

*Brentwood Community Soccer
Coaches Manual*

Community Sports – Initiation

REFERENCE MATERIAL

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

Partners in Coach Education



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Module #1 – Setting the Scene

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.

The NCCP Philosophy

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.

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.

Module #2 - General Training Guidelines

What to emphasize or avoid at various ages

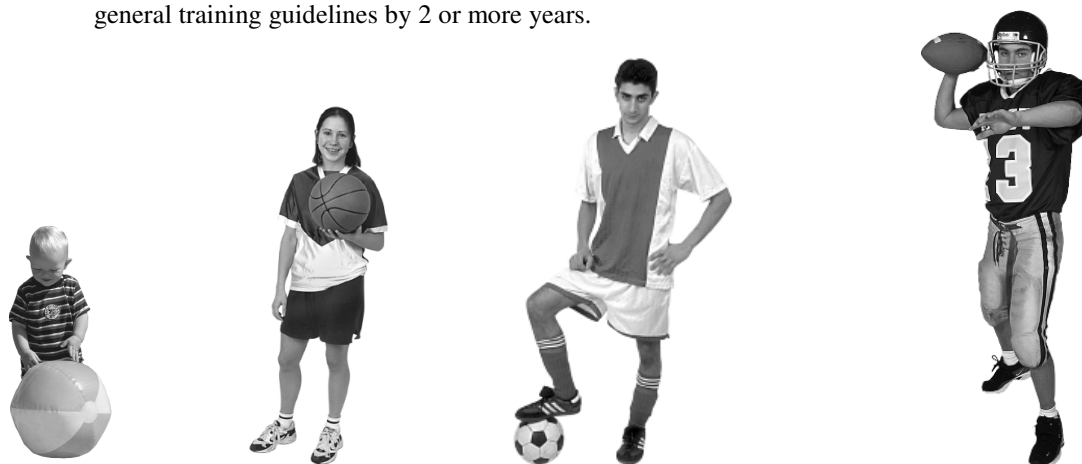
The table in the following page outlines the athletic abilities that should be emphasized or avoided at various ages for male and female athletes. In this table, the following legend is used:

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.




Training of athletic abilities and participants' age: guidelines

Athletic ability	Age (in years)															
		6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Aerobic stamina (short efforts 10-15 min)	F									😊	😊	😊	😊			
	M										😊	😊	😊			
Aerobic stamina (prolonged efforts)	F	😞	😞	😞	😞	😞	😞						😊	😊	😊	
	M	😞	😞	😞	😞	😞	😞	😞					😊	😊	😊	
Speed-endurance	F	😞	😞	😞	😞	😞										
	M	😞	😞	😞	😞	😞										
Strength-endurance	F	😞	😞	😞							😊	😊	😊	😊		
	M	😞	😞	😞							😊	😊	😊	😊	😊	
Maximum strength	F	😞	😞	😞	😞	😞	😞	😞	😞	😞			😊	😊	😊	
	M	😞	😞	😞	😞	😞	😞	😞	😞	😞				😊	😊	
Speed-strength (power)	F	😞	😞	😞	😞	😞	😞	😞	😞			😊	😊	😊		
	M	😞	😞	😞	😞	😞	😞	😞	😞	😞			😊	😊	😊	
Flexibility	F							😊	😊	😊	😊	😊	😊			
	M								😊	😊	😊	😊	😊	😊	😊	
Speed (efforts of 8 seconds or less)	F									😊	😊	😊	😊			
	M										😊	😊	😊	😊		
Speed (fast cadence of movement)	F	😊	😊	😊	😊	😊	😊	😊								
	M	😊	😊	😊	😊	😊	😊	😊								
Coordination / Agility / Balance	F	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊					
	M	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊				
Basic techniques	F			😊	😊	😊	😊	😊	😊							
	M			😊	😊	😊	😊	😊	😊	😊						
More advanced techniques	F									😊	😊	😊	😊			
	M										😊	😊				
Tactics	F	😞	😞	😞												
	M	😞	😞	😞												

☹ should be avoided ☺ optimal training age □ not a priority ▒ in moderation ■ as needed by the sport

3-5 Years, Growth and Development of Participants

(1 of 2 pages)

