Confusion on the part of the participant about whose directions to follow
- Authority of parents versus authority of the coach
- Values of parents versus values of the coach
- Breach of team contract



Some possible interventions by the coach:

- Do nothing; the decision is the responsibility of the parents.
- Look around to see if anyone has noticed the situation and, if so, what seems to be their position?
- Intervene and insist that the participant shakes hands with the opponents.
- Do nothing at the time, but speak in private with the parents and the participant at a later time.
- Do nothing at the time, but speak in private to the parents at a later time.
- Do nothing at the moment, but speak in private to the participant at a later time.
- Hold a brief meeting with the parents and members of the team to re-emphasize the importance of shaking hands as a means of demonstrating fair play and honouring the team contract.

NB: Before following through on a chosen action, be sure that your intervention is consistent with the NCCP Code of Ethics and with fair play concepts.

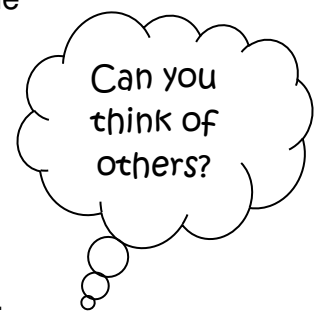
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The Harassing Coach

You are an assistant coach. At a practice, you notice that the head coach seems to be talking harshly to the participants, so much so that some of them have their heads down, have pulled back from the group, and look upset. You hear the coach saying: "You don't deserve my time," "You have no guts," "You are just a bunch of cowards with no skill."

Some issues in this situation:

- Emotional integrity of the participant as a person
- Verbal harassment; abusive language toward participants under the responsibility of the coach
- Potential damage to the self-image of participants
- Comments that may lead to self-destructive behaviours
- Coach showing disrespect for the participant as a person
- Conflict of values between head coach and assistant coach
- Possible impact on the future relationship between head coach and assistant coach
- Challenging the head coach as an authority figure
- For the assistant coach, a fear of losing his/her position if he/she speaks out
- Participants may quit the program



Some possible interventions by the assistant coach:

- Do nothing; the head coach is the boss.
- Do nothing, because you share the opinions of the head coach.
- Confront the coach and let your disapproval be known publicly.
- Discuss your concerns in private with the head coach and share your opinions.
- Speak with the participants and let them know that you do not agree with the head coach.
- Speak with the parents of the participants and let them know of your concerns about the head coach's attitude and behaviour.
- Ask the head coach and participants to establish a team code of conduct that addresses how participants want to be treated and how they wish others to be treated.

NB: Before following through on a chosen action, be sure that your intervention is consistent with the NCCP Code of Ethics and with fair play concepts.

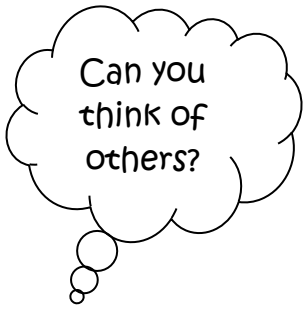
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Loud Mouth Fans

You are a coach of young participants and at a parent meeting a few days before a weekend tournament one of the parents tells you he/she is not happy about the behaviour of some other parents. "Some parents on our team keep shouting directions to their child and to other kids on the team. They also harass kids and coaches on the other teams. I don't feel this is right at all," he/she says.

Some issues in this situation:

- Quality of the competitive environment, and of the sport experience
- Leadership of the coach
- Image presented by those associated with the team
- Respect for others
- Self-control of parents in situations where there is an emotional involvement
- Self-control in public
- Parents as models of proper behaviour for children
- Safety of the environment (verbal harassment, verbal abuse)
- Freedom of expression
- Potential escalation (general security on the premises if parents come to blows)
- Potential to lose volunteers if the situation persists (coaches, other parents)
- The participant may be confused – Who should he/she be listening to: the parents or the coaches?



Some possible interventions by the coach:

- Talk with the parent who is voicing concern, but do not intervene with the other because you do not feel there is a problem (this is just a case of two parents who do not like each other).
- Intervene alone with the parent who is yelling.
- Intervene with all parents as a group.
- Intervene by requesting a meeting with the parent who is complaining, the parent who is yelling, and yourself as mediator.
- Have your team prepare a parent code of conduct and have a group of parents responsible for enforcing it.
- Talk to the participants about ignoring the yelling from the stands – they should only concern themselves with coaches, other players, and the officials.
- Have the noisy parent banned from the stands.

NB: Before following through on a chosen action, be sure that your intervention is consistent with the NCCP Code of Ethics and with fair play concepts.

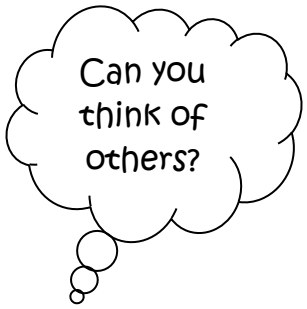
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The Inclusive Team

A participant who has a mental disability has registered for your team. Parents of another child tell you they feel that a participant with a mental disability should not be allowed on the team because the program will be watered down and their own child's needs will not be met. Other parents hear the remark and are awaiting your response.

Some issues in this situation:

- Respect for others
- Parents as models for children
- Inclusion
- Quality of the sport environment
- Potential to lose participants and parents



Some possible interventions by the coach:

- Talk with the parent who is expressing concern
- Intervene by having a meeting with all the parents
- Have a team meeting with all the participants
- Do nothing
- Educate the complaining parent about inclusion in community sport

NB: Before following through on a chosen action, be sure that your intervention is consistent with the NCCP Code of Ethics and with fair play concepts.

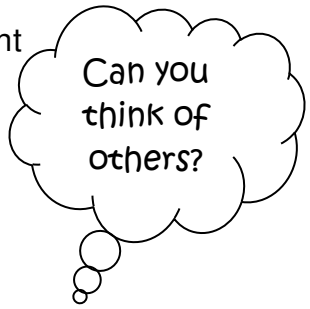
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The Ignorant Coach

You are a coach of young male participants, and your team is from an ethnically diverse neighbourhood. One of the participants is physically disabled. After a league competition that you won, both teams are doing their cool-down close to each other. The other team's coach says to his/her assistant coach, at a volume that all can hear, "I can't believe we just lost to a team made up of foreigners, redskins, and cripples. We played like a big bunch of girls." You can't believe what you, your team, and the parents watching have just heard and you are fuming.

Some issues in this situation:

- Discrimination
- Safety of the environment (verbal harassment, verbal abuse)
- Respect for others
- Parents/coaches as models of proper behaviour for children
- Freedom of expression
- Potential escalation (general security on the premises if parents/coaches come to blows)
- Leadership of the coach
- Image presented by those associated with the team
- Self-control in situations where there is an emotional involvement
- Self-control in public



Some possible interventions by the coach:

- Do nothing; pretend that you missed the comment entirely.
- Tell your team and parents to pay no attention to the comments.
- Tell the coach who made the comment that what he/she said is out of line.
- Intervene privately with the coach and address issues of respect and a safe environment for all.
- Intervene publicly with the coach and address issues of respect and a safe environment for all.
- Address your team and parents, indicating your displeasure with what you heard.

NB: Before following through on a chosen action, be sure that your intervention is consistent with the NCCP Code of Ethics and with fair play concepts.

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National Coaching Certification Program

Let's Ride!
Community Initiation
Coach Toolbox






Let's Ride! Coach Toolbox - Contents

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CYCLING SPECIFIC RESOURCE MATERIALS

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Delivering a *Let's Ride!* Community Cycling- Initiation Program

Here is some information regarding delivering a CC Community Cycling- Initiation program to cyclists.

Program Objectives

- Ensure participants have a fun, safe, stage-appropriate experience that makes them want to come back;
- Help to develop basic cycling skills which are transferable to all cycling disciplines, and which can be done on any kind of bicycle;
- Introduce participants to the idea of competition and show them the competition pathway if they want to become more involved.

Participants

- Target participants are novice, pre-competitive cyclists at the community level.
- These athletes will likely be in the FUNdamentals to early Train to Train stages of long-term athlete development (LTAD), or around ages 6-12. Older or adult participants are also welcome.
- We expect these participants to be able to ride a bicycle, be interested in improving their skills, and open to trying a competitive experience. A skills assessment is built into the first session.
- In order to maintain the appropriate coach to participant ratio for effective skills development, the maximum registration is 8 participants per coach.

Lesson Plans and Schedule

- A set of 8 Lesson Plans is provided. These are the template for program delivery, although they may be modified by coach-instructors as needed.
- These Lesson Plans are based on a schedule of 8 sessions each lasting 90 minutes.
- The program could therefore be offered as a 90 minute session for 8 consecutive days, or as 2 sessions per day for 4 days. These could be consecutive days or one or more days per week for a number of weeks. Important considerations are physical and mental fatigue (no more than 2 sessions/day should be offered) and retention of skills (it is not advised to offer the course as one session/week for 8 weeks, since participants may forget the skills between sessions).

Venue and Equipment

- The program is designed to be delivered in a safe confined environment such as a grass sport field or a closed parking lot (with no cars present). Access to a small hill is ideal but not required. This program is not designed to be delivered on trails.
- Participants must bring a bicycle in good working order, a safe helmet, and water. Recommended items include a pump and spare tube, and basic tools.
- The coach needs the same cycling equipment (the coach will demonstrate skills) as well as a kit of cones and obstacles. A course equipment list is found in this document.

Additional information on how to organize a community program, other resources for community cycling coaches, etc can be obtained from Cycling Canada or your provincial cycling association.

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Working With Athletes With A Disability

First Contact

When coaching athletes with a disability (AWAD), "first contact" usually refers to the first time an athlete encounters a sport, or has an opportunity to try a sport. It is important to understand that "first contact" works both ways- when the athlete meets the sport and coach, and when the coach meets the athlete. Let's look at both sides of "first contact".

First Reactions

For both coach and athlete, first contact may bring apprehension or fear. The athlete may be asking: "Can I do this? Will I be accepted?"

The coach may be asking the very same questions. The first time meeting and working with AWAD, the coach may wonder what the athletes are capable of doing, and in the case of athletes with an intellectual disability, what they are capable of understanding. Lack of knowledge about disability may lead the coach to make wrong assumptions; sometimes a motor control or speech impairment may lead the coach to think the athlete has an intellectual or learning impairment, when this is not the case. When people meet, there is always the possibility of an awkward moment. In the case of AWAD, lack of understanding by the coach, or the concern of spectators or parents of the athletes, may make the moment of first contact seem even more awkward.

Coaches need to remember that these are boys, girls, women and men *who just want to ride a bicycle*. When coming into an established program the coach should:

- Be open and honest, especially if he/she has not worked with AWAD before;
- Avoid assumptions about what the athletes can and cannot do;
- Ask questions, of the athletes and other coaches;
- Assess the ability of players much as he/she would assess any other athlete.

When starting a new program, or welcoming a new cyclist, the coach should remember that the athlete may share the same worries. It can take more courage for an athlete with a disability to try a new sport. A negative first contact may mean the potential athlete is lost to the sport forever. So,

- Talk with the athlete and learn about them- what their mobility or other restrictions are, and how they feel about trying the sport for the first time;
- Talk with the other athletes in the group, introducing the new athlete;
- Remember that an athlete with a disability wants to be treated with respect. They may not want to receive any special attention or help. If they do want something, they will ask;
- Set the new athlete up to succeed, by choosing appropriate activities, pairing them with a more experienced athlete, and offering honest praise for a good effort;
- Emphasize that everyone has a right to participate. Don't let the new athlete worry that they are holding things back or slowing the group down.

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Understanding Disability

An excellent resource to help coaches learn more about working with AWAD is Coaching Athletes With a Disability, from Coaching Association of Canada. Much of the information in this section is drawn from that resource.

The different types of disabilities are grouped into broad categories such as mobility impairment, sensory impairment, and intellectual impairment. Disabilities are either congenital (i.e., present at birth) or acquired (i.e., not present at birth, but acquired through a traumatic injury or an illness). Basic information, including specific safety considerations and recommendations to coaches, is presented in Coaching Athletes With a Disability.

For the coach, it can be important to know whether a disability was acquired or congenital. A person who acquired a disability in an accident may possess skills from previous sport experience and may know about training but now need to relearn some skills. Someone born with a disability has typically adjusted to how his or her body operates; however, sport opportunities may have been limited, and as a result some motor or sport-specific skills may be delayed.

Persons with a disability have usually gone through rehabilitation or therapy during which they have provided their life story on numerous oCCsions to nurses, doctors, and others. Sharing personal information about their disability is generally not an issue. The coach can ask specific questions about whether or how the disability affects balance, movements, etc.

Behavioural patterns may differ greatly amongst persons with an intellectual disability. Assessment methods are available to help coaches identify the situations that may cause changes in behaviour, and information is available on specific strategies to effectively manage these situations.

Some athletes with a disability may also need medication. Generally, the medication issues for people with a disability are the same as with able-bodied people. For example, medication may be required for diabetes, asthma, a heart condition, seizures, or some other health-related problem.

Initially, the person with a disability (or, in the case of young children, a parent) is the best judge of what the individual can or cannot do on the playing field. The best way to get these answers is to ask.

Some athletes with an intellectual disability can easily explain their needs and objectives to a coach, while others may not be as verbal or as clear. Therefore, it may be essential for a coach to talk to a parent or guardian to learn more about the disability.
Communications

Communication

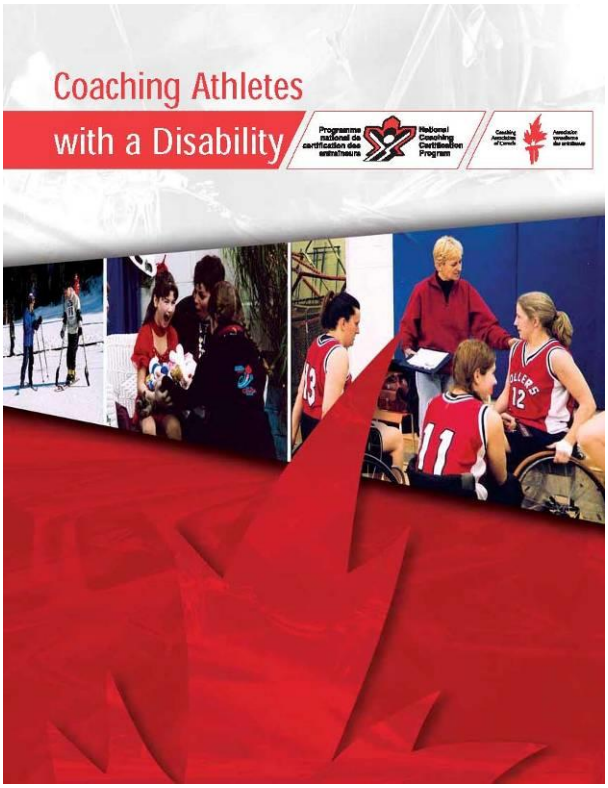
Good communications between coaches and athletes or parents is essential in any sport. When working with AWAD, there are a few additional factors to be aware of.

- AWAD, especially those with congenital disability, participating for the first time may have less sport background than able-bodied athletes of the same age. They may not be as familiar with certain terms or expressions used by coaches as other athletes.
- Overprotective parents are more common. Parents may have particular concerns about safety, access, or integration. While these concerns may have some validity, it is important to position sport participation as a means to athlete development and self-sufficiency. Just as for able-bodied players, sport helps people grow and develop confidence. Work closely with parents to help relieve their concerns.

The manual Coaching Athletes with a Disability offers these “Do’s and Don’ts”:

- Do not be scared to ask questions
- Ensure equal treatment
- Do not assume that athletes with an intellectual disability do not understand
- Have a well-structured practice plan and use a progressive approach with athletes that have an intellectual disability
- Sit down when talking to a person in a wheelchair
- Ask permission before touching a wheelchair, crutches or walker.

At first contact, an open welcoming attitude, willingness to ask and answer questions, extra time dealing with parental concerns if raised, and an effort to see beyond the disability will help get both coach and player off to a great start!



For more information, find Coaching Athletes with a Disability at www.coach.ca

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Cycling Rules

- "Rules" are based on experience and tell us how to conduct ourselves safely and how to cooperate, or compete, fairly. Cycling rules exist in non-competitive settings, such as trail use ("trail etiquette") and when riding in traffic ("traffic laws"). There are also rules for bicycle competitions or races.

- There are many kinds of bicycle races, grouped into *disciplines* such as mountain bike (MTB) racing, road racing, track racing, or BMX racing. Each discipline has its own rules, although the rules of different disciplines are similar to one another.

- Regardless of the discipline, there are two basic kinds of races. In "mass-start" or "head-to-head" racing, two or more riders compete at the same time, and the first one across the finish line wins. Some examples include MTB cross-country or dual-slalom, mass-start road races or criteriums, track sprint races and points races, or BMX motos. The other basic kind of race is a timed event, in which riders compete alone and the best time wins. Examples are MTB downhill races, road time trials, or events like the 500 m time trial on the track.

- One type of rules common to all kinds of bicycle races is *safety rules*. These include:
    - All riders must wear approved helmets;
    - The bicycle must be in safe working condition;
    - Riders are not allowed to deliberately make contact with each other, which could cause crashes;
    - Riders are only permitted to receive food and drinks in specified places on the course, and cannot receive glass bottles or other dangerous containers.

- A second type of rule is *fair play rules*. For example,
    - Competitors are penalized or disqualified if they take shortcuts, or deliberately obstruct each other;
    - There are limits on bicycles in some kinds of races, such as road races, to make sure the bikes are not too light, or excessively big or small, or have aerodynamic aids, that might not be available to all competitors;
    - Racers compete in age- and ability-divisions which promote fair racing between competitors of similar ability;
    - Racers cannot use performance-enhancing drugs.

- Finally, there are *rules that help organizers*:
    - Racers must wear numbers to help identify them;
    - Racers must obey the requests of race officials, or "commissaires".

Together, these rules keep bicycle racing safe and fair. New racers should be familiar with the main rules of their discipline.

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IMBA Rules of the Trail

(Courtesy International Mountain Bike Association)

The way we ride today shapes mountain bike trail access tomorrow. Do your part to preserve and enhance our sport's access and image by observing the following rules of the trail, formulated by IMBA, the International Mountain Bicycling Association. These rules are recognized around the world as the standard code of conduct for mountain bikers. IMBA's mission is to promote mountain bicycling that is environmentally sound and socially responsible.

1. Ride On Open Trails Only.

Respect trail and road closures (ask if uncertain); avoid trespassing on private land; obtain permits or other authorization as may be required. Federal and state Wilderness areas are closed to cycling. The way you ride will influence trail management decisions and policies.

2. Leave No Trace.

Be sensitive to the dirt beneath you. Recognize different types of soils and trail construction; practice low-impact cycling. Wet and muddy trails are more vulnerable to damage. When the trailbed is soft, consider other riding options. This also means staying on existing trails and not creating new ones. Don't cut switchbacks. Be sure to pack out at least as much as you pack in.

3. Control Your Bicycle!

Inattention for even a second can cause problems. Obey all bicycle speed regulations and recommendations.

