



# INSTRUCTOR OF BEGINNER ARCHERS

REFERENCE MATERIAL

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# Introduction

## Portfolio Requirements

Portfolio		
Document	Evaluation Procedure	Timeline
1. Make Ethical Decisions	On-line course and evaluation on coach.ca	12 months
2. Emergency Action Plan	Send to Learning Facilitator/Evaluator	12 months
3. Practice Plan (2)	Send to Learning Facilitator/Evaluator	12 months
4. Observation Plan (2)	Send to Learning Facilitator/Evaluator	12 months
5. Facility Inspection Form	Send to Learning Facilitator/Evaluator	12 months
6. Direct observations by LF	During workshop	12 months
7. Observations from parents/participants (3)	Send to Learning Facilitator/Evaluator	12 months
8. Observations from club administration	Send to Learning Facilitator/Evaluator	12 months
9. Self-Assessment	Send to Learning Facilitator/Evaluator	12 months
10. Workbook	Send to Learning Facilitator/Evaluator	12 months

# The National Coaching Certification Program

## What is The National Coaching Certification Program?

The National Coaching Certification Program (NCCP) is a coach training and certification program offered in over 60 sports in Canada. The principal objective of this program is to develop the abilities of coaches working with athletes at all levels, from community to high performance sport. Since its inception, the CAC has developed into a world leader in coach training and certification. Each year, more than 60 000 coaches take part in workshops offered by the NCCP and more than 1M coaches have participated in the program since its inception in 1974. This has enabled them to acquire coaching knowledge and skills aimed at:

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

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

## The CAC: What We Believe

- That sport leads to individual and community growth
- That coaching is the primary influence on the quality of a participant's sport experience
- That competent and ethical coaches are essential to the provision of a safe and positive sport environment
- That coaching requires lifelong learning
- That coaching education demands collective effort
- That inclusion must be the hallmark of Canada's sport environment

## The NCCP Philosophy

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

### The aim of the NCCP is to:

1. Provide every participant in a sport program with a positive experience  
Every individual who chooses to participate in a sport program must have the opportunity to have a positive experience. The benefits and satisfaction must be such that they will be motivated to continue participating.
2. Provide an opportunity for participants to achieve their full potential through sport.  
Each individual has unique interests, abilities, and talents that characterize him/her. Each participant must be provided equal opportunity to explore his/her interests and to develop his/her skills and abilities. Sport programs must represent a suitable challenge to each participant, given his/her goals and capabilities.
3. Use sport as a personal development tool.  
Sport enables a participant to challenge him/herself, the environment, and others. It also gives the participant an opportunity to interact with others. In itself, sport is neither good or bad, however it can be a vehicle for good.

## There are five NCCP core competencies



The five core competencies are made concrete through specific coaching outcomes



## The NCCP

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

1. the different types of coaches that contribute to the Canadian sport system, and
2. the environment or context in which they coach
3. The structure of the NCCP is therefore based on Coaching Streams and on specific Coaching Contexts within each Stream. Three distinct Coaching Streams have been identified: Community Sport, Competition, and Instruction.

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

# Competency Based Education and Training

Community Sport	Instruction	Competition
<ul style="list-style-type: none"> <li>• <i>Initiation</i></li> <li>• <i>Ongoing Participation</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Beginners</b></li> <li>• <b>Intermediate Performers</b></li> <li>• <i>Advance Performers</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Introduction</b></li> <li>• <b>Development</b></li> <li>• <b>High Performance</b></li> </ul>
Coach Developers trained by NSO		
Evaluation of coaches for certification purposes is the responsibility of the NSO		



## National Coaching Certification Program

The Goal: Coaches who can demonstrate their competence



### COACH CERTIFICATION

The National Coaching Certification Program certifies coaches who have demonstrated their ability to apply critically important competencies to coaching situations relevant to the stage of athletes they coach. This means that coaches must not only know about coaching but be able to demonstrate their ability to apply this knowledge in the coaching situation.

Coaches can be trained in any of the following eight coaching contexts, which are specific to the type of athlete they are working with, and can progress through to a "Master Coach" level in any context.

#### COMMUNITY SPORT

The **Community Sport – Initiation** context focuses on participants who are being introduced to a sport. In many sports this is very young children participating in the sport for the first time. In a few sports, initiation into the sport can occur with youth or adults. Participants get involved to meet new friends, have fun, and to learn a new activity. The role of the coach is to ensure a fun and safe environment and to teach the development of some of the "Fundamentals" stage skills and abilities for participants.

The **Community Sport – Ongoing participation** context is typically for either youth participating in a recreational environment, or masters participants participating for recreation, fitness, and socialization reasons. The participants are in the Active for Life stage of long-term athlete development. The role of the coach is to encourage participants to continue their involvement in the sport.

#### COMPETITION

The **Competition – Introduction** context is designed for coaches of athletes moving from the Fundamentals to the Learn to Train and Train to Compete stages of long-term athlete development.

The **Competition – Development** context is designed for coaches of athletes ranging from the Train to Train to the Train to Compete stages of long-term athlete development.

The **Competition – High performance** context is typically reserved for coaches of athletes in the Train to Win stage of long-term athlete development although there is the possibility of some phasing in of a Train to Compete athlete into the High Performance level because of the fluidity of the stages of long-term athlete development. Coaches in this context require specific skills and abilities in order to meet the needs of their athletes.

#### INSTRUCTION

Instructors in the **Instruction – Beginners** context are usually working with participants who are experiencing the sport for the first time through a series of lessons. Typically there's no formalized competition at this level — it's strictly about skill development and there is a short timeframe of interaction between the instructor and the participant.

Instructors in the **Instruction – Intermediate performers** and **Instruction – Advanced performers** contexts are very specialized and are specifically there to assist athletes crossing over from competitive sport to gain enhanced skills, and in some cases, tactical development specific to their sport.

## NCCP Coaching Streams

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

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

### **Instruction Stream**

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

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

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

#### **Instruction - Beginners**

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

#### **Instruction - Intermediate Performers**

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

## Competition Stream

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

- They work in program where athletes seek to achieve a performance
- They provide support to athletes in areas such as technical, physical, tactical and mental preparation
- They provide support to athletes in both training and competitive conditions
- They work toward improving the athletes' competitive abilities
- They work to develop athletes over the long term
- They use sport as a means of developing the individual in a holistic fashion
- They teach values through sport
- They help athletes become as good as they can be
- They create conditions whereby sport is a positive experience and the athletes' self-esteem is enhanced.
- Three contexts of certification will apply for this stream, each reflecting key objectives pertaining to the athlete's long-term development and proficiency level.

### Competition - Introduction

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

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

### Competition - Development

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

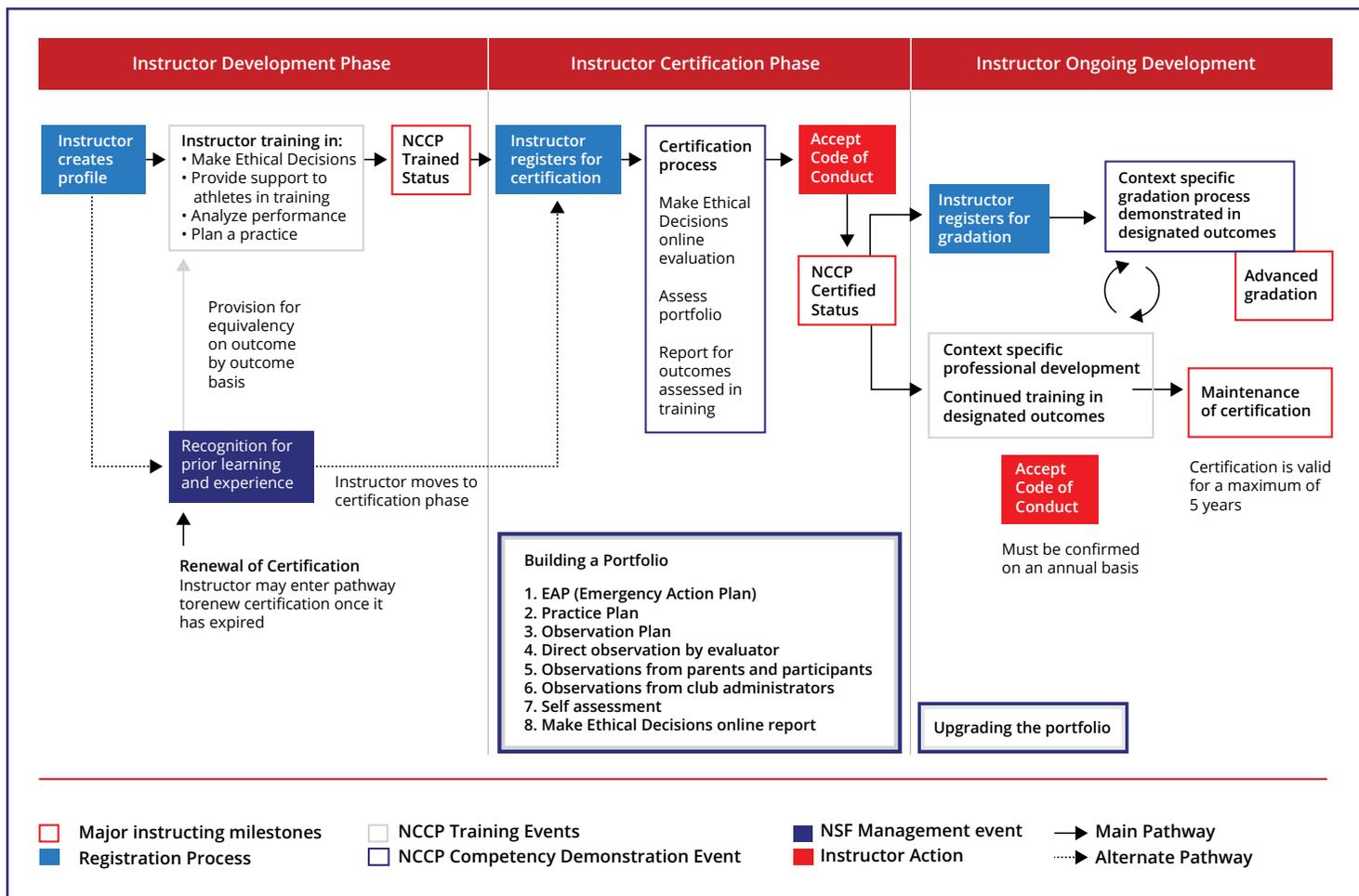
### Competition - High Performance

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

## Summary Table - NCCP Coaching Streams and Contents

	Coaching Streams						
	Community Sport	Instruction			Competition		
<b>Contents</b>	Initiation	Beginners	Intermediate Performers	Advanced Performers	Introduction	Development	High Performance
<b>Athlete or Participants</b>	Young Children	All Ages	All Ages	Adolescents or Adults	Children and adolescents	Adolescents and young adults	Adolescents and young adults
<b>Emphasis of Program</b>	Fun	Acquisition of Sport Specific Skills	Consolidation of Sport Specific Skills	Refinement of Sport Specific Skills	Fun; acquisition of basic skills and tactics; positive competitive experience	Consolidation and refinement of competitive skills and tactics; preparing athletes to meet national level performance standards	"Refinement of advanced competitive skills and tactics; preparing athletes to meet international level performance standards
<b>Duration of Program</b>	A Few Weeks	A few weeks or lessons	Variable; lessons	Variable; lessons	15-30 weeks	40-45 weeks or more	Annual
<b>Training Frequency</b>	Once a week	Variable; Once a week	Variable	Variable	Once or twice a week	5-8 times a week	6-12 times a week or more
<b>Competition Level</b>	Recreational, community	None	None	None	Local, regional	Provincial and National; Canada Games	National and International
<b>Support to athletes or participants</b>	Safety, Fun	Teaching Skills, correcting technical errors	Teaching Skills, correcting technical errors	Teaching Skills, correcting technical errors	Safety, fun, skill development, basic tactics, management in competitions	Physical, technical, tactical and mental preparation; design and monitoring of an annual sport program for national level competitions	Physical, technical, tactical and mental preparation; design and monitoring of an annual sport program for national and international level competitions

# NCCP Pathway for Instructors of Beginner Archers



# Coach Certification and Training/Education Opportunities in the NCCP

## NCCP Outcomes

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

## Coach Certification

### Trained vs. Certified

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.

Certified coaches enjoy the credibility of the sporting community and of the athletes they coach because they have been observed and evaluated “doing” what is required of them as a competent coach in their sport. They are recognized as meeting or exceeding the high standards embraced by more than 60 national sport organizations in Canada. Fostering confidence at all levels of sport, certification is a benefit shared by parents, athletes, sport organizations, and our communities.

NCCP coaches are described as follows:

**In Training** – when they have completed some of the required training for a context;

**Trained** – when they have completed all required training for a context;

**Certified** – when they have completed all evaluation requirements for a context.

### **Coach Certification**

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

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

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

### **Coach Training and Education**

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

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

# Learning Opportunities Available through the NCCP

Education and Training Opportunities for Coaches

## Multi-sport Training

The following multi-sport coaching modules will enhance your coaching repertoire!

Many of these have been integrated by sports into their own sport-specific workshops while other sports require their coaches to take them separately through our network of Provincial and Territorial Coaching Representatives.

All of these multi-sport modules can help you reach higher as a coach, and can also be counted towards

[Maintenance of Certification](#).

## Multi-sport Modules

[Aboriginal Coaching Modules](#) | [Advanced Practice Planning](#) | [Basic Mental Skills](#) | [Coach Initiation in Sport](#) | [Coaching and Leading Effectively](#) | [Coaching Athletes with a Disability](#) | [Coaching in Secondary Schools](#) | [Design a Basic Sports Program](#) | [Developing Athletic Abilities](#) | [NCCP Emergency Action Plan](#) | [Empower +](#) | [Fundamental Movement Skills](#) | [Leading Drug-free Sport](#) | [Make Ethical Decisions](#) | [Making Head Way](#) | [Manage a Sport Program](#) | [Managing Conflict](#) | [Mentorship](#) | [Nutrition](#) | [Performance Planning](#) | [Planning a Practice](#) | [Prevention and Recovery](#) | [Psychology of Performance](#) | [Resistance Training](#) | [Teaching and Learning](#)

## E-Learning

E-Learning Modules are also available on Coach.ca in The Locker. These include Coaching Athletes with a Disability/ NCCP Emergency Action Plan/ NCCP Sport Nutrition/ Making Headway.

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

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

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

- Make Ethical Decisions (approximate duration: 3 1/2 hours) \*
- Planning a Practice (approximate duration: 6 1/4 hours) \*
- Providing Basic Nutritional Advice (approximate duration: 1 1/4 hours)
- Teaching/learning (approximate duration: 6 1/2 hours) \*
- Designing a Basic Sport Program (approximate duration: 4 hours) \*
- Teaching Basic Mental Skills (approximate duration: 3 hours)

## **Make Ethical Decisions**

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

## **Planning a Practice**

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

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

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

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

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

## **Designing a Basic Sport Program**

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

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

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

## Weekend Delivery of NCCP Multi-Sport Modules

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

**Part A:** Make Ethical Decisions Planning a Practice Providing Basic Nutritional Advice

**Part B:** Designing a Basic Sport Program Teaching/Learning Basic Mental Skills

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

## Professional Development

The Coaching Association of Canada and its partners recognize the value of having certified NCCP coaches that are engaged in **Professional Development** programs which reinforce the values of **Lifelong Learning** and sharing amongst the coaching community.

