

A Guide for
Coaches, Parents
and Sport
Volunteers

Leadership in Community Sport

presented by:





Acknowledgements

Leadership in Community Sport has been made possible through the input and support of a number of people and organizations who have contributed at various stages of this project.

The Leadership in Community Sport project began at Sport Nova Scotia in 1997. Since that time, the project has gone through many drafts and has evolved into the resource we are presenting today, in April of 2003. The ideas and suggestions included here could not have been developed without the examples and help of many people, including athletes, coaches, administrators and sport enthusiasts.

Firstly, Sport Nova Scotia would like to recognize the contributions made by Tony Hall, Grant MacDonald and Sheri Parks. At one time or another, each of these individuals lead the development of this program and provided input that was invaluable in shaping this resource.

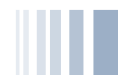
Sport Nova Scotia also thanks the content editors and reviewers for their involvement. At the start of this project, a Community Sport Focus Group was brought together and became the driving force in identifying the needs of sport volunteers and shaping the information that was required. This original focus group included Jeffrey Gushue, Bruce MacArthur, Liz Pace, Carroll Randall, Jim Pyke, Gerard MacIsaac, Linda Atkinson, Debbie Smith, Rodger Cuzner, Phillip Hochman, Debra Pyne and Doug MacKenzie. More recently, reviewers who were involved include Mark Smith, Jamie Ferguson, Kathy Baker, Larry Williams and Tony Hall. Feedback and suggestions provided by this group helped further define the topics and material highlighted in this resource.

Two other people in particular have been instrumental in the completion of this project. Pauline McCullagh, writer and editor, and Lisa Pineau, design and layout, both played a key role in shaping the content and the overall look and feel for this resource.

Sport Nova Scotia would also like to thank a number of organizations for their support. Sask Sport and their Children in Sport program, Sport Manitoba and the Sport Alliance of Ontario all assisted in the content of this resource.

A special thanks goes to Sport Nova Scotia staff members for their technical contributions and assistance.

Thank you and enjoy.





Welcome!

You are now part of the Nova Scotia sport system. Entry qualifications...you care! You care about the children and seeing them grow up to be positive members of our society. You believe in having fun and enjoying sport. You may be a volunteer who, like many, is faced with the reality that if you don't get involved in sport, children might not get the chance to play.

This resource is for everyone who is involved in community sport for children and youth:

Coaches

Teachers

Parents

Volunteers

Officials

This resource is designed to help you get started and show you that you can make a difference. The skills required to change a child's life through sport are not about hits, goals, times and standings, but improving self-image, building confidence and children getting along with each other.

Children are not adults. Therefore, sport for children differs from sport for adults. This resource explains why and how, and gives you, the leaders, numerous tips on how to make sport for children a positive, life-long experience.

There are three parts to the resource.

PART 1 – should be read by everyone who is involved with sport for children and youth, including coaches, parents, volunteers, etc. This section includes:

THE PARTICIPANT
SPORT FOR CHILDREN
SAFETY IN SPORT

PART 2 – is a series of choices, providing specific information for the various roles in sport. This section includes:

COACHES AND TEACHERS
PARENTS
LOOKING FOR WAYS TO GET INVOLVED

PART 3 – describes the bigger picture, providing you with the information on the various sport related organizations so that you know where to find further information. This section includes:

A SNAPSHOT OF THE CANADIAN SPORT SYSTEM

And don't forget - if you need any further information, or would like to host a Leadership in Community Sport workshop, featuring an experienced sport leader, Sport Nova Scotia is here to help. Just call us!

Mark Seaborn
Program Coordinator
Sport Development Unit
Sport Nova Scotia



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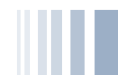
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THE PARTICIPANT

Section A

PART 1



The most important person in the community sport experience is THE PARTICIPANT. Without participants, there would be no need for coaches, officials, administrators or volunteers.

In this resource, we are talking about children and youth. These participants are not adults, as their physical, mental, psychological, social and emotional development has not yet reached full adult capacity. Therefore, sport for them is a different experience than sport for adults.

A1. The Children Speak

Why do children participate in sport?

The number one reason children participate in sport is FUN. According to the Coaching Association of Canada, 70 per cent of children drop out of sport by the age of 13 because they aren't having a good time. If we want to encourage lifelong involvement in sport, we must make sport fun. To do this, we need to understand "fun."

Children define fun as:

Being with my friends
Playing
Doing different things
Having lots of turns
Learning new stuff
Getting better
Winning
Making up the rules





Child's play

When children are left to organize their own sport games, they tend to exhibit the following behavior:

- Extensive action resulting in very high scores
- Scores were close, with both teams having a chance to win late in the contest
- Action by all participants, not just a skilled few
- Numerous opportunities to affirm friendships with teammates and opponents

What motivates us?

The four most common motivators for sport participation are:

Affiliation	Being a part of a group or team
Sensation	The feelings experienced through activity and movement
Self-Direction	Planning, setting goals and following through
Achievement	Being successful

Participants may be influenced by different motivators at different stages of their sport involvement. Sport leaders must be aware of these motivators and attempt to provide opportunities for each participant in the sport experience. The more opportunities provided, the more likely it is that participants will continue their involvement in sport.



photo courtesy of CAAWS - Marlene Hielema Photography



A2. Growth and Development

As we all know, children go through various stages of growth and development at various times. Physical development influences the ability to perform skills, intellectual development influences the ability to understand rules and strategies, and emotional development affects the kind of competition that is suitable and the kinds of social interaction that are appropriate. Adult rules often confuse, frustrate, and discourage children. Emphasis on winning can discourage the desire to participate, because where there is a winner, there must also be a loser.