4. Always Yield Trail.

Let your fellow trail users know you're coming. A friendly greeting or bell is considerate and works well; don't startle others. Show your respect when passing by slowing to a walking pace or even stopping. Anticipate other trail users around corners or in blind spots. Yielding means slow down, establish communication, be prepared to stop if necessary and pass safely.

5. Never Scare Animals.

All animals are startled by an unannounced approach, a sudden movement, or a loud noise. This can be dangerous for you, others, and the animals. Give animals extra room and time to adjust to you. When passing horses use special care and follow directions from the horseback

riders (ask if uncertain). Running cattle and disturbing wildlife is a serious offense. Leave gates as you found them, or as marked.

6. Plan Ahead.

Know your equipment, your ability, and the area in which you are riding -- and prepare accordingly. Be self-sufficient at all times, keep your equipment in good repair, and carry necessary supplies for changes in weather or other conditions. A well-executed trip is a satisfaction to you and not a burden to others. Always wear a helmet and appropriate safety gear.

Keep trails open by setting a good example of environmentally sound and socially responsible off-road cycling.



Food and Drink for Cyclists

The following guidelines, plus a good basic diet, will help with specific diet needs of cyclists.

- Canada's Food Guide provides a good basic diet for everyone, including athletes. Use the Food Guide as the foundation of a nutrition plan for cyclists.

- Short-term exercise and races lasting less than one hour will not require food during the event. Events lasting less than 30 minutes do not require drinking during the event, although cyclists should have access to water at all times. See the Bicycle Racing Diet Plan on the following pages.

- Good foods to take while cycling are high in carbohydrates and easy to eat. Grapes, bananas and peeled orange sections are ideal. There are also many sport energy bars (note: not protein bars) and gels on the market and these are also easy to carry and eat. Remind riders not to leave wrappers on the trail or road!

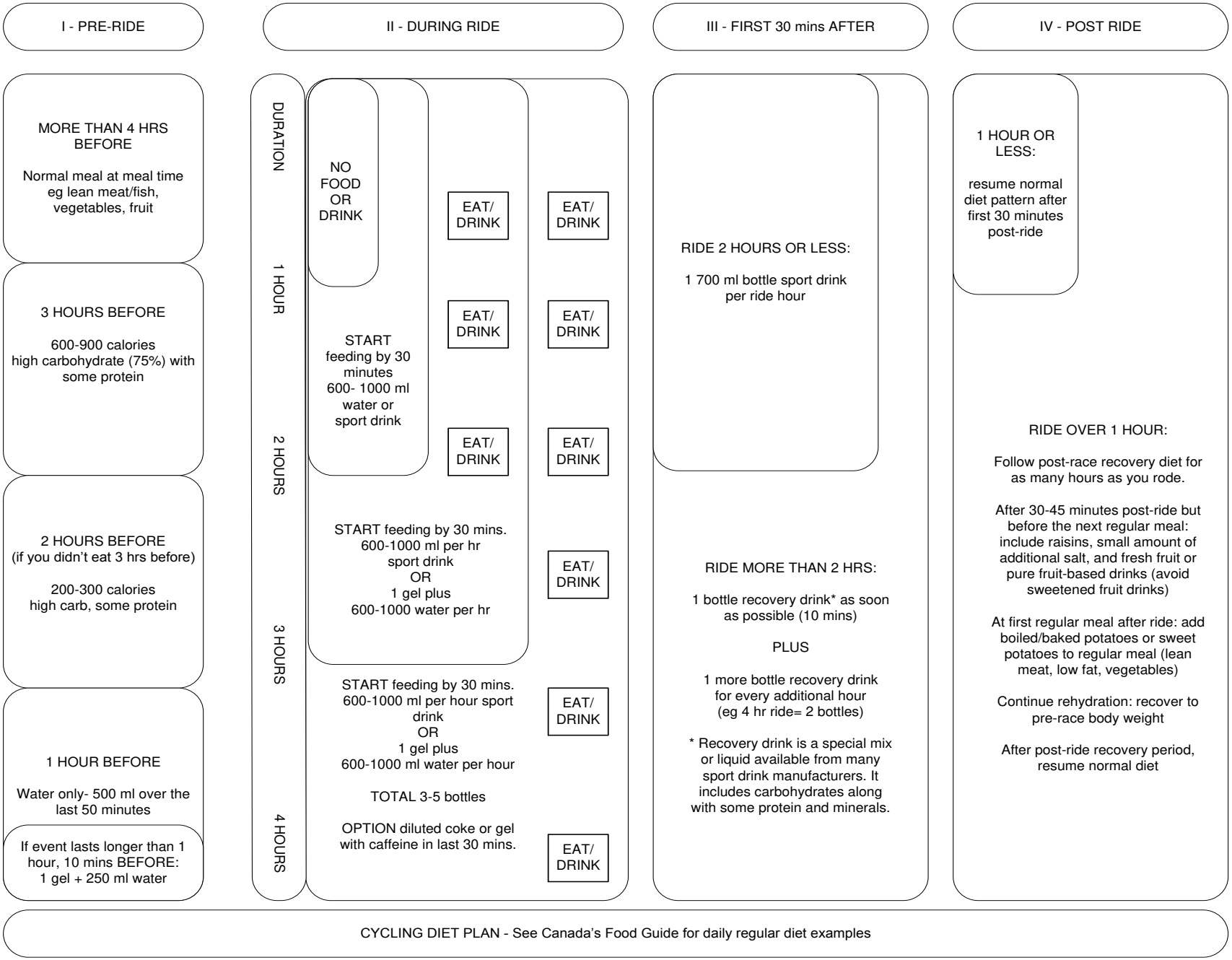
- The hotter the weather, the more important hydration becomes. Water or sport drinks which include electrolytes (mineral salts) are appropriate during exercise in hot weather. Save these drinks for exercise- not for snacks.

- Before competition or intense exercise, limit large meals to at least 2 hours before exercise. The pre-race meal should be easy to digest, high in complex carbohydrates (fruit, starch) and low in fat and simple sugars. In the last two hours try water and small quantities of fruit or energy bars (not protein bars).

- After long-duration exercise, recovery is most important. If the event is longer than one hour, eat and drink a high-carbohydrate diet in the first 30 minutes after exercise. Follow this by continuing to drink until the pre-race body weight has been regained.

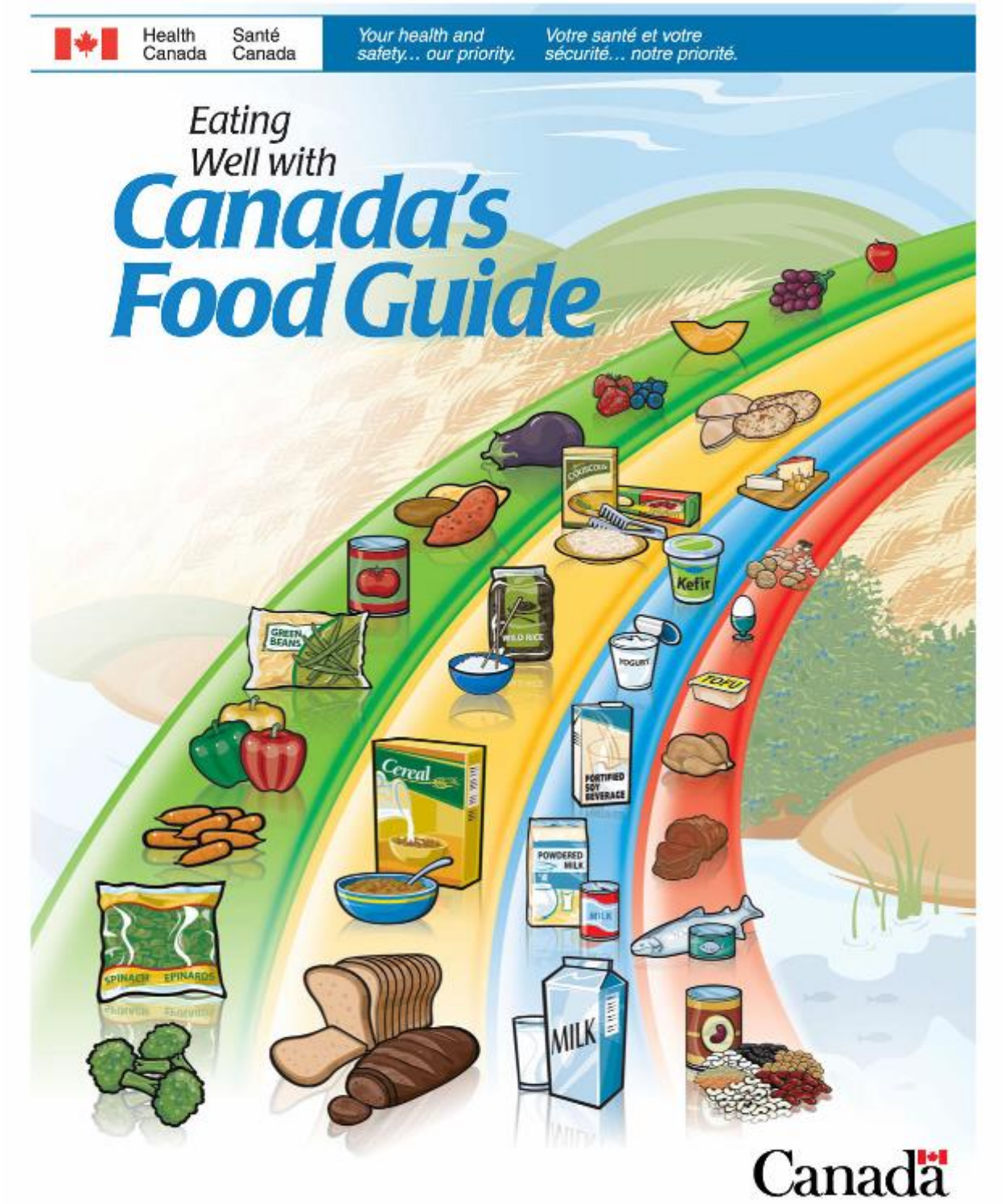


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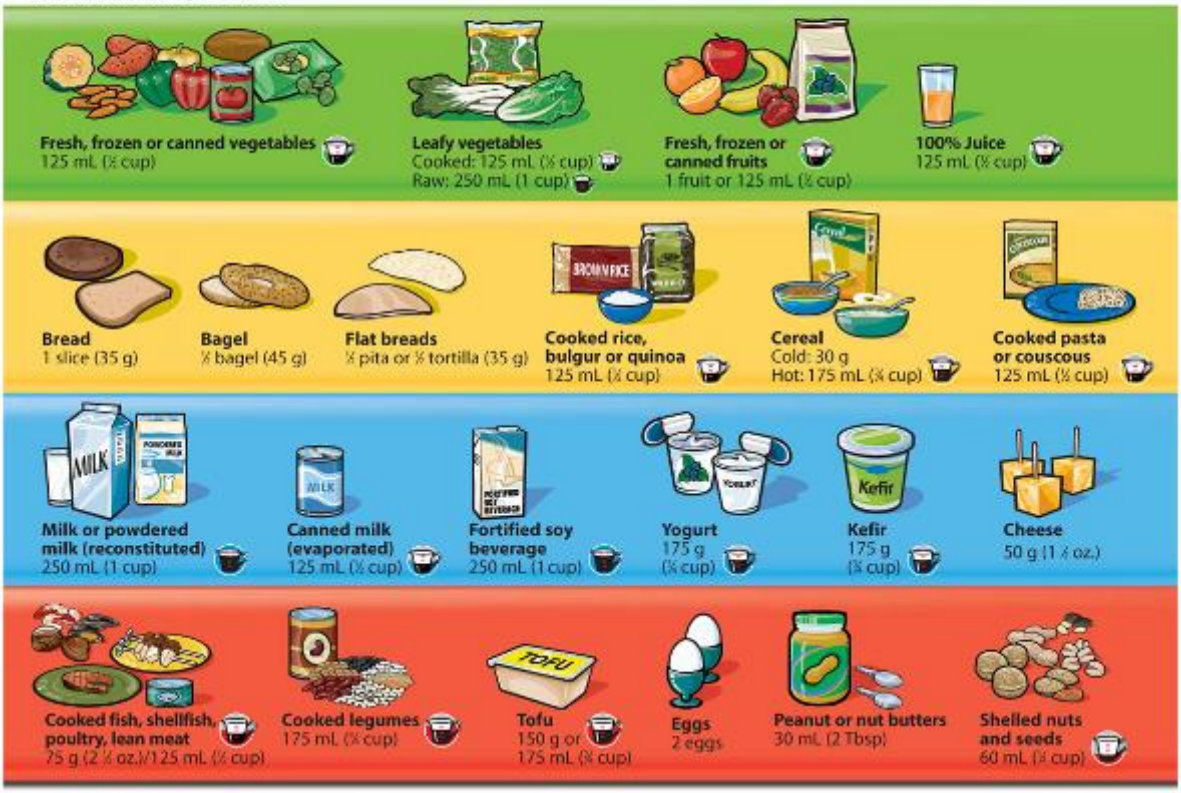
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Canada's Food Guide



What is One Food Guide Serving?

Look at the examples below.



Oils and Fats

- Include a small amount – 30 to 45 mL (2 to 3 Tbsp) – of unsaturated fat each day. This includes oil used for cooking, salad dressings, margarine and mayonnaise.
- Use vegetable oils such as canola, olive and soybean.
- Choose soft margarines that are low in saturated and trans fats.
- Limit butter, hard margarine, lard and shortening.



Make each Food Guide Serving count…
wherever you are – at home, at school, at work or when eating out!

- **Eat at least one dark green and one orange vegetable each day.**
  - Go for dark green vegetables such as broccoli, romaine lettuce and spinach.
  - Go for orange vegetables such as carrots, sweet potatoes and winter squash.
- **Choose vegetables and fruit prepared with little or no added fat, sugar or salt.**
  - Enjoy vegetables steamed, baked or stir-fried instead of deep-fried.
- **Have vegetables and fruit more often than juice.**

- **Make at least half of your grain products whole grain each day.**
  - Eat a variety of whole grains such as barley, brown rice, oats, quinoa and wild rice.
  - Enjoy whole grain breads, oatmeal or whole wheat pasta.
- **Choose grain products that are lower in fat, sugar or salt.**
  - Compare the Nutrition Facts table on labels to make wise choices.
  - Enjoy the true taste of grain products. When adding sauces or spreads, use small amounts.

- **Drink skim, 1%, or 2% milk each day.**
  - Have 500 mL (2 cups) of milk every day for adequate vitamin D.
  - Drink fortified soy beverages if you do not drink milk.
- **Select lower fat milk alternatives.**
  - Compare the Nutrition Facts table on yogurts or cheeses to make wise choices.

- **Have meat alternatives such as beans, lentils and tofu often.**
- **Eat at least two Food Guide Servings of fish each week.***
  - Choose fish such as char, herring, mackerel, salmon, sardines and trout.
- **Select lean meat and alternatives prepared with little or no added fat or salt.**
  - Trim the visible fat from meats. Remove the skin on poultry.
  - Use cooking methods such as roasting, baking or poaching that require little or no added fat.
  - If you eat luncheon meats, sausages or prepackaged meats, choose those lower in salt (sodium) and fat.





* Health Canada provides advice for limiting exposure to mercury from certain types of fish. Refer to www.healthcanada.gc.ca for the latest information.

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Eat well and be active today and every day!

The benefits of eating well and being active include:

- Better overall health.
- Lower risk of disease.
- A healthy body weight.
- Feeling and looking better.
- More energy.
- Stronger muscles and bones.

Be active

To be active every day is a step towards better health and a healthy body weight.

Canada's Physical Activity Guide recommends building 30 to 60 minutes of moderate physical activity into daily life for adults and at least 90 minutes a day for children and youth. You don't have to do it all at once. Add it up in periods of at least 10 minutes at a time for adults and five minutes at a time for children and youth.

Start slowly and build up.

Eat well

Another important step towards better health and a healthy body weight is to follow *Canada's Food Guide* by:

- Eating the recommended amount and type of food each day.
- Limiting foods and beverages high in calories, fat, sugar or salt (sodium) such as cakes and pastries, chocolate and candies, cookies and granola bars, doughnuts and muffins, ice cream and frozen desserts, french fries, potato chips, nachos and other salty snacks, alcohol, fruit flavoured drinks, soft drinks, sports and energy drinks, and sweetened hot or cold drinks.

Read the label

- Compare the Nutrition Facts table on food labels to choose products that contain less fat, saturated fat, trans fat, sugar and sodium.
- Keep in mind that the calories and nutrients listed are for the amount of food found at the top of the Nutrition Facts table.

Nutrition Facts

Per 0 mL (0 g)

Amount	% Daily Value
Calories 0	
Fat 0 g	0 %
Saturates 0 g	0 %
+ Trans 0 g	
Cholesterol 0 mg	
Sodium 0 mg	0 %
Carbohydrate 0 g	0 %
Fibre 0 g	0 %
Sugars 0 g	
Protein 0 g	

Vitamin A	0 %	Vitamin C	0 %
Calcium	0 %	Iron	0 %

Limit trans fat

When a Nutrition Facts table is not available, ask for nutrition information to choose foods lower in trans and saturated fats.

Take a step today…

- ✓ Have breakfast every day. It may help control your hunger later in the day.
- ✓ Walk wherever you can – get off the bus early, use the stairs.
- ✓ Benefit from eating vegetables and fruit at all meals and as snacks.
- ✓ Spend less time being inactive such as watching TV or playing computer games.
- ✓ Request nutrition information about menu items when eating out to help you make healthier choices.
- ✓ Enjoy eating with family and friends!
- ✓ Take time to eat and savour every bite!

For more information, interactive tools, or additional copies visit Canada's Food Guide on-line at:
www.healthcanada.gc.ca/foodguide

or contact:

Publications
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Également disponible en français sous le titre : Bien manger avec le Guide alimentaire canadien

This publication can be made available on request on diskette, large print, audio-cassette and braille.

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Advice for different ages and stages…

Children

Following *Canada's Food Guide* helps children grow and thrive.

Young children have small appetites and need calories for growth and development.

- Serve small nutritious meals and snacks each day.
- Do not restrict nutritious foods because of their fat content. Offer a variety of foods from the four food groups.
- Most of all... be a good role model.

Women of childbearing age

All women who could become pregnant and those who are pregnant or breastfeeding need a multivitamin containing **folic acid** every day. Pregnant women need to ensure that their multivitamin also contains **iron**. A health care professional can help you find the multivitamin that's right for you.

Pregnant and breastfeeding women need more calories. Include an extra 2 to 3 Food Guide Servings each day.

Here are two examples:

- Have fruit and yogurt for a snack, or
- Have an extra slice of toast at breakfast and an extra glass of milk at supper.

Men and women over 50

The need for **vitamin D** increases after the age of 50.

In addition to following *Canada's Food Guide*, everyone over the age of 50 should take a daily vitamin D supplement of 10 µg (400 IU).

How do I count Food Guide Servings in a meal?