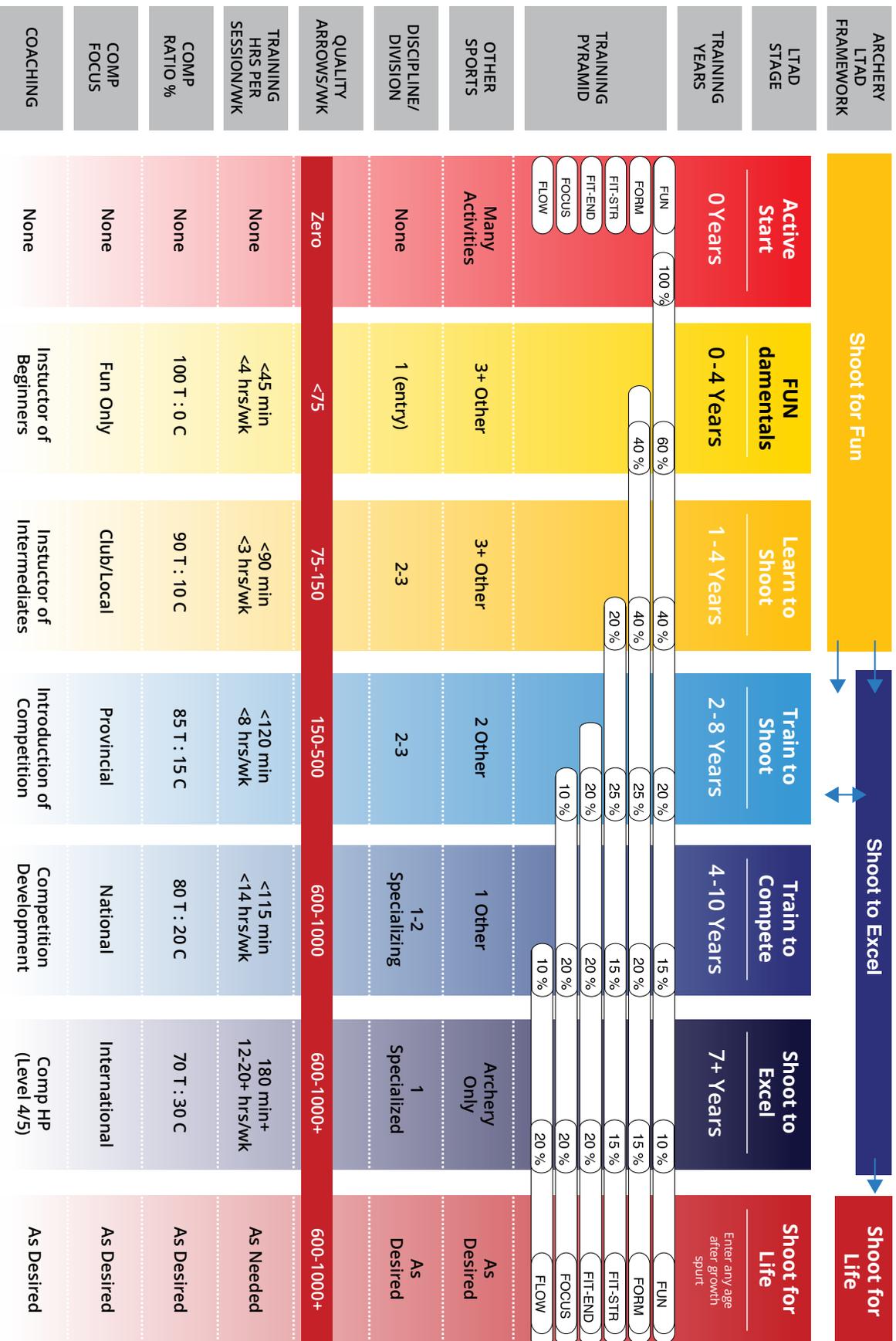
In order for NCCP coaches to maintain their certified status, they will be required to obtain Professional Development (PD) points. PD points can be earned through a multitude of activities that coaches already participate in, including: national and provincial sport organization conferences and workshops, eLearning modules, NCCP workshops, coach mentorship programs, and active coaching. In most cases coaches are already earning their required PD points – Maintenance of Certification Status is simply the introduction of tracking these points and recognizing coaches for their efforts.

## Long Term Archer Development Model

The **Long-Term Athlete Development** (LTAD) model describes what children, youth, and adults need to be doing at the right time to develop in sport or activity. Both kids and adults will get active, stay active, and reach the greatest peaks of sport performance when following this model. Long term commitment to physical literacy and sport skill development is vital to optimize athletic potential. This commitment requires time. There are no shortcuts to success.

One key concept in the LTAD model is “windows of opportunity”. There is a window of opportunity/point in time that exists in which individuals should train certain skills to maximize their potential enhancement. When that point in time passes, your ability to reach full potential decreases. For example, before puberty, we have what’s called a speed training window (quickness, agility, change of direction) where athletes should train for speed. After puberty, we have a strength training window.

# Long Term Archer Development Model



# Responsible Coaching Movement

## Three Steps to Responsible Coaching

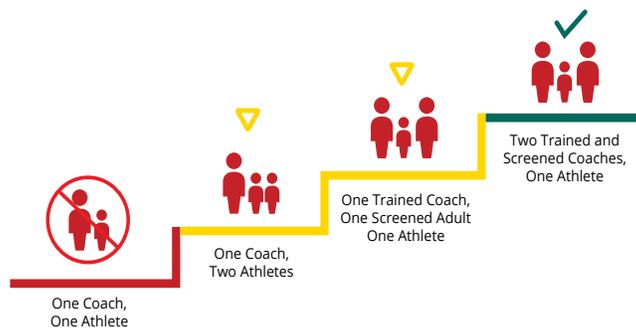
### 1. RULE OF TWO

This means that the coach is never alone or out of sight with a child

Two NCCP trained or certified coaches should always be present with an athlete, especially a minor athlete, when in a potentially vulnerable situation such as in a locker room or meeting room. All one-on-one interactions between a coach and an athlete must take place within earshot and in view of the second coach except for medical emergencies.

One of the coaches must also be of the same gender as the athlete.

Should there be a circumstance where a second screened and NCCP trained or certified coach is not available, a screened volunteer, parent or adult can be recruited.



### 2. BACKGROUND SCREENING

The background screening ensures that coaches meet the important requirements to coach athletes. Screening tools include comprehensive job postings, criminal record checks, interviews, and reference checks. Coaches can complete their criminal record check screening with their local police departments or by visiting Sterling Talent Solutions.

Note: If you opt to do your criminal record check screening with Sterling Talent Solutions, you will have to take your Vulnerable Sector Screening through your local police department.

### 3. ETHICS TRAINING

Ethics training prepares coaches to effectively handle situations that arise from ethical dilemmas or even legal challenges that concern individuals, teams, and their sports organizations.

Ethics training includes the Make Ethical Decisions module within the National Coaching Certification Program (NCCP), as well as training in abuse and harassment prevention, such as Respect in Sport, which can be taken before and during their coaching career.

By successfully completing the NCCP Make Ethical Decisions (MED) training, coaches will be fully equipped to handle ethical situations with confidence and surety. NCCP Make Ethical Decisions training helps coaches identify the legal, ethical, and moral implications of difficult situations that present themselves in the world of team and individual sport.

# True Sport

True Sport is a series of programs and initiatives designed to give people, communities and organizations the means by which to leverage the many benefits of sport from a platform of shared values and principles. Through public consultation, Canadians have told us that they want their sport experience to be based on the values of **fairness, excellence, inclusion** and **fun**.

True Sport is dedicated to the notion that good sport can make a great difference. It is our mission to deliver programs and initiatives that...

- Enable participants, parents, coaches and officials to articulate and act upon their deeply held belief in the virtues of good sport
- Enable participants, parents, coaches and officials to identify with others holding similar values
- Create a fair, safe and open atmosphere where good sport can grow stronger through inclusive competition at all levels.

To achieve these goals, we promote seven **True Sport Principles**. The Principles need to be in play at all times, working in perfect balance with one another, for sport to be truly good and have the opportunity to make the greatest difference, True Sport teams, clubs, athletes, coaches and teachers commit to these Principles for Sport.



## Go for It

Rise to the challenge - always strive for excellence. Discover how good you can be.



## Play Fair

Play honestly - obey both the letter and spirit of the rules. Winning is only meaningful when competition is fair.



## Respect Others

Show respect for everyone involved in creating your sporting experience, both on and off the field. Win with dignity and lose with grace.



## Keep it Fun

Find the joy of sport. Keep a positive attitude both on and off the field.



## Stay Healthy

Place physical and mental health above all other considerations - avoid unsafe activities. Respect your body and keep in shape.



## Include Everyone

Share sport with others. Ensure everyone has a place to play.



## Give Back

Find ways to show your appreciation for the community that supports your sport and helps make it possible.

## Safe Sport

Athletes, coaches, officials and volunteers have the right to participate in a safe and inclusive training and competitive environment that is free of abuse, harassment or discrimination. Archery Canada has been putting in place processes, procedures and policies to help create a safe environment for all participants.

In addition, sports representatives from the federal-provincial-territorial levels are also committed to the elimination of abuse, discrimination and harassment in sport. Sport Canada has taken action and asked the Canadian Centre for Ethics in Sport to draft components of a universal code of conduct. Insight and expertise were sought from The Coaching Association of Canada and AthletesCAN on the subject, and extensive consultation within the national sport community led to a more thorough understanding of the nature and extent of abuse in sport, particularly high-performance sport.

The outcome has been the submission to Sport Canada of the Universal Code of Conduct to Prevent and Address Maltreatment in Sport. This document will provide the foundation for a coordinated implementation of a national strategy to prevent and address maltreatment across the Canadian sport system for athletes and all participants, such as coaches, officials, administrators and volunteers.

### **Education and Training – Respect in Sport**

Archery Canada has partnered with Respect Group as part of its broader commitment to Safe Sport and adopted mandated “Respect in the Workplace” training for staff and members of the Board of Directors and is providing access to training and education for coaches, team leaders, and volunteers through “Respect in Sport for Activity Leaders” and for parents through “Respect in Sport for Parents” modules. This is required for all National Team coaches and team staff.

For any Archery Canada registered participant, unless directed by your PTSO, “Respect in Sport” training is available on a voluntary basis and strongly recommended for coaches, any support staff, officials, volunteers as well as parents across the country, on a user-pay basis.

#### **Respect in Sport for Activity Leaders**

For: Coaches, Team Leaders, Managers, Officials, Club Volunteers

Cost: \$30 per person

Duration: 2.5 hours online, does not have to be completed in one sitting

Coaches with a NCCP number will receive 3 PD points upon completion

#### **Respect in Sport for Parents**

For: Parents and Family of Athletes

Cost: \$12 per household

Duration: 1 hour online, does not have to be completed in one sitting

#### **Respect in the Workplace**

For: mandated for all staff and BOD once every five (5) years

Cost: \$40 per person

Duration: 90 minutes online, does not have to be completed in one sitting

<https://archerycanada.ca/programs/safe-sport/>

## Develop a Coaching Philosophy in 3 Easy Steps

1. Purpose: Decide which of the reasons for coaching – providing a positive sport experience for athletes, providing the opportunity for athletes to achieve their full potential through sport, and using sport as a holistic means of individual development – is your priority
2. Leadership Style: do you aspire to lead in a participative manner, such as that described by the leadership practices? Or is it your style to be more directive – sometimes called command and control – or laissez-faire. You want to make an explicit decision and work toward putting that style in practice by acquiring the requisite skills
3. The third element of your coaching philosophy requires that you be clear about what you want to do and how you wish to behave. You need to define what means are acceptable to you as a coach. Values are indispensable if you are to lead.
  - Values guide your conduct across the variety of coaching settings and situations.
  - Values tell you what to do and what not to do, and they help you identify the conflict in a situation
  - Values clarify our priorities and help us decide when to act.
  - Values give us energy as leaders. We are motivated by what is important to us.

A value is an enduring, deeply held belief that is a statement of personally or socially preferred ideals. When you determine your values as a coach, you need to pay attention not only to what is important to you but also what is important to society. The values set out in the NCCP Code of Ethics are an example of socially preferred ideals, having been formulated over time by consulting across a broad spectrum of coaches, athletes, and others involved in sport about what is essential in sport.

- Physical safety and health of athletes;
- Coaching responsible;
- Integrity in relations with others;
- Respect of athletes; and
- Honouring sport

# Coaching Functions and Tasks

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

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

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

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

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

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

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

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

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

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

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

## Coach-Parent Relationships

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

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

Following are some suggestions for developing such relationships:

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

# Children and Sport

## Why children play sports

In a 2014, researcher Amanda Visek interviews youth athletes and asked them why they participated in sports. For the majority, the #1 reason was that it was fun. The children in the George Washington University study defined fun as trying their best, being treated respectfully by coaches, parents and teammates, and getting playing time. They listed eighty-one characteristics of fun.

### More fun

1. Trying your best
2. When coach treats player with respect
3. Getting playing time
4. Playing well together as a team
5. Getting along with your teammates
6. Exercising and being active

### Less fun

7. Winning
8. Playing in tournaments
9. Practicing with specialty trainers and coaches
10. Traveling to new places to play
11. Getting pictures taken

## Why children quit sports

If fun is the main reason that children participate in sports, the reason they quit sport, regardless of talent or how good their team or coach is, is because they are no longer having fun. Your athletes are never too old, or too talented, to answer the question "Are you enjoying yourself out there?" Ask it! Chances are, the more they enjoy themselves, the better they play, the more they play, and the harder they will work.

Other influences on athletes quit sport are:

- They have lost ownership of the experience
- They don't get playing time
- They are afraid to make mistakes
- They feel disrespected

In the same 2014 George Washington study, children listed the top five characteristics of a great coach.

1. Respect and encouragement
2. Positive role model
3. Clear, consistent communication
4. Someone who listens

Today, around the world, statistics show that over 70% of children drop out of organized sports by the age of 13.

*“There are many people, particularly in sports, who think that success and excellence are the same thing. They are not the same thing. Excellence is something that is lasting and dependable and largely within a person’s control. In contrast, success is perishable and is often outside of our control. If you strive for excellence, you will probably be successful eventually. People who put excellence in the first place have the patience to end up with success. An additional burden for the victim of the success mentality is that he is threatened by the success of others and he resents real excellence. In contrast, the person that is fascinated by quality is excited when he sees it in others.”*

— Joe Paterno

**Excellence is all about the process; while winning is all about the outcome.**

## **Gender Equity in Sports**

Women and girls participate in sport and recreation less than men and boys as athletes, coaches, and leaders in Canada across all demographic categories. There is even less evidence about the experiences of girls with disabilities, Indigenous girls, or girls from any other under-represented group.

The first major declines in sport participation are observed around ages 12 – 13 as girls enter pubertal years and experience a subsequent shift in messages they receive from the culture about femininity, desirability, expectations for interests and behavior, and peer group norms. While female athletes are often celebrated in our culture, sports continue to be associated with men and masculinity; as such, girls receive conflicting cultural messages about what it means to be a girl and what it means to be an athlete. For example, girls drop out of sports because they feel they are crossing gender boundaries, particularly when playing sports that are considered “masculine.” Girls are often considered “outsiders” in sports and physical activity contexts and boys dominate both informal and organized sports spaces. Both boys and girls perceive boys as having superior sports skills and associate being an athlete with being a boy. Communities, schools, and parents devote more resources and invest more in supporting boys’ participation. “Pay to play” in public schools disproportionately affects girls’ ability to play sports and reap its benefits, as parents place greater value on sports participation for their sons than their daughters, both financially and ideologically. Thus, girls receive subtle messages from parents, schools, and communities that their participation matters less than their male peers’. The media coverage of sports centers on male athletes sending the message to young girls (and all viewers) that sports are for and about boys and men. This has the potential to limit girls’ and women’s participation as girls internalize the negative societal messages about girls and sports. These factors add an additional set of challenges on top of the typical reasons youth drop out of sport (e.g., lack of time, competing interests, lack of fun/enjoyment).

It is important to note that girls may benefit from gender informed coaching practices not because boys and girls are inherently different, rather because gender figures so centrally in sports contexts. Girls may benefit from coaching practices and strategies that directly address and target the gendered challenges girls face when participating in sports. Coaching practices that do not assume boys and girls can be coached in the same way are needed because boys and girls do not experience sport in the same way as a result of differences in gender socialization and cultural beliefs.