The following chart contains information on characteristics of development for children and youth as well as some sport programming tips.

Growth and Development Characteristics

Physical Characteristics

**Ages 5 - 9
Middle
Childhood**

- Because physical growth rate is slowing down, youngsters are able to master many of the motor skills that had eluded them
- By about age six, children are able to participate in numerous activities that require large-muscle movement and refined coordination
- By age six most children can roller/ice skate, skip rope and ride a bicycle
- By the age of seven, most have begun to perfect the movements necessary for catching, throwing and hitting a baseball
- Continuing to develop climbing, balancing, running, galloping and jumping abilities (may have trouble skipping)
- Hand-eye coordination is not fully developed (lack precise focus and spatial judgement)
- Fine motor skills mature at a gradual but slower rate
- Improvements are gradual, and clumsiness/awkwardness can still be expected
- The degree to which a motor skill is mastered may affect a child's sense of competence, achievement and peer acceptance - thus beyond motor skill coordination are serious implications for other developmental areas
- At this stage, males are usually ahead of females in such motor skill areas as running, jumping and throwing, however, such "advantages" must be taken in proper perspective and not dwelled upon

Emotional & Social Characteristics

- Frustration continues if tasks are too difficult - boredom results if tasks are too easy
- Develop "defence mechanisms" used when mistakes, failures or conflicts create inner anxiety (the "cover up, the cop-out and the tattle")
- May show intense and variable emotions (and judgemental and critical of others)
- Anger may also be expressed through passive and sullen means as opposed to physically (hateful stares, pouting)
- Learning to cooperate with others for longer periods of time
- Begin to detect people who are kind/unkind, selfish/unselfish, trusted/distrusted
- Developing healthy emotional expression, meaning that they don't feel guilty about what they feel, but are able to convey it in a socially acceptable way
- Continuing to develop feelings of independence and may begin to define themselves in terms of what they have or own
- Beginning to develop the ability to share possessions and take turns
- Fears of personal ridicule may increase as does fear of parental rejection/disapproval
- Happiness is found in accomplishment, curiosity & sense of place in a group (with friends or family)
- Children gain a sense of humor (they like jokes)
- Developing a personal set of moral standards and a true conscience to guide behaviours

Intellectual Characteristics

- Some children may still be unable to think abstractly
- Still learn best from direct experience
- Words and symbols take on new meaning, and problem solving abilities reflect greater levels of insight and deliberation
- Able to handle/process more than one thing/variable at a time
- Beginning to grasp concepts, therefore their environment becomes more organized, meaningful and less confusing
- Becoming more adept in expressing themselves with more refined levels of linguistic proficiency
- Capacity for attention increases, however, they are still susceptible to distractions
- Their ability to maintain attention is based upon their motivation to learn
- Continue to expand their understanding and use of the language to clarify thinking and learning
- May understand concepts like tomorrow or yesterday but are still unsure about length of time
- Relational concepts are improving but not completely developed (left right, opposite views, etc.)
- Work habits are improving as children learn persistence, concentration and independence when working on problems



Growth and Development Characteristics

Physical Characteristics

Emotional & Social Characteristics

Intellectual Characteristics

Ages 9 - 12 Late Childhood

- Continue to develop hand-eye coordination (skill development in physical activities may depend upon the increase in coordination)
- Continue to refine fine motor development
- Girls may reach puberty and experience a rapid growth spurt (between the ages of 8.5 and 10.5 years)
- Boys and girls show a noticeable increase in weight by their 11th year, due to increased size of internal organs, skeleton, muscles and body fat (gaining 10-14 pounds during their peak years of development)
- Show increased coordination but growth spurts may begin to interfere
- May show more daring, exploring behaviour that could lead to accidents
- May begin to show a preference for some physical activities over others

- May appear relatively calm and at peace with themselves
- Becoming more outgoing and develop close or best friends
- Generally positive about themselves and define self by physical characteristics and possessions as well as likes and dislikes
- Continue to develop the ability to work and play with others, but need assurances of social acceptance

- Continue to use direct experience, objects, and visual aids to help understanding
- Can expand thinking more readily through writing, reading and viewing (may begin to use puns)
- Continue to develop an understanding of time, but may forget dates and responsibilities
- Need increased ownership in decision making

Ages 12 - 15 Early Adolescence

- Pronounced bodily development occurs as the individual experiences puberty, when changes are so pervasive hardly any tissues of the body are unaffected
- Peak growth spurt for females is between 12 and 13 years old, whereas for boys it occurs at approximately 14 years of age
- Continue to develop hand-eye coordination and increased muscle coordination
- Most adolescents exhibit steady increases in strength, reaction and coordination abilities
- Boys reach puberty and may experience rapid and uneven growth (arms & legs may grow rapidly)
- Girls may begin menstruation at 12-13 years of age
- May show periods of relatively poor coordination & awkwardness (may show poor posture because of rapid growth)
- Often marked differences between sexes in their preference for physical activity
- Engage in more formal team activities (continue to develop and show loyalty to group or team)