Here is an example:

Vegetable and beef stir-fry with rice, a glass of milk and an apple for dessert		
250 mL (1 cup) mixed broccoli, carrot and sweet red pepper	=	2 **Vegetables and Fruit** Food Guide Servings
75 g (2 ½ oz.) lean beef	=	1 **Meat and Alternatives** Food Guide Serving
250 mL (1 cup) brown rice	=	2 **Grain Products** Food Guide Servings
5 mL (1 tsp) canola oil	=	part of your **Oils and Fats** intake for the day
250 mL (1 cup) 1% milk	=	1 **Milk and Alternatives** Food Guide Serving
1 apple	=	1 **Vegetables and Fruit** Food Guide Serving

Recommended Number of Food Guide Servings per Day

	Children			Teens		Adults			
Age in Years	2-3	4-8	9-13	14-18		19-50		51+	
Sex	Girls and Boys			Females	Males	Females	Males	Females	Males
Vegetables and Fruit	4	5	6	7	8	7-8	8-10	7	7
Grain Products	3	4	6	6	7	6-7	8	6	7
Milk and Alternatives	2	2	3-4	3-4	3-4	2	2	3	3
Meat and Alternatives	1	1	1-2	2	3	2	3	2	3

The chart above shows how many Food Guide Servings you need from each of the four food groups every day.

Having the amount and type of food recommended and following the tips in *Canada's Food Guide* will help:

- Meet your needs for vitamins, minerals and other nutrients.
- Reduce your risk of obesity, type 2 diabetes, heart disease, certain types of cancer and osteoporosis.
- Contribute to your overall health and vitality.

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Bike Safety Checklist

Participant _____

This checklist should be taken into your local bike shop. The bike shop should perform a safety check on the bike to ensure it is safe and in proper working order. This check should minimize time spent on repairs, and optimize riding time. There will be charges for necessary repairs.

Pass	Fail	Repaired	
☐	☐	☐	Handlebar, stem, seat, seat post, pedals, cranks and important bolts are all tight.
☐	☐	☐	Gears shift smoothly, derailleurs, cables and housing in sound working condition, levers tight, limit screws properly adjusted.
☐	☐	☐	Brakes work properly, levers, cables and housing, pads in good working order and condition.
☐	☐	☐	Wheels are reasonably true with no broken or loose spokes.
☐	☐	☐	Frame and fork are not bent, cracked, or otherwise seriously misaligned.
☐	☐	☐	Bearings in headset, bottom bracket, cones in hubs, are not excessively loose or in need of urgent repair.
☐	☐	☐	Tires are not seriously worn, torn, cracked, cut, or in need of replacement.
☐	☐	☐	Wheel nuts and/or quick releases are properly installed and tight.
☐	☐	☐	Bell, rear and front reflector/lights are in working order.

Mechanic Recommendations: _____

Mechanic Name: _____ Date: _____ Shop:_____

This Bike check is meant to only be a preventative inspection. Neither the bike shop nor the clinic organizers are responsible for the state of each participant's bicycle. It is the full responsibility of each participant to ensure that their bicycle is properly maintained and safe. Please take your bicycle into the bike shop as soon as possible, as you may need to leave it there for a few days (bike shops tend to be busiest during nice weather). This form must be returned completed at the first session.

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How to Fit
A
Bicycle Helmet



Bicycle Helmet Safety Institute

A consumer-funded program of the
Washington Area Bicyclist Association

www.helmets.org

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Your objective: Snug, Level, Stable

You want the helmet to be comfortably touching the head all the way around, level and stable enough to resist even violent shakes or hard blows and stay in place. It should be as low on the head as possible to maximize side coverage, and held level on the head with the strap comfortably snug.

Be Prepared for the Worst

Heads come in many sizes and shapes. You should be prepared for the possibility that the helmet you are trying to fit may not work on this particular head. And unfortunately, you can expect to spend ten to fifteen minutes to get a helmet fitted right.

First, Use the Fit Pads or Ring

Helmets that fit with pads come with at least one set of foam fitting pads, and if you got a second set of thicker pads it can be used to customize the shape. For starters, you can often remove the top pad entirely or use the thinnest ones. This lowers the helmet on the head, bringing its protection down further on the sides. It may reduce the flow of cooling air slightly, but probably not enough to notice.

Adjust the side fit pads by using thicker pads on the side if your head is narrow and there is a space, or thinner pads in the back for longer heads. You may also move pads around, particularly on the "corners" in the front and rear. Leaving some gaps will promote air flow. The pads should touch your head evenly all the way around, without being too tight. The helmet should sit level on the head, with the front one finger width above the eyebrows, or if the rider uses glasses, just above the frame of the glasses. If you walk into a wall, the helmet should hit before your nose does!

Some helmets use a fitting ring instead of pads. With these “one size fits all” models you begin by adjusting the size of the ring. Some of them may require the ring so tight for real stability on your head that they feel binding, but if loosening the ring produces a sloppy fit, that helmet is not for you.

Then, Adjust the Straps

Now put the helmet on and fasten the buckle. Be sure the front is in front! You want to adjust it to the “Eye-Ear-Mouth” test developed by the Bicycle Coalition of Maine. When you look upward the front rim should be barely visible to your **eye**, the Y of the side straps should meet just below your **ear**, and the chin strap should be snug against the jaw so that when you open your **mouth** very wide you should feel the helmet pull down a little bit.

With the helmet level on your head, adjust the rear straps, then the front straps, to locate the Y fitting where the straps meet just under your ear. You may have to slide the straps across the top of the helmet to get them even on both sides. Then adjust the chin strap so it is comfortably snug. Now adjust the rear stabilizer if the helmet has one. It reduces jiggling and makes the helmet feel more stable, but only a well-adjusted strap can keep it on in a crash.

When you think the straps are right, shake your head around. Then put your palm under the front edge and push up and back. Can you move the helmet more than an inch from level, exposing your forehead? If so, tighten the strap in front of your ear. Now reach back and pull up on the back edge. Can you move the helmet more than an inch? If so, tighten the rear strap. When you are done, your helmet should be level, feel solid on your head and be comfortable. It should not bump on your glasses (if it does, tighten the rear strap). You should forget you are wearing it most of the time, like a seat belt or a good pair of shoes. If it still does not fit that way, keep working with the straps and pads, or try another helmet.

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Strap Creep

Now lock in the fit you have achieved to prevent "strap creep" over time. Lock the side buckles carefully if you can. Or wrap rubber bands around the strap and snug them up under the side buckles so they won't slip. You can even sew the straps with a needle and thread. **You're Done!**

The Quick Summary

Helmets are not just hats! They must be level on your head and strapped on securely to be protective in a crash.

- **You want the helmet to be level on the head, not tilted back or sideways.**
- **You want the fitting pads inside to be touching all the way around.**
- **You want the strap to be comfortably snug.**
- **With the strap fastened you should not be able to get the helmet off with any combination of twisting and tugging**
- **The helmet should not bump on glasses or sunglasses in the front.**
- **The helmet should be comfortable enough to forget that it is on your head after only a few minutes.**
- **It will take you more fiddling time than you expect to get it this way!**



When to Replace a Helmet?

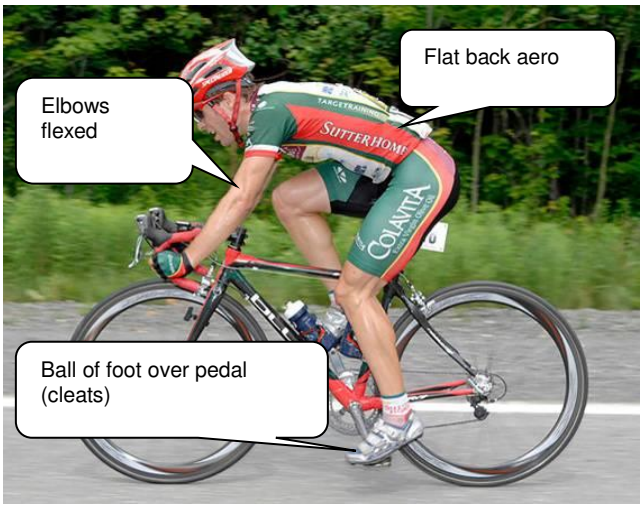
Replace any helmet if you crash. Impact crushes some of the foam, although the damage may not be visible. Helmets work so well that you need to examine them for marks, dents or foam crush to know if you hit. Most manufacturers recommend replacement after five years. We think that depends on usage, and most helmets given reasonable care are good for longer than that. We are not aware of any crash yet where helmet age was a factor. But if your helmet dates back to the 70's, it's time to replace it for today's improved impact performance. Otherwise you may get more added protection from fitting your current helmet carefully than from buying a new one. Replace the buckle if it cracks or any piece breaks off.

<u>Warning:</u> Children must always remove helmets before climbing on playground equipment or trees, where a helmet can snag and choke them.

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Basic Cycling Position

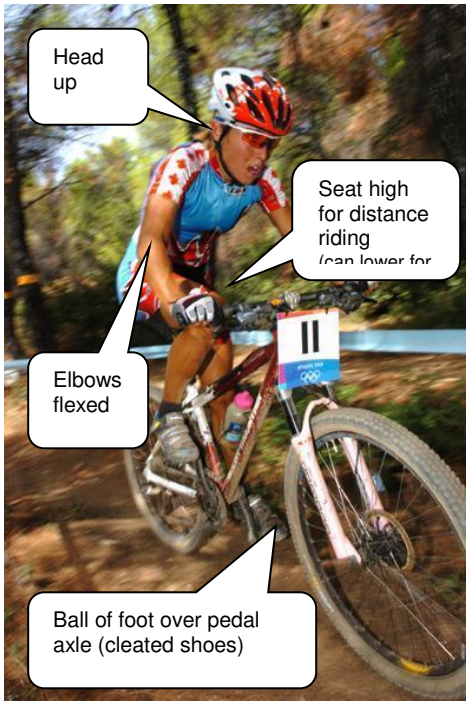
Road



The seat is high for long-distance pedaling efficiency, and the trunk is low for aerodynamics. The head is up and elbows flexed. The ball of foot is over the pedal axle.

Priorities: Comfort and efficiency over distance

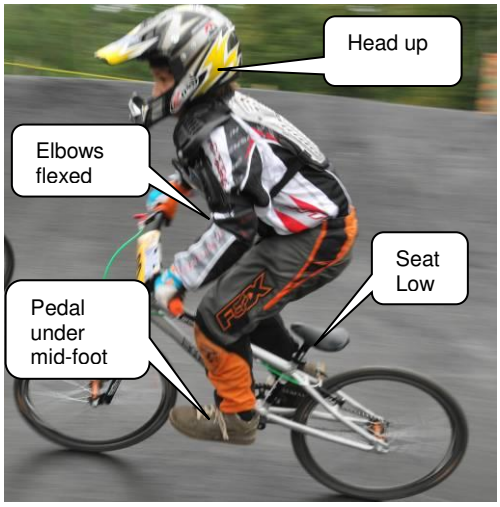
Mountain Bike



MTB position is between BMX and road. The seat is high for long-distance pedaling efficiency, but can be lowered for skill events. The trunk is high, head up, elbows flexed.

Priorities : Comfort and efficiency over distance, agility and absorbing shock.

BMX



La position en BMX doit favoriser le maximum d'agilité. La selle doit être basse, le cycliste doit se tenir droit, le tête relevée et les coudes fléchis. Le devant du pied est situé vis-à-vis de l'axe de la pédale.

Priorities : Short term speed agility and absorbing shock.

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Cycling Skill Development Model

The model on the next page shows an approach to building basic cycling skills. This brief explanation will help you use the model in your coaching. *See glossary for terms.*

- The first step in developing cycling skills are the ABCs: Attention, Balance and Control. These form a foundation for more advanced skills. Each of the ABCs can be broken down into various parts. Understanding the ABCs allows the coach to instruct skills from the building blocks on up, to analyze movements and detect and correct fundamental errors, and to plan effective skill progressions.

- When analyzing a cycling skill, always look for the ABCs first. Every skill is based on some combination of A, B and C in the set-up and initiation of the skill. If there are problems with these basics, the cyclist will not be able to build more advanced skills.

- The ABCs can be put together, or integrated, into more complex skills: Power, Agility, and Spatial Sense skills (P.A.S.S.). For example, an Agility skill like Limbo (ducking under an obstacle) requires the cyclist to pay Attention and adjust his/her speed and path; to use Balance by shifting weight; and to Control by braking, steering, and pedaling in preparation for the obstacle.

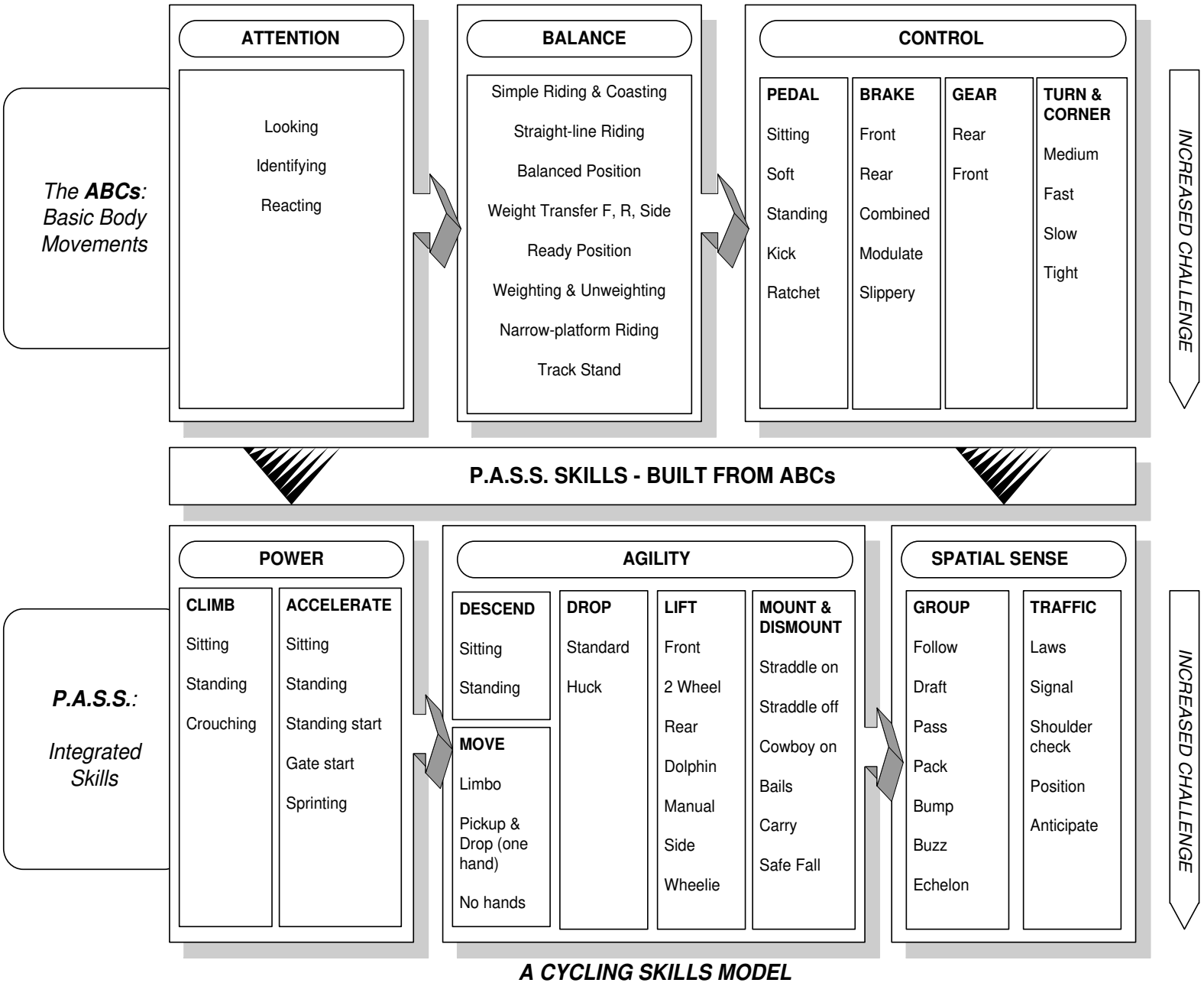
- Ready position has special importance. In ready position, the cyclist has knees and elbows slightly flexed, fingers on the brake levers, and is attentive to upcoming conditions. He or she is ready to react. One objective of building good ABCs is to prepare the rider for Ready Position which in turn is a starting point for many P.A.S.S. skills.

- In general, skills are integrated into new more complex skills, from left to right on the model diagram. Within each box, there is also a progression from top to bottom, with more challenging skills at the bottom (for example, Control – Brake goes from one front brake at top to combined, modulated braking in slippery conditions at the bottom).

The nine basic skills and three optional skills which you will instruct in Community Cycling-Initiation are:

- Braking (front, rear, and combined front and rear)
- Straight-line riding (wide to narrow surfaces)
- Tight turns
- Gearing and cadence
- Cornering (medium-speed)
- Front wheel lift
- Limbo (duck) and pick up and drop an object
- Hill climb (optional in Lesson Plans)
- Hill descending (optional in Lesson Plans)
- Mounts and dismounts
- Bumping and buzzing
- Riding a drop-off (optional in Lesson Plans).

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A CYCLING SKILLS MODEL

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Skill Analysis: Cycling Skills

The following chart shows key movements to accomplish the cycling skills covered in Community Cycling-Initiation. The skills are grouped according to the Skills Model into ABCs and P.A.S.S., and broken down using either a three- or five phase analysis: Set-up, Preliminary Movement, Force-producing Movements, Critical Instant and Follow-through, or in three-phase analysis, Set-up, Movement, Follow-through. This method of analysis is used in many sports.

- Set-up: Decision and preparation for executing the skill, usually a combination of Attention, Balance and Control (ABC) movements.

- Preliminary Movements: The first movements of the skill itself, often a narrowing of Attention along with a new combination of Balance and Control movements.

- Force-producing Movements: Typically this is a combination of Balance movements such as weighting, unweighting, and weight transfer needed to execute the skill. These movements are often rapid, powerful and coordinated and therefore can be difficult to observe or separate.

- Critical Instant: The force-producing movements combine to achieve the objective of the skill. The moment when the success of the skill can be seen.

- Follow-through: The final movements, usually a combination of Attention, Balance and Control, needed to complete the skill and transition to a new skill. This may overlap the Set-up phase of a new skill.

In a three-phase skill, Preliminary Movements, Force-producing Movement and Critical Instant merge together into a Movement Phase. This is true for continuous skills.

For example, here are the five phases of a Standing Acceleration:

Set-up	Preliminary	Force-producing	Critical Instant	Follow-through
• Identify/react A • Change gearing if needed C	• Weight transfer forward & unweighting (stand up) B	• Pedaling C • Rhythmic weight transfer to counter-balance aggressive pedaling B	• Acceleration to desired speed	• Continue pedaling C at new speed

A= Attention B= Balance C= Control

Sometimes, especially for the basic ABC movements themselves, there are fewer phases or the Preliminary and Force-producing phases merge.

Use an observation plan to spot these phases during skill execution. This allows you to identify errors and suggest corrections. It is also the basis of building skill progressions- the development of increasingly challenging variations on the basic skills.