### **1. GIRLS LOVE SPORT**

Overall, the vast majority of girls (93%) loved or liked their sport a lot, and this was key to their desire to continue their sport participation. Liking/Loving the sport was identified as the most prominent factor for predicting girls’ intentions to continue playing their sport in the future. Indeed, nearly two-thirds of girls (64%) reported planning to play in high

school and beyond. The top predictors found to influence girls' liking/loving their sport are centered around social and mastery aspects of participation and include being with their friends, really liking the coach, not being afraid to try new skills, not being one of the least-skilled players on the team, having goals related to their participation in sports, and perceiving sports as very important in their lives.

## **2. THE POWER OF A COACH**

Coaches play a central role in getting and keeping girls involved in sports. Girls' liking of the coach was directly associated with future intent to keep playing sport, importance of playing, and love for the sport. Experts, as well as girls and parents, identified several features of coaching practices and strategies critical for supporting girls' participation that align with two major dimensions of coaching: 1) the importance of a mastery-based coaching approach, and 2) the need to build supportive relationships within the context of sport.

## **3. GIRLS WANT TO HAVE FUN AND BE CHALLENGED**

The majority of girls (85% or more) reported that their coaches created a positive environment that encourages safety, fun, skill building, and healthy competition. The girls cited supportive coaching practices that reward effort or trying a new skill over winning, encourage learning from mistakes while staying positive, and promote integrity and honesty. However, when asked directly about whether the coach places more emphasis on fun/skill development or winning, only about half of parents and girls (49%) said their coach was more focused on team members having fun, and 83% of parents agreed that coaches should put more priority on having fun.

## **4. BUILD SUPPORTIVE RELATIONSHIPS**

Building supportive relationships within sport is a critical ingredient for engaging and retaining girls in sport. Key relationships include those between the coach and player; those among the players through friendship and team cohesion; and those between other influential individuals that are involved in the athletes' daily lives, including parents, friends, and others in their schools and communities.

## **5. GIRLS ARE STRONG AND ATHLETIC**

Do not underestimate girls' ability. Girls are powerful, strong and very capable, and they need to be treated this way. Coaches who don't meet girls' needs and interests for competitiveness, or who "are too soft on girls, don't push them enough or treat them as fragile," send detrimental messages to girls that they are different and/or not as capable as boys or that they are not taking girls' sport as seriously. This can result in girls' lower perceived competence, sense of belonging, and investment in their participation.

## **6. COMPETITION IS A WINNING FACTOR**

An emphasis on winning was also perceived to be a highly positive coaching behavior when combined with an emphasis on fun and skill development, a combination that was predictive of girls' intentions for long-term sports participation. Healthy forms of competition are ideal for fostering girls' engagement. Competitiveness, including liking to win, competing against other teams/ individuals, and even friendly competition among teammates, was one of the primary reasons girls provided for why sports are "fun."

## 7. GOALS MOTIVATE GIRLS

Goal setting is a particularly important part of coaching so that having a coach who sets goals is not only predictive of girls liking the coach, but also of girls loving the sport and intending to play in the future. Seventy percent of girls have goals related to playing their sport, with the majority of these goals focused on their own improvement in the sport, whether that is becoming better generally, working on a specific skill, or making the high school team. Although less common, some girls also discussed even higher achievement goals of acquiring college sport scholarships or becoming professional athletes.

## 8. FEMALE COACHES ARE IMPORTANT ROLE MODELS

Girls more readily identify with and see a female coach as a mentor and as a role model, which, in turn, can help counter stereotypes and boost girls' confidence, self-efficacy, and sense of belonging. Female coaches were overrepresented (85% and above) on sports viewed as more feminine (e.g., gymnastics, dance, cheer) and on all-girl teams (66%), but highly underrepresented (35% or lower) on sports viewed as more masculine (e.g., baseball/softball, basketball, soccer, martial arts) in which girls are likely to face greater gender barriers for continued participation. Programs indicated female coaches were key to girls' participation and retention, yet noted challenges in recruiting female coaches. Despite female coaches receiving more positive ratings (82%) than males, nearly three quarters (73%) of girls said they think very highly of their male coaches. It is equally important for female coaches as for male coaches to use a gender informed approach in their coaching practice to help promote engagement and offset the barriers girls experience in the sport context.

## 9. PARENTAL INVOLVEMENT IS KEY

The more parents participate, the more likely it is that their daughter loves their sport, intends to play throughout high school and beyond, and thinks playing sport is very/extremely important. While over 90% of programs responded they build relationships with parents and get them actively involved, and 75% of programs indicated parental education was a part of their programs (e.g., meeting with parents, providing materials), the most frequent challenge programs reported when coaching girls was engaging and communicating with parents.

## 10. GIRLS STILL FACE GENDER-RELATED CHALLENGES

In contradiction to the numerous cultural messages that tell girls that sports are "for boys," our national sample of girl athletes and their parents both highly endorsed (97%) that sports are as important for girls as they are for boys, and 75% of girls and 70% of their parents reported that it is extremely or very important that they play sports. However, these girls did report experiencing some of the additional gendered challenges of being a female athlete. For example, nearly one-third (32%) of the girls reported that sometimes boys made fun of them or made them feel uncomfortable while they practiced. Nearly one-third of girls (31%) expressed that appearance related reasons were part of their motivation for their participation. Over one-third of girls (36%) said they intend to drop out of sport prior to high school.

Zarrett, N., Cooky, C., & Veliz, P.T. (2019). *Coaching through a Gender Lens: Maximizing Girls' Play and Potential*. New York, NY: Women's Sports Foundation.

The full report can be found at:

<https://www.womenssportsfoundation.org/research/article-and-report/recent-research/coaching-gender-lens-maximizing-girls-play-potential/>

# Self-esteem

## What is Self-Esteem?

Self-esteem is the way a person sees himself/herself. Self-esteem can be affected by comment, positive or negative, from others, including messages about the person's participation in sport.

## The Importance of Self-Esteem in Sport

Sport gives participants opportunities to acquire new skills and evaluate their abilities thanks to participation in competition. Participants who have high self-esteem tend to learn better and achieve better performance than those who do not. One of the most important stages in the development of self-esteem occurs between the ages of 6 and 11 years. Parents, coaches, and other adults who intervene directly with children have an important role to play in the development of self-esteem in young people.

Even comments that seem harmless to the people making them may have a significant impact on the participant. Parents and coaches should always try to find something that the child does well, even though there are times when they must point out things that need to be improved. Positive reinforcement may focus on the way the athlete performs a particular skill, or on aspects which are not directly linked to performance. Examples could be respecting the rules, being on time, looking after equipment, making others laugh or helping others relax. As a coach, what you say (verbally or through your body language) is extremely important in the eyes of the participants, and you may have direct influence on their self-esteem. You must always assess the potential impact of the words you choose to say to participants or the comments you make to them.

## Environments and Self-esteem

### Task-oriented vs ego-oriented environments

Task-oriented environments encourage the mastery of the task at hand, skill development, and knowledge acquisition, while ego-oriented environments focus on the individual's performance and effort relative to other competitors. In a task-focused environment, self-esteem can be built up gradually with individual development where improvement is only measured by comparing to oneself based on work ethic. Emphasis on process rather than the immediate outcome contributes positively to self-esteem (Reinboth & Duda, 2004). Stress can be inversely related to self-esteem and is an important consideration in an athlete's overall well-being. For those athletes who have an egocentric mindset and performance climate, coaching pressures often cause distress. An ego-involved climate can endanger the athlete's self-esteem with constant social comparison and questions about their adequacy (Reinboth & Duda, 2004).

## Coaching Confidence in Young Athletes

**The big "C" makes or breaks athletes** of all ages and abilities, and thus an understanding of what confidence is, where it comes from, and what interferes with it is crucial to helping out athletes become high-performers.

### What is Confidence?

It is a state of mind, a feeling inside that you are ready to perform, no matter what you encounter. Many coaches and parents believe that they can give their athletes confidence through excessive praise, yet science shows this to be untrue. Some adults shelter their children from failure and shower them with praise when they succeed. The sad result of this kind of thinking are kids who never become confident athletes. They focus on outcomes rather than process, and they depend upon the adults to instill confident thoughts and behaviors.

### Where does Confidence come from?

Confidence is earned, refined and developed through the acquisition of competence, as well as the support of confidence-building mentors.

Coaches and parents must also model the discipline, hard work, and self-belief that they hope to see in their athlete. They must control their emotions and choose their words wisely and truly understand the specific needs of the athlete. They must also be trustworthy.



# PLANNING A PRACTICE

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# Planning a Practice

Planning practices is a systematic approach to maximize the effectiveness of each practice by clearly defining their goals and by emphasizing the target behaviors athletes need to work on in order to perform at their best. Coaches need to know not only how provide relevant and timely feedback but also how to challenge athletes to become their own problem solvers. The best practice focus on essential skills, challenge each athlete to improve on his or her performance and are fun. Coaches need to prepare their athletes and give them the confidence they need for any challenge they might face.

## Coaching Functions and Tasks

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

- Determine the vision and philosophy of the program
- Determine the objectives of the practice sessions and/or activities
- Put together a plan for the practice sessions and activities (also for a series of plans)
- Evaluate the impact and effectiveness of the program for which I am responsible
- Managing the program: In my coaching context, I...
- Identify the facility needs
- Keep an inventory of equipment
- Manage the equipment
- Deal with transportation to competitions
- Manage training time
- Interact with parents
- Interact with other coaches
- Interact with referees and officials
- Recruit participants/athletes for the program
- Recruit volunteers
- Organize fund raising activities Support to participants/athletes in training: In my coaching context, I...
- Motivate the participants/athletes to practice and learn
- Get equipment ready for activity
- Make sure that there is appropriate equipment
- Make sure that the environment and equipment is safe
- Run the practice sessions
- Adjust my instruction to meet the needs of the participants/athletes
- Analyze the participant's/athlete's performance (identify errors)
- Analyze technical errors/problems, and recommend corrective measures
- Give feedback to participants/athletes
- Direct/supervise warm-up activities
- Set up activities to develop team spirit
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- Demonstrate technical skills
- Teach the rules/laws of the game or sport
- Administer basic first aid

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

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

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

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

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

# The Structure of a Practice

A well-structured practice has five parts:

## **The introduction:**

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

## **The warm-up:**

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

## **The main part:**

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

## **The cool-down:**

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

## **The conclusion:**

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

## Key Elements of a Practice

Practice Part	Time	Time
<p><b>Introduction</b> Purpose is to greet athletes and let them know what will be taking place</p>	Variable 2-3 Minutes	<p>Before practice begins:</p> <ul style="list-style-type: none"> <li>• Inspect facilities</li> <li>• Organize equipment</li> <li>• Greet each athlete</li> <li>• Assess the energy level of each athlete</li> </ul> <p>At the beginning of practice:</p> <ul style="list-style-type: none"> <li>• Review the goals of the practice and the activities planned</li> <li>• Give safety instructions specific to the activities planned</li> </ul>
<p><b>Warm-up</b> Purpose is to prepare the body for the efforts that will be produced during the main part</p>	5-10 min 8-15 min	<p>General warm-up:</p> <ul style="list-style-type: none"> <li>• General exercises or games to loosen muscles and raise body temperature</li> <li>• Progressive stretching</li> </ul> <p>Specific warm-up:</p> <ul style="list-style-type: none"> <li>• Brief activities that athletes already know that mimic the movements of the main part (may even be the same activity, but at lower intensity)</li> <li>• A gradual increase in intensity that will not tire the athlete</li> <li>• A quick transition between the end of the warm-up, the explanations/instructions given for the first activities of the main part, and the activities themselves</li> </ul>
<p><b>Main part</b> Purpose is to engage athletes in activities that will help them to improve sport-specific abilities and fitness</p>	Variable; usually 30-60 min or more	<p>Three or more activities linked in the proper order</p> <ul style="list-style-type: none"> <li>• Activities that challenge the athletes so that they can learn and improve while enjoying themselves</li> <li>• Athletes engaged most of the time in an activity (i.e. not standing around or waiting in line)</li> <li>• Athletes allowed lots of practice for each activity</li> <li>• Activities that are to be adapted to the age, fitness, and ability levels of the athletes and are relevant to the sport.</li> </ul>
<p><b>Cool-down</b> Purpose is to begin recovery</p>	5-10 min	<ul style="list-style-type: none"> <li>• A gradual decrease in intensity</li> <li>• Stretching, especially of those muscles most used</li> </ul>
<p><b>Conclusion</b> Purpose is to debrief and inform about next practice or competition</p>	3-5 min	<ul style="list-style-type: none"> <li>• Provide and ask for feedback on what went well and suggest how improvement can be made</li> <li>• Inform about the next practice or competition (e.g. logistics, goals and emphasis)</li> <li>• Lead team cheer</li> <li>• Speak with each athlete before he/she leaves</li> </ul>

# Planning a Practice



# Equipment Selection

## Bows

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

### Bow weight for beginner archers:

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

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

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

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

The length of the recurve bow is measured from tip to tip along the bow, when the bow is unstrung. Most manufacturers make recurve bows 62" to 70" long. When teaching archers, it is better to use a bow that is too long, rather than too short. Short bows are difficult to pull at longer draw lengths, and the angle of the string at full draw may pinch the archer's fingers making it difficult to release properly. As well, shooting a bow that is too short may damage the bow.

Arrow Length	Bow Length	
	Wood	Fibreglass
18 – 20"	Not under 52"	Not under 42"
21 – 23"	Not under 56"	Not under 48"
24 – 25"	Not under 60"	Not under 54"
26 – 27"	Not under 66"	Not under 62"
28 – 29"	Not under 68"	Not under 64"
29 – 30"	Not under 70"	Not under 66"

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

## Arrows

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

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

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

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

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

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

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

## Bow strings

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

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

## Arrow rests

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

## Sights

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

There are many simple inexpensive sights available. It is possible to make an inexpensive sight with a 1.2 x 13 cm strip of 3 to 5 mm cork sheet, felt, or weather stripping, glued to the back of the bow. Use a pin with a large colored head as an adjustable bar (dot). This works quite well, but can move very easily. When attaching the sight to the bow, ensure the sight is vertical. Make sure the arrow does not hit the sight when released. If the sight is screwed into the bow, it should be screwed into a part of the handle that does not flex during use. Do not make holes into the fiberglass. When drilling in a composite bow, make sure the holes have the proper size. A hole slightly smaller than the screw is best, allowing the wood screw to bite better.

## Arms guards

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

## Safety pins

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

## Finger protection (finger tabs)

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

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

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

## Quivers

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

The indoor types have a flat base that does not mark the floor and is heavy enough to support the arrows. The outdoor type has a metal spike on the bottom so it can be driven into the ground to prevent the wind from tipping it over. Some ground quivers also serve as bow supports and have two curved prongs at the top to rest the bow. Floor quivers should be placed about 30 cm ahead of the right foot when at the shooting position on the line for right-hand archers; left hand archers use the left foot.