- Understand safety but will often take risks
- May begin to show bouts of anxiety or moodiness (emotions may come close to the surface)
- Start to question adult authority
- Sometimes engage in self put-downs and may begin to define self in terms of opinions, beliefs and values, and expand their sense of self by copying the current culture or fad
- Gradually gaining independence from parental influence (may view brothers and sisters as a bother or nuisance)
- The physiological changes that occur during puberty can have dramatic and lasting psychological effects
- Menstruation can also produce emotional uneasiness and insecurity about one's self
- Differences between early and late maturers manifest themselves in self-confidence, independence and self-reliance differences
- As the dependence on family lessens, replacement security is found among peers who share similar feelings and attitudes
- Possess almost a desperate need to "belong and fit in"

- Begin to develop the ability to manipulate thoughts and ideas, but still need some hands-on experiences
- Thinking becomes extremely rational and continues to develop throughout late adolescence and into adulthood
- Can do some abstract reasoning
- Often like jokes and words with double meanings
- Developing abilities to talk about recent events, plans for the future and career aspirations
- Need ownership of decision making with responsible guidance



Coaching & Programming Considerations

Ages 5 - 9 Middle Childhood

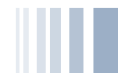
- *Team sports are popular*
- *Being a part of a team enables a child to develop his/her physical and mental prowess within the framework of competitive contests*
- *Competing as part of team helps to develop children's character by giving them a common goal and allowing them to contribute as team members*
- *Team sports may bring frustration, especially if the child is overeager to prove themselves on the playing field*
- *Having to sit on the bench, striking out with the bases loaded, or experiencing defeat are difficult for children, especially if they have not experienced it before (parents and coaches need to support children in such situations)*
- *Adults must recognize that the basis for training is the development of such mental skills as concentration, determination and dedication, each of which may develop at different rates within and between children*
- *Emphasis should be on other things than winning alone, such as developing skills and personal success*
- *Children are given many creative and imaginative play opportunities*
- *Activities include a broad range of motor skills*
- *Activities are limited to one hour, no more than twice per week*
- *Co-ed participation*
- *Adult to child ration is low to provide opportunities for quality repetition and feedback*
- *Uniforms are minimal*
- *Limited to no travel outside community is required or expected*
- *The equipment is modified to match the ability level of the participant (ie. smaller to match size of participant, softer to encourage proper use of skills for safety, size of the play area is reduced, etc.)*
- *Programs are approximately 8-10 weeks long*
- *Limited "tiering" for 7-8 year olds*
- *Discourage specialization within the sport, so that players rotate positions in team sports*
- *Practice time is incorporated into the scheduled sport time, instead of relying solely on games*
- *Practice time incorporates repetitions in a "play/lead-up" game atmosphere rather than on drill work*
- *Travel is kept within the city or to nearby towns*
- *Practice/competition times are limited to 1 1/4 hours no more than three times per week for children 7-8 years old)*

Ages 9 - 12 Late Childhood

- *Modifications are still being made to encourage close scores and action from ALL participants*
- *No out-of province competitions for the 9-10 year olds*
- *No provincial or national championship structures in team sports for 9-10 year olds*
- *No national championships for individuals sports for 9-10 year olds*
- *Uniforms are still kept to a minimum (no warm up suits, jackets, bags etc.)*
- *Practice to competition ratio is a minimum of 3:1*
- *Practice times are maximum 1 1/2 hours, no more than three times per week*
- *Equal playing time rules in team sports*
- *Limited ability grouping*
- *Starting line-ups, captains and positions continue to be rotated*
- *Team sport tournaments are in a round-robin format*

Ages 12 - 15 Early Adolescence

- *Children need adults in their lives who can be trusted and who will share their problems of growing up*
- *Children also need an authority figure who will teach them the social skills and work habits needed to survive in society*
- *Coaches can play a valuable and lasting role here*





SPORT FOR CHILDREN

Section B

B1. Defining Sport



B2. Creating a Positive Sport Environment

There are many benefits associated with sport involvement. Sport can stimulate physical growth, raise self-esteem, contribute to social development, enhance overall health and well-being, and much more. Organized sport however, does not necessarily ensure that all of these benefits will be realized. For that to happen, a positive sport environment needs to be created.

Creating a Positive Sport Environment is not rocket science. You just need to bring together a few key components.

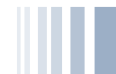


A positive sport environment is one in which the participants' experience:

- ★ Encourages them to become the best they can be
- ★ Provides equal opportunity to experience all activities
- ★ Provides opportunities to learn through play and experiment without worrying about results
- ★ Teaches life skills through sport activities
- ★ Ensures ENJOYMENT

As Bunker, Johnson and Parker say in *Motivating Kids Through Play* (1982):

- Children** who live with encouragement, learn to be confident.
- Children** who live with praise, learn to be appreciative.
- Children** who live with approval, learn to like themselves.
- Children** who live with recognition, learn to have a goal.
- Children** who live with honesty, learn to trust.