General remarks		
<ul style="list-style-type: none">• 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		
<ul style="list-style-type: none">• Highly individualistic, even egocentric• May be afraid of strangers• Boys and girls may be involved in the same activities without any problem		
Learning		
<ul style="list-style-type: none">• 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		
<ul style="list-style-type: none">• 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		

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



6-7 Years, Growth and Development 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

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



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)

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

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

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

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)

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

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

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

General remarks
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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

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

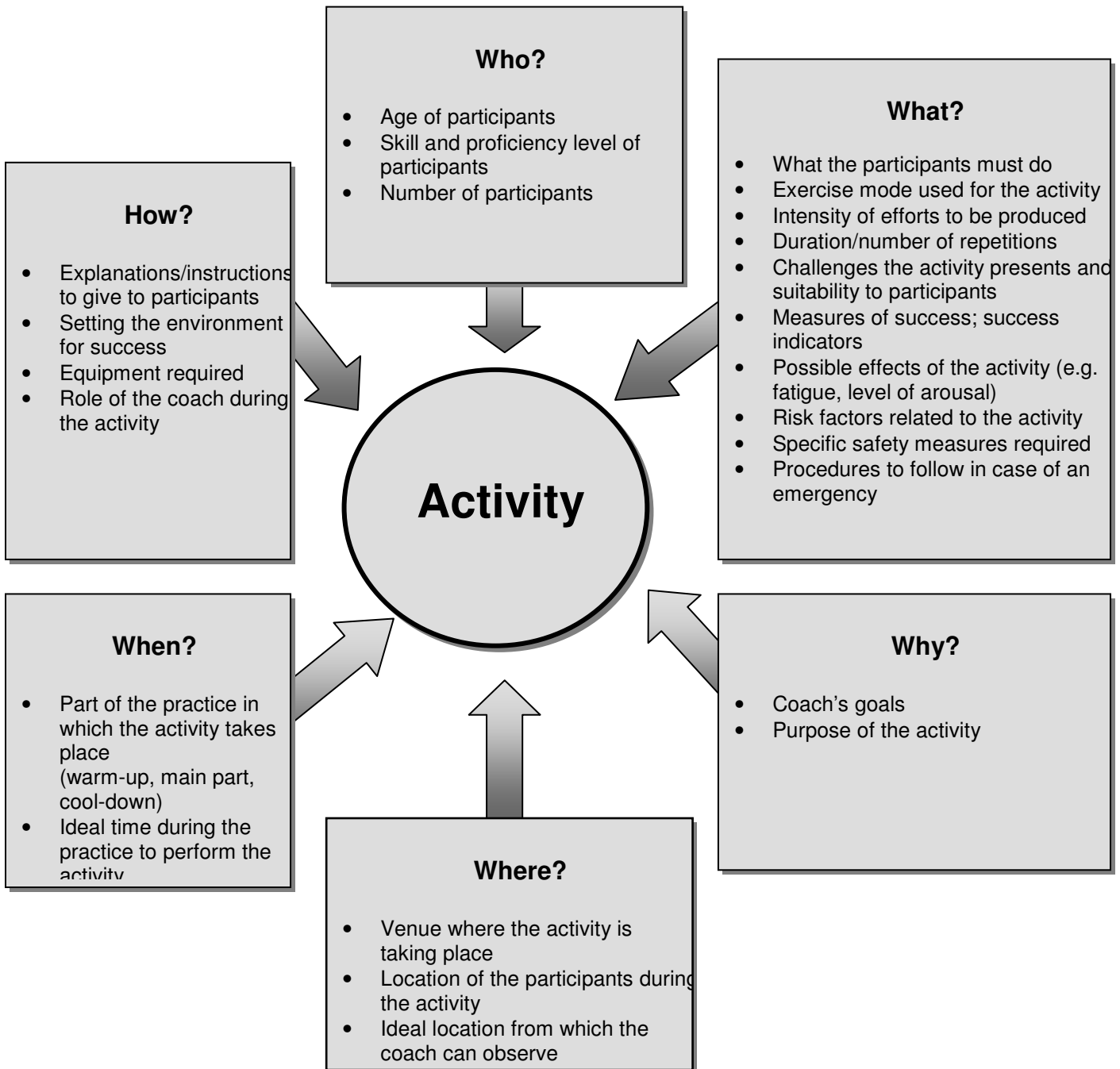
12-15 Years, Growth and Development of Participants (3 of 3 pages)