### **There are five disadvantages to using a ground quiver:**

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

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

### **The wheelchair archer can:**

- Use a ground quiver
- Hang the quiver on the armchair
- Keep the arrows between his/her legs, with the points on the footrests
- Put arrows against the side of the chair

### **Bow sling**

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

- **Lace:** fixed around the wrist, and passing through the fingers and in front of the riser
- **Two finger type:** fixed around the thumb, and either the forefinger or middle finger

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

# Sport Safety Through Risk Management

## Environmental risks

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

## Equipment and facilities risks

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

## Human risks

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

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

## Heat and Humidity as Risk Factors

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

- During exercise, the muscles produce heat. This heat must be dissipated, otherwise the body runs the risk of “overheating.” Overheating can result in serious, potentially
- Sweating is one of the heat-dissipating mechanisms of the body. When sweat evaporates, it cools off the body.
- Most sport activities lead to heat production and sweating. Evaporation of sweat works best when the air is dry. In moist, damp air, sweat cannot evaporate easily and cooling off is more difficult.
- If the air temperature is high during vigorous activity, participants can lose a significant amount of water through sweating.
- High temperatures and high relative humidity make it hard for the body to dissipate heat; heavy sweating occurs, but the water loss does not help to cool off the body. Under these conditions, participants run the risk of overheating,
- Water lost as a result of heavy sweating can lead to dehydration. Dehydration can reduce performance, decrease the body’s ability to dissipate heat; and endanger health.
- During exercise in the heat, adequate hydration is a must, Participants must drink water whenever the risk of dehydration is present.
- Thirst is not a good indicator of a need for water, in fact, dehydration has already started if a participant feels thirsty.
- During most exercise conditions, the rate at which participants lose water exceeds the rate at which they can absorb it by drinking. This is accentuated during exercise in a hot environment. Therefore, participants need to drink fluids before they are thirsty.
- Children run a higher risk of overheating when exercising in the heat, because their sweating mechanism is not fully developed. In addition, children tend to not drink enough during exercise, in particular if the beverage is not flavored.

## The Humidex

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

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

## Other Safety Measures to Avoid Heat Injuries

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

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

## Cold as A Risk Factor

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

- The colder the environment, the faster a participant's body temperature will decrease.
- During exercise in a cold environment, the skin can become wet as a result of sweating, or exposure to rain or snow. A wet skin surface cools the body faster than when it is dry.
- Temperature may drop considerably once the sun has set, which can quickly increase the level of risk associated with exercising in a cold environment.
- The wind magnifies the perception of cold, and increases the rate at which the body loses heat. This effect can be further amplified if the skin is wet.
- In cold weather, high humidity makes the temperature feel colder than air temperature indicates it is.
- Cold, dry air makes it difficult to breathe for some asthmatics, although it is generally easier to tolerate the cold when the air is dry.
- Skin can freeze when exposed to very cold temperatures, and when this happens circulation slows. Tissue can be damaged if frostbite is prolonged and extensive. Extremities (e.g. toes, fingers, nose, ears) are particularly at risk in cold temperatures, because the body shunts blood flow to central organs and tissues to maintain the body's core temperature.
- In severe cold, brain function can slow down, and so risk of further injury in prolonged exposure increases.

- Children get cold much faster than adults, and their skins more prone to freeze. People with less body fat are usually have less tolerance for cold than those with more body fat.
- Muscles and other soft tissues that are cold are more susceptible to injuries such as pulls and tears, in particular if the efforts produced are sudden and intense.
- In very dry cold environments, water vapor lost through breathing and evaporation of sweat from exposed surfaces may lead to dehydration.
- Wearing appropriate clothing can be a challenge when exercising in the cold. Clothes must protect against the cold, but at the same time they must not impair the body's ability to get rid of the heat produced during exercise. Heavy clothing can be cumbersome and interfere with movement; it can also increase air resistance in some sports where speed is critical. On the other hand, the thin clothing used in many sports often offers little protection from the cold and the wind.
- The type of fabric worn can either wick water from the body surface (i.e. synthetics such as polypropylene or Gore-Tex™ which results in less risk of heat loss, or trap it there (i.e. cotton or nylon) which results in greater risk of heat loss.

## Safety to Avoid Cold Injuries

### When exercising in the cold:

- Ensure participants wear sufficient clothing for the conditions, and layer clothing as follows:
  - Layer closest to skin: Polypropylene, close fitting (wicking effect)
  - Second layer: Fleece or wool, slight room between first layer and second layer for “trapped air” effect
  - Third layer: Wind-breaking, water repellent, breathable layer
- When it is very cold, ensure exposed surfaces are kept to a minimum.
- Once the body has warmed up, and if the temperature is not too cold, consider removal of the second layer of clothes during exercise to avoid excessive sweating. Have participants add a layer or use blankets to keep warm during breaks or pauses.
- Apply antiperspirant on feet before exercising to lessen sweating of the feet (which is usually followed by cooling of the feet). Doing the same on the palm of the hands may reduce the feeling of cold for people who tend to sweat a lot in their gloves or mitts.
- Ensure participants hydrate when they exercise in the cold.
- Bring children inside when they say they are cold; it is not worth the risk to prolong exercise and have them suffer from frostbite.
- Once a person suffers serious frostbite, the risk of subsequent frost bites to the same area may be increased.
- Never send participants out into the cold alone or without means of communicating with you and/or an emergency center; avoid prolonged activities in which participants are in isolated areas and run the risk of becoming exhausted.
- When the weather is very cold and participants must train outdoors, hold your practices between 11 a.m. and 2 p.m. as these tend to be the warmest hours of the day. Be aware that temperature drops quickly when the sun sets.
- Inform participants and their parents to consider the combined effect of cold and wind (i.e. the wind chill factor, see next section) when making decisions about how to dress rather than simply looking at the thermometer. Do the same when you make coaching decisions about the choice and the scheduling of activities.

- If possible, choose areas that are protected from the wind; avoid activities in open areas.
- Ensure protective eye wear is worn to prevent snow reflection from damaging eyes, and protect from the cold and the wind.
- Have participants or their parents bring a change of clothing, especially socks and underwear. Try to find a warm and protected spot to change.
- Inform participants and parents that a hat should be worn at all times; over 30% of body heat may be lost through the head. Ensure ears are covered to avoid frostbite.
- Allow additional time for warming up for training and competition; it takes longer to get the body warmed up and ready for sport in cold weather than it does in warm weather.

## Managing Risks

### Information to gather

- Phone numbers and addresses of participants, parents, emergency numbers
- Medical conditions of participants

### Planning

- Ensure that the activities are appropriate for the age, fitness and ability level of participants
- Ensure that the practice starts with a warm-up, and that the activities include progression and challenge
- Adjust activities so that all members can participate

### Designing an Emergency Action Plan

- Design an Emergency Action Plan

### Inspecting equipment and facilities

- Know the safety standards related to the equipment used in your sport
- Take inventory of equipment (collective and individual)
- Check the first aid kit
- Check the safety of the facility
- Check the equipment of the participants for safety

### Informing participants and parents

- Inform the parents and the participants of the risks inherent to the sport
- Explain the safety procedures and check for understanding
- Highlight safety during the practice

### Supervising activities

- Keep the size of the practice appropriate to your capabilities
- Participants must be constantly supervised. Delegate supervision responsibility to an assistant when leaving the practice
- Control practice to ensure participants are alert and focused

## Range Etiquette

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

### Here are some things you should watch:

- Don't talk on the line or distract other archers during the shooting of the end
- When you have finished shooting, step back from the shooting line to give the other archers a chance to complete their ends
- Do not comment about someone else's shooting during an end
- Have an encouraging remark to pass, rather than a sarcastic one
- Do not make unkind remarks about your own shooting as this may upset or distract someone
- If you have problems, step back and signal the coach - don't bother your fellow archers
- Leave the other archers' arrows in the target unless asked to remove them
- Respect the other arrows in the target while you are drawing your own
- If asked for advice, don't take it upon yourself to do the job of an official who is qualified to do this work
- Pay attention and cooperate with club officials carrying out their duties
- Never touch equipment belonging to someone else without their prior consent
- Be sincere when taking the score; always be fair
- Attend meetings and air your views there, do not gripe on the range and upset others
- Make yourself available for some duties, such as taking in targets, collecting score sheets, etc.
- Be a good sport and remember it's not the winning that counts, but the participation
- Absolutely no alcohol should be consumed on the range. Anyone under the influence of alcohol must be refused permission to shoot.

# Emergency Action Plan

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

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

### Responsibilities

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

## Call Person

### Responsibilities

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

## Number Card

### Locations of Phones

Equipment room - main floor      Pay phone in main lobby

### Phone Numbers

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

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

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

### Draw a map of the location

## Steps To Follow When Injury Occurs

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

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

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

### Step 2: Do a first assessment of the situation **ACTIVATE EAP!**

#### 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 **ACTIVATE EAP!**

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

# Concussion Awareness

A concussion is a brain injury that cannot be seen on routine X-rays, CT scans or MRIs. It affects the way a person may think and remember things, and can cause a variety of symptoms. Any blow to the head, face or neck, or a blow to the body that jars your head, could cause a concussion.

A concussion is a serious injury, but you can recover fully if your brain is given enough time to rest and recuperate.

- The Return-to-School Strategy is a four-step approach for a gradual return to cognitive activities and the learning environment.
- The Return-to-Sport Strategy is a six-step approach for a gradual return to physical activity and sport

## CONCUSSION RECOGNITION TOOL 5<sup>®</sup>

To help identify concussion in children, adolescents and adults







Supported by

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### RECOGNISE & REMOVE

Head impacts can be associated with serious and potentially fatal brain injuries. The Concussion Recognition Tool 5 (CRT5) is to be used for the identification of suspected concussion. It is not designed to diagnose concussion.

#### STEP 1: RED FLAGS – CALL AN AMBULANCE

If there is concern after an injury including whether ANY of the following signs are observed or complaints are reported then the player should be safely and immediately removed from play/game/activity. If no licensed healthcare professional is available, call an ambulance for urgent medical assessment:

- Neck pain or tenderness
- Double vision
- Weakness or tingling/ burning in arms or legs
- Severe or increasing headache
- Seizure or convulsion
- Loss of consciousness
- Deteriorating conscious state
- Vomiting
- Increasingly restless, agitated or combative

**Remember:**

- In all cases, the basic principles of first aid (danger, response, airway, breathing, circulation) should be followed.
- Assessment for a spinal cord injury is critical.
- Do not attempt to move the player (other than required for airway support) unless trained to do so.
- Do not remove a helmet or any other equipment unless trained to do so safely.

If there are no Red Flags, identification of possible concussion should proceed to the following steps:

### STEP 2: OBSERVABLE SIGNS

**Visual clues that suggest possible concussion include:**

- Lying motionless on the playing surface
- Slow to get up after a direct or indirect hit to the head
- Disorientation or confusion, or an inability to respond appropriately to questions
- Blank or vacant look
- Balance, gait difficulties, motor incoordination, stumbling, slow laboured movements
- Facial injury after head trauma

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### STEP 3: SYMPTOMS

- Headache
- "Pressure in head"
- Balance problems
- Nausea or vomiting
- Drowsiness
- Dizziness
- Blurred vision
- Sensitivity to light
- Sensitivity to noise
- Fatigue or low energy
- "Don't feel right"
- More emotional
- More Irritable
- Sadness
- Nervous or anxious
- Neck Pain
- Difficulty concentrating
- Difficulty remembering
- Feeling slowed down
- Feeling like "in a fog"

### STEP 4: MEMORY ASSESSMENT

(IN ATHLETES OLDER THAN 12 YEARS)

**Failure to answer any of these questions (modified appropriately for each sport) correctly may suggest a concussion:**

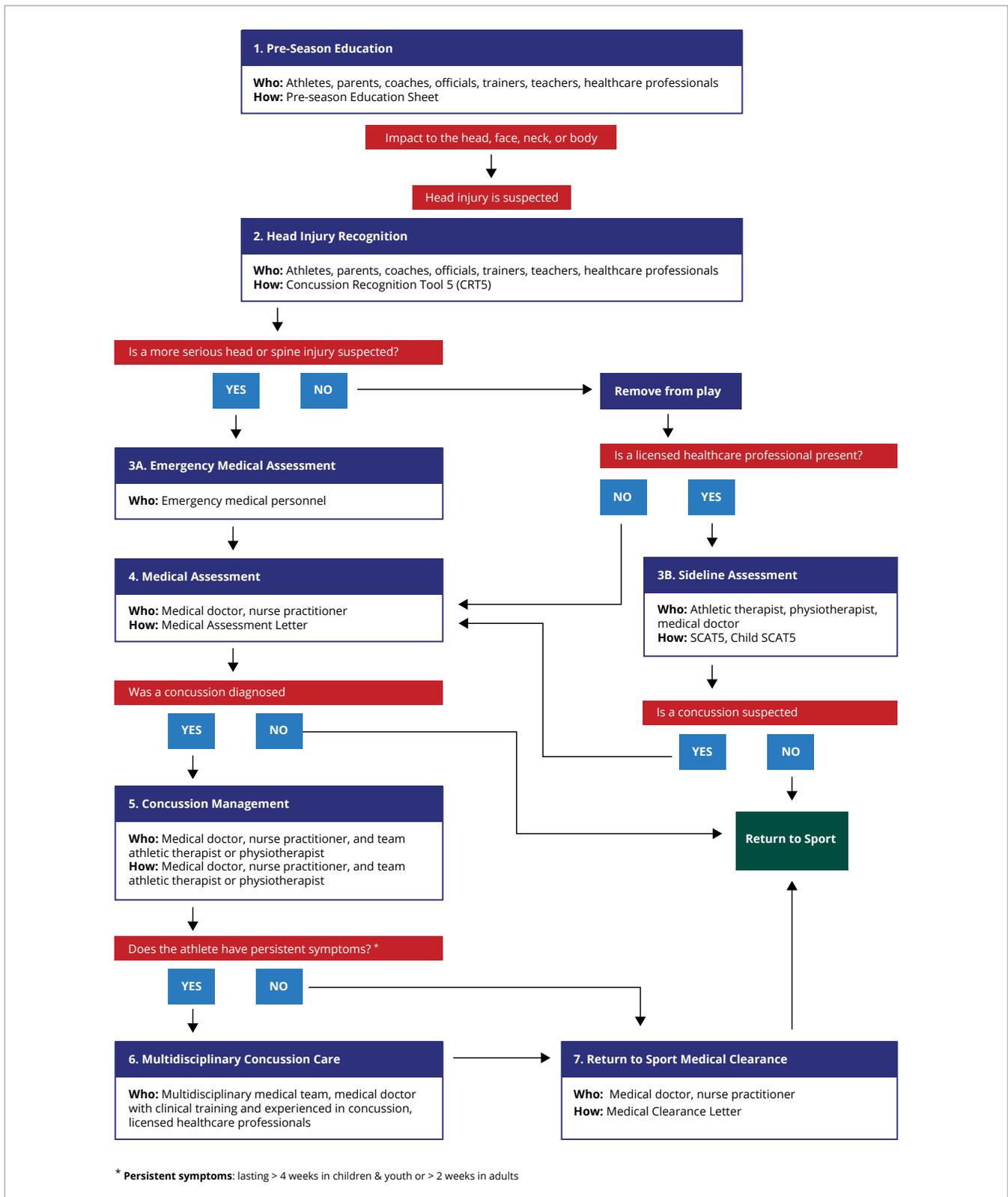
- "What venue are we at today?"
- "Which half is it now?"
- "Who scored last in this game?"
- "What team did you play last week/game?"
- "Did your team win the last game?"