B3. Guiding Principles of Sport for Children

10 Common Sense Guiding Principles

- Adapted from "Let Common Sense be our Guide" by Andy Roxburgh

Guiding Principle #1

Children's sport means PLAY = FUN

For young athletes, sport can be a child's first contact with organized competition. Do not forget that it has to involve fun and pleasure and not just hard work. It has to be an integral part of their young lives. The first impression is a signpost to the child's further development. So, let children have fun and pay less attention to the results. The best outcome you can get in children's sport is to have happy and delighted children who play together with their friends and learn something.

Guiding Principle #2

For children, being together is important

In the past, children used to meet friends in parks or fields in their neighborhood. They spent their free time there and often played sports. Adults must not lose sight of the fact that an important aspect of sport to children is being together with friends. We must watch over that friendship as it helps promote human spirit. Therefore, try to have friends and schoolmates playing in children's sport group as much as possible.

Guiding Principle #3

Everybody should be included as much as possible

As most sport providers know, it is the children with the poorest skill level that need the most opportunities and playing time. Unfortunately, these participants are too often stuck on the bench watching the other participants. Nobody can improve on the sidelines, and nobody can say which children will later qualify for top-level competition. Today's "child star" seldom becomes tomorrow's Olympian. Involve all participants equally and give them the chance to participate in different and varied situations.

Guiding Principle #4

The competition is for the children not for the adults

Parents and relatives should show interest in their youngsters' athletic lives. They should go to their practices and competitions. Adults can strengthen young athletes' self-confidence and should support children in their involvement. Adults should never forget that it is the child who is competing and not them.

Guiding Principle #5

Let us try together to offer children a "pleasurable sport involvement"

For all participants, children's sport must be a positive experience giving young athletes above all, enjoyment.





Guiding Principle #6

Show respect for the opponents and the officials

From the very beginning, a child must be taught a healthy respect for opponents and officials in the spirit of fair play. Adults should always provide a good example.

Guiding Principle #7

Teach children to win and lose with grace and dignity

An old adage says, “Only by knowing how to lose will you know how to win”. Adults should always set the example. If adults show good perspective in such situations, the children will learn to do likewise.

Guiding Principle #8

More practice, less structured competition

As a rule, you should seek to teach young athletes rather than put them under too much pressure competitively. Too many rules can harm children’s physical and social development.

Guiding Principle #9

Children’s sport should be varied and versatile

A multi-sport upbringing will be helpful in teaching the fundamental principles of sport and providing a well-balanced physical education. Attention must be given to forming the body as a whole with varied training methods, and providing basic standards of sport hygiene and nourishment.

Guiding Principle #10

Children deserve properly-sized equipment

There is no point in buying expensive equipment for growing children, as they will outgrow it in a matter of months. Cheaper models are often just as good. Set up regular equipment exchanges where used equipment can be passed on to other children. However, it is important to remember that appropriately-sized and good quality equipment are essential for proper development.

photo courtesy of CAAWS - Marlene Hielema Photography



B4. Adaptations for Children

Children's sport differs from adult sport both in philosophy and environment, but also in a number of practical ways.

Here are some ways to adapt adult sport to the needs of children. And remember, the younger the child, the more the adult version must be modified to provide the action, repetition and fun that children want.



Equipment

- Decrease the weight and/or size of equipment
- Increase the size of the contact surface of hitting implements (i.e. larger tennis racket)
- Increase the size of the object being hit (i.e. larger tennis ball)
- Have enough equipment for many small groupings
- Make sure protective equipment fits now, rather than in a couple of years



Ensure appropriate activity area

- Decrease the overall size of the sporting area to ensure it is suitable for the age group
- Use appropriate distances based on age
- Lower the height of targets



Numbers

- Reduce group or team size so more children have more repetitions or scoring opportunities
- There should be very little waiting time between opportunities to perform a skill



Rules

- Modify the number to ensure fun and success
- Eliminate rules that slow down the action (ie. time out, false start)
- Rules should be conduct or behaviour oriented (ie. pushing, taunting, etc.)



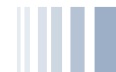
Opportunities

- Ensure each child equal playing time regardless of ability
- Substitute equally
- Let everyone play every position and try every event
- Adjust activities to individual skill levels so that they are challenging but achievable



Time

- Change activities frequently
- Modify the length of periods of action during games
- Ensure maximum activity time by creating smaller groups





B5. Fair and Safe Play

Fair and Safe Play is a concept, an attitude, a way of thinking and a philosophy that should be incorporated into all programs for children. It can be taught and it can be learned. Fair and Safe Play values apply to every aspect of life.

Fair and Safe Play was first formally defined in 1986 because of the growing concern in Canada for violence, cheating and harassment in sport. The following information was made available through *Fair Play - It's Your Call: A Resource Manual for Coaches*.

Fair and Safe Play Code

Respect at all times for participants, coaches, officials, teammates, spectators, opponents, administrators and volunteers;

Sportsmanship prior to, during and following the activity, demonstrating modesty in victory and composure in defeat;

Knowledge of all rules, whether written or unwritten, and following the spirit of all rules;

Access for all participants regardless of age, gender, race, or level of skill; and

Participation in a manner that demonstrates more than just the desire to win. Having fun, making friends, improving skills and performing your best must be just as important when practicing.

What is Fair and Safe Play?