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)

Module #3 – Planning a Practice

Choosing Activities for your Practice





Key Parts of a Complete Practice in Community Sport



<i>Time</i>	<i>Practice Part</i>	<i>Key contents and tips</i>
<i>variable</i>	Introduction	<p>Before practice begins:</p> <ul style="list-style-type: none"> ➤ Arrive early ➤ Inspect facilities ➤ Organize equipment ➤ Greet each participant as they arrive, get a feel for their mood
<i>2-3 min</i>		<p>At the beginning of practice:</p> <ul style="list-style-type: none"> ➤ 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
<i>5-10 min</i>	Warm-up	<p>General warm-up:</p> <ul style="list-style-type: none"> ➤ General exercises or games to raise body temperature ➤ Progressive stretching
<i>8-15 min</i>		<p>Specific warm-up:</p> <ul style="list-style-type: none"> ➤ Short activities that participants already know and that mimic the movements of the main part ➤ Intensity should gradually increase but not tire the participant <p>Never skip or rush a warm-up, as this may lead to injury.</p>
<i>15-30 min</i>	Main part	<ul style="list-style-type: none"> ➤ 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!
<i>5-10 min</i>	Cool-down	<ul style="list-style-type: none"> ➤ Gradually decrease intensity ➤ Follow with stretching
<i>2-3 min</i>	Conclusion	<ul style="list-style-type: none"> ➤ 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

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



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 occasionally 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 ____.”)

Effective communication habits for coaches (cont'd)