Cycling Skill Analysis Chart Note: Not all basic ABC movements are included

Skill Group	Skill	Set-up	Preliminary / Force- producing / Critical Instant Movement Phase (execution)	Follow-through
Note: A= Attention B= Balance C- Control	**Ready Position**	• Look/Identify A • Balanced position B	• Flex elbows and knees slightly from balanced position (move to ready position) • Weight centered • Fingers on brakes	• Maintain or initiate new skill from ready position
Balance	**Balance** Narrow-platform riding	• Look/Identify A • Balanced position B • Brake or pedal to adjust speed C	• Move to ready position • Weight transfer side to side as needed • Balance maintained	• Ride off platform in ready position • Maintain or initiate new skill from ready position
Control	**Brake** Combined	• Look/Identify/ React A • Move to ready position	• Apply front and rear brakes together and simultaneously, • Weight transfer to rear • Slows to desired speed or stop by target point	• Move to balanced position; resume pedaling • If stop, straddle
Control	**Turn** Medium Speed	• Look/Identify/ React-choose appropriate line A • Balanced position B • Inside pedal is up C	• Initiate turn with slight handlebar turn and bike lean B+C • Body upright, balanced over outside (low) pedal • "Push outside pedal down" cue • Hits correct line, speed maintained	• Move to balanced position; resume normal pedaling • Maintain or initiate new skill
Control	**Turn** Slow or Tight	• Look/Identify/ React- choose line, spot obstacles A • Move to ready position B • Brake as needed to modulate speed C	• Look across turn (line)- turn head as needed A • Weight transfer side to side as needed to maintain balance B • Light rear brake and move pedals as needed to regulate speed (pedal, coast or ratchet) C • Balance maintained • Hits correct line	• Move to balanced position; resume normal pedaling • Maintain or initiate new skill

Skill Group	Skill	Set-up	Preliminary	Force- producing	Critical Instant	Follow-through
			Movement Phase (execution)			
Power	**Climb** Sitting	• Look/Identify/ React- choose appropriate line A • Change gear as needed C	• Weight transfer forward to maintain balanced position B • Continue pedaling C	• Pedal while maintaining forward weight distribution C	• Climb completed with minimal loss of speed	• Resume normal pedaling • Maintain or initiate new skill
Power	**Climb** Standing	• Look/Identify/ React- choose appropriate line, gear A • Change gear as needed C	• Move to ready position (standing) as climb begins • Weight transfer slightly forward B	• Pedal and weight transfer side to side in rhythm with pedal stroke (push/pull on bars) B+C	• Climb completed with minimal loss of speed	• Move to balanced position; resume normal pedaling • Maintain or initiate new skill
Power	**Climb** Crouching	• Look/Identify/ React- choose appropriate line, gear A • Change gear as needed C	• Move to ready position (standing) as climb begins • Weight transfer forward; weight front wheel B • Continue pedaling C	• Pedal with upper body low over handlebars • Weight transfer side to side in rhythm with pedal stroke (push/pull on bars) B+C	• Climb completed with minimal loss of speed	• Resume normal pedaling • Maintain or initiate new skill
Power	**Accelerate** Standing	• Identify/react A • Balanced position B • Change gearing if needed C	• Weight transfer forward & stand B	• Pedal C • Rhythmic weight transfer to counter-balance aggressive pedaling (push/pull on bars) B+C	• Acceleration to desired speed	• Continue pedaling at new speed

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Skill Group	Skill	Set-up	Preliminary	Force- producing	Critical Instant	Follow-through
			Movement Phase (execution)			
Agility	**Descend**	• Look/Identify/ React- choose appropriate line, speed A • Brake if needed C • Move to ready position	• Look at path (line)- turn head as needed A • Weight transfer back (more for steeper descent) B • Pedals in level position C • Steer, weight transfer side to side as needed B+C • Descent completed speed maintained			• Change gear as needed • Continue pedaling • Return to balanced position at new speed
Agility	**Move** Limbo	• Look/Identify/ React- choose appropriate line, speed A • Brake if needed C	• Coast, pedals in neutral position B • Lower trunk over handlebars; push butt back off seat to further lower trunk if needed for very low clearance B • Duck head just at critical instant • Pass under obstacle; speed maintained			• Continue pedaling Return to sitting neutral position at new speed
Agility	**Move** Pickup & Drop	• Look/Identify/ React- choose appropriate line, speed A • Brake if needed C	• Take one hand off handlebars; • Maintain balanced weight/balance B	• Grasp, lift object (bottle)	• Lower object & weight transfer to side to counter-balance	• Return hand to handlebars • Continue pedaling Return to balanced position
Agility	**Drop-off**	• Look/Identify/ React- choose appropriate line, speed A • Brake if needed to walking speed C • Move to ready position	• Brake and look over edge of drop, pedals level; decide to drop B+C.	• Transfer weight back and extend arms, trunk low to bike ("push" • Coast over drop-off B+C	• Ride drop-off; balance maintained	• Front wheel "hits" bottom; absorb shock with knees and elbows (weight transfers forward) • Extend elbows to return to ready position • Resume pedaling

Skill Group	Skill	Set-up	Preliminary	Force- producing	Critical Instant	Follow-through
			Movement Phase (execution)			
Agility	**Lift** Front	• Look/Identify/ React- choose appropriate line, speed A • Brake if needed to walking speed C • Move to ready position	• Quickly weight the front wheel as obstacle is reached; compress F suspension B	• Instantly unweight the front wheel as obstacle is reached; lift head & shoulders; weight transfer up and back B, and simultaneously. • Pull handlebars toward chest B+C	• Pass over obstacle; speed maintained	• Rear wheel rolls over obstacle; absorb shock with knees and elbows • Continue pedaling, return to sitting balanced position
Agility	**Mount/Dismount** Straddle mount	• Stand on left side of bike • Hands on handlebars • Left pedal up	• Swing right leg over bike, straddle B • Left foot on left pedal (up)	• Push (pedal with left foot C • Move right foot onto right pedal	• Pedal • Maintain balance	• Pedal away

Skill Group	Skill	Set-up	Preliminary	Force- producing	Critical Instant	Follow-through
			Movement Phase (execution)			
Agility	**Mount/Dismount** Bail	• Look/Identify/ React- choose appropriate line, speed, pick a landing spot A • Move to ready position	• Unclip shoes from pedals if using cleats C	• Lean toward safe landing spot and move foot down • Brake while continuing to lean B+C • Put foot ahead if descending, behind if climbing • If bike is still rolling (emergency bail), as foot reaches ground, lift other leg over saddle and push bicycle away (goal is two feet on ground and bicycle falling to other side)	• Slow bail: bike stops as one foot hits ground, rider balanced and stable • If emergency bail: goal is two feet on ground and bicycle falling to other side	• Restart, ride away
Spatial Sense	**Group** Bump	• Look/Identify/ React- choose appropriate line, speed, distance A • Brake if needed C	• Align shoulder with shoulder of other rider – match speed	• Small weight transfer to side (lean upper body while keeping bicycle vertical)	• Bump elbows; maintain balance	• Resume normal pedaling • Maintain or initiate new skill
Spatial Sense	**Group** Buzz	• Look/Identify/ React- choose appropriate line, speed, distance A • Brake if needed C	• Align F wheel with R wheel of other rider – match speed	• Modulate speed until wheels touch; maintain ready position	• Touch wheels; maintain balance	• Resume normal pedaling • Maintain or initiate new skill

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Skill Analysis & Error Correction Sheet

Skill:_____

Observation Strategy: (Where to look, where to stand, what to watch for)

5 phase	3 phase	Key Movements (ABCs + others)	Errors Observed	Recommended Correction
Set-up	Set-up			
Preliminary	Movement			
Force-producing				
Critical Instant				
Follow-through	Follow-through			

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Community Cycling Skill Planner

Use this sheet to plan a skill development session.

Skill: _____

Describe the skill:	**Set-up and Equipment:**
Teaching Points:	**Demonstration Plan:**
Progressions:	**Activity Plan for Group:**
Errors and Corrections:	**Observation Plan:**
Summary/Wrap-up:	

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Community Cycling Skill Planner

Use this sheet to plan a skill development session.

Skill: **Braking (combined front and rear)**

Describe the skill:	**Set-up and Equipment:**
Use both front and rear brakes together to slow or come to a complete stop.	*Four cones each 10 m apart. The 2 middle cones mark beginning and end of braking area (about 10 m long).*
Teaching Points: • *Look/Identify/React (spot stop point)* • *Move to ready position* • *Apply front and rear brakes together evenly (squeeze- don't grab) and simultaneously transfer weight rear* • *Slow to desired speed or stop by target point* • *Return to balanced position; resume pedaling*	**Observation Plan:** *Stand beside braking area, close to stop point, and about 2 m to the side to allow room for the rider to pass.*
Progressions: 1. *Rear brake alone, front brake alone* 2. *Combined braking* 3. *Brake from higher speed* 4. *Brake in shorter distance* 5. *Brake on command from coach* 6. *Brake on slippery surface (grass, wet grass)*	**Demonstration Plan:** *Group stands beside braking area, facing it, about 2 m to the side. Coach enters braking area and brakes, while providing comments. If using a second demonstrator, coach stands on other side of braking area facing the group while providing comments.*
Errors and Corrections: *Skid: don't grab, apply slowly/evenly* *Partial endo: shift weight back, reduce front brake* *Stops too slowly: check condition of brakes; apply brakes harder*	**Activity Plan for Group:** *Group rides a loop 30 m long, passing through braking area in single file, spaced about 5 m apart. As each enters braking area, they stop and accelerate away, Coach provides feedback as they stop. Riders turn around at 1st and 4th cones and continue loop. Keep the riders well-separated.*
Summary/Wrap-up: *Remember, look ahead, squeeze both brakes and shift your weight back!*	

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Community Cycling Skill Planner

Use this sheet to plan a skill development session.

Skill: **Straight-line riding (wide to narrow surfaces)**

Describe the skill: *Ride in a smooth straight line with no wobbles.*	**Set-up and Equipment:** *Painted straight line; wooden plank; low ramp and low teeter-totter.*
Teaching Points: • *Look/Identify line* • *Balanced position* • *Brake or pedal to adjust speed- not too slow* • *Move to ready position* • *Relax upper body, hands* • *Weight transfer side to side as needed* • *Balance maintained* • *Ride off in ready position*	**Observation Plan:** *Front ¾ view. It's easier to see control movements from the front.*
Progressions: 1. *Ride on painted line* 2. *Ride on plank flat on ground* 3. *Ride up/down ramp* 4. *Ride on teeter (note: teach bail/ride off first)*	**Demonstration Plan:** *Group stands along line of travel, 2 m back, watching front ¾ view of demo rider. Demo rider shows importance of correct speed (fast enough not to wobble, slow enough to stay in control).*
Errors and Corrections: *Wobble- too slow: Speed up slightly* *Wobble- too tense: Relax hands, upper body.* *Fall off teeter: Usually too tense or too slow, or stops part way on teeter (fear)- practice riding off teeter first.*	**Activity Plan for Group:** *Group rides 30 m loop, single file, spaced 5 m apart. Coach provides feedback as they enter observation zone. Remind riders to maintain space between themselves.*
Summary/Wrap-up: *Pick the right speed and relax your hands and arms.*	

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Community Cycling Skill Planner

Use this sheet to plan a skill development session.

Skill: **Tight turns**

Describe the skill: *Ride a 180 degree turn in a narrow space (eg switchback).*	**Set-up and Equipment:** *Cones or chalk-line path requiring rider to turn with less than 0.5 m clearance. Set up several stations (1 for every 2 riders is ideal).* *Use Bullseye Circle course first.*
Teaching Points: • *Look/Identify/ React- choose line, spot obstacles* • *Move to ready position* • *Brake as needed to modulate speed* • *Look across turn (line)- turn head as needed* • *Weight transfer side to side as needed to maintain balance- standing on level pedals* • *Light rear brake and move pedals as needed to regulate speed (pedal, coast or ratchet)* • *Steer front wheel as wide as possible in space available*	**Observation Plan:** *Watch from side, 2 m away. Look for balance and front and rear wheel paths (the front turns in wider space).*
Progressions: 1. *Wider to narrower space (cones, lines)* 2. *Series of L and R tight turns (snake)* 3. *Turn while climbing or descending*	**Demonstration Plan:** *Group watches from side, 2 m back. Best to have a separate demo rider, coach provides comments facing group.*
Errors and Corrections: *Front wheel hits cone: slow down, focus* *Rear wheel hits cone: steer front wheel wider around cone (rear follow tighter path)* *Rider dabs: speed too fast/slow, modulate rear brake, ratchet*	**Activity Plan for Group:** *Riders take turns riding the tight turn at their stations.* *Follow with Survivor Game if desired (similar control skill).*
Summary/Wrap-up: *Practice using your rear brake and ratcheting to keep you at the right speed while you turn.*	

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Community Cycling Skill Planner

Use this sheet to plan a skill development session.

Skill: **Gearing and cadence**

Describe the skill: *Choose the appropriate gear to maintain cadence (usually 60-90 revs per minute) in different conditions (climbing, flat riding, downhill)*	**Set-up and Equipment:** *4 cones spaced 10 m apart to create a 30 m demonstration loop with 10 m observation zone in middle.*
Teaching Points: • *Look/react to terrain* • *Shift gear to maintain same cadence* • *If shifting on hill, soft-pedalling can ease gear change*	**Observation Plan:** *Front ¾ view. It's easier to see control movements from the front.*
Progressions: 1. *Changing gear on flat ground* 2. *Changing gear while climbing a hill*	**Demonstration Plan:** *Coach demonstrates gear action by shifting stationary bike (held by another, or inverted, or on stand).* *Then, group stands along line of travel, 2 m back, watching front ¾ view of demo rider. Demo rider changes gears on command.*
Errors and Corrections: *Selects wrong gear for terrain: try again (maintain cadence)*	**Activity Plan for Group:** *Riders practice gearing up and down, front and rear, independently.*
Summary/Wrap-up: *Remember to look ahead and choose a gear to match the terrain. Practice makes perfect!*	

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Community Cycling Skill Planner

Use this sheet to plan a skill development session.

Skill: **Cornering (medium-speed)**

Describe the skill: *Travel around a medium-speed corner, following the fastest line while maintaining speed and balance.*	**Set-up and Equipment:** *Set up a series of cones or chalk line corner path.*
Teaching Points: • *Look/Identify/React-choose appropriate line* • *Ready position* • *Inside pedal is up* • *Initiate turn with slight bike lean with arms* • *Body stays upright, balanced over outside (low) pedal, bike leans through turn* • *"Put weight on outside (down) pedal" cue* • *Hit correct line, speed maintained* • *On exit, move back to balanced position; resume normal pedaling*	**Observation Plan:** *Coach stands inside corner path 2 m back. Look for space between the rider and saddle, allowing the bike to lean while trunk stays upright.*
Progressions: *1. Increase speed* *2. Series of corners right, left*	**Demonstration Plan:** *Riders stand in a line inside the corner 2 m back. Coach stands outside the corner giving commentary while a demo rider performs the skill.*
Errors and Corrections: *Inside pedal down: correct* *Misses line- speed too high: slow before corner* *Not standing on pedals therefore body leans with bike: this is acceptable on the road but in loose conditions preferable to lean bike and hold body erect.*	**Activity Plan for Group:** *Riders ride single file 5 m apart in a loop, passing through the observation zone one at a time.*
Summary/Wrap-up: *Look, ready position, lean the bike and keep your head and body up.*	

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Community Cycling Skill Planner

Use this sheet to plan a skill development session.

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Skill: **Front wheel lift**

Describe the skill: *Lift the front wheel to clear an obstacle (eg log).*	**Set-up and Equipment:** *Pool noodle on ground to simulate log.*
Teaching Points: • *Look/Identify/ React- choose appropriate line, speed* • *Brake if needed to walking speed* • *Move to ready position, pedals level* • *At obstacle, weight (preload) front wheel and instantly unweight the front wheel as obstacle is reached; lift head & shoulders; weight transfer up and back; simultaneously pull handlebars toward chest* • *Rear wheel rolls over obstacle; absorb shock with knees and elbows* • *Continue pedaling, return to sitting balanced position*	**Observation Plan:** *Coach stands at obstacle observing from side. Look for strong pre-load and immediate lift of the trunk (coordinated movement).*
Progressions: 1. *Basic skill- pool noodle* 2. *Larger obstacle- up to 10 cm*	**Demonstration Plan:** *Group lines up along path of travel at obstacle. Coach either demonstrates and comments, or has an assistant demonstrate and comments while facing group.*
Errors and Corrections: *Not enough wheel lift- bring handlebars to chest* *Not enough wheel lift- lift torso up* *Not enough wheel lift- heavy bike and small (young rider)*	**Activity Plan for Group:** *Group rides 30 m long loop single file spaced 5 m apart. As they enter/exit observation zone (obstacle) coach provides feedback. Remind riders to remain spaced apart.*
Summary/Wrap-up: *Correct speed, preload and spring up while pulling the bars.*	

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Community Cycling Skill Planner

Use this sheet to plan a skill development session.

Skill: **Pick up and drop an object**

Describe the skill: *While riding, pick up an object (eg water bottle) with one hand from a low platform/ground and replace it on a similar platform/ground after a few pedal strokes.*	**Set-up and Equipment:** *Two low tables/platforms about 30 cm high, spaced about 10 m apart. Set up two stations if possible.*
Teaching Points: • *Look/Identify/React- choose appropriate line, speed* • *Brake if needed* • *Lean trunk toward object- bike leans opposite to maintain balancel* • *Grasp, lift object (bottle)* • *Lower object & weight transfer to side to counter-balance* • *Return hand to handlebars*	**Observation Plan:** *Coach stands 2 m away from tables to one side. Look for lean of body while bike leans to opposite side to maintain balance.*
Progressions: *1. Lower platforms* *2. No platform- bottle on ground*	**Demonstration Plan:** *Group stands in a line parallel to direction of travel, at pick-up point. Coach demonstrates while providing comments.*
Errors and Corrections: *Can't pick up: too fast- reduce speed* *Can't pick up: not enough lean- practice touching shoe, other activities to get used to leaning to side.*	**Activity Plan for Group:** *Group rides in single file 10 m apart. Each rider picks up and drops off. Coach shuttles bottles back to pick-up table for next riders. More stations are preferable as riders may drop or knock over bottles.*
Summary/Wrap-up: *Slow down, lean to the side while letting the bike lean the other way…that's it!*	

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Community Cycling Skill Planner

Use this sheet to plan a skill development session.