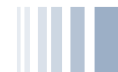
Integrity, fairness and respect – these are the principles of Fair and Safe Play. And since children learn best by seeing and doing, sport offers an excellent opportunity to teach Fair and Safe Play in a way that is both effective and fun.



If children see all the members of the team being given a turn, they will learn to treat people equally and fairly.

If children learn the importance of the rules in a game, they will learn to respect and value the rules in society.

If children are rewarded for playing fairly, they will learn the value of honesty





and integrity.

As a coach or youth leader, you are an important role model to the children on your team. By ensuring that your words and actions reflect the following five principles, you can teach children to play well and play fairly.

Principles of Fair and Safe Play

1. Respect the rules
2. Respect the officials and their decisions
3. Respect your opponent
4. Give everyone an equal chance to participate
5. Maintain your self-control at all times



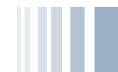
Why Teach Fair and Safe Play?

Like most leaders, you probably take time from your busy schedule to be a volunteer. We know your job isn't easy. Because you're their leader, your athletes look up to you – perhaps more than to their own parents! You can influence their personal development as well as teach them to play well.

You already know that sport helps children to learn important life skills such as teamwork and cooperation. It also gives them the chance to develop lifelong values such as integrity, fairness and respect, the key principles of Fair and Safe Play. By teaching your athletes these principles, you'll make sure that they get the best out of sport and that they continue playing in their adult life.

A study of coaches and their athletes undertaken by Angus Reid (Fall 1991) and reported in *Fair Play - It's Your Call* revealed some important findings about how each perceive practice and fair play:

1. The vast majority of athletes and coaches place a higher value on fair competition than on winning. However, most athletes associated fair play primarily with the respect of the rules, whereas most coaches associate fair play with respect for the officials. *It is important that we all have a clear understanding of what fair play is, and that we work together toward common fair play goals.*
2. Younger athletes are more open-minded and committed to fair play than older athletes. *This highlights the need for fair play education for both groups. Older athletes need to be reminded of the importance of fair play, while younger athletes need to be taught fair play effectively so it 'sticks' in later years.*
3. Young athletes look first to coaches, parents, and league officials for guidance on fair play, but these individuals often lack the proper teaching tools. *Fair Play: It's Your Call!*





provides these tools for coaches, parents and other adults involved in the delivery of community sport.

With Fair and Safe Play, Everybody Wins!

In the world of business, an arrangement that benefits two parties is a win-win deal. It is one that allows both sides to take advantage of the same opportunity without compromising their competitive spirit or individual goals.

Fair and Safe Play makes this possible in the world of sport! By making sure that the rules, officials and opponents are respected at all times, Fair and Safe Play gives all participants an equal chance to develop and test their skills. What's more, it challenges them to measure their success by scoring and performing well, with dignity, integrity, and pride.

Wanting to win shows competitive spirit and should be encouraged, but not at all costs. Fair and Safe Play is a win-win approach that means greater benefits and better competition for everyone involved in sport!

*FAIR AND SAFE PLAY
WE ALL HAVE A PART TO PLAY!*

For further information contact:

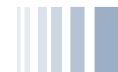
Canadian Centre for Ethics in Sport (CCES)

Email: info@cces.ca
Tel: 1800-672-7775
Website: www.cces.ca

Or in Nova Scotia contact:

Nova Scotia Sport and Recreation Commission – Fair and Safe Play Program

Tel: (902) 424-7512
Website: www.gov.ns.ca/src/fairsafe/index.htm





SAFETY IN SPORT

Section C

C1. Sport Safety

All those in sport, at all levels, are responsible for the safety of all the athletes. To ensure safety in sport, everyone – participants, coaches, teachers, officials, volunteers, parents – should:

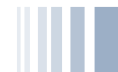
- know who, or what group, is primarily responsible for each of the areas listed below
- know the procedures to follow in case of a problem
- be alert for possible areas of concern

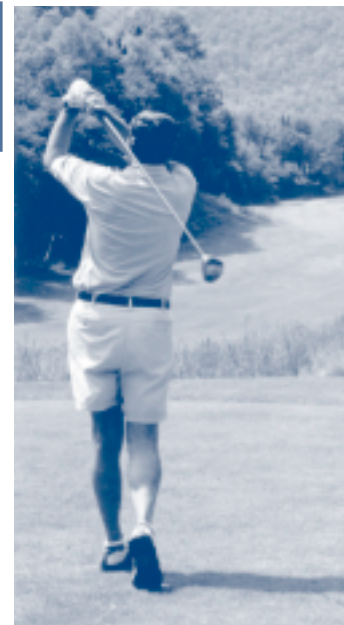
C1.1 Emergency Action Plan (EAP)

An Emergency Action Plan (EAP) is a predetermined set of actions and responsibilities to ensure anyone who is injured receives professional care in a timely manner. An EAP should be written. It is essential for coaches and any other volunteers present at practices and games to be familiar with the EAP. One person, the coach or another volunteer, should be designated to bring the EAP to all practices and games.

Below are the guidelines for creating an EAP.