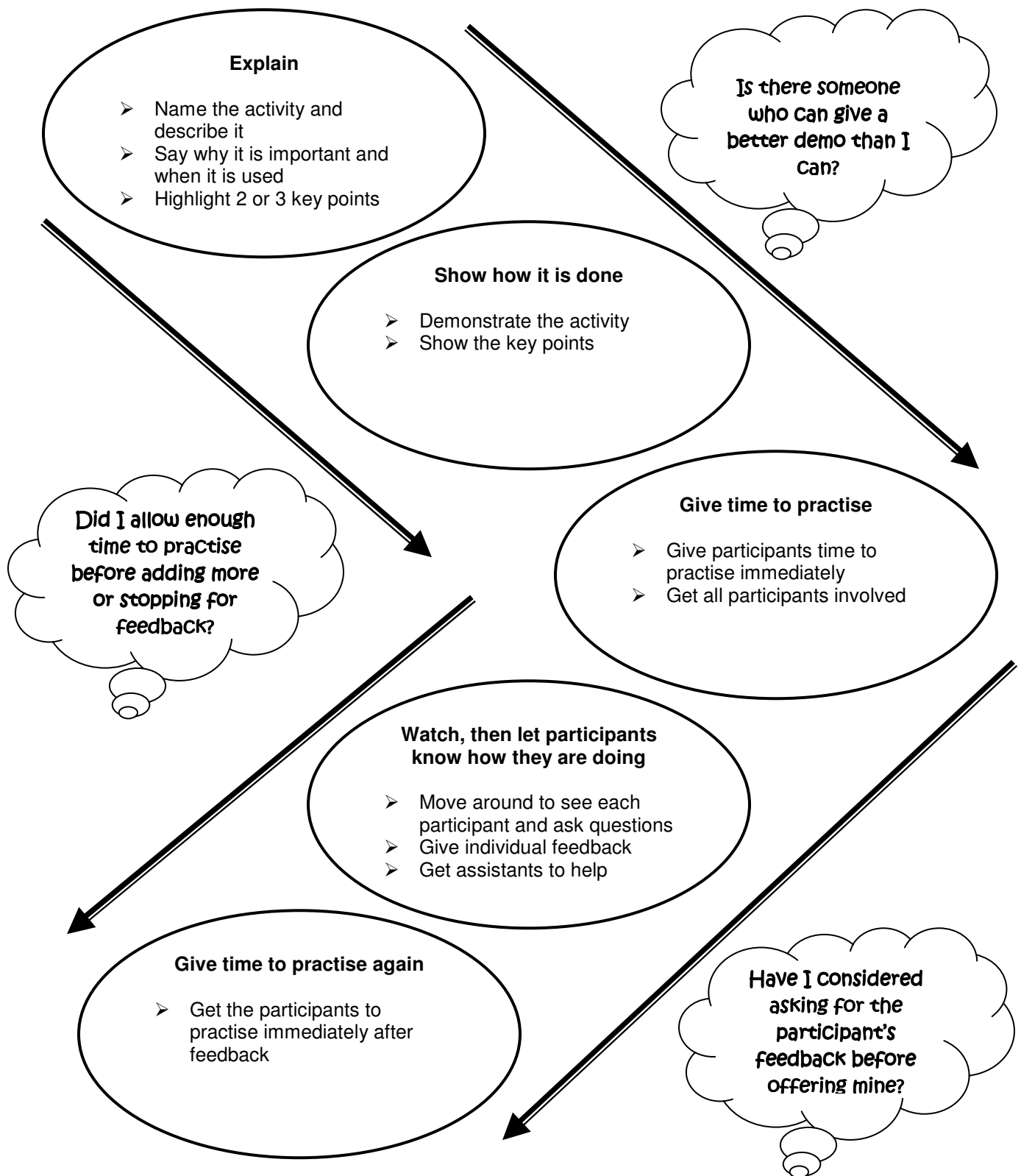
On an environmental level

- 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.

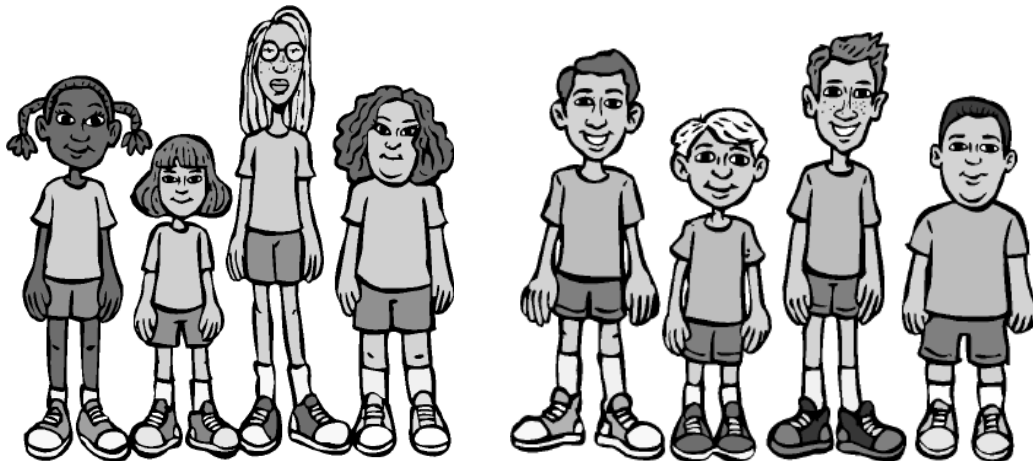
The Steps of Coaching an Activity



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.



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.

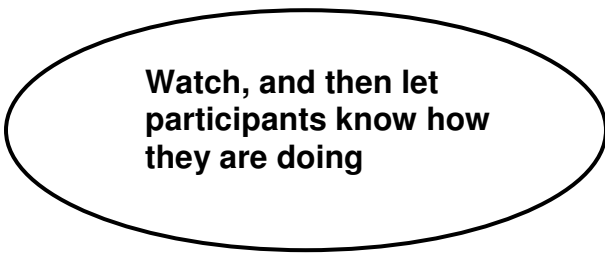
Remember, if you are losing the attention of the group, it might be because you are talking too much. Get the participants moving as quickly and as often as possible!

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).



**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:

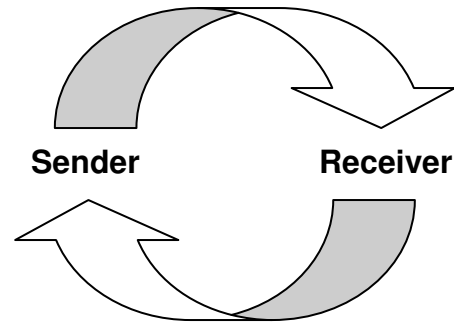
- Scan the group at all times; a coach who has good observation skills can detect signs suggesting incorrect execution, boredom, challenge, fatigue, and readiness for the task and will intervene if required.
- Talk with or watch other coaches who have excellent observation skills and use their strategies
- 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

**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.



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.