Skill: **Hill climbing (sitting)**

Describe the skill:	**Set-up and Equipment:**
Climb a hill while sitting in the saddle.	*None (small hill 10-20 m long)*
Teaching Points: • *Look/Identify/React- choose appropriate line* • *Change gear as needed at bottom* • *Weight transfer forward, lower trunk* • *Continue pedaling while maintaining forward weight distribution*	**Observation Plan:** *Coach stands at top of hill facing climbing rider. Look for selection of correct gear at bottom, weight transfer forward and low trunk over handlebars.*
Progressions: 1. *Basic seated climb* 2. *Standing climb (see skills)* 3. *Crouching climb (see skills)*	**Demonstration Plan:** *Group stands at top of hill. Coach explains skill at top, descends, demonstrates, and re-caps skill. Alternately coach stands with group and comments while a separate demonstrator climbs the hill.*
Errors and Corrections: *Stops on hill: gear down at bottom* *Front wheel lifts: shift weight forward on saddle, lower trunk over handlebars.* *Front wheel wanders: shift weight forward on saddle, lower trunk over handlebars, relax hands and let the bike follow its path.*	**Activity Plan for Group:** *Ideally this skill is paired with descending so riders can practice both as they climb, turn and descend. Space riders about 10 m apart and have them climb in single file, either stopping 10 m after top, or descending in a continuous loop. Note: more space is needed as some riders may stop on hill.*
Summary/Wrap-up: *Pick a low gear at the bottom, shift forward, look up, and pedal!*	

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Community Cycling Skill Planner

Use this sheet to plan a skill development session.

Skill: **Descending**

Describe the skill:	**Set-up and Equipment:**
Descend a hill in control.	*None (small hill 10-20 m long)*
Teaching Points: • *Look/Identify/React- choose appropriate line, speed* • *Brake if needed* • *Move to ready position* • *Look at path (line)- turn head as needed* • *Weight transfer back (more for steeper descent)* • *Pedals in level position* • *Steer, weight transfer side to side as needed* • *Descent completed speed maintained* • *Change gear as needed* • *Resume pedaling*	**Observation Plan:** *Coach stands at bottom of hill facing descending rider. Look for head up/eyes ahead, weight transfer back, level pedals and hands on brakes.*
Progressions: 1. *Steeper hill* 2. *Turns on hill* 3. *Loose surface on hill*	**Demonstration Plan:** *Group stands at bottom of hill. Coach explains skill at bottom, climbs, demonstrates, stops and re-caps skill. Alternately coach stands with group and comments while a separate demonstrator descends the hill.*
Errors and Corrections: *Too fast- not in control: remind to modulate brakes and use more rear brake on way down.* *Too slow: recommend no front brake, less rear.* *Unstable: transfer weight more to rear.*	**Activity Plan for Group:** *Ideally this skill is paired with climbing so riders can practice both as they climb, turn and descend. Space riders about 10 m apart and have them descend in single file, either stopping 20 m after bottom, or descending in a continuous loop. Note: more space is needed as riders will descend at different speeds. Ensure safe run-out area at bottom.*
Summary/Wrap-up: *Look up, push back, and use your brakes to stay in control.*	

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Community Cycling Skill Planner

Use this sheet to plan a skill development session.

Skill: **Drop-off**

Describe the skill:	**Set-up and Equipment:**
Ride a "drop-off" (small, steep descent) in control.	*None (small drop-off, such as a curb. Do not use a drop-off more than approximately 1 m deep).*
Teaching Points: • *Look/Identify/ React- choose appropriate line, speed* • *Brake if needed to walking speed* • *Move to ready position* • *Brake and look over edge of drop, pedals level; decide to drop* • *Transfer weight back and extend arms, trunk low to bike ("push bike ahead")* • *Coast over drop-off, pedals level* • *Front wheel "hits" bottom; absorb shock with knees and elbows (weight transfers forward)* • *Extend elbows to return to ready position*	**Observation Plan:** *Stand at bottom of drop-off, 2 m to side. Watch for slowing/scan at top, weight shift back, level pedals and no brakes.*
Progressions: 1. *Larger drop-off (to 1 m)*	**Demonstration Plan:** *Group stands at bottom of drop-off. Coach explains from top, demonstrates, and re-caps at bottom.*
Errors and Corrections: *Endo- front brake: do not use brakes. Slow at top.* *Endo- weight not back: push weight back or even off back of saddle.* *(These should not occur on a small drop-off such as a curb.)*	**Activity Plan for Group:** *Group waits 5 m from top of drop-off. Riders attempt individually on signal from coach (when path is clear.)* *Note: if front wheel lift has already been taught and a curb is used for drop-off, make a circuit down the curb, around a loop, then lifting front wheel up the curb in a different location.*
Summary/Wrap-up: *Make sure it's safe, then push the bike over the edge with your weight well back. No brakes!*	

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Community Cycling Skill Planner

Use this sheet to plan a skill development session.

Skill: **Bumping**

Describe the skill:	**Set-up and Equipment:**
Ride next to another rider and bump elbows.	*Flat surface, preferably smooth grass field.*
Teaching Points: • *Look/Identify/React- choose appropriate line, speed, distance* • *Brake if needed* • *Align shoulder with shoulder of other rider – match speed* • *Small weight transfer to side (lean upper body while keeping bicycle vertical)* • *Bump elbows; maintain balance*	**Observation Plan:** *Coach stands in center of area scanning pairs of riders.*
Progressions: 1. *Bump elbows.* 2. *Bump shoulders.* 3. *Ride while maintaining contact between shoulders.*	**Demonstration Plan:** *The coach needs a partner to demonstrate with. Group lines up and coach and partner practice bumping in front of group.*
Errors and Corrections: *Fall: too aggressive- warn to slow down and not bump too hard.*	**Activity Plan for Group:** *Split group into pairs. Space pairs well apart and have them try it. Warn them not to bump too hard!*
Summary/Wrap-up: *This is great practice for keeping your balance when bumped. Take it easy!*	

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Community Cycling Lesson Plans & Equipment

To help you organize a fun and effective learning experience for cyclists, we've provided you with a set of Community Cycling Lesson Plans. Using these plans you can run a turnkey, 8-session series of clinics that will:

- Ensure participants have a fun, safe, stage-appropriate experience that makes them want to come back;
- Help to develop basic cycling skills which are transferable to all cycling disciplines, and which can be done on any kind of bicycle;
- Introduce participants to the idea of competition and show them the competition pathway if they want to become more involved.

The eight Lesson Plans follow on the next pages. Please read them carefully.

Each Lesson Plan:

- Shows all the planned activities, and in some cases optional activities, for you to offer;
- Lists estimated time required for each activity, and running times for a 90 minute session;
- Provides one or more diagrams of the skills development courses, games, etc to help you set up and organize the activities.

To set up the skill development courses and games you need some equipment. You should obtain and bring the following equipment:

- Approximately 12 - 15 plastic pylons or cones, not be taller than 30 cm.
- Two or three foam pool noodles.
- Contractor's chalk or washable marking paint, to mark lines on the ground.
- One wooden plank, 8 feet long x 10 inches wide x 1 inch thick (optional- you may mark out the "plank" on the ground instead).
- One ramp, with sides 4' L x 10" W x 1" thick, and a height at centre of between 10 and 12 inches.
- One teeter, made from a plank 8' L x 10" W x 1" thick, with a pivot 4" to 6" high.
- Two small platforms (eg recycling boxes, plastic milk crates) approximately 30 cm x 30 cm x 30 cm, to use for the pick up and drop off skill.
- Water bottles or other similar objects to use for pick up and drop off.

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Community Cycling Initiation: Lesson Plan #1

	Activity	Time	Running Time
1.	Welcome, introduction and safety scan • *Parents should stay for first 20 min* • Attendance • Welcome and course intro • Ground Rules for course • Safety Scan: Helmet, bike check demo, checklist	20 mn	20 mn
2.	Initial Assessment • Initial demo • "Simon Says" format- use assessment checklist and assessment circuit (Circuit #1).	10 mn	30 mn

3.	New Skill
	• Braking
	• Initial demo
	• Participant practice
	  ○ Use F, then R, then both together
	  ○ Braking in zones, to a line, increasing speed
	  ○ Progress to threshold/skid, in low traction (wet)
		20 mn	50 mn

4.	Break (set up for Game)	10 mn	60 mn
5.	Game • Bike soccer • Kick ball with foot only (don't use wheels) • Warn not to kick pedal (pedal position) and emphasize non-contact	20 mn	80 mn
6.	Wrap up • Review • Feedback and Questions • Next session overview • "Don't forget to bring…next time"	10 mn	90 mn

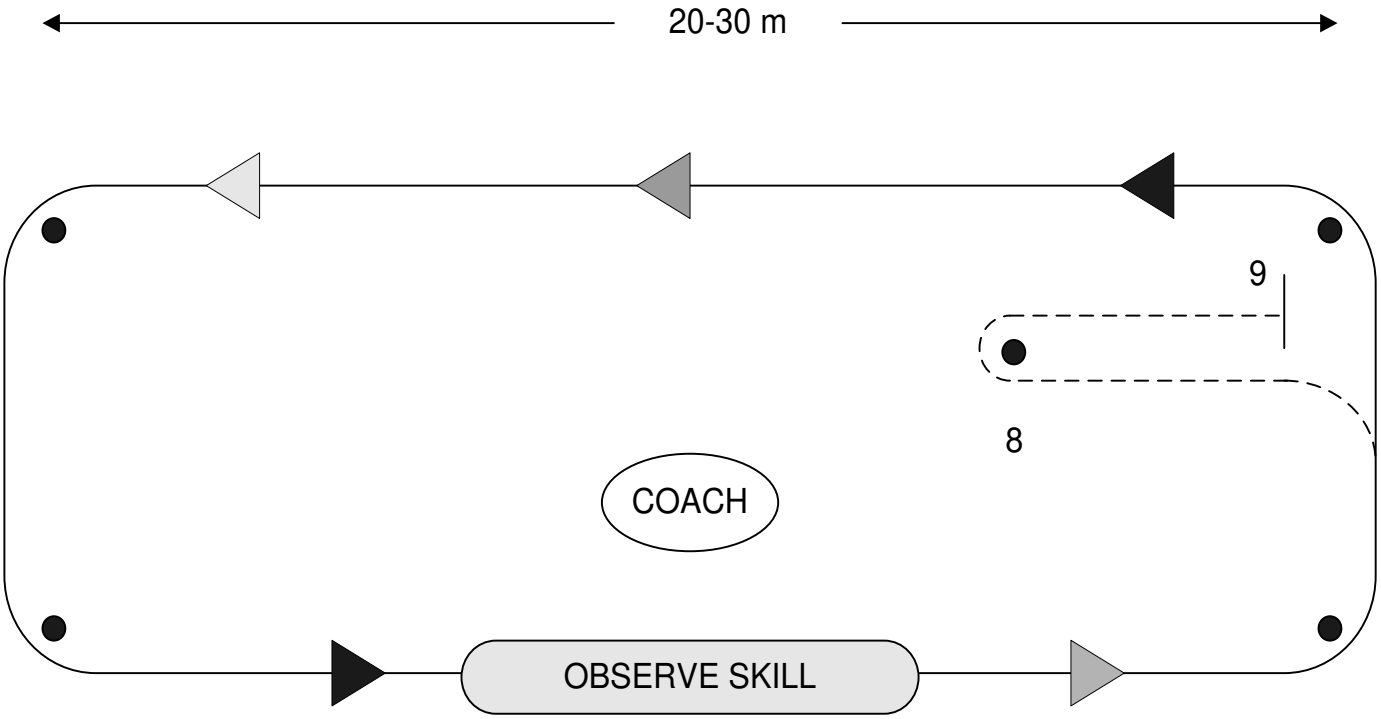
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SKILL ASSESSMENT (Circuit #1)

The skill assessment circuit is used at the beginning of the workshop to determine the skill of the participants. The riders do multiple laps of an approximate 10 m x 30 m loop on flat ground, keeping adequate space between themselves. The coach calls out the skill "Simon Says" style as each rider enters the observation zone. The coach should demo the skills to the group first, telling them the command for each.

On the last lap, riders come in off the circuit to complete skills 8 and 9.

The skills are done in this order, with the following cue words:
1. Coast in balanced position "Stand up and coast! Feet level!"
2. Pedal out of saddle "Stand up and pedal!"
3. Coast in balanced position, shift body position "Stand and coast! Move your body around!"
4. Rear brake, no skid "No skidding! Rear brake!"
5. Front brake, no lock-up "Easy front brake!"
6. Combined braking, no dab "Both brakes! Don't put a foot down!"
7. Accelerate "Speed up! Pedal hard!"
8. Tight turn "Turn around the pylon!"
9. Brake to a stop "And stop!"



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Community Cycling Initiation: Lesson Plan #2

	Activity	Time	Running Time
1.	Welcome, introduction and safety scan • Attendance • Welcome and lesson intro • Review Ground Rules • Safety Scan: Helmet, peer bike check (assisted)	10 mn	10 mn

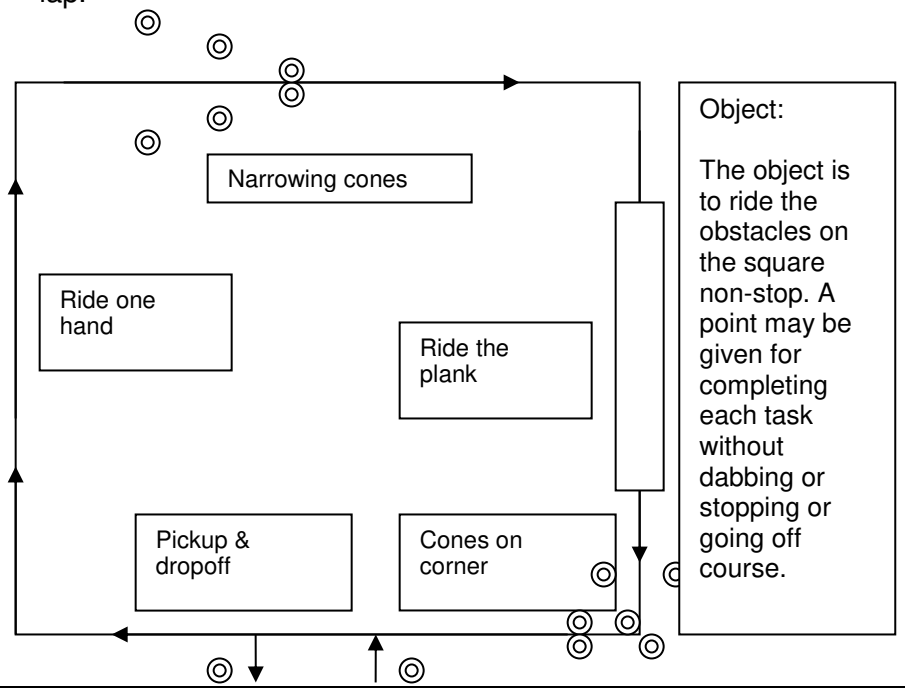
2.	Review Session
	• Braking: "Stall Circuit" (diagram: Circuit #2)
	• Initial demo
	• Participant practice
	  ○ Use F, then R, then both together
	  ○ Braking in zones, to a line, increasing speed
	  ○ Progress to threshold/skid, in low traction (wet)
		20 mn	30 mn

3.	New Skills
	• Straight line riding:
	• Initial explanation and demo
	• Participant practice- Ride the plank
	• Teaching points:
	  ○ look ahead
	  ○ even weight distribution
	  ○ stability improves with speed
	• Tight turns:
	• Initial explanation and demo
	• Participant practice- Bullseye circle
	• Teaching points:
	  ○ look across circle
	  ○ turn the front wheel (handlebars)
	  ○ shift weight slightly outward
	  ○ use rear brake and ratchet as needed
		20 mn	50 mn

4.	Break (set up for Game)	10 mn	60 mn

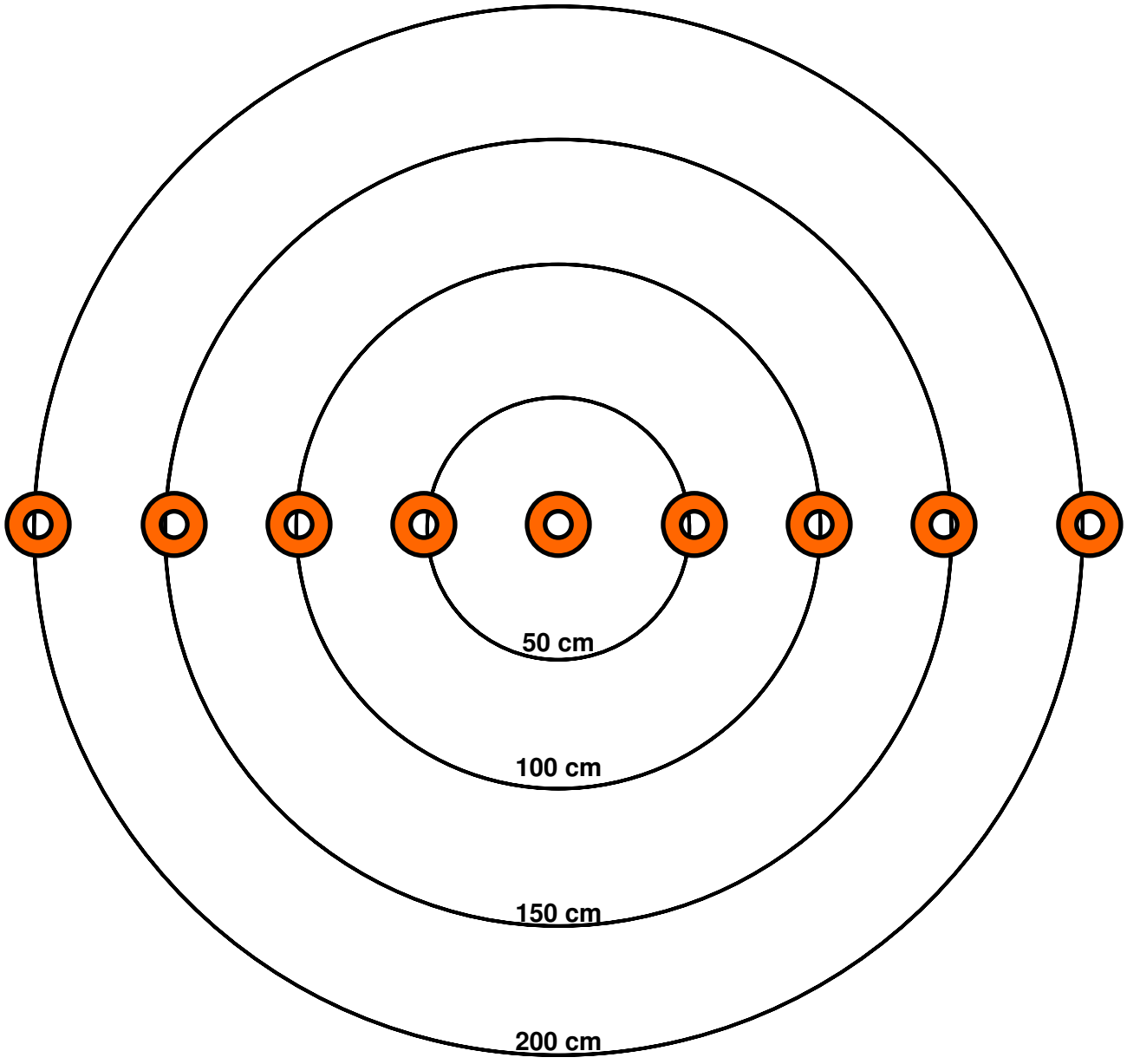
5.	Off-bike Lesson
	• Traffic safety and signaling
	• Key teaching points:
	  ○ Be visible
	  ○ Be predictable
	  ○ Be alert for unexpected (eg side traffic)
	  ○ Signals: L turn, R turn, stop
		10 mn	70 mn