- **Purpose**
To get professional care to the victim of an injury as quickly as possible.
- **Volunteers**
 - Person A
 - takes charge
 - has first aid training
 - stays with victim
 - directs help
 - Person B
 - makes emergency calls
 - has victim's medical information on hand for emergency attendant
- **Knowledge**
 - Location of nearest phone
 - Emergency phone numbers
 - Directions to site
 - Where to get safety equipment





- **Equipment**
 - First aid kit
 - Stretcher
 - Participants' medical information
 - Ice
 - Coins for phone



C1.2 First Aid Kit

- Keep it stocked
- Have it available
- Know how to use it

Contents

Emergency first aid pocket guide
 Latex gloves
 Scissors
 Blunt-nose tweezers
 Safety pins
 Antiseptic wipes
 Antibiotic ointment
 Cotton swabs
 Sterile pressure bandages
 Sterile adhesive dressings
 Adhesive tape
 Splint material
 Felt/foam padding
 Triangular bandages
 Ziploc bags for ice
 Tensor bandages
 Towel
 Sunscreen
 Pencil, pen
 Medical information cards
 Coins for telephone

C1.3 Checking for Safety

As a sport leader, it is important to be on the lookout for potential safety hazards. Safety hazards are virtually all around sport, both indoors and out. To combat these hazards, it is essential to check for safety prior to commencing activity. To help you, we have created a basic safety checklist (on the next page) for analyzing your surroundings. If any checklist area receives a poor rating, it is essential to address the situation immediately.



To purchase a fully stocked sport first aid kit, contact:

St. John Ambulance
 Website: <http://www.stjohnamb.ns.ca/>
 E-mail: info@stjohnambulance.ns.ca
 Tel: 902.463.5646
 Toll-Free: 1.800.565.5056



Safety Hazard Checklist

Poor

Average

Good

ITEMS TO CHECK

General Concern

Are spectators a safe distance from the playing area?

Are all participant and spectator belongings properly stored and out of the way?

Are there adequate garbage containers present?

Are structures firmly anchored, free of hazardous debris, sharp edges and cracks?

Is equipment secure and in good condition?

Are stairways, exits, washrooms and emergency exits clearly marked?

Is the first aid kit adequately stocked and readily accessible?

Is there access to an operational ABC fire extinguisher?

Sports Field

Is the playing surface of a consistent nature? (level, no holes or ruts, etc)

Are there foreign objects on the playing surface?(rocks, garbage, broken glass, etc)

Is the playing area free from protruding tree branches?

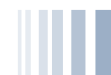
Is the playing area free of excess water buildup?

Indoor Facility

Are the floors, carpets and/or mats in good repair? (No obstacles, protruding objects or indentations)

Are all openings in the floor covered or marked?

Is there water, dust, clothing or other items on the floor?





C2. Preventing Harassment and Abuse

Incidents of harassment and abuse occur everywhere in our communities. Sport is no exception. This is a reality about which we can, and must, take action.

Harassment and abuse are identified as any physical, emotional, or psychological behaviour that demeans an individual. Harassment and abuse include anything that is disrespectful, insulting, intimidating, hurtful, humiliating, degrading, otherwise offensive, or which creates an uncomfortable environment for any person or group. It can involve the use of physical force, such as beating, or emotional force, such as terrorizing.

To combat harassment and abuse in sport, it will take a combination of prevention and awareness.

One of the ways to prevent harassment and abuse is through a process called boundary setting. Setting boundaries for behaviour can remove the opportunity for harassment or abuse to occur. Boundaries establish rules of conduct and protect everyone involved.

Another method of prevention is volunteer screening. Volunteer screening is a continuum of steps taken over time, designed to identify any person – volunteer or staff – who poses a risk to children, youth or other vulnerable persons.

For detailed information on the above techniques, or for more information on how to prevent abuse and harassment in your sport environment, please see *You Can Make a Difference: A guide to preventing and responding to abuse and harassment in sport and recreation* (pdf format). The guide is available at <http://www.gov.ns.ca/src/publications/harrase.pdf>.





C3. Recognizing and Caring for Common Sport Injuries

Material provided by *Physiotherapy Atlantic*

C3.1 Sprains

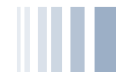
Sprains occur when you over stretch a ligament, the fibrous band that holds two bones together at a joint. Sprains are most common in the ankle, but can occur in any joint of the body.

Signs and Symptoms	Injury		
	1st Degree Injury	2 nd Degree Injury	3rd Degree Injury
Injury	Over stretch	Over stretch: partial tearing	Complete tear
Bruising & Swelling	Minimal	Moderate	Significant
Pain	Localized at end of normal range of motion	Generalized: reduced range of motion	Generalized: restricted range of motion
Joint Stability	No instability	Minor instability	Gross instability
Strength	Normal: decreased	Slight decrease	Decreased

C3.2 Strains

Excessive stretching or the powerful contraction of a muscle or tendon can cause a strain. A tendon is the fibrous band that attaches the muscle to a bone. Strains often occur in the hamstring muscle and the Achilles tendon.

Signs and Symptoms	Injury		
	1st Degree Injury	2 nd Degree Injury	3rd Degree Injury
Injury	Excessive stretch	Minor tear	Complete tear
Bruising & Swelling	Minimal	Moderate	Significant
Pain	Slight with contraction & stretching	Limited muscle contraction & motion	Initially severe: muscle contraction does not increase pain
Muscle Stability	Minimal of injured muscle	Moderate: extreme motion limited	Gross instability
Strength	Slight decrease	Decreased	Decreased





C3.3 Contusions

A blow to a muscle can result in a contusion. On the inside, the muscle experiences bleeding and swelling. On the outside, you might see a bruise. A common contusion is the “charlie horse” which is a blow to the quadriceps muscle at the front or side of the thigh.