ANY ATHLETE WITH A SUSPECTED CONCUSSION SHOULD BE IMMEDIATELY REMOVED FROM PRACTICE OR PLAY AND SHOULD NOT RETURN TO ACTIVITY UNTIL ASSESSED MEDICALLY, EVEN IF THE SYMPTOMS RESOLVE

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This resource can be found at <http://www.parachutecanada.org/downloads/resources/CRT5.pdf>

# Parachute Canadian Guideline on Concussion in Sport



The full reference guide can be found at

[http://www.parachutecanada.org/downloads/injurytopics/Canadian\\_Guideline\\_on\\_Concussion\\_in\\_Sport-Parachute.pdf](http://www.parachutecanada.org/downloads/injurytopics/Canadian_Guideline_on_Concussion_in_Sport-Parachute.pdf)

# Planning for Basic Skills

## Core

### Foot Placement

- Straight stance
- Oblique stance
- Reverse Oblique stance
- Feet apart hip width
- Feet close together
- Feet Parallel
- Heels close together
- Other \_\_\_\_\_

### Lean and Sway

- Straight posture
- Leans toward target
- Leans back
- No sway
- Forward sway
- Backward sway
- Other \_\_\_\_\_

### Balance

- Even
- Weight towards toes
- Weight towards heels
- Weight on front foot
- Weight on back foot
- Other \_\_\_\_\_

### Head Position

- Head maintains original position
- Head motion during draw
- Head motion while anchoring
- Other \_\_\_\_\_

## Bow Side

### Wrist

- Wrist centered on bow
- Wrist outside center line of bow
- Wrist inside center line of bow
- High wrist (in web of thumb)
- Medium wrist (middle of thumb)
- Low wrist (heel of thumb)
- Other \_\_\_\_\_

### Fingers

- Relaxed and curved
- Forced open
- Gripping bow
- Other \_\_\_\_\_

### Shoulder

- Extended to target
- Pushed up to neck
- Set low
- Other \_\_\_\_\_

### Elbow

- Straight
- Locked - hyper extended
- Bent
- Other \_\_\_\_\_

## Bow Side

### Draw Hand Action

- Directly to anchor
- Low and raised to anchor
- High and lowers to anchor
- One continuous movement
- Draw made with a stop
- Past anchor and forward
- Other \_\_\_\_\_

### Anchor

- High anchor (cheek bone)
- Low anchor (jaw bone)
- Center of nose
- Side of nose
- Side of chin
- Corner of mouth
- Other \_\_\_\_\_

### String Elbow

- Parallel with elbow
- Above arrow
- Below arrow
- In line with center of bow
- Outside center of bow
- Inside center of bow
- Other \_\_\_\_\_

### Anchor Aids

- Peep site
- Kisser button
- Tab shelf
- Finger spacer
- Clicker
- Other \_\_\_\_\_

## Release and Follow Through

### String Side

- Static release
- Dynamic – back
- Dynamic – forward
- Hand and arm straight back
- Arm and hand pulled away from face
- Other \_\_\_\_\_

### Bow Side

- Bow pivots in hand
- Bow twists in hand (torque)
- Bow drops immediately
- Bow moves to left (RH or LH)
- Bow moves to right (RH or LH)
- Bow remains in front
- Other \_\_\_\_\_

### Relax and Reflect

- Signs of emotion
- Immediately prepares for next shot
- Uses scope or binoculars
- Breathes and re-focus

## Stages of Skill Development

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

## Activity Planning Guidelines for Various Stages of Skill Development

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

## Characteristics of the Activities and Appropriate Practice Conditions

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

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

**NB:** Technical and tactical abilities to train, and the priority in which they should be trained at various ages and levels of competition are available the Archery Canada website through its LTAD (Long Term Archer Development)

## Definition of Athletic Abilities

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

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

## Training Athletic Abilities

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

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

## Importance of Physical and Motor Abilities by Sport Family

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

**Note:** (\*)s and (#)s refer to specific sports within a sports family and indicate the importance of the ability to each individual sport.

## Growth and Development Considerations in Children

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

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

### What is puberty?

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

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

### When does puberty begin?

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

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

### How long does puberty last?

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

### Why is this information important to coaches?

Some participants are early developers, while others are late developers.

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

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

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

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

Adapting the activity to the child’s developmental stage should be a preoccupation of coaches to take into account the differences between “average participants” and early and late developers. This will provide each participant with an appropriate challenge, and will increase the likelihood that they will have enjoyment and success in sport, and remain involved.

### What to Emphasize or To Avoid at Various Ages: General Training Recommendations Based on Growth and Development Guidelines

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

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

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

#### Important notes to instructors:

1. The recommendations contained in the following table represent the opinion of experts in the fields of growth and development and training; as such, they apply to most sports. However, for some sports in which athletes 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 Abilities	Age in years															
		6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Aerobic Stamina (short efforts of 10-15 minutes)	F	Yellow	Yellow	Blue	Blue	Blue	Blue	Blue	Blue	Blue						
	M	Yellow	Yellow	Blue	Blue	Blue	Blue	Blue	Blue	Blue						
Aerobic Stamina (Prolonged efforts)	F	Red	Red	Red	Red	Red	Red	Yellow	Yellow	Yellow	Blue	Blue	Blue	Blue	Blue	
	M	Red	Yellow	Yellow	Blue	Blue	Blue	Blue	Blue							
Speed-Endurance	F	Red	Red	Red	Red	Red	Yellow	Yellow	Yellow	Yellow	Blue	Blue	Blue	Blue	Blue	
	M	Red	Red	Red	Red	Red	Yellow	Yellow	Yellow	Yellow	Blue	Blue	Blue	Blue	Blue	
Strength-Endurance	F	Red	Red	Red	Yellow	Yellow	Yellow	Yellow	Blue	Blue	Blue	Blue	Blue	Blue	Blue	
	M	Red	Red	Red	Yellow	Yellow	Yellow	Yellow	Yellow	Blue	Blue	Blue	Blue	Blue	Blue	
Maximum Strength	F	Red	Blue	Blue	Blue	Blue	Blue									
	M	Red	Blue	Blue	Blue	Blue	Blue									
Speed-Strength (power)	F	Red	Blue	Blue	Blue	Blue	Blue	Blue								
	M	Red	Blue	Blue	Blue	Blue	Blue									
Flexibility	F	Blue	Blue	Blue	Blue	Blue	Blue									
	M	Blue	Blue	Blue	Blue	Blue	Blue									
Speed (efforts of 8 seconds or less)	F	Yellow	Yellow	Yellow	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	
	M	Yellow	Yellow	Yellow	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	
Speed (fast cadence of movement)	F	Blue	Blue	Blue	Blue	Blue	Blue									
	M	Blue	Blue	Blue	Blue	Blue	Blue									
Co-ordination Agility Balance	F	Blue	Blue	Blue	Blue	Blue	Blue									
	M	Blue	Blue	Blue	Blue	Blue	Blue									
Basic Techniques	F	Blue	Blue	Blue	Blue	Blue	Blue									
	M	Blue	Blue	Blue	Blue	Blue	Blue									
More Advanced Techniques	F	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	
	M	Yellow	Yellow	Yellow	Yellow	Yellow	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	
Tactics	F	Red	Red	Red	Yellow	Yellow	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	
	M	Red	Red	Red	Yellow	Yellow	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	

## 3- 5 Years – Growth and Development

### General remarks

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

### Psychosocial

- High 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

### 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

## 7 Years – Growth and Development

### General remarks

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

### Psychosocial

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

### Learning

- Learns best by observing, quickly followed by doing
- Short attention span (a few minutes)
- Ability to reason is limited to what is readily observable
- May be afraid of the unknown
- Is likely to imitate and be highly imaginative; is often curious and wants to know everything

### Physical

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

### Preferences

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

### **To Avoid**

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

### **Suggestions**

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

### **Examples**

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

## 8 - 9 Years – Growth and Development

### General remarks

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

### Psychosocial

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

### Learning

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

### Physical

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

## Preferences

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

## To Avoid

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

## Suggestions

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

## 10 – 11 Years – Growth and Development

### General remarks

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

### Psychosocial

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

### Learning

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

### Physical

- Strength and endurance gains are possible as a result of fitness training, but improvements are also directly related to growth; very little potential for increased muscle mass (hypertrophy). Strength gains result primarily from increased coordination and neural factors
- Flexibility improves but it should also be trained
- Reaction time is relatively slow, however good visual acuity and depth perception allow for better performance in throwing/catching exercises
- Sweating mechanism of children is not well developed, which reduces their capacity to dissipate heat during exercise; children are at an increased risk of heat injuries
- In girls, the second half of this period marks the beginning of a major growth spurt that will last approximately 3.5 years; some girls may have their first menstruation as early as 11 years old.
- In some boys, puberty will begin at the end of this period.

### Preferences

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

### **To Avoid**

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

### **Suggestions**

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

## **12 - 15 Years – Growth and Development**

### **General remarks**

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

## Psychosocial

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

## Learning

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

## Physical

### Girls:

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

### Boys:

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

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

### Preferences

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

### To Avoid

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

### Suggestions

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

## 16 – 17 Years – Growth and Development

### General Remarks

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

## **Psychosocial**

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

## **Learning**

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

## **Physical**

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

## **Preferences**

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

## **To Avoid**

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

## **Suggestions**

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

## 18 Years and older – Growth and Development

### General Remarks

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

### Psychosocial

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

### Learning

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

### Physical

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

### Preferences

- Activities that help relieve stress

### To Avoid

- Nothing; all athletic abilities can be trained

### Suggestions

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

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

# Motivating Athletes

Five criteria to develop challenging activities that motivate athletes to learn:

1. Originality (need to discover)
  - Novelty
  - Need to be surprised
  - Desire to try
2. Affective Component (need to be challenged)
  - Overcoming a reasonable challenge
3. Meaning (need to understand)
  - Establishing linkages with the objective outlined for the activity (congruence)
4. Openness (need to trust)
  - Achieve something right from the beginning, then progress (individualization)
5. Dynamic (need for movement)
  - Involving all motor functions (intensity, duration, active engagement)

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

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

## How Coaches Contribute to Athlete's Motivation

Both personal factors (e.g., personality, goals, interests) and situational factors (e.g., the coach, teammates, level of competition) can influence an athlete's motivation. A coach will have more control over the situational factors than over the personal factors that can influence an athlete's motivation. Finding out as much as you can about what motivates each of your athletes can aid in creating an environment that adds to rather than detracts from their motivation. One way to do this is to observe what they like to do and what they don't. Asking your athletes to write down some of the reasons they want to participate in the sport should be able to give the coach a pretty good idea of how to create practices that are challenging and fun.

Coaches can develop psychologically motivated athletes with positive self-regard by creating self-worth and a sense of belonging and by limiting judgmental comparisons to other athletes' success. Coaches can also boost autonomy in their athletes by encouraging self-monitoring, performance reflection, and honest evaluation of physical and emotional well-being.

An athlete's motivation plays a fundamental role in performance and perceived ability. Motivation comes from internal and external sources, so both nature and nurture contribute to the whole drive of the athlete.

In many ways, the coach plays a pivotal nurturing role by responding to an athlete's emotional and physical needs. The surrounding climate dictated by the coach, whether it's critical or motivational, affects the athlete's psychosocial well-being.

Coaches should strongly urge athletes to be smart about their competitive mindset and the damaging consequences of training ignorance. When sustained injuries challenge the athlete's mental fortitude, mental toughness is better measured with humble honesty rather than stubborn pride.

Coaching environments can either foster or forgo mental toughness, a supplementary component in the motivational toolbox. A supportive environment acknowledges "feelings and perspectives, the use of non-controlling actions and feedback, the provision of meaningful rationales, and the nurturing of individuals' inner motivational resources" (Mahoney, Gucciardi, Ntoumanis, & Mallet, 2014, p. 282).

Controlling environments provide just the opposite: intimidation, reward manipulation, and negative regard for emotional influence on performance (Mahoney et al., 2014).

One of the best coaching skills is the ability to bring positive enthusiasm to athletes. A 2014 study found a positive correlation between athlete optimism and race times and an inverse relation to negativity (Mahoney et al., 2014).

Without guidance, encouragement, and positive feedback from the coaches, athletes may experience discouragement, lack of motivation, unwarranted anxieties, and burnout.

## Steps in Choosing/Designing Activities for a Practice

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

**Step 1** Determine what you want the athletes to be able to do. This may be a long-term goal, which is one that may take several practices or even weeks to be achieved.

**Step 2** Assess the nature of the task you want the athletes to be able to do as far as the skills (open vs. closed; discrete vs. serial vs. continuous) and the athletic abilities (physical, motor, tactical, and mental) involved.

**Step 3\*** Given the nature of the task and its demands, determine whether it is appropriate to the age and developmental stage of the athletes, as well as the stage of skill development they are at. If your answer to this question is yes, then proceed to step 4; if the answer is no, return to step 1 and make the necessary adjustments.

**Step 4\*** Decide whether the task needs to be broken down into distinct parts or if it should be executed as a whole.

**Step 5** Determine the type of practice that is most appropriate (massed vs. distributed; constant vs. variable).

**Step 6\*** Determine the practice conditions that are most appropriate.

**Step 7** Given your logistics and the equipment available, select or design sport activities that meet the above criteria.

**Step 8** Define the measures of success for the activity.

**Step 9\*** Identify potential risk factors associated with the activity, and take them into account in the activity design.

**Step 10\*** Think about the best way to give the explanations and instructions to the athletes, to make it easy for them to understand what the activity is about and how it should be performed.

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

## Practice Planning Tips

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

Taken from Simplifaster article by Dominique Stasulli <https://simplifaster.com/articles/how-coaches-contribute-to-athletes-motivation/>

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

# Setting Up a Class

## Establish the following information:

- The age range of the archers
- The length of the program
- The number of sessions scheduled
- Location, dates and length of sessions
- Equipment required by the archers
- Facility equipment required
- Insurance/liability considerations

## Class size

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

## Knowing the archers

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

## Equipment chart

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

## Medical information card

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

## Pre-practice checklist

- Secure the shooting range by posting signs and ensuring exit doors cannot be opened from the outside.
- Check buttresses and targets
- Ensure that teaching equipment is ready
- Shooting equipment is ready
- Repair tackle box is available
- First aid kit is available

## Shooting side choice (eye dominance)

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

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

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

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

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

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

### Determining draw length

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

### Determining arrow length

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

## Demonstration Organization and Presentation

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

### Prior knowledge

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

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

- If incorrect the opportunity to correct them, to better express your ideas, and teach with greater efficiency
- If incomplete, fill in the missing blanks
- Archers participate, giving them motivation and avoiding the monotony of a single speaker
- You may hear certain comments that present the exercise more effectively
- If they are correct, same advantages as above and the work has already been done by others no method is perfect. This one is no exception. Some archers may monopolize the conversation too often and/or talk for too long. Limit comments to the subjects discussed. Use this educational tool because the dynamics of analysis and exchange outweigh the difficulties

## Teaching aids

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

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

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

Consistent with this idea, let's take the exercise on repulsion effort as an example. To understand the string leg's participation, we could create the following situations by using three different teaching aids. Even if they are very similar they can be perceived differently by the archer, since:

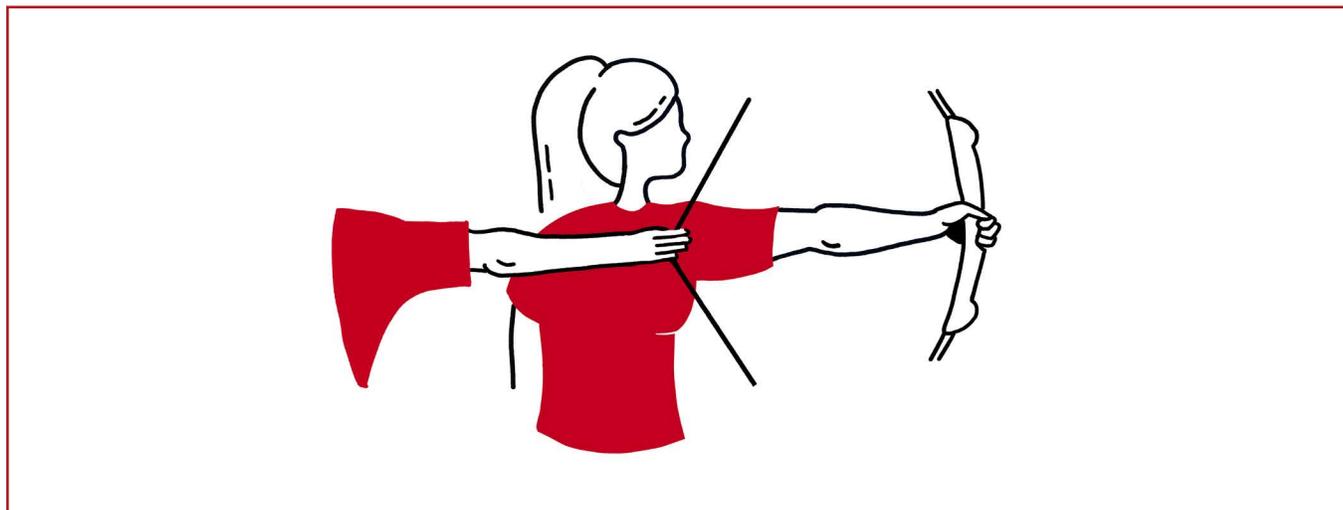
1. The archer is being pushed by an individual, forcing the archer to counter with his/her string leg. Demonstrate how this applies to archery.