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	Activity	Time	Running Time
6.	Game • Square Game (Circuit #3) • Initial explanation and demo • Use one lap for familiarization (participants alternate) then one timed lap.  	15 mn	85 mn
7.	Wrap up • Review • Feedback and Questions • Next session overview • "Don't forget to bring…next time"	5 mn	90 mn

COMMUNITY CYCLING - INITIATION
Bullseye Circle

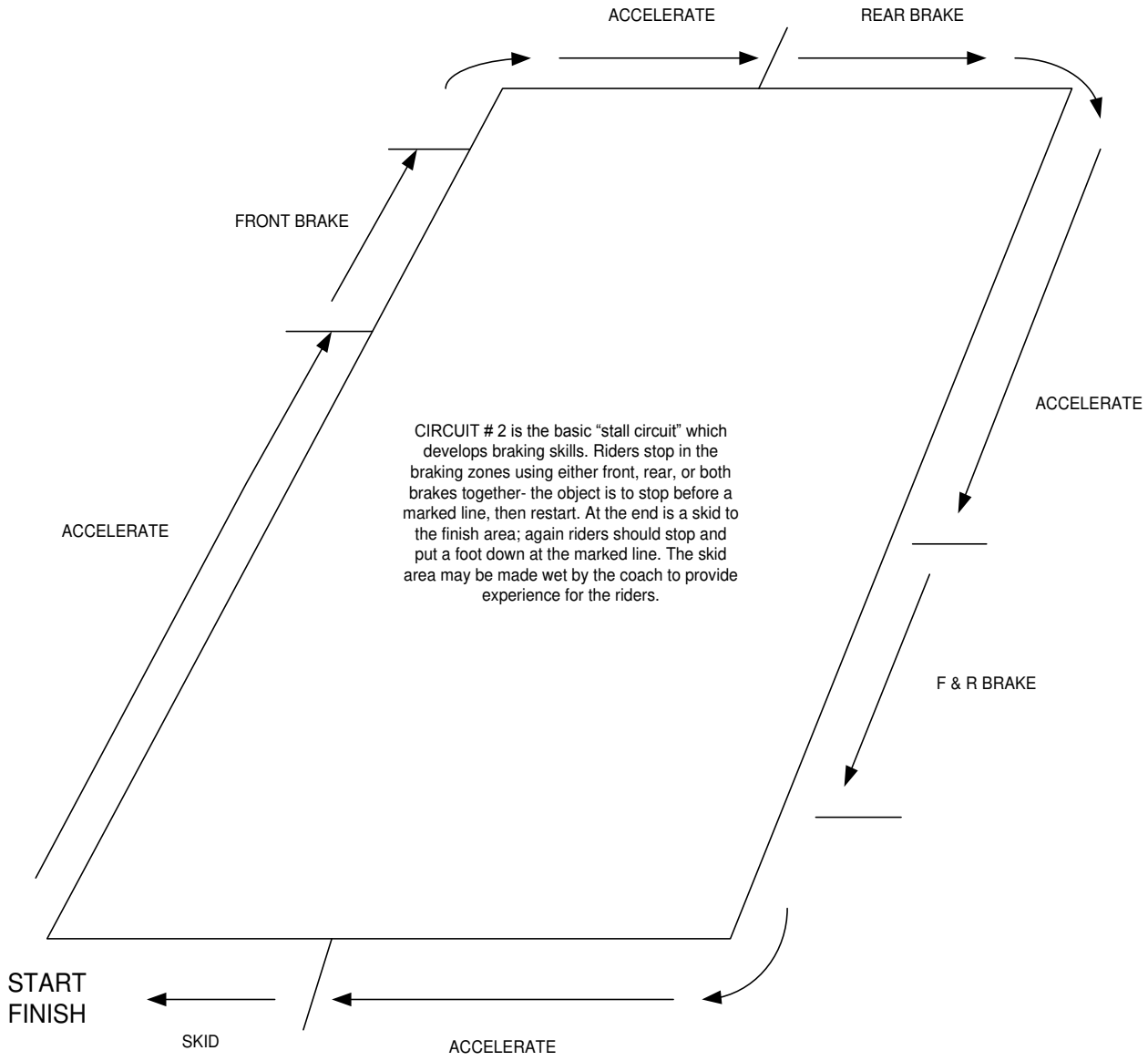
Lesson n°2



Use this course for slow-speed turn practice. Set up a series of circles using cones. Each cone is 50 cm apart. Riders begin in the outermost circle, and if they can ride it without dabbing a foot, move to the next circle inward without stopping. The object is to move to the innermost circle and ride it without stopping.

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COMMUNITY CYCLING- INITIATION
CIRCUIT # 2



Community Cycling Initiation: Lesson Plan #3

	Activity	Time	Running Time
1.	Welcome, introduction and safety scan • Attendance • Welcome and lesson intro • Review Ground Rules • Safety Scan: Helmet, peer bike check (assisted)	10 mn	10 mn

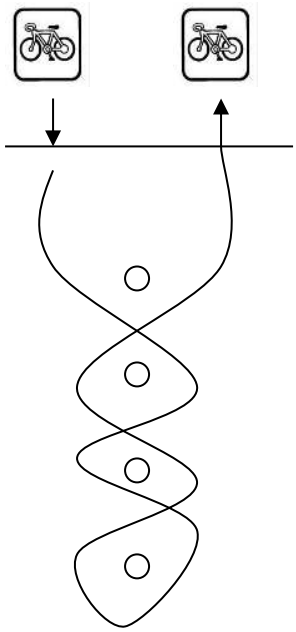
2.	Review Session
	• Straight line riding: "Square plus ramps" (Circuit #3)
	• Initial demo
	  ○ Demo "bail" (simple ride off) for ramps
	• Participant practice
	  ○ One lap familiarization (riders alternate)
	  ○ One timed lap (riders alternate)
		20 mn	30 mn

3.	New Skills
	• Gearing and Cadence; Cornering
	• Initial explanation and demo
	• Participant practice
	• Teaching points: Gearing and Cadence
	  ○ Goal is constant cadence 70-90 rpm
	  ○ Gear up and down to maintain cadence
	  ○ Anticipate use of F and R derailleur- judge terrain
	  ○ Gear only changes while pedaling
	• Teaching progression: High Speed Cornering
	  ○ High speed turns: weight transfer and small movements
	  ○ Look ahead, judge speed, brake and gear down if needed
	  ○ Find best "line" through single, multiple corners
		20 mn	50 mn

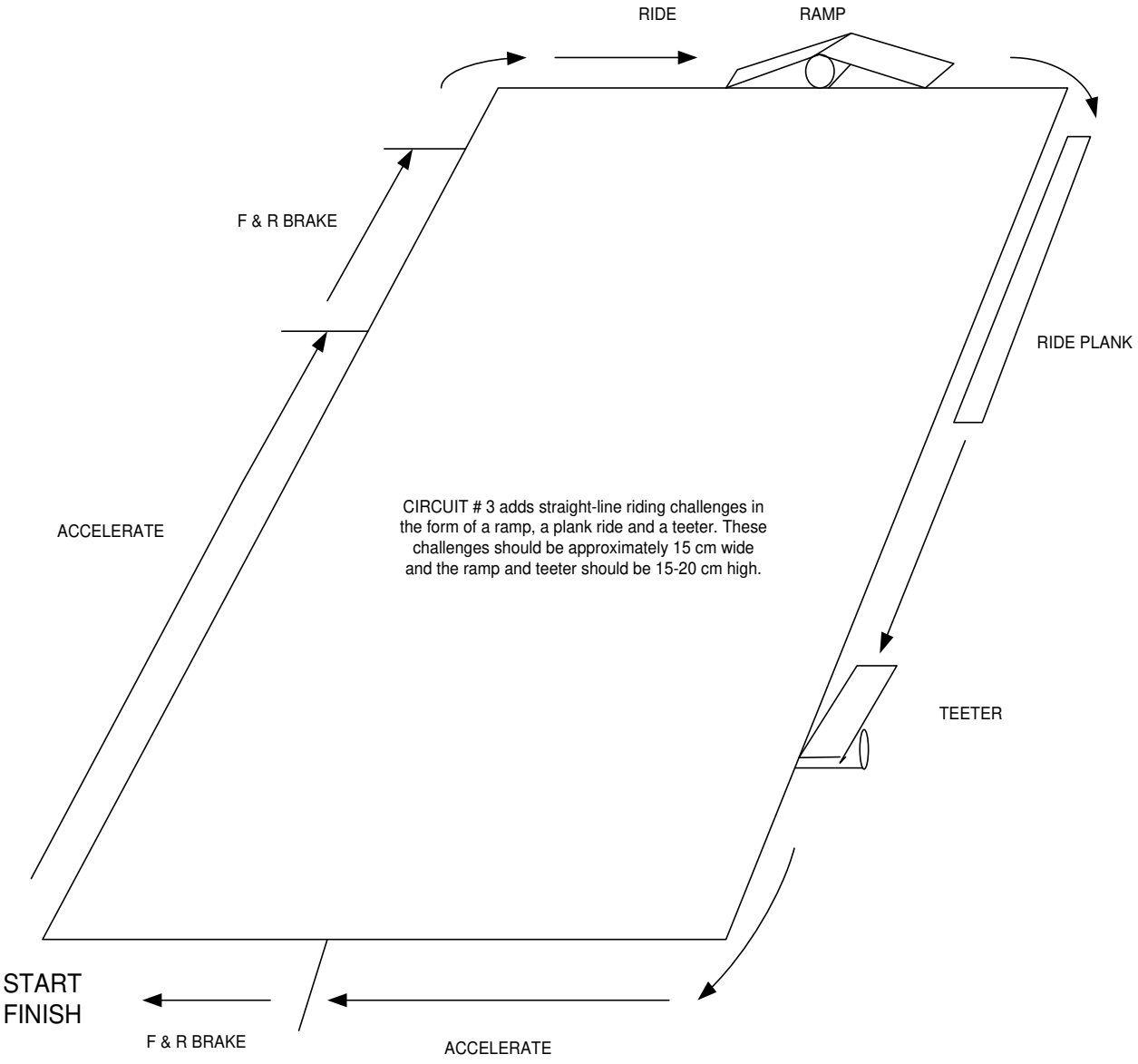
4.	Break (set up for Game)	10 mn	60 mn

5.	Off-bike Lesson
	• Introduction to Racing
	  ○ Key teaching points:
	  ▪ MTB, Road, BMX, Track
	  ▪ Time trial vs mass-start
	  ▪ An event to suit every individual's ability
	  ▪ Canadians are champions: list 3-4 male & female
		10 mn	70 mn

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	Activity	Time	Running Time
6.	Game • Slalom relay race • Initial explanation and demo • Use one lap for familiarization (participants alternate) then one timed lap (two teams of 4 riders)  Object: Riders start in single file in two teams (second course not shown). Riders slalom through the course and on crossing the finish line they hand-tag the next rider in line. The first team to complete the course for all riders wins. The course is made more difficult by moving the cones closer together.	15 mn	85 mn
7.	Wrap up • Review • Feedback and Questions • Next session overview • "Don't forget to bring…next time"	5 mn	90 mn

COMMUNITY CYCLING- INITIATION
CIRCUIT # 3



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Community Cycling Initiation: Lesson Plan #4

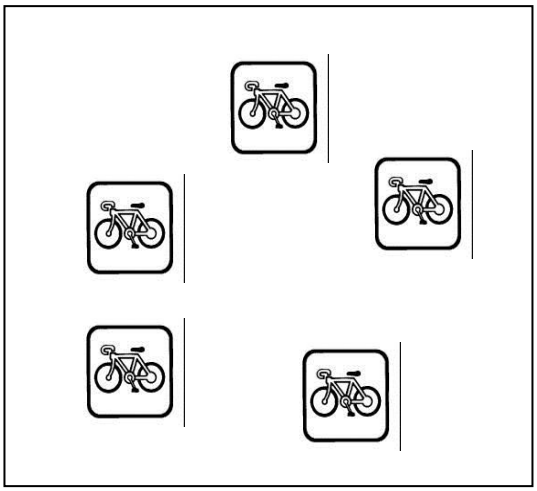
	Activity	Time	Running Time
1.	Welcome, introduction and safety scan • Attendance • Welcome and lesson intro • Review Ground Rules • Safety Scan: Helmet, peer bike check (assisted)	10 mn	10 mn
2.	Review Session • Integrated skills: Circuit #4 • Initial demo • Participant practice ○ Circuit adds gearing, cornering	20 mn	30 mn

3.	New Skill
	• Front wheel lift
	• Initial explanation and demo
	• Participant practice
	• Teaching points:
	  ○ Goal: lift front wheel over obstacle
	  ○ Judge obstacle: ride or dismount?
	  ○ Speed of approach
	  ○ Ready position
	  ○ Weight and un-weight front wheel, transfer body weight up and lift front wheel
	  ○ Return to ready position
		20 mn	50 mn

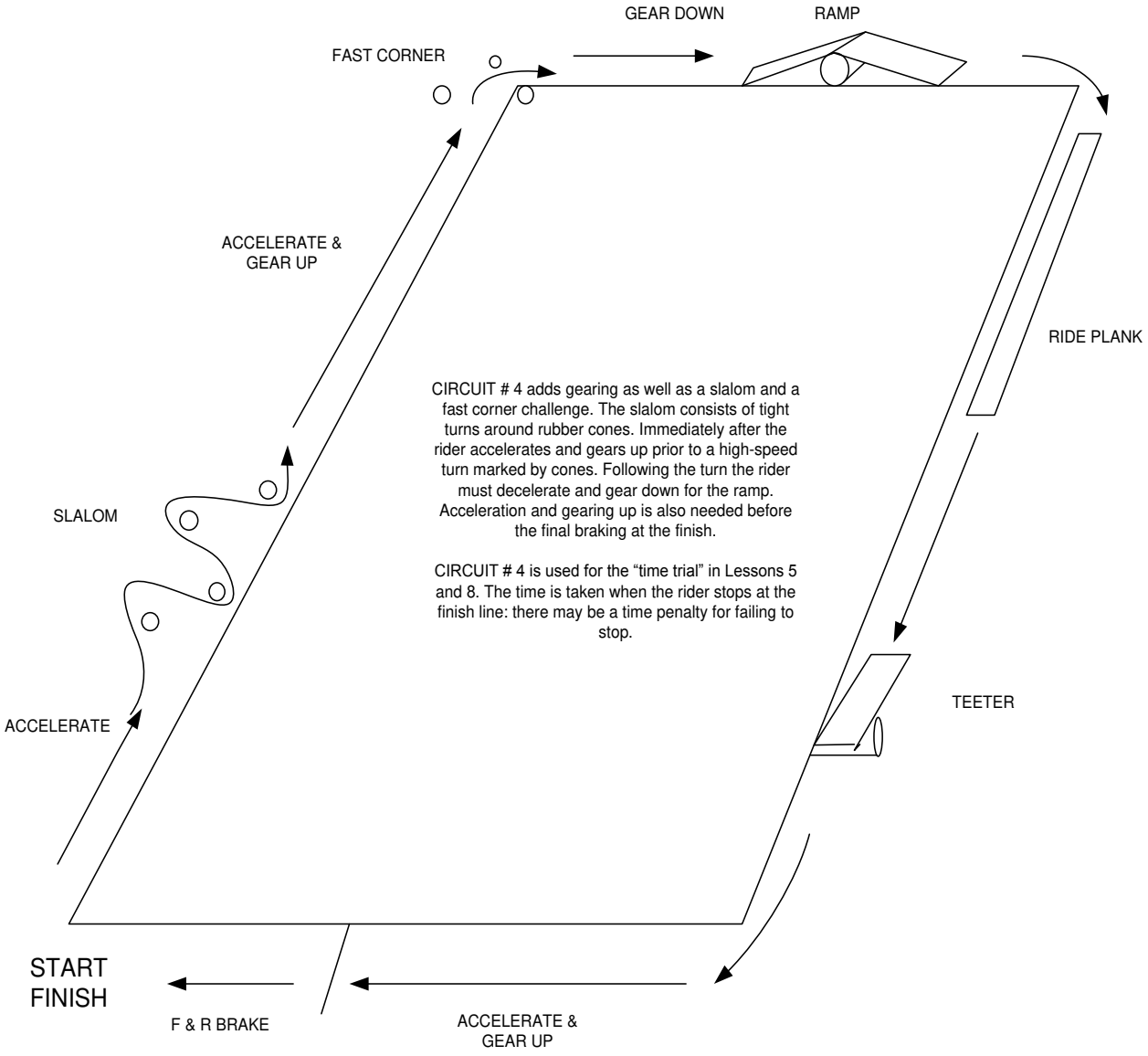
4.	Break (set up for Game)	10 mn	60 mn

5.	Off-bike Lesson
	• Eating and drinking on the ride
	• Key teaching points:
	  ○ Drinking: how much, how often, What to drink- water, sport drinks
	  ○ Eating: how much, how often, What to eat- fruit, sport bars
		10 mn	70 mn

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	Activity	Time	Running Time
6.	Game • Survivor • Initial explanation and demo  Survivor Object: Riders remain in a 20 m x 20 m square marked zone (may expand or contract). The object is to ride without stopping in the zone and to cut off (so they "dab" or put their foot down) or force out others without being tagged. Riders are allowed 3 dabs (can vary) then must leave the square, until only one rider is left. Hands must remain on handlebars and feet on pedals; no contact of any kind is allowed.	15 mn	85 mn
7.	Wrap up • Review • Feedback and Questions • Next session overview • "Don't forget to bring…next time"	5 mn	90 mn

COMMUNITY CYCLING- INITIATION
CIRCUIT # 4



CIRCUIT # 4 adds gearing as well as a slalom and a fast corner challenge. The slalom consists of tight turns around rubber cones. Immediately after the rider accelerates and gears up prior to a high-speed turn marked by cones. Following the turn the rider must decelerate and gear down for the ramp. Acceleration and gearing up is also needed before the final braking at the finish.

CIRCUIT # 4 is used for the "time trial" in Lessons 5 and 8. The time is taken when the rider stops at the finish line: there may be a time penalty for failing to stop.

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Community Cycling Initiation: Lesson Plan #5

	Activity	Time	Running Time
1.	Welcome, introduction and safety scan • Attendance • Welcome and lesson intro • Review Ground Rules • Safety Scan: Helmet, peer bike check (assisted)	10 mn	10 mn
2.	Review Session • Integrated skills: Circuit #5 • Initial demo • Participant practice ○ Circuit adds front wheel lift	20 mn	30 mn

3.	New Skill
	• Limbo (duck and pick-up)
	• Initial explanation and demo
	• Participant practice
	• Teaching points:
	  ○ Seated ready position
	  ○ Ride straight line; appropriate speed
	  ○ Limbo: lower chest to bike, flex elbows
	  ○ Pick-up: maintain speed, slight weight shift to offset taking hand from bars, pick up object
	  ○ Pick-up option: Take a bottle from coach (feed) and put down on table.
	