Signs and Symptoms

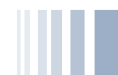
Symptoms vary depending on the degree of injury. For example, in a first degree contusion there is minimal bruising, swelling, pain and muscle spasm. There is also some loss of strength. If the contusion is considered second degree, bruising, swelling, pain and muscle spasm are moderate. The range of motion may be limited up to 50% and the loss of strength is enough to restrict activity. If the injury is severe, or third degree, symptoms may affect the entire limb. There is also severe loss of strength and movement is limited.

C3.4 Treatment for first 48 Hours after an Injury

In the first 48 hours after an injury, it is important to protect the participant and the injured body part from further damage. The P.R.I.C.E. principle follows five simple steps to help reduce swelling, bleeding, muscle spasm and pain.

- P** **PROTECTION** – from further injury. A second degree injury may become a third degree injury if not properly assessed and protected. Tape the joint, use crutches or immobilize it in a sling.
- R** **REST** – from any activity that could lengthen the healing time. Do not stop all activity, but avoid activity that causes further pain and swelling.
- I** **ICE** – to minimize bleeding, swelling and pain. A bag of crushed ice or frozen vegetables in a moist towel should be applied for 15 minutes, every two hours. Do not apply ice if you have circulatory problems or have trouble distinguishing between hot and cold. Remember, applying ice directly to skin can cause frostbite.
- C** **COMPRESSION** – to reduce swelling and bleeding and provide support. Wrap a tensor bandage and apply ice over the bandage.
- E** **ELEVATION** – to prevent further swelling. Raise the hand higher than the shoulder, or the foot higher than the hip.

Heat is not recommended because it increases circulation. In the first 48 hours after an injury, this will increase swelling and possibly bleeding, delaying the healing process.





Section D

D1. Planning

This section provides you with helpful hints about how to get organized and stay organized. Although planning may appear to be complicated and seem to take valuable time from your already busy life, planning is a proven contributor to the success of a program. It will make your practices more fun for you and the participants. Parents will respect you for your organization and the overall experience will be improved.



D1.1 Three Aspects of Sport

Although there are many aspects of sport to plan, the three you may wish to concentrate on for young participants are, in order of importance, skills, fitness and competition.

1. Skill Development

1 Skill Development is the key to maintaining the interest of participants in the long term. The skills taught are the basic movements of the sport (passing, spinning, stroking, etc.) Information on how to teach these sport-specific basics and when to teach them is available for coaches of all levels through the 3M National Coaching Certification Program via technical courses (3M NCCP).

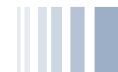
For more information, see Section D7 – Coach Training.

2. Fitness

2 Being fit is one of the benefits of participating in sport. The need and level of fitness will vary based on age and the activity. There are many different types of fitness, but the two most important ones for young participants are endurance and flexibility.

Stretching improve's an athlete's flexibility and ability to perform. It is the coach's responsibility to ensure stretching and other training activities are done properly. Please consult NCCP training manuals or other resources for specific information on this topic.

Endurance training should be done after skill training . Flexibility training is usually done just after warming up and cooling down.





Here are some Do's and Don't's for fitness training in young participants.



Do's

- Always warm up first
- Progress gradually
- Build endurance first, then speed or strength
- Do fitness training after skill work
- Monitor fatigue levels
- Monitor progress
- Provide plenty of water
- Always cool down

Don't's

- Don't sacrifice skill development for fitness training
- Don't allow extreme, or bouncing, stretches
- Don't deny water and rest breaks

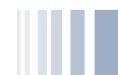
3. Competition

3 Putting participants in competitive situations before they have the necessary skills is setting them up to fail. Making competition progressive builds confidence.

Here are some ways to build progressive competition into your planning:

- Start with competition against self, then against one other child. Gradually increase the number of children involved;
- Start with a simple skill or drill, and gradually increase its complexity;
- Start with only one or two rules and gradually increase them; and
- Mix and match these tips

It is important to note that competition and challenge make practices more fun and help focus children's attention on the activity because they are motivated toward an end result. Losing is ok and it will happen often. It is important to handle losing properly. Specific instruction on how to improve must be provided and encouragement toward the next opportunity should be given.





D1.2 The Planning Process

There are four steps to the planning process. These steps repeat for each outcome.

- **Step One**

1 The first step is to establish your goals. Goals are statements of intention that outline what needs to be accomplished in order to reach the desired future. Goals give direction and focus to you and your participants. By establishing goals, you will always know where you are headed, what you are working for and why it is important. Goal setting can be simple or more complex, based on age and skill level.

- **Step Two**

2 The second step is to develop an action plan. An action plan outlines what needs to be done to achieve your goals. With an action plan, you have a blueprint to guide you through the entire season.

- **Step Three**

3 The third step is to put the action plan into effect.

- **Step Four**

4 The final step is to evaluate the results of your action plan. It is critical that you monitor results throughout the season, to ensure that both you and your participants are staying on track. Monitor what worked well at practices and games and what did not. Sometimes this evaluation will lead you to re-define your goals. This, too, is part of the planning process.