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



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



Notice how different teaching aids can help perceive situations differently.

## Instructions (during a demonstration)

Instructions are essential to the learning process and group activities:

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

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

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

## Feedback and observation

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

If faults in execution occur, feedback must be used to teach the proper execution of the skill by making the archer understand how he/she should perform versus how he/she is performing the skill now. How the archer is performing is not as important as how it should be performed.

## Observation Plan

An Observation Plan can be used as a tool when working with an individual or a group of archers. It can lay the groundwork on the skill you will focus on, your criteria for correct execution, how and where you will observe the skill, how you will communicate these and how you will involve the archer.

For an individual, the Observation Plan can be tailored to their specific needs. If coaching a group of archers, a generalized plan for each of the technical skills may be more appropriate.

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

What? How? From where? How much?

Observe what? Observe the key elements of the skill being performed.

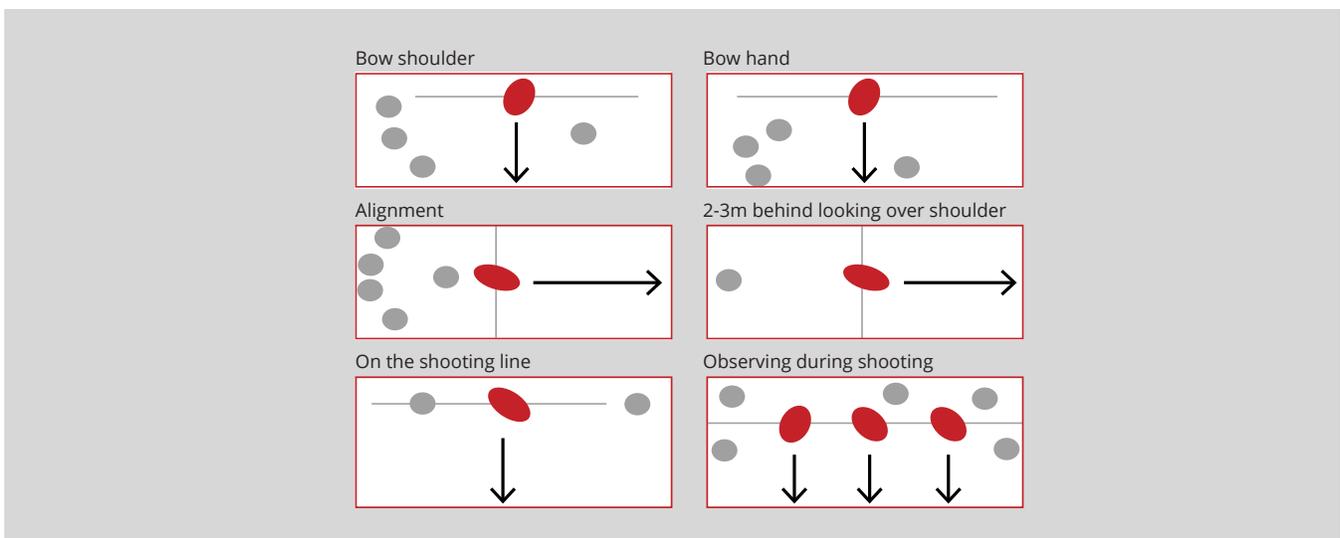
Observe how? Which observation strategies?

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

- Overall execution
- Repetition of preliminary movements and positions
- Likelihood these preliminary movements and positioning produce the proper alignment of forces
- The ease, nature, and precision of the forces generating movements
- The alignment of forces, and their likelihood of producing efficient release and propulsion
- Visual and physical follow-through during release
- Body movements during release, being a continuance of the force generating movements (full draw efforts) reveals information on these efforts
- Only afterwards can observation of detail be of interest

### Choosing a Formation

Coach observing shooting form



### Observe from where?

Where to observe depends on what is being observed.

In relation to the archer, position yourself:

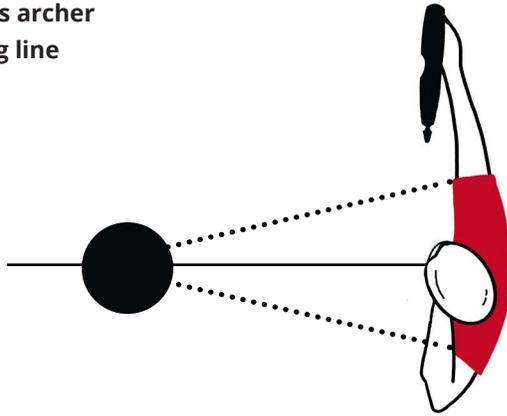
- A minimum of 3m for overall observations
- At approximately 2m to observe the basis or the various sequence stages
- At no more than a meter for detail analysis

How many observations? The number of shots to be observed before giving feedback depends on the circumstances.

Two examples are:

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

**Instructor faces archer  
on the shooting line**



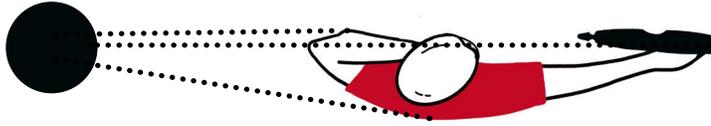
Allows for two skills to be observed:

- Setting-up and maintaining alignment of forces during draw and at full draw
- Follow-through

The key elements are:

- Consistency of the draw (no creeping)
- String forearm alignment with the arrow in the horizontal plane
- Shoulder alignment during draw, and the preservation of alignment at full draw and release
- Consistency in height variance between the arrow shoulder and the arrow at full draw
- Head stability, especially during the last few centimeters of drawing, at full draw, and during release
- Keeping the bow arm horizontal during release
- Stance at full draw and release
- Backward motion of the bow arm during release and to its final position
- Amplitude of the bow arm forward motion and its front final position
- Bow fingers movement during release

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



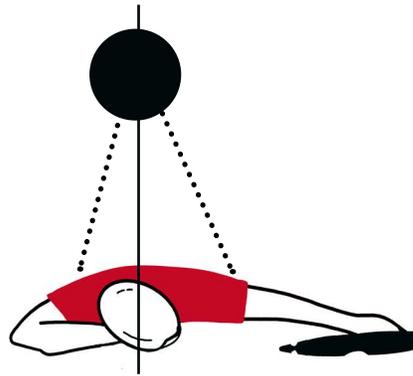
Allows two skills to be observed:

- Setting-up and maintaining alignment forces during draw, full draw, and follow-through
- Preserving erect stance.

The key elements are:

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

**Instructor stands on the shooting line behind the archer**

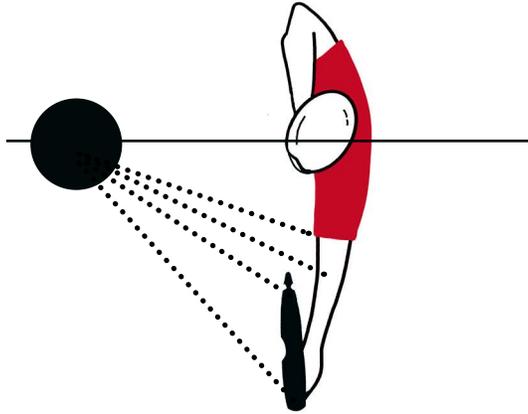


Allows setting-up and maintaining alignment of forces during draw, at full draw, and follow-through, to be observed.

The key elements are:

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

**Instructor stands beside the archers,  
watching the bow arm**



Allows two skills to be observed:

- Quality of bow arm flow
- Unobstructed string displacement

The key elements are:

- Consistent distance between the bow shoulder and arrow at full draw
- Stability or lateral bow arm movements during release
- Bow fingers movements during release
- Preservation of an “unlocked” bow elbow
- String clearance
- Bow arm forward motion during release
- Bow arm final position

**Instructor kneels on the shooting line beside the archer**

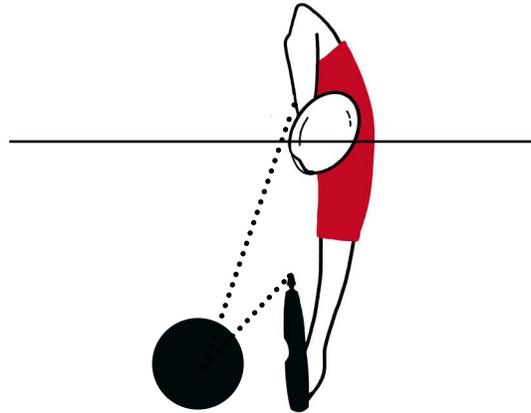


Allows the maintaining alignment of forces during draw, at full draw, and follow-through to be observed.

The key elements are:

- String forearm alignment with the arrow
- Consistent distance between the bow shoulder and the arrow at full draw
- Stability or lateral bow arm movements during release
- Backward motion axis, or string hand finger spread during release
- Preservation of an “unlocked” bow elbow
- String displacement
- Bow arm’s forward motion during release and its final position

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



Allows two skills to be observed:

- Quality of visual continuity
- Preservation of alignment forces during draw, at full draw and follow-through

The key elements are:

- Consistent distance between the bow shoulder and arrow at full draw
- Shoulder alignment orientation when drawing, and the preservation of this orientation at full draw and release
- Head stability, at full draw and release
- Backward motion axis or string hand finger, spread during release, and its final position
- Facial movements, especially during release

# Feedback

## Types of Feedback

### Intrinsic vs Extrinsic Feedback

#### Intrinsic Feedback:

- Any information from the senses that comes from the archer's outside environment or from within their own body
- Design practices that encourage your archers to learn from their intrinsic feedback

#### Extrinsic Feedback:

- Comes from an outside source
- Can aid the archer in evaluating some outcome goals and most performance goals
- Use extrinsic feedback to bring an archer's attention back to their own intrinsic feedback

There are several forms of Extrinsic Feedback

- Verbal and visual feedback
- Program and parameter feedback
- Descriptive and prescriptive feedback

#### Verbal Feedback:

- Used most in extrinsic feedback
- Keep it simple (no more than one to two aspects of performance) to avoid overloading the archer
- Ask the archer to explain what they heard to avoid miscommunication

#### Visual Feedback:

- Usually done with video
- Make sure that the archer is focusing the particular skill and the important aspects of what they see

#### Descriptive Feedback:

- Is what you saw when the archer performed the skill

#### Prescriptive Feedback

- Is used to tell the archer what they need to do based on what you saw. Less experienced archers benefit more from prescriptive feedback. To provide helpful prescriptive feedback, you must be able to detect errors in an archer's performance and offer possible solutions for the problem

## Summary Feedback

- Tells archers how they performed on each of several practice attempts

## Average Feedback

- Highlights general tendencies in the archer's performance

## When and How Often to Give Feedback

Recent research indicates that people profit more from feedback when they ask for it than when someone else (the coach) decides they need it.

You should resist the temptation to provide assistance more frequently.

Less extrinsic feedback forces the archer to do more of their own problem solving and they devote more attention to available intrinsic feedback.

Frequent feedback can make archers dependent on it.

For simple skills and tactics, you should be able to reduce feedback rather early in practice. For more complex skills, you will probably need to wait until the archer demonstrates an acceptable level on consistency.

## Bandwidth Feedback

Research has shown that feedback does not need to be extremely precise to be effective, particularly during early learning, when archers are just trying to get a general idea of a correct shot process. At this stage, archers on general information about the relative amount and direction of their errors.

## Performance Bandwidth

To establish a performance bandwidth, you will need to decide that amount of error you will tolerate before giving feedback.

As long as the archer's performance remains within the tolerance zone, there is no need to give feedback.

You will normally want to allow a wider bandwidth to an archer who is just learning a new skill.

It is important to determine a performance bandwidth for archers that allows them to improve their technical skills as much as possible without your assistance.

## “Sandwiching” Feedback

Feedback can be viewed as being negative and it can be difficult correcting errors. To avoid resistance, convey corrective feedback in a way that is as nonthreatening as possible. A feedback sandwich consists of a sequence of statements that begins with a compliment, followed by prescriptive feedback, followed by some encouragement.

## Archers With a Disability

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

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

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

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

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

Here are some tips:

- Lower limb amputees may present you with challenges regarding stance stability, even if they regularly use a prosthesis. If the stability problem is extreme, you may wish to suggest the use of a wheelchair, regular chair or a stool for shooting
- Upper limb amputees obviously have difficulty with the draw or even holding the bow. A special device such as a mouth-held release or elbow brace can be fabricated to assist in this situation
- Back or shoulder problems may require an archer to use a lower bow weight or a compound bow with a release
- Certain illnesses (e.g. diabetes. MS. CF) may contribute to fatigue. Be aware of this and adjust training schedules as necessary for these archers
- Psychological or physiological tics, or spastic muscle activity creates a whole new set of problems in that they are generally unpredictable. In extreme cases, when safety is compromised, these individuals may not be able to participate
- Body dimensions may require alteration of the basic shooting form. An example is an archer with long forearms; he/she may not be able to comfortably pull to full draw with elbow at shoulder height. The elbow may have to be raised slightly
- Blind archers shoot with audio sighting systems which require minor alterations to the buttress
- With deaf archers, the best suggestion is to learn sign language. If this is not possible, be sure to face them and enunciate words clearly to assist them in lip-reading, and be prepared to have writing paper and pen handy. It takes an extraordinary amount of energy and concentration for the deaf to read lips, so it is a courtesy to learn to sign and a necessity to have paper handy. Assign a shooting buddy to tap them on the shoulder when it's safe to shoot or to stop shooting. Also, include flags with the timing of the ends so they know when to start or stop shooting

## The wheelchair archer



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

### **String clearance**

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

### **Bow clearance**

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

### **Sitting position**

An area that requires attention is maintaining a consistent sitting position in the chair. Sitting balance varies considerably with wheelchair users. Those with very poor balance will benefit from a chest or lap strap to gain the extra support required for drawing the bow.

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

### Chest strapped archer



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

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

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# Inclusion

First of all, what is inclusion?

**Inclusion** means adapting, modifying and welcoming everyone, regardless of age, gender, race and ability to facilitate participation in whatever sport they choose.

Here are a few tips to get you on your way:

**Roll out the welcome mat** – When meeting someone new, you always want to make a good first impression. Work on ways to get all athletes gelling as a group, this will help build friendships and encourage young people to keep coming back. Be creative and think outside the box a bit.

**Just ask!** - If you're unsure how to best help someone with a disability, find out by asking them or if they have difficulty communicating their needs, ask their parents, therapist or carer. Find out what their interests, desires and goals are and then help them come up with a training plan to make them happen. Every child is different so keep an open conversation about what's working and what doesn't and move on from there.

**Have the right equipment** – This isn't just the regular, balls, rackets, etc., that you need for sports; you will likely need specialized equipment or technology that is designed for the specific purpose of enabling persons with physical limitations to participate in sport. The range of adaptive technologies is wide and varied, so familiarize yourself with what equipment your athlete already has and what may be required for the future.

Along with having the right equipment, it's very important that you determine if there is appropriate access to any facility you're using and that the environment is a safe place for youth to play.

**Stay organized and plan ahead** – Increase your knowledge of some best practices to include in your coaching plan. This may mean informing yourself of particular medical considerations for individual children, finding different methods of delivering your message, or learning how to change your mindset from exclusion to inclusion.

Always keep in mind that there is no magic formula that is guaranteed to work and that these are just a few methods that a coach can use to encourage all children, regardless of ability, to participate in sport. A good starting point is to adopt the ideal skills and qualities anyone would want in a coach such as patience, flexibility, and respect and, with a little creativity and understanding, you can work toward making your sport more inclusive for all.

## Including archers with a disability

The key to achieving inclusion is to plan for it at the start of any activity, not view it as a bolt-on extra or worse, not consider it at all.