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 as 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.

Module #4 – Practice Coaching

Assessment Tools for Community Coaches



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 participants 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.

After your coaching session in the workshop, you can continue to assess your coaching by using both evaluation tools.

A few words on receiving feedback from others...

- When you ask others for 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.

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:		

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.

Module #5 – Ethical Coaching

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.





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?



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?



Consider what might influence how you see the situation

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

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.

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.

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.



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.

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

<p>Passive response “doing nothing”</p> <p>Not recommended</p>	<ul style="list-style-type: none">• 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 <p>Examples: Laugh along with a discriminatory joke, or saying nothing when a discriminatory remark is made</p>
<p>Aggressive response “confronting”</p> <p>Not recommended</p>	<ul style="list-style-type: none">• 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 <p>Examples: “I can’t believe you said that. How ignorant can you be?” “Don’t you know that what you are saying is wrong?”</p>
<p>Positive response “seeking change”</p> <p>Recommended</p>	<ul style="list-style-type: none">• 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 <p>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?”</p>

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

What is inclusion?

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

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



A Checklist - Is Our Team 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.

Module #6 - 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.

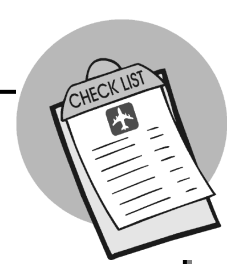
An EAP should be prepared for the facility or site where you normally hold practices and for any facility or site where you regularly host competitions. For away competitions, ask the host team or host facility for a copy of their EAP.

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



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.*

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)

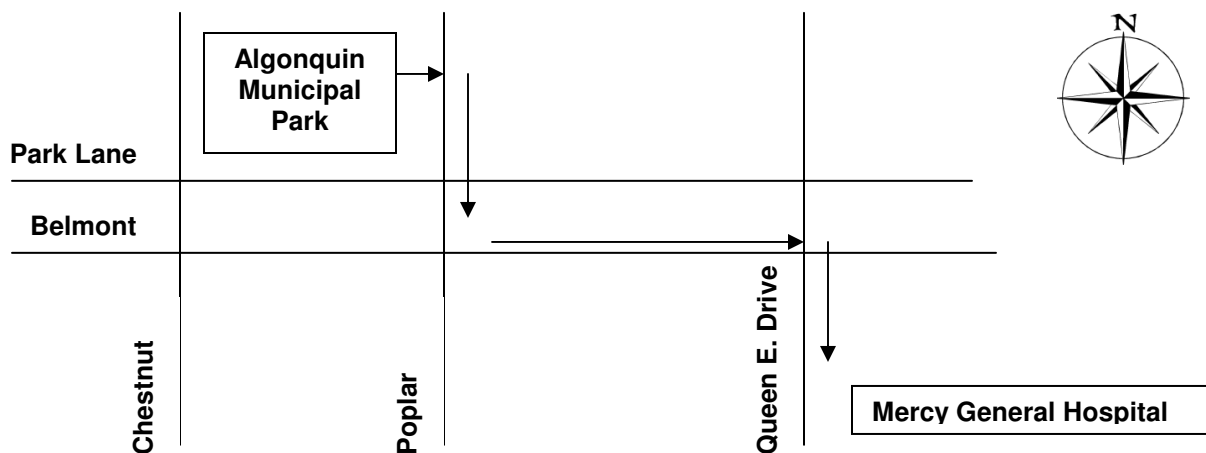
Call person (2nd option):

Sheila Lachance (parent, cell xxx-xxxx)

Call person (3rd option):

Stefano Martinez (parent, cell xxx-xxxx)

Directions to Mercy General Hospital from Municipal Park:



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

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

*Activate
EAP!*

Step 3: Do a second assessment of the situation

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

Step 4: Assess the injury

Have someone with first aid training complete an assessment of the injury and decide how to proceed.

If the person trained in first aid is not sure of the severity of the injury or there is no one available who has first aid training, activate EAP. If the assessor is sure the injury is minor, proceed to step 5.

*Activate
EAP?*

Step 5: Control the return to activity

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

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

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