	• Optional: Hill climbing and descending
	• Initial explanation and demo
	• Participant practice
	• Teaching points:
	  ○ (Climb) Judge hill, select correct gear
	  ○ Decide seated or standing climbing
	  ○ Seated: shift weight forward, lower chest, flex elbows
	  ○ Standing: maintain centered body weight, bike movement
	  ○ (Descend) Judge line, gearing
	  ○ Ready position or seated ready position, fingers on brakes
	  ○ Look ahead
		20 mn	50 mn

4.	Break (set up for Game)	10 mn	60 mn

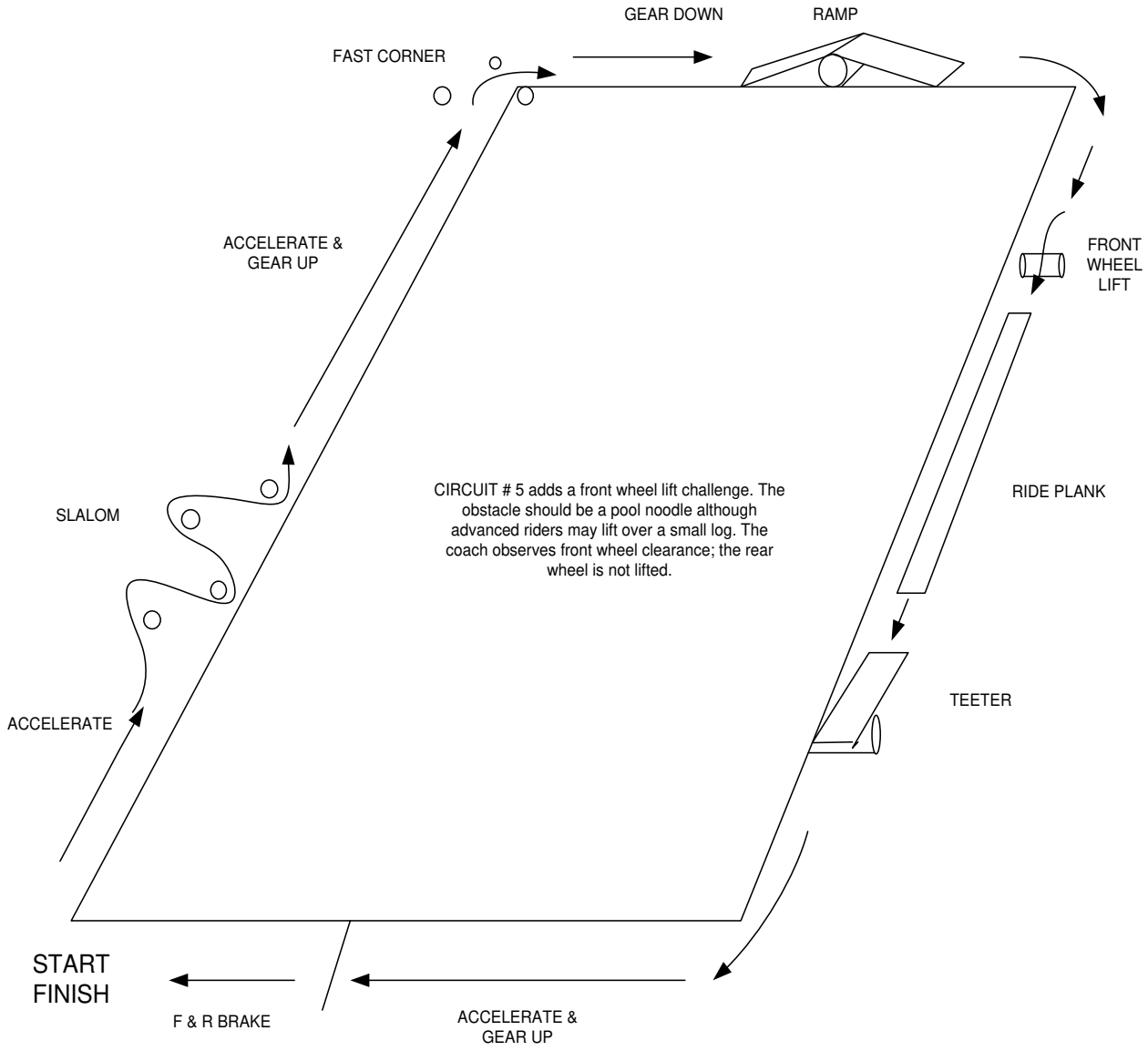
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	Activity	Time	Running Time

5.	Off-bike Lesson
	• Getting Better: Practice and Training for Cycling
	• Key teaching points:
	  ○ Regular riding builds fitness and skills
	  ○ Minimum 3x per week, 30-60 mins/session to improve fitness- judge effort by breathing, heart rate
	  ○ Ride with others to learn skills, improve form
	  ○ Examples of appropriate training for age/stages-use LTAD guide as reference.
		10 mn	70 mn

6.	Game • Circuit Time Trial (Circuit #4) • Initial explanation and demo • Riders alternate, one at a time, attempt fastest time.	15 mn	85 mn
7.	Wrap up • Review • Feedback and Questions • Next session overview • "Don't forget to bring…next time"	5 mn	90 mn

COMMUNITY CYCLING- INITIATION
CIRCUIT # 5



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Community Cycling Initiation: Lesson Plan #6

	Activity	Time	Running Time
1.	Welcome, introduction and safety scan • Attendance • Welcome and lesson intro • Review Ground Rules • Safety Scan: Helmet, peer bike check (assisted)	10 mn	10 mn

2.	Review Session
	• Integrated skills: Circuit #6
	• Initial demo
	• Participant practice
	  ○ Circuit adds limbo, pick up and drop off
	  ○ Circuit may add climb and descend
		20 mn	30 mn

3.	New Skill
	• Mounts and dismounts
	• Initial explanation and demo
	• Participant practice
	• Teaching points:
	  ○ (Dismount) Judge need to dismount; select lower gear
	  ○ Smooth braking, ready one foot (unclip)
	  ○ Lean then brake
	  ○ Dismount types, Remount types
		20 mn	50 mn

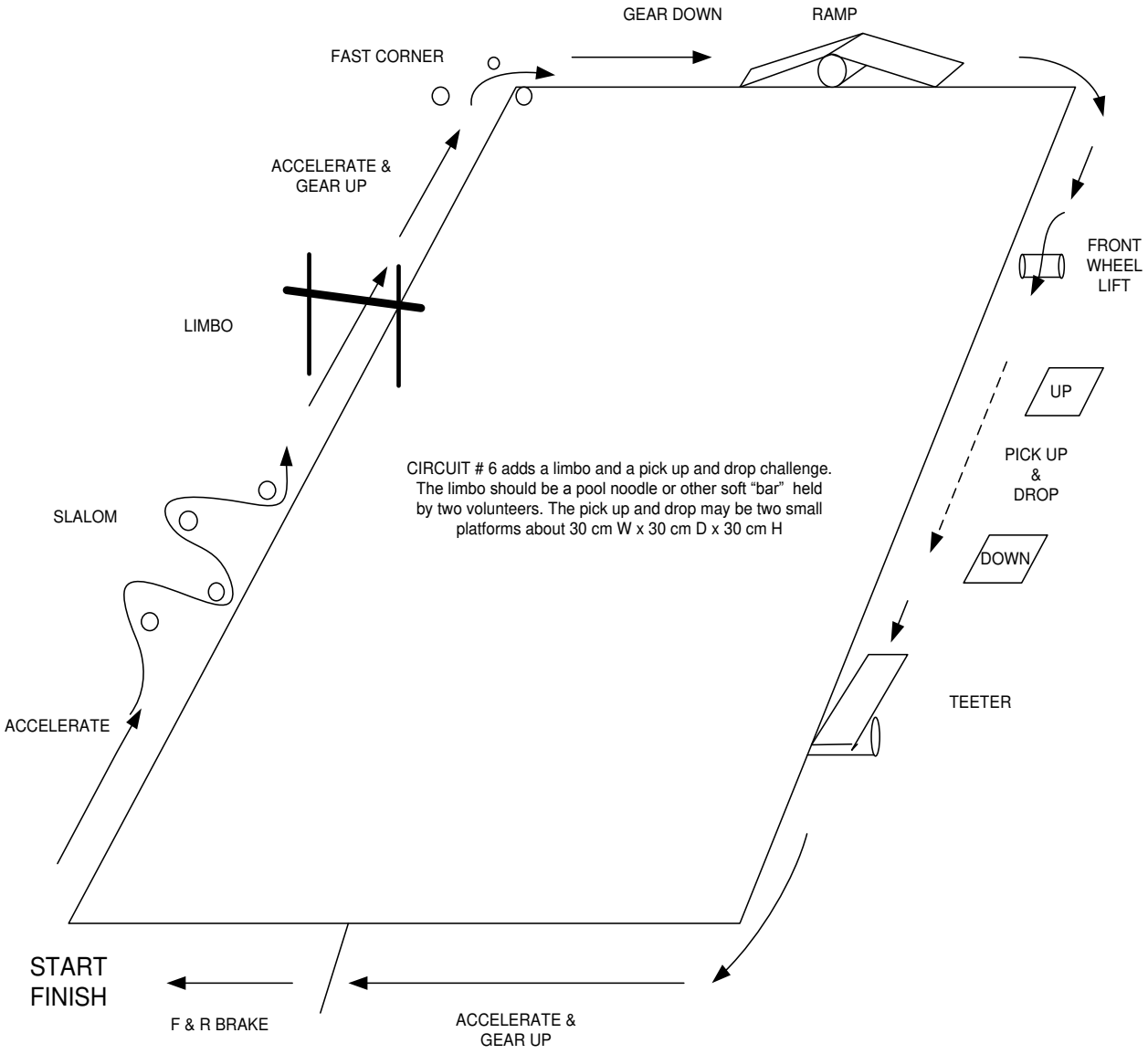
4.	Break (set up for Game)	10 mn	60 mn

5.	Off-bike Lesson
	• First aid basics
	• Key teaching points:
	  ○ Emergency action plan for a ride
	  ○ Call person: access to cell phone/pay phone
	  ○ Charge person: what to do at scene- ABCs
	  ○ Minor injuries: first aid kit, sun care, insect care
		10 mn	70mn

6.	Game • Cyclo-cross • Initial explanation and demo • Use one lap for familiarization (participants alternate) then one race lap (mass start).	15 mn	85 mn
7.	Wrap up • Review • Feedback and Questions • Next session overview • “Don’t forget to bring…next time”	5 mn	90 mn

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COMMUNITY CYCLING- INITIATION
CIRCUIT # 6



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Community Cycling Initiation: Lesson Plan #7

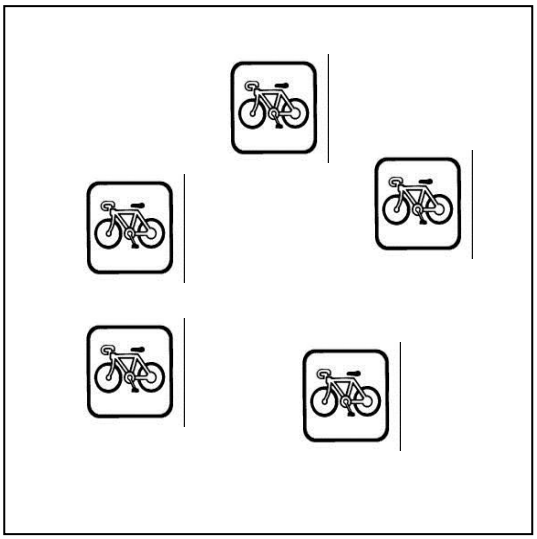
	Activity	Time	Running Time
1.	Welcome, introduction and safety scan • Attendance • Welcome and lesson intro • Review Ground Rules • Safety Scan: Helmet, peer bike check (assisted)	10 mn	10 mn
2.	Review Session • Integrated skills: Circuit #7 • Initial demo • Participant practice ○ Circuit adds dismount, remount	20 mn	30 mn

3.	New Skill
	• Bumping and buzzing (Caution: on soft ground)
	• Initial explanation and demo
	• Participant practice
	• Teaching points:
	  ○ Side bumping: progression from touching with hand (similar to pick up/drop skill) to shoulder touching
	  ○ Buzzing: rear rider touches front wheel to rear of leader
	  ○ Both riders maintain constant speed (pedal)
	• Option: Rolling drop-off
	• Initial explanation and demo
	• Participant practice
	• Teaching points:
	  ○ Judge size of drop off
	  ○ Ready position, transfer weight over rear wheel, look up
	  ○ Absorb drop with knees and elbows
	  ○ Progress to manual drop (using front wheel lift/manual skill)
		20 mn	50 mn

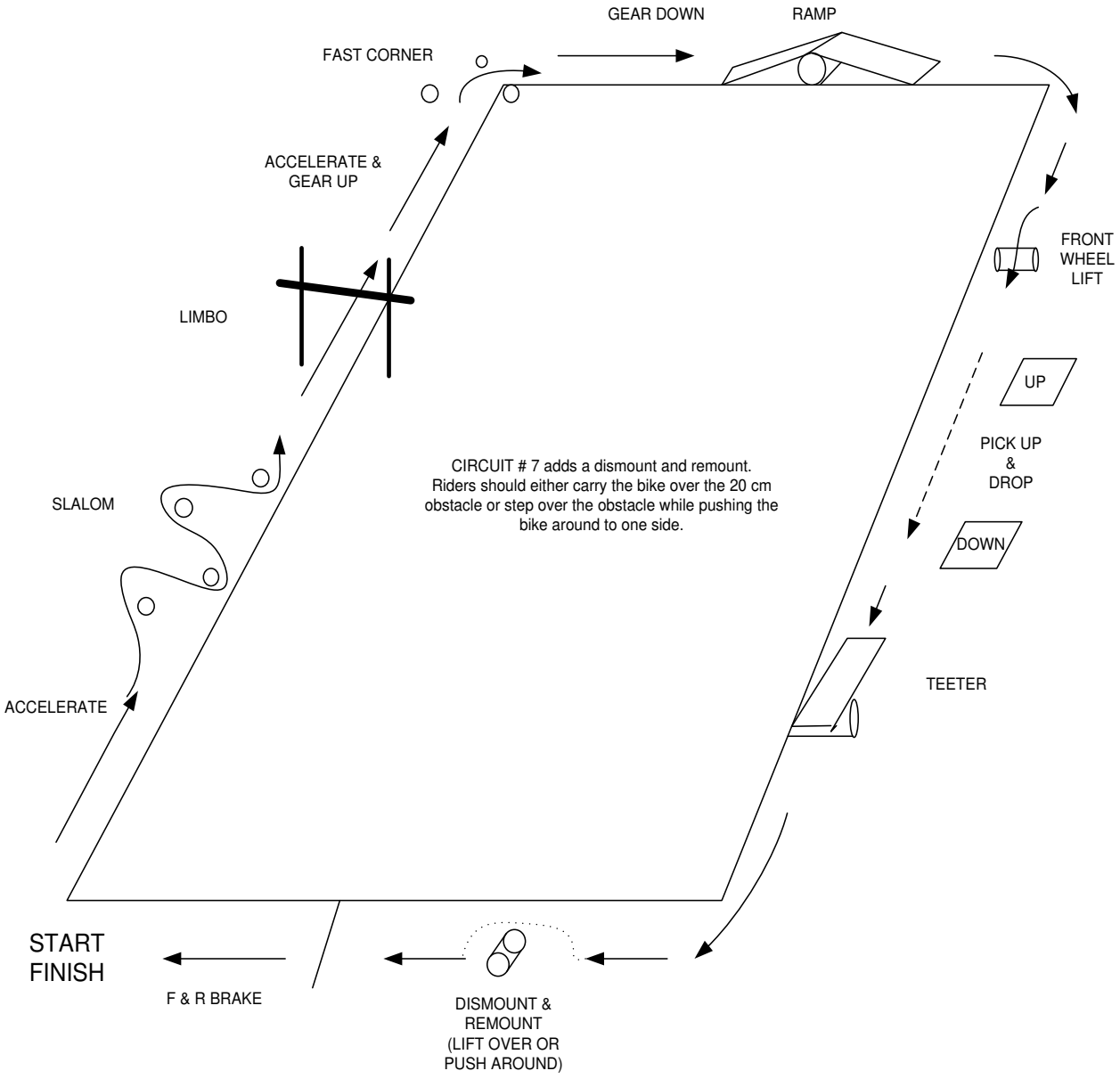
4.	Break (set up for Game)	10 mn	60 mn

5.	Off-bike Lesson
	• Basic rules and etiquette of bike racing
	• Key teaching points:
	  ○ Safety rules: helmet, safe bike, feed zones
	  ○ Fairness rules: no shortcuts, no obstructing, drug-free sport
	  ○ Race officials: follow their instructions
		10 mn	70 mn

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	Activity	Time	Running Time
6.	Game • Flag Survivor • Initial explanation and demo  Flag Survivor Object: Riders remain in a 20 m x 20 m square marked zone (may expand or contract). The object is to ride without stopping in the zone and to catch other riders, removing a velcro flag from the other rider's body (similar to flag football). Tagged riders leave the square until only one rider is left. Feet must remain on pedals; no contact other than taking the flag is allowed.	15 mn	85 mn
7.	Wrap up • Review • Feedback and Questions • Next session overview • "Don't forget to bring…next time"	5 mn	90 mn

COMMUNITY CYCLING- INITIATION
CIRCUIT # 7



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Community Cycling Initiation: Lesson Plan #8

	Activity	Time	Running Time
1.	Welcome, introduction and safety scan • Attendance • Welcome and lesson intro • Review Ground Rules • Safety Scan: Helmet, peer bike check (assisted)	10 mn	10 mn

2.	Review Session
	• Touch Relay
	• Initial demo
	• Participant practice
	  ○ Riders form 2 teams of 2 pairs each (4 riders/team) and ride a lap of the circuit (no obstacles) holding hands, holding a short rope, or (most difficult) holding a sponge between their elbows.
	  ○ When the first pair finishes they tag the second pair which then starts.
	  ○ First team to finish wins.
		20 mn	30 mn

3.	Skill • Circuit #4 Time Trial • Initial explanation and demo • Use one lap for familiarization (participants alternate) then one race lap (alternate- time trial). • Compare today's time to Lesson 5 time	20 mn	50 mn
4.	Break (set up for Game)	10 mn	60 mn

5.	Off-bike Lesson
	• Next Steps: Getting Ready to Race and Ride
	• Key teaching points:
	  ○ Review of basic training/fitness tips (Lesson 5)Contact information for Prov/Terr Cycling Association
	  ○ Contact info for local club(s) & events
	  ○ Directions to local facilities, trails, etc
	  ○ Invitation to local beginner events/series
		10 mn	70 mn

6.	Awards and Graduation • Present certificates, small prizes if available • Distribute other materials (cycling club info, etc)	15 mn	85 mn
7.	Wrap up • Review • Feedback and Questions	5 mn	90 mn

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Glossary of Cycling Terms

A

ABCs: Attention, Balance, Control- the basic movements which make up cycling skills.

ATB: (all-terrain bike) a mountain bike.

Apex: the sharpest point of a corner.

Attack Position: the alert and well-balanced position you ride in when you approach, or ride on, rough terrain. It is characterized by bent knees, rear above the saddle, elbows slightly bent, and a raised head.