### Access and Facilities

Facilities in archery are sometimes not ideal: old buildings, fields down the end of a track etc. However, a person with reduced mobility may be able to work round them with some support.

What support would be reasonable for a club to offer? If the skills needed are readily available, then the club should offer that support.

Some examples:

- Most wheelchair users prefer to be independent. Even if it feels awkward, ask what will be the best way to make their access to the club easier – if asked, a helpful push or bringing in their archery kit from the car may be all that is needed
- Some forms of visual impairment allow an archer to move around and shoot with a tactile or standard sight. However, they struggle with close range vision. So they may need some assistance with assembling their bow and filling in a score sheet
- Archers with reduced mobility may need help in collecting arrows

All of the above skills are readily available within a club. If an archer requires specialist support, then it is unreasonable to expect a club to train someone to provide it. However, there is the option to explore outside support, allowing the archer to provide their own.

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

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



# FORMS AND DIAGRAMS

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# Form and Diagrams

## Form Analysis Inventory

Use the following chart to inventory an athlete

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

Check (X) for relevant items

### Core

#### Foot Placement

- Straight stance
- Oblique stance
- Reverse oblique stance
- Feet apart hip width
- Feet close together
- Feet parallel
- Heels close together
- Other \_\_\_\_\_

#### Lean and Sway

- Straight posture
- Leans toward target
- Leans back
- No sway
- Forward sway
- Backward sway
- Other \_\_\_\_\_

#### Balance

- Even
- Weight towards toes
- Weight towards heels
- Weight on front foot
- Weight on back foot
- Other \_\_\_\_\_

#### Head Position

- Head maintains original position
- Head motion during draw
- Head motion while anchoring
- Other \_\_\_\_\_

### Bow Side

#### Wrist

- Wrist centered on bow
- Wrist outside center line of bow
- Wrist inside center line of bow
- High wrist (in web of thumb)
- Medium wrist (middle of thumb)
- Low wrist (heel of thumb)
- Other \_\_\_\_\_

#### Fingers

- Relaxed and curved
- Forced open
- Gripping bow
- Other \_\_\_\_\_

#### Shoulder

- Extended to target
- Pushed up to neck
- Set low
- Other \_\_\_\_\_

#### Elbow

- Straight
- Locked - hyper extended
- Bent
- Other \_\_\_\_\_

## Bow Side

### Draw Hand Action

- Directly to anchor
- Low and raised to anchor
- High and lowers to anchor
- One continuous movement
- Draw made with a stop
- Past anchor and forward
- Other \_\_\_\_\_

### Anchor

- High anchor (cheek bone)
- Low anchor (jaw bone)
- Center of nose
- Side of nose
- Side of chin
- Corner of mouth
- Other \_\_\_\_\_

### String Elbow

- Parallel with elbow
- Above arrow
- Below arrow
- In line with center of bow
- Outside center of bow
- Inside center of bow
- Other \_\_\_\_\_

### Anchor Aids

- Peep site
- Kisser button
- Tab shelf
- Finger spacer
- Clicker
- Other \_\_\_\_\_

## Release and Follow Through

### String Side

- Static release
- Dynamic – back
- Dynamic – forward
- Hand and arm straight back
- Arm and hand pulled away from face
- Other \_\_\_\_\_

### Bow Side

- Bow pivots in hand
- Bow twists in hand (torque)
- Bow drops immediately
- Bow moves to left (RH or LH)
- Bow moves to right (RH or LH)
- Bow remains in front
- Other \_\_\_\_\_

## Relax and Reflect

- Signs of emotion
- Immediately prepares for next shot
- Uses scope or binoculars
- Breathes and re-focus

# Observation Plan

1. Make an observation plan for an instructing session.

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

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

2. How will the correct skill be demonstrated by the athlete? (i.e. What is it you want to see?)

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3. List the methods (tools) and observation location to be used.

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Illustration:

4. Intervention: Identify the desired change to be made:

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5. How will you communicate the rationale for the change to the athlete:

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6. How will you involve the athlete in the process?

---

---

---

# Emergency Action Plan Checklist

## Access to telephones

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

## Directions to access the site

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

## Participant information

- Personal profile forms
- Emergency contacts
- Medical profiles

## Personnel information

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

• *The medical profile of each participant should be up to date and located in the first aid kit.*

• *A first aid kit must be accessible at all times, and must be checked regularly.  
See the appendices for suggestions on contents for a first-aid kit.*

# Emergency Action Plan

Team \_\_\_\_\_

Date \_\_\_\_\_

Event \_\_\_\_\_

Location \_\_\_\_\_

## Responsibilities

### Charge Person

1. Take control, assess situation, need for ambulance
2. Keep area clear of bystanders, athletes
3. Don't move injured athlete or equipment
4. Decide how to move athlete if not too serious
5. Bring in call person if needed
6. Stay with injured athlete
7. Fill out accident report
8. Location of participant medical profiles

## Responsibilities

### Call Person

1. Know location of telephones and how to access them
2. Prepare a list of needed phone numbers
3. Know directions to facilities
4. Be able to provide information to ambulance dispatcher
5. Report to charge person

Number card \_\_\_\_\_

Location of phones \_\_\_\_\_

### Phone numbers

Parents

Doctor

Hospital

Police

Fire Department

Ambulance

Description of location \_\_\_\_\_

Directions of location \_\_\_\_\_

### Map of location

# Practice Plan

Athletes \_\_\_\_\_

Dates \_\_\_\_\_

Location \_\_\_\_\_

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

Time \_\_\_\_\_

Goals \_\_\_\_\_

Start \_\_\_\_\_

Finish \_\_\_\_\_

---

## Introduction

Key messages/safety points

---

## Warm up

Include general and specific warm-up and stretching exercises

Key messages/safety points

Equipment needed

---

## Main part

Pay attention to the order of the activities

Key messages/safety points

Equipment needed

---

## Cool down

Key messages/safety points

---

## Conclusion

Key messages/safety points

## First Aid Kit

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

Content	Use
<b>Medical Record</b>	Important information in case of an emergency
<b>Disinfectants</b>	
Soft antiseptic soap	All skin lesions
Antiseptic cream	Lacerations requiring cleaning before dressing can be applied
Antiseptic solution	
Peroxide	
<b>Dressings</b>	
Ocular	Cover and close the eye
Aseptic (sterile gauze 50, 75, 100mm rolls)	Dry compression
Adhesive bandages ("Band-aid type and butterfly closures)	Protection of minor lesions
Elastic bandages (100 and 150 mm)	Compression
Triangular bandages and safety pins	Multiple uses but primarily to act as an arm support in case of a fracture
<b>Drug Products and ointments</b>	
Zinc ointment	Scratches or blisters
Xylocaine spray	Sore burns
<b>Other useful items</b>	
Cleaning solution for foreign bodies	Dislodge foreign bodies
Scissors	Common use
Tongue depressor	Multiple uses
Body temperature thermometer	Check body temperature in case of trauma
Chemical cold bags (if you don't have access to ice)	For sprains
Plastic bags	For ice cubes
Phone number list	Ensure quick response
Participant's emergency number list	Ensure quick response
Tools	Minor repair of equipment
Adhesive	Support wounded joint

# First Aid Kit Checklist

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



# Facility Inspection Form

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

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

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

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

Corrections: add replace modify discard clean repair check

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

Facility Manager Name: \_\_\_\_\_ Signature: \_\_\_\_\_

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

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

# Accident Report Form

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

Last Name: \_\_\_\_\_

First Name : \_\_\_\_\_

Street Address: \_\_\_\_\_

City: \_\_\_\_\_

Postal Code: \_\_\_\_\_

Phone: \_\_\_\_\_

E-mail: \_\_\_\_\_

Age: \_\_\_\_\_

Sex: \_\_\_\_\_ Height: \_\_\_\_\_ Weight: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Known Medical Conditions: \_\_\_\_\_

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

<b>Charge person</b> Role (coach, assistant, parent, official, bystander, therapist):	
Last name:	First name:
Street address:	City:
Postal code:	Phone:
E-Mail:	Age:

<b>Witness</b> Role (coach, assistant, parent, official, bystander, therapist):	
Last name:	First name:
Street address:	City:
Postal code:	Phone:
E-Mail:	Age:

<b>Witness</b> Role (coach, assistant, parent, official, bystander, therapist):	
Last name:	First name:
Street address:	City:
Postal code:	Phone:
E-Mail:	Age:

Notes:

Form completed by:

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_

## Participant Information Card

Name: \_\_\_\_\_ Date of birth ( DD / MM / YY ) \_\_\_\_\_

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

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

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

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

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

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

**Relevant medical history**

Medications: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Allergies: \_\_\_\_\_

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

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

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

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

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

# Activity Planning Sheet

Practice session date ( DD / MM / YY ) \_\_\_\_\_ Participants/athletes: \_\_\_\_\_

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

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

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

Equipment need: \_\_\_\_\_

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

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

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

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

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

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# Instructor Self Evaluation Tool

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

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

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

## Organizational Skills

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

## Instructional Skills

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

## Communication and Interpersonal Skills

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

### Instructor Self Evaluation Tool

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

Total: \_\_\_\_\_

### Instructor Meter:

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

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

# Instructor Evaluation Tool

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

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

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

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

## Organizational Skills

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

## Instructional Skills

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

### Communication and Interpersonal Skills

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

Total: \_\_\_\_\_

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

### Instructor Meter:

- 90 – 100**      **Excellent**, instructing ability! There's no harm in continuing your instructing education so that you can be up to date with current instructing information.
- 75 – 90**      **Good**. You have mastered some of the necessary skills but need to improve certain areas of your instructing expertise.
- 50 – 75**      **Needs Improvement**. You could use some help in some areas of your instructing.
- 1 – 50**      Please contact your provincial archery association about signing up for the NCCP program and developing your instructing skills. You have what it takes to become a great instructor one day!
- 0**              Did not observe, as a rating definition

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

# Sample Code of Conduct for Parents

## Our Rights

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

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

During Training and sports events (if applicable), we want to observe the following:

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

## Our Code of Conduct as Parents

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

Examples of behaviors that demonstrate respect:

### For ourselves

1. Accept a mistake made by a player or an official without yelling
2. \_\_\_\_\_
3. \_\_\_\_\_

### For others

1. Do not yell instructions to the players during the game
2. \_\_\_\_\_
3. \_\_\_\_\_

### For the environment

1. Establish a respectful atmosphere among the spectators
2. \_\_\_\_\_
3. \_\_\_\_\_

# Medical Assessment Letter

Date: \_\_\_\_\_ Athletes name: \_\_\_\_\_

To whom it may concern,

Athletes who sustain a suspected concussion should be managed according to the *Canadian Guideline on Concussion in Sport*. Accordingly, I have personally completed a Medical Assessment on this patient.

## Results of Medical Assessment

- This patient has not been diagnosed with a concussion and can resume full participation in school, work, and sport activities without restriction.
- This patient has not been diagnosed with a concussion but the assessment led to the following diagnosis and recommendations:

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This patient has been diagnosed with a concussion.

The goal of concussion management is to allow complete recovery of the patient's concussion by promoting a safe and gradual return to school and sport activities. The patient has been instructed to avoid all recreational and organized sports or activities that could potentially place them at risk of another concussion or head injury. Starting on \_\_\_\_\_ (date), I would ask that the patient be allowed to participate in school and low-risk physical activities as tolerated and only at a level that does not bring on or worsen their concussion symptoms. The above patient should not return to any full contact practices or games until the coach has been provided with a *Medical Clearance Letter* provided by a medical doctor or nurse practitioner in accordance with the *Canadian Guideline on Concussion in Sport*.

Other comments:

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Thank you very much in advance for your understanding.

Yours sincerely,

Signature/print: \_\_\_\_\_ M.D. / N.P. (circle appropriate designation)\*

*\*In rural or northern regions, the Medical Assessment Letter may be completed by a nurse with pre-arranged access to a medical doctor or nurse practitioner. Forms completed by other licensed healthcare professionals should not otherwise be accepted.*

*We recommend that this document be provided to the athlete without charge.*

## Return-to-School Strategy<sup>1</sup>

The following is an outline of the *Return-to-School Strategy* that should be used to help student-athletes, parents, and teachers to partner in allowing the athlete to make a gradual return to school activities. Depending on the severity and type of the symptoms present, student-athletes will progress through the following stages at different rates. If the student-athlete experiences new symptoms or worsening symptoms at any stage, they should go back to the previous stage.

Stage	Aim	Activity	Goal of each step
1	Daily activities at home that do not give the student-athlete symptoms	Typical activities during the day as long as they do not increase symptoms (i.e. reading, texting, screen time). Start at 5-15 minutes at a time and gradually build up.	Gradual return to typical activities.
2	School activities	Homework, reading or other cognitive activities outside of the classroom.	Increase academic activities
3	Return to school part-time	Gradual introduction of schoolwork. May need to start with a partial school day or with increased breaks during the day.	Increase academic activities.
4	Return to school full-time	Gradually progress.	Return to full academic activities and catch up on missed school work.

## Sport-Specific Return-to-Sport Strategy<sup>1</sup>

The following is an outline of the *Return-to-Sport Strategy* that should be used to help athletes, coaches, trainers, and medical professionals to partner in allowing the athlete to make a gradual return to sport activities. Activities should be tailored to create a sport-specific strategy that helps the athlete return to their respective sport.

An initial period of 24-48 hours of rest is recommended before starting their *Sport-Specific Return-to-Sport Strategy*. If the athlete experiences new symptoms or worsening symptoms at any stage, they should go back to the previous stage. It is important that youth and adult student-athletes return to full-time school activities before progressing the stage 5 and 6 of the *Sport-Specific Return-to-Sport Strategy*. It is also important that all athletes provide their coach with a *Medical Clearance Letter* prior to returning to full contact sport activities.

Stage	Aim	Activity	Goal of each step
1	Symptoms limiting activity	Daily activities that do not provoke symptoms.	Gradual re-introduction of work/school activities.
2	Light aerobic activity	Walking or stationary cycling at slow to medium pace. No resistance training.	Increase heart rate.
3	Sport-specific exercise	Running or skating drills. No head impact activities.	Add movement.
4	Non-contact training drills	Harder training drills, e.g. passing drills. May start progressive resistance training.	Exercise, coordination and increased thinking.
5	Full contact practice	Following medical clearance and complete return to school	Restore confidence and assess functional skills by coaching staff.
6	Return to sport	Normal game play.	

1. Source: McCroy et al. (2017). Consensus statement on concussion in sport – the 5th international conference on concussion in sport held in Berlin, October 2016. *British Journal of Sport Medicine*, 51(11), 838-847. <http://dx.doi.org/10.1136/bjsports-2017>

# Archery Canada Concussion Follow-Up and Communication Form

Name: \_\_\_\_\_ Date: ( DD / MM / YY )

How did the injury occur/describe the incident: \_\_\_\_\_

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Please outline the symptoms: \_\_\_\_\_

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*\*Athletes, Parents and or Guardians should consult with their family or treating physician on the Return-to-Learn and Return-to-Sport protocols. If the athlete is in school, Return-to-Learn protocols should be met before Return-to-Play protocols are started.*

The parent and/or guardian have been notified of their child's concussion. Medical attention has been sought (if needed immediately)	Date: ( DD / MM / YY ) Initials:
Details of the Return-to-Learn (if applicable) and Return-to-Sport Protocols have been outlined	Date: ( DD / MM / YY ) Initials:
Initial visit with medical physician has occurred	Date: ( DD / MM / YY ) Initials:
Return to light activities in daily life has occurred, without the presence of symptoms with gradual return to activity.	Date: ( DD / MM / YY ) Initials:
A Medical Clearance Note has been completed and signed by the treating physician before the athlete returns to unrestricted training.	Date: ( DD / MM / YY ) Initials:
Athlete participates in an unrestricted training session without triggering or showing and symptoms	Date: ( DD / MM / YY ) Initials:
Return to competition is allowed when the athlete successfully completes all the above steps.	Date: ( DD / MM / YY ) Initials:

Coaches are aware and all parties are advised to continue to monitor for recurring symptoms.	Date: ( DD / MM / YY ) Initials:
All parties confirm the information on the form and the recovery process has been met, including the medical clearance letter.	Date: ( DD / MM / YY ) Initials:
Notes:	

**IMPORTANT NOTICE:** This form contains confidential information that is meant to document achievement of all the required steps of the recovery process following a concussion and prior to return to play. Information can be extracted from the form by the organization for the purpose of reporting information about concussion. However, it cannot be communicated to any third party in a format that contains information about the identity of the injured athlete.