Axle: the shaft on which the wheel or pedal rotates.

B

BB: bottom bracket.

BMX: Bicycle Moto Cross, short dirt-track racing usually with turns and jumps.

Bail: (as in "bail out") - to suddenly stop to avoid falling, usually by putting one foot down, or sometimes by springing off a falling bike to land on both feet.

Balanced Position: coasting with pedals and cranks level (parallel to ground), arms and knees straight and nearly locked, and head up. An energy-saving way to coast on bumpy ground.

Berm: an embankment on a trail.

Bonk: when you run out of energy due to depletion of carbohydrates.

Bump: a skill which involves riders bumping elbows or shoulders. Used to improve confidence before riding in close quarters with others.

Buzz: a skill which involves a following rider touching their front tire to the rear tire of a moving leading rider. Named after the noise knobby tires make when they touch at speed. Used to improve confidence before riding in close quarters with others.

C

CC: Cycling Canada

Chainring: a toothed sprocket attached to the crankarm.

Clipless Pedal: a pedal that has spring-loaded cleats that clip to a riders shoe.

Crankarm: the levers of a crankset that your pedals attach to.

Crankset: the bottom bracket, crankarms, and chainrings go together to make up the crankset.

Criterium: a race (usually road, sometimes MTB) with a number of laps around a short course.

Cross-country: a traditional MTB race that mixes many types of riding conditions into one coarse.

Cyclocross: an off-road race that involves riders having to dismount and run over obstacles, carrying their bikes. Usually modified road bikes are used.

D

Dab: to put your foot down while riding so you don't fall over.

Derailleur: the mechanical device that moves the chain over the cogs or chainrings, changing gears.

Doubletrack: two trails that run parallel to each other (sometimes used interchangeably with “fire road”).

Downhill: a type of racing held on steep slopes - fastest rider to the bottom wins.

Downshift: shifting to a lower gear.

Drivetrain: the parts of a bike that includes the crankarms, chainrings, bottom bracket, front derailleur, chain, rear derailleur, and freewheel.

E

Endo: a crash that involves you flying over your handlebars.

F

Flat pedal: A pedal without a means to lock the shoe, ie no clip or cleat-engagement mechanism. Used for BMX, MTB tricks and skills, and general cycling.

Front Wheel Lift: To lift the front wheel over an obstacle by quickly weighting and unweighting the front wheel then pulling the handlebars to the chest, in a continuous movement.

Freewheel: the cluster of cogs on the rear wheelset that allows you to stop pedalling while the bike is still moving forwards.

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G

Granny Gear: the lowest gear ratio you can ride with (smallest chainring with the largest cassette cog).

Granny Ring: The smallest of your chainrings.

I

IMBA: International Mountain Bicycling Association: an organization dedicated to the building and protection of mountain bike trails.

K

Kick: a short power-stroke to the pedals, less than one full revolution.

L

Limbo: To duck under an obstacle while riding.

M

Mass-start: when a large group starts a race or ride together.

Manual: A lift which raises the front wheel so the rider can jump the bicycle, thus landing on the rear wheel (or both together), and not endo.

MTB: Mountain bike.

N

NCCP: National Coaching Certification Program. Canada's coach development and education program.

O

Off-Camber: sloped ground that makes handling difficult.

P

P.A.S.S.: Power, Agility, Spatial Skills- groups of integrated cycling skills built upon the ABCs.

Preload: to weight part of the bike by body weight transfer, usually the front fork.

R

Ratchet: a riding technique in which you pedal in partial strokes in order to clear obsticals.

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Reach: the distance from the end of the stem to the other end of the top tube.

Ready Position: Coasting with pedals and cranks level (parallel to ground), knees and elbows flexed to absorb shock, fingers on brakes, and head up. The position to be in when you want to be alert and ready to move quickly. Also called “attack position” or “cat position” ie ready to spring.

S

Saddle: the seat that the rider sits on.

Singletrack: a narrow mountain bike trail that must be ridden single file.

Shoulder check: To look over one’s shoulder to make sure you are not being overtaken by other traffic (bicycle or car).

Soft pedal: To reduce force on the pedals while continuing to pedal- useful in helping gear shifting in high-load situations (eg climbing).

Standover Clearance: the distance between the top tube and the rider's crotch.

Switchback: a turn on a hill that is too steep to be climbed without zig-zagging.

T

Time trial: a race against the clock. Riders start one at a time.

Trackstand: a riding technique that involves the rider stopping completely without putting a foot down.

U

Upshift: to shift into a higher gear.

W

Wash Out: when you lose traction on one or both wheels and slide.

Wheelie: a riding technique in which the rider lifts the front tire and rides on the rear wheel.

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FORMS AND TEMPLATES

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Letter to Parents

Example of a letter sent to parents (at the beginning of the season)
Participants: children to young teens

Dear parents,

As you know, your son/daughter is registered in our upcoming Community Cycling program. I am writing to invite you to the first session, where important information will be provided to all parents. The meeting will take place at _____(location), on _____ (day/date) at _____(time, indicate AM or PM). The meeting will be approximately thirty minutes long. If there is a particular issue that you wish to discuss with me that is not covered in the meeting, please see me immediately after the meeting.

The agenda for the meeting will be as follows:

The Goals of the Program
- Coaches' Presentation
- Review of the results of the questionnaire and their impact on our program
- Our philosophy and our program

Program Requirements
- Number of sessions
- Equipment required
- Vacation breaks, family vacations, expected absences, participant/athlete involvement in other sports/activities

Organisation
- Fees and financing
- Payment deadlines
- Transportation and what is expected of parents

General
- Question period

It is important for the coaches to be aware of your expectations as parents. This is why I am requesting that you take a few minutes with your son/daughter to complete the attached questionnaires. They will help us build an honest and open relationship and will also help us align our goals and expectations for the program.

Team Leaders:	**Contacts:**	**The best time to reach me is:**
Coach:		
Manager :		
Ass-Coach :		

****I invite parents who are unable to attend to communicate with me prior to the meeting.***

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Pre-clinic Questionnaire for Parents

(Parents of six-year olds to teens)

1. **Why did you register your child to participate in this sport?**

_____
_____
_____

2. **What are your expectations of the program leaders, and specifically of the coaches?**

_____
_____
_____

3. **In your opinion, what goals should be set for the team by the team leaders?**

_____
_____
_____

4. **Identify values that you think should be promoted by the program.**

_____
_____
_____

5. **Important facts about your child that team leaders should know (e.g. allergies, health issues, previous injuries).**

_____
_____
_____
_____
_____
_____

** *Please return the questionnaire before the parents' meeting.*

_____ _____

Participant's Name Parent/Guardian's Name

Date _____ /_____ / _____(dd/mm/yyyy)

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Pre-clinic Questionnaire for Participants

Reasons why I am Involved in cycling

My name: _____

My age: _____ years I am: a girl ( ) a boy ( )

I am involved in this sport because… _____

_____

This clinic would be really fun for me if…_____

_____

When I ride, I think my strengths are…_____

_____

I would like the coach to help me improve… _____

_____

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The Coach Code of Conduct

I will strive to be well prepared.

I will not ridicule or yell at my athletes for making mistakes or for their behaviour.

I will ensure equipment and facilities are safe.

I will remember that children need a coach they can respect.

I will be generous with praise and set a good example.

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The Fair Play Code

Respect the rules.

Respect the officials and their decisions.

Respect your opponents and your teammates.

Maintain your self-control at all times.

Try your hardest- always.

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The Participant Code

I will be a good sport.

I will respect people and property. I will be careful and safe while riding.

If I make a mistake, I will tell someone.

No "put downs".

I will ride fairly.

I will accept the consequences of my behaviour.

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PARTICIPANT INFORMATION CARD

(Confidential when completed)

Name_____ Date of Birth_____

Person to be contacted in case of emergency:_____

Phone Numbers:

Day_____Evening_____

Alternative contact:

_____

Phone Numbers:

Day_____Evening_____

Hospital Insurance Number:_____

Relevant Medical History: Medications: _____

Allergies: _____

Previous injuries: _____

Does the participant carry and know how to administer his/her own medications? Yes__ No___

Other conditions? (contacts, braces, etc): _____

Note: Medical information is confidential. Keep this information available at all times. However it should only be available to authorized individuals.

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EMERGENCY ACTION PLAN NUMBER CARD

Site Address:	
Location of Phones:	
Site Telephone Number:	
Charge Person:	
Call Person:	
Phone Numbers	
Emergency:	
Ambulance:	
Police:	
Fire:	
Hospital:	
Doctor's Office:	
Details of Location:	(To be read over phone to emergency dispatcher)

Note: If you dial 911 from a cell phone, you may not get the closest 911 operator, depending on cell phone coverage. There may be a time delay to transfer you to the closest operator.

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EMERGENCY ACTION PLAN (EAP) WORKSHEET

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Accident Report Form

Date of report : _____/_____/_____
dd mm yyyy

PATIENT INFORMATION

LAST NAME:		FIRST NAME:
STREET ADDRESS:		CITY:
POSTAL CODE:		PHONE: ( )
E-MAIL :		AGE :
SEX: ___M ___F	HEIGHT: _____ WEIGHT: ____	DOB: _____/_____/_____ dd / mm / yyyy
KNOWN MEDICAL CONDITIONS/ALLERGIES:		

INCIDENT INFORMATION

DATE & TIME OF INCIDENT: _____/_____/_____ ____ _____ AM PM dd mm yyyy	TIME OF FIRST INTERVENTION: ____ _____ AM PM	TIME OF MEDICAL SUPPORT ARRIVAL: _____ ____ AM PM
CHARGE PERSON, DESCRIBE THE INCIDENT: (what took place, where it took place, what were the signs and symptoms of the patient)		
PATIENT, DESCRIBE THE INCIDENT: (see above)		
EVENT & CONDITIONS: (what was the event during which the incident took place, location of incident, surface quality, light, weather etc.):		
ACTIONS TAKEN/INTERVENTION:		
After treatment, the patient was: ☐ Sent home ☐ Sent to hospital/a clinic ☐ Returned to activity		

Confidential when completed OVER…

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Accident Report Form (p.2)

CHARGE PERSON INFORMATION

LAST NAME:	FIRST NAME:
STREET ADDRESS:	CITY:
POSTAL CODE:	PHONE: ( )
E-MAIL:	AGE:
ROLE (Coach, assistant, parent, official, bystander, therapist):	

WITNESS INFORMATION *(someone who observed the incident and the response, not the charge person)*

LAST NAME:	FIRST NAME:
STREET ADDRESS:	CITY:
POSTAL CODE:	PHONE: ( )
E-MAIL:	AGE:

OTHER COMMENTS OR REMARKS

FORM COMPLETED BY:

_____ _____

PRINT NAME SIGNATURE

Confidential when completed. Retain form for one year for follow-up.

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FIRST AID KIT CHECKLIST

A complete first aid kit is essential. This kit must be carefully prepared in order to treat the most common injuries, and maintained regularly. Furthermore, it must be accessible to those responsible for participants. Here is a checklist to keep in the first aid kit so that you can verify regularly that it is complete.

ITEM	DATE/CHECKED BY (Initial)																	
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**																		
Change for phone																		
EMS phone numbers																		
Participants medical																		

* ***Second Skin is a brand name for a product that is directly applied over a blister (very useful to have when participants are breaking in new footwear)***

** ***While duct tape is not to be used for bandaging injuries, when others go looking in the first aid kit for tape to repair equipment in a hurry, they will take the duct tape instead of using your expensive first aid tape***

CARRYING A CELL PHONE AND USING IT IS THE FASTEST WAY TO ACCESS EMERGENCY MEDICAL SERVICES SUPPORT

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Equipment & Facility Safety Checklist

Facility: _____

Date: _____

Inspected by: _____

Item	Adequate	Inadequate	Corrective measures*	Observations
Practice area				
Practice equipment (eg ramps, obstacles)				
Individual Equipment (eg helmets, bicycles)				
First Aid Kit & Procedures				
Others				
*Corrections 1) add 2) replace 3) modify 4) discard 5) clean 6) repair 7) check				

This document, once completed, should be given to the clinic organizer, and the coach should keep a copy for his/her files.

Facility Manager name:_____ Signature:_____

Coach name:_____ Signature of coach:_____

Date (dd/mm/yy):_____

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Great coaches are continually looking for ways to improve. In order to be able to tell if you are improving, you will need to ask yourself and others "How am I doing?"

The following assessment tools are provided to help you check how you are doing as a community coach. You will see that they are clearly focused on your ability to provide a fun and safe environment in which children can learn through playing a sport.

You will use some of these tools during your practice coaching sessions in the workshop, but you may also choose to use them throughout your season by asking a trusted parent or an assistant to fill them in for you, or by filling them in yourself.

A few words on receiving feedback from others…

- When you ask others their feedback, remember to listen attentively to their observations and comments without expressing defensiveness. You may not always agree with their observations, but you have asked for the input, so it deserves to be considered with an open mind.

- If possible, try to gather feedback from more than one person, and look for commonalities among their comments.

- It is your choice what you decide to implement and what comments you choose to ignore. The power to change your behaviour remains yours alone.

Tip:
The greatest way to encourage children/youth in sport to receive your feedback as a coach and to try to improve their abilities is to model this behaviour. Coaches who regularly ask for feedback and who actively seek to improve their intervention skills are showing the children they coach that it is good to aim at getting better in whatever you do.

It is very true that a picture is often worth more than words alone.

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Self-assessment Sheet #1

Practice Coaching #1: Explanation, demonstration, organization, and safety

Criteria	Yes	No
Selection of the activity		
The activity selected is appropriate for the age of the participant		
The activity selected is appropriate for the ability of the participant		
Comments/suggestions:		
Safety before beginning the activity		
Equipment is appropriate for the age/size of the participant		
Equipment is in good repair and is properly adjusted		
The playing area is checked for hazards		
Comments/suggestions:		
Explanation		
Coach is positioned such that all children can see and distractions are minimized		
Explanation and demonstration last 90 seconds or less in total time		
The purpose of the exercise/activity is clearly stated		
One or two key points are emphasized (not necessarily technical aspects)		
Safety points are emphasized, if appropriate		
Coach speaks clearly and loud enough for all to hear		
The choice of words is appropriate for the age of the participants		
Participants are checked for understanding		
Comments/suggestions:		
Demonstration		
All the participants can clearly see the demonstration		
The speed of the demonstration allows participants to see accurately what they are to do		
Coach demonstrates in a manner that a child would be able to perform the activity		
Coach reinforces key points while he/she demonstrates		
Participants are checked for understanding		
Comments/suggestions:		
Organization		
A sufficient area is used for the activity		
Available equipment is used optimally		
Participants are active for the majority of the time (minimum waiting in line)		
Comments/suggestions:		
Safety during the activity		
If a potentially hazardous situation presents itself, coach deals with it immediately		
Comments/suggestions:		

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Self-assessment Sheet #2

Practice Coaching #2: Skill progression, intervention, and communication

Criteria	Yes	No
Skill progression		
The progression for skill development is appropriate for the age/ability of the participant		
Coach focuses on the appropriate key points for the skill to be developed		
Coach adjusts the activity for more advanced and less advanced abilities within the group		
Comments/suggestions:		
Intervention		
Coach scans the entire group constantly and intervenes with a variety of participants		
Coach looks for input/feedback from the participant		
Correction or reinforcement is clear and a visual is provided		
Correction or reinforcement is brief and participant returns quickly to activity		
Coach focuses on communicating what to do (not what NOT to do)		
Comments/suggestions:		
Communication		
Coach speaks in a calm tone of voice (i.e. does not yell at the participants)		
Coach uses language that the children can easily understand		
Coach refrains from the use of foul language		
Words and body language used in the correction or reinforcement are positive *		
When praise is given, it is specific, not general (e.g. "you are doing ___well", not "nice one!")		
Coach acts and speaks with enthusiasm *		
Comments/suggestions :		

**This looks like:* *Smiles; nods in the affirmative*

**This sounds like:* *Cheers; "Sally, you did ___ very well. Way to go!"; "Johnny, I see that you are improving at ___. Great job!"*

** This feels like:* *High fives; safe pats on the back; a hand shake of congratulations (use these only if the child/youth is clearly comfortable with physical contact from you)*

Counting interventions during the activity	Number
Duration of the activity in minutes (when participants are practicing, excluding explanation & demo)	
Total number of interventions with the entire group	
Total number of interventions with individual participants	
Total number of different participants with whom the coach intervened	

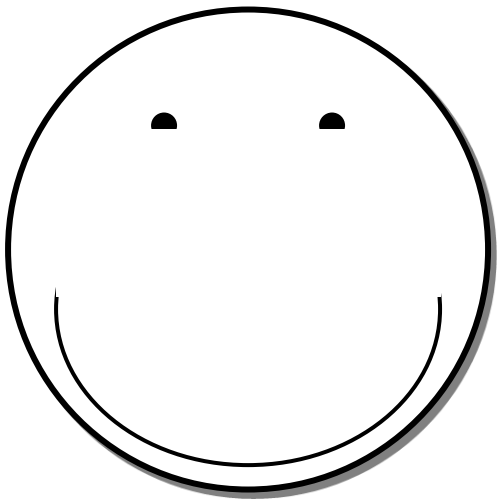
Remember, more is not necessarily better. The total numbers are only to give you an indication of how often you are intervening and whether you are moving among the group or focussing only on certain participants.

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Are the Children Having Fun?

While the children were participating, the following was observed:

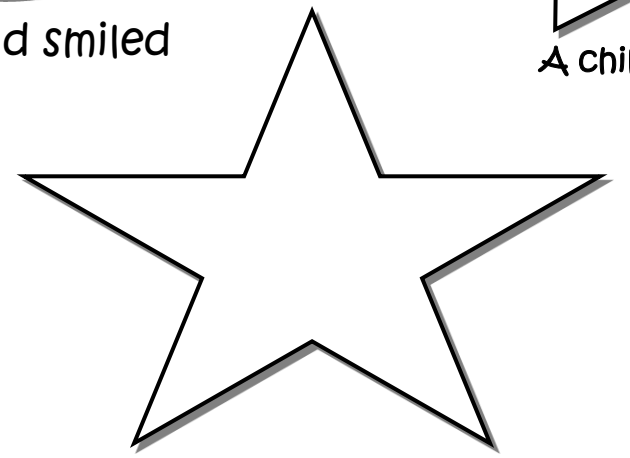
(tick once in the shape for each time it was observed)



A child smiled



A child laughed or giggled



A child encouraged another
(cheer, pat on back, high five)

YOUR SELF-ESTEEM METER (count your ticks)

Today, your coaching helped make a child feel good about himself/herself ____ times. Way to go!

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Community Coach Workshop
Action Card

Date: _____ Location: _____

ACTIONS:

I intend to **STOP**…

I intend to **CONTINUE**…

I intend to **START**…

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GREAT IDEAS:

New friends in coaching from this workshop…

For coaching tips and more information about coaching workshops, visit the Coaching Association of Canada website:

coach.ca
REACH HIGHER

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References

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Canada's Food Guide: Health Canada, 2007.
Available from www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php

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