Parent/Guardian Signature: \_\_\_\_\_ Coach/Team Signature: \_\_\_\_\_

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

Date: ( DD / MM / YY )

Date: ( DD / MM / YY )

# Guest Coach Acknowledgment

## Guest Coach Acknowledgment

Name of Club: \_\_\_\_\_

Address: \_\_\_\_\_

City, Prov: \_\_\_\_\_

The \_\_\_\_\_ (Club name) has agreed to permit \_\_\_\_\_ (Coach name) to coach registered members of our club during regular operating hours of the club as a guest coach.

The Guest Coach agrees to the following:

- To be registered as a member of the Club or have proof of being a registered participant of Archery Canada through another club
- To provide to the club proof of their NCCP training
- To abide by the Coach’s Code of Ethics as stated by Archery Canada
- Guest Coach and his or her archers must adhere to all policies and rules of the Club

## Portfolio Requirements

Portfolio		
Document	Evaluation Procedure	Timeline
1. Make Ethical Decisions	On-line course and evaluation on coach.ca	12 months
2. Emergency Action Plan	Send to Learning Facilitator/Evaluator	12 months
3. Practice Plan (2)	Send to Learning Facilitator/Evaluator	12 months
4. Observation Plan (2)	Send to Learning Facilitator/Evaluator	12 months
5. Facility Inspection Form	Send to Learning Facilitator/Evaluator	12 months
6. Direct observations by LF	During workshop	12 months
7. Observations from parents/participants (3)	Send to Learning Facilitator/Evaluator	12months
8. Observations from club administration	Send to Learning Facilitator/Evaluator	12months
9. Self-Assessment	Send to Learning Facilitator/Evaluator	12 months
10. Workbook	Send to Learning Facilitator/Evaluator	12 months



# TECHNICAL MATERIAL

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# Technical Material

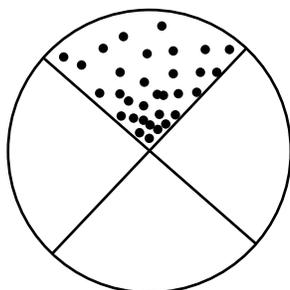
## ARROW FAULTS

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

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

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

### Arrow Patterns



#### Cause

- Bow is held too low on the grip which stresses the lower limb, building up extra limb stress, lifting the arrow on release
- Wrist is broken more than usual, applying pressure lower on bow grip, increasing lower limb stress

#### Correction

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

---

#### Cause

- Raising the bow hand at the moment of release

#### Correction

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

### Cause

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

### Correction

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

### Cause

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

### Correction

- Feel an even and consistent pressure on the fingers of the drawing hand during and after the draw
  - If elbow of drawing arm is held too high, this could put extra pressure on the bottom finger
- 

### Cause

- Flicking fingers down on release.
- Allowing fingers to open one at a time with the lower one last rather than all at the same time

### Correction

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

### Cause

- Lifting the nose off the bow string or tipping the head backwards

### Correction

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

### Cause

- Mouth open has the same effect as lowering the anchor if lower jaw is used as anchor point

### Correction

- Always keep the teeth together.
- 

### Cause

- Anchor too low or too far back

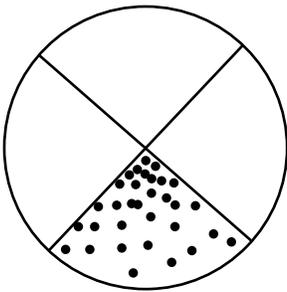
### Correction

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

### Equipment Concerns

- Nocking point moves down from its correct location, causing increase in size of groups and “porpoising” of the arrow in flight
- New string may have a lower brace height or fewer strands
- Check for broken strands in an old string
- If the arrow rest is too low, arrows may strike the bow shelf
- Arrow rest installed at an angle
- Nocks off line on shelf, pointing up at the back

### Low Arrows



#### Cause

- Gripping the bow tightly when a loose grip with a sling is normally used

#### Correction

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

#### Cause

- Bow arm bent which shortens the draw length

#### Correction

- Maintain enough tension in the bow arm to hold it straight and pointing towards the target
- 

#### Cause

- No follow through – collapse on release
- Bow arm drops
- Drawing hand moves forward on release
- Creeping
- Dead release

#### Correction

- All of the above are caused by insufficient back tension during the shot. The archer must be taught how to maintain tension throughout the shot, as well as concentrating and aiming.

### Cause

- Low elbow of drawing arm

### Correction

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

### Cause

- Tension in knuckles of drawing hand with the hand cupped

### Correction

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

### Cause

- Inconsistent head position, especially chin too low

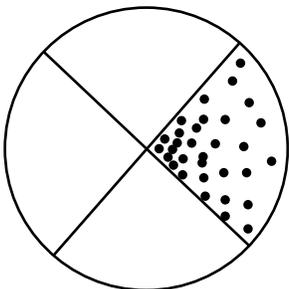
### Correction

- Head angle should be carefully learned during practice. Use of kisser button may help.
- 

### Equipment Concerns

- Nocking point has moved up the string
- Arrow rest is worn causing arrows to drop off
- New string has a brace height higher than normal
- Interference from clothing or arm guard
- Rigid or sticky tab or glove
- Nock is off line on shaft, pointing down at the back
- Hand gripping the bow handle

### Right Arrows (right-handed archer)



### Cause

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

### Correction

- Establish reference points on bow hand to accurately position the hand for each shot.

### Cause

- Canting the top limb to the right

### Correction

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

### Cause

- Head angle changing during shooting

### Correction

- Check body alignment and head position. Reinforce alignment during practice sessions.
- 

### Cause

- Plucking or allowing the drawing hand to move away from the face sideways

### Correction

- Ensure that tension is maintained in the back at the moment of release.
- 

### Cause

- String alignment too far to the left of the bow

### Correction

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

### Cause

- Bow arm moves to the right at moment of release

### Correction

- Continue concentrating and aiming during and after the shot.
- 

### Cause

- Anchor too far to the left on the face

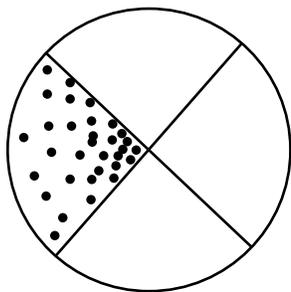
### Correction

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

### Equipment Concerns

- Nock off line with shaft, pointing right at the back
- Worn arrow rest
- Arrow spine too soft
- Improper cushion plunger adjustment or loose locking screw which will allow plunger to move in
- Twisted recurve or limbs out of alignment
- Sight mounted at an angle causing right or left shots depending on the distance being shot
- Low brace height

## Left Arrows (right-handed archer)



### Cause

- Bow hand too far to the right of bow grip

### Correction

- Establish reference points on the bow hand to accurately position the hand the same for each shot.
- 

### Cause

- Canting the top limb of the bow to the left

### Correction

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

### Cause

- Head angle changing during shooting

### Correction

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

### Cause

- Anchor is further to the right than normal

### Correction

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

### Cause

- String alignment too far to the right

### Correction

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

### Cause

- Leaning body backward

### Correction

- Stand up straight. Imagine the head as being pushed up to the ceiling.
- 

### Cause

- String striking bow arm or clothing

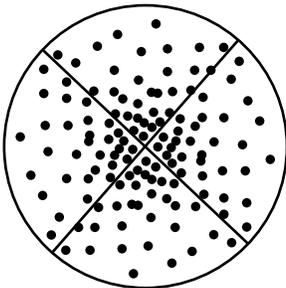
### Correction

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

### Equipment Concerns

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

### Arrows Scattered



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

# SERVING A STRING

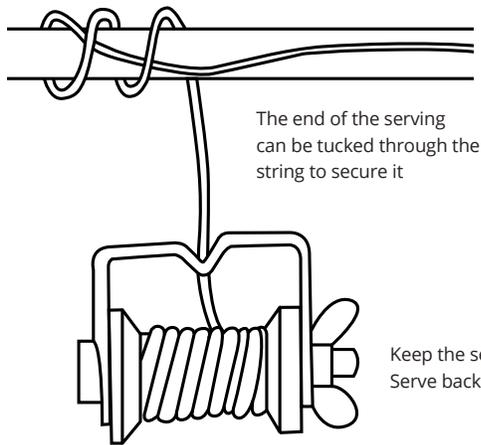
## Bow Maintenance



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

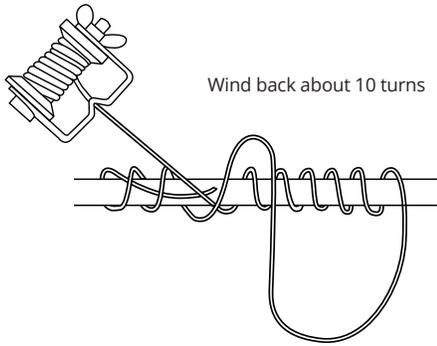
Slip the end loops of the string on the jig so the string is tight.

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

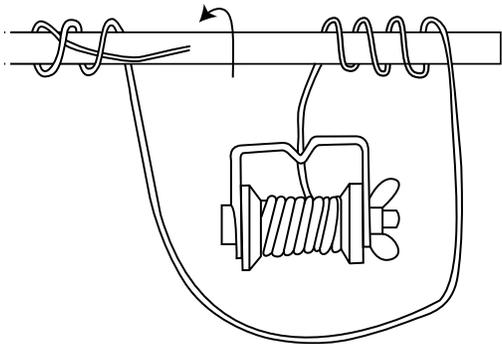


Start spinning the server over the strands; remember to wind in a clockwise direction. Serve about 12cm or 5in.

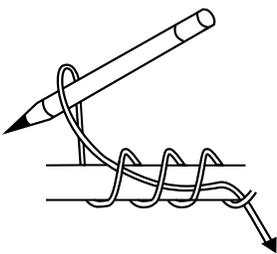
The following diagrams show how to finish the serving. Hold onto the bottom loop with your four fingers to give yourself room to wrap the server back on the string.



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



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





# INSTRUCTOR / COACH LIABILITY

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# INSTRUCTOR / COACH LIABILITY

1. As an Instructor, you must have liability insurance
2. Ensure that your athletes are covered as well
3. Keep a medical profile card for each member
4. Prepare a current EAP (keep it handy)
5. Keep an adequate first aid kit (ideally, you should have first aid training)
6. Check equipment for safety
7. Teach safety rules (post) review
8. Check venue for safety
9. Check equipment for appropriateness to athlete
10. Teach equipment repair and maintenance
11. Ensure that your athletes maintain a standard of fitness and skill level appropriate to the tasks you assign
12. Do not leave participants unsupervised
13. Pursue your own training, professional development and coaching certification
14. Be familiar with and adhere to applicable standards, both written and unwritten, as well as internal policies and rules governing the facility, the sport and your program.
15. Work with your sport organization to establish an “assumption of risk” agreement in your programs.
16. You control your own practice or athletic activity. Stop the activity if it poses an unreasonable risk.

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

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

## Negligence

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

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

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

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

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

- A duty of care exists (such as that which exists between a coach and participant)
- That duty imposes a standard of care that is not met by the coach
- A participant, or other person, experiences harm
- The failure to meet the standard can be shown to have caused or substantially contributed to the harm.

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

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

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

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

## Liability

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

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

Liability can also refer to responsibility for the consequences of conduct that fails to meet a predetermined legal standard other than the standard of care in a negligence situation. In addition to the liability that can arise from

negligence, liability can also arise when a law is broken or when a contract is breached. The prudent coach ensures that these types of liability are avoided by adhering to laws and complying with contractual agreements.

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

## **Archery Canada Liability Insurance**

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

The following are what is covered under Archery Canada's Insurance Program:

### **General Liability policy**

The primary purpose of the General Liability policy is to protect against lawsuits from individuals alleging that the sports organization and/or its members have negligently caused "bodily injury" to a player or spectator. The policy also covers other types of lawsuits such as "property damage", "personal injury" (libel & slander) and Non Owned Automobile liability\*. Limit of Liability is an inclusive limit of \$5,000,000 providing indemnity for clubs, their officials, volunteers, employees and members due to legal liability as a result of injuries or death to persons and damage to property of others arising out of the club operations including the following extensions and/or sub-limits. Legal fees will not affect the limit of insurance. They are over and above the \$5,000,000 limit.

### **Participant Accident Insurance (Accidental Death and Dismemberment insurance)**

The Accident Policy is new to Archery Canada and is designed to reimburse "out of pocket" expenses to a member in good standing who suffers a covered injury/death while participating in an Archery Canada, Member or Club Sanctioned Activity. The Accident Policy is designed to provide coverage to those members who do not have access to another health insurance plan or to supplement existing health insurances. This coverage is applicable in Canada and is secondary to any other government health insurance plan. Participant Accident Insurance is a separate policy and an important addition to our liability insurance program. Claims paid will not affect an organization's GL experience. The Archery Canada insurance policy applies to registered participants and coaches as well as volunteers acting on behalf of a registered club or involved in an Archery Canada activity.

Club volunteers at club activities are covered by the General Liability and the Participant Accident Insurance (Accidental Death and Dismemberment Insurance). Note, if a volunteer is acting in a technical capacity they must have obtained appropriate certification such as the Range Safety Officer Training. The club should maintain a register of volunteers who are working on behalf of the club. Any volunteer who participates as an archer would need to be registered with the club.

When a registered participant who is NCCP trained or certified is coaching on behalf of the club – even when the parent/athlete is paying directly – a coach would be covered under the Archery Canada policy. To be considered as acting on behalf of the club, the coach must have a written agreement from the club to coach on their premises. Such an agreement can be in the form of formal agreement as a staff coach or less formal written acknowledgment that they have permission to coach at the club as a guest coach. In all circumstances the coach must be coaching following AC guidelines and rules.

A Guest Coach Acknowledgment Form is located on page 123 of the Reference Manual.

## Risk Management

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

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

- **Retain the risk** - the risk is minor and it is inherent in the sport activity, and the coach is willing to accept the consequences, so he/she does nothing about the risk. In sport, this is often a legitimate risk-management strategy.
- **Reduce the risk** - the risk is moderately significant and the coach takes measures to reduce the likelihood of the risk occurring, or the consequences if it does occur, through careful planning and supervision and education of participants.
- **Transfer the risk** - the risk is significant and it is transferred to others through contracts, including waivers and insurance.
- **Avoid the risk** - the risk is severe and the instructor decides to avoid whatever may cause the risk.

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

## Legal Questions and Answers (FAQ)

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

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

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

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

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

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

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

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

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

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

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

Yes and no. Children are required by law to go to school and when in school they are under the authority and care of school officials, including teachers. Thus, a teacher has a statutory duty to stand in loco parentis, a legal term meaning that he or she stands in the place of a parent with respect to his or her students. As such, teachers have duties and responsibilities equivalent to that of a 'prudent parent', and must behave as a parent would behave in caring for their child.

Coaches who are not in a school setting do not stand "in loco parentis" in the same way that teachers do, and are not required to meet this statutory duty.

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

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

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

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

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

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

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

#### **6. What is jurisprudence?**

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

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

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

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.

### **Fair Play Principles**

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

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

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

## **The NCCP Code of Ethics**

### **1. Respect for athletes**

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

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

## 2. Coaching/Instructing responsibly

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

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

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

## 3. Integrity in relationships

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

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

## 4. Honoring Sport

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

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

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