D1.3 Goal Setting

Goal setting is a very important process. When setting goals, there are some common characteristics that should be kept in mind. The most effective goals are ones that are specific, measurable, achievable, realistic and time sensitive. To remember these key factors, use the SMART acronym:

- S** Specific – A specific goal has a much better chance of being accomplished than a general goal. Specific goals are those which detail exactly what you want to achieve.
- M** Measurable – It is important that your goals can be quantified. You should establish concrete criteria for measuring progress toward the attainment of each goal you set. Although “having fun” can be a goal for many, how can you measure the level of fun your children are experiencing? To determine if your goal is measurable, ask questions such as how much, how many and how will I know when it is accomplished?
- A** Achievable – This is the difference between dream goals and goals that we can achieve given the appropriate level of effort and commitment. Goals need to be reasonable and achievable. Don’t set yourself up for failure by setting goals that are out of reach.
- R** Realistic – To be realistic, a goal must represent an objective toward which you are both willing and able to work. It is important to take into account conditions and constraints that may affect achieving your goals to determine if they are realistic.
- T** Time Sensitive – Goals need to have a time frame. Having a set amount of time will give your goals structure. Make sure that the amount of time allotted for goal attainment is sufficient and clearly specified.

By setting SMART goals you are taking the first step towards successful planning.

Some questions to consider when forming your goals include:

- How long is the season?
- How many practices do I have?
- How many competitions are there?
- Who are the children I’m going to be coaching?
- What is their ability level?
- What should the sport experience be for them?
- What are the participant’s goals?
- What would I like the participants to remember about this season?
- What would I like them to learn to do better
 - technically?
 - tactically?
 - fitness-wise?
 - in terms of behaviour?
 - in terms of social interaction?



D1.4 Planning a Practice

Practice planning is one of the cornerstones of effective coaching. To organize an effective practice, you should set your goals for that practice and then outline your action plan. Your action plan should include answers to the following questions:



What do you want to do? When do you want to do it?
How do you want it done?

A typical practice is made up of the following components:

- **Introductions and Warm-up**
Warming up properly is essential for preventing injuries, by preparing the body for physical activity. First, participants should take part in a simple, low-intensity activity. Once the blood is flowing, participants should perform a series of stretches suitable to the sport. As they stretch, you can make announcements and outline the goals for the practice.
- **Basic Skill Drills**
It is best to start the main part of the practice with skills that the participants are familiar with. This allows them to gain a feeling of comfort and confidence right away.
- **Introducing New Skills**
Next, introduce the new skill or strategy you have planned for this practice. It is important to teach new material when the participants are not tired.
- **Game-like Activities**
This section of the practice is used to work on all the skills that have been learned, but with the introduction of a suitable element of competition. This allows participants to gradually become used to situations they will face in actual competition, but within the comfort and safety of the practice setting.
- **Wrap-up and Cool-down**
Just as important as the warm-up at the beginning of a practice are the cool-down and stretching at the end. Cooling down properly can decrease muscle soreness and tightness, increase joint range of motion and further decrease the risk of injury.
- **Evaluate your Practice**
At the end of practice, the participants should have achieved the goals set forth beforehand. Review by asking yourself - Did they? Why, or why not? What drills and activities worked well? What didn't work well?

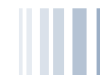
Not every practice will be a good one. It is important to learn from what did not work so that it can be improved for next time. Good coaches have disastrous practices. This is how they learn what makes a great practice.



D1.5 Planning to Teach a Skill

How you teach a skill, when during practice you teach it, and what skills have previously been taught, all have a major impact on a child's ability to learn. Here are some tips:

- **General**
 - Teach one skill at a time
 - Progress from simple skills to more complex skills
 - Keep teaching sessions short and to the point (as a helpful hint, there should be 10 minutes of activity for every one minute of instruction)
 - Allow lots of time for the athletes to try activities
 - Provide plenty of positive reinforcement
- **Information**
 - Name the skill
 - Explain how it is done
 - Explain its importance and use
 - List no more than three key points
- **Demonstration**
 - Provide a demonstration, more than once
 - Repeat the key words as the participants watch
 - If possible, use athletes to model the skill
- **Practice**
 - Have all the participants practice the skill right away
 - Reinforce positives
- **Feedback**
 - Give positive general feedback to everyone
 - Later, give specific feedback to each child
 - Build on the positive – encourage more of what each child is doing right





D1.6 Maximizing practice time

Practice facilities are often very expensive, which results in limited practice time. Here are some suggestions to help you make the most of whatever time you have.

- Always be on time. Arrive in time to complete your responsibilities.
- Before your practice time starts, explain new skills, arrange groups, conduct warmup and stretching and make necessary announcements.
- Have all equipment set out before practice begins.
- Have a signal for “Stop and listen.”
- Have a signal for “Come here.”
- Clearly and concisely explain drills/activities.
- Give names to drills that will be used often.
- Establish a rule that you will answer all questions from parents only before or after practice.

D2. Creating a Positive Sport Environment

A positive sport environment was defined in Sport for Children, B2. Of all the people involved in sport for children, the coach has the greatest influence on creating a happy place to learn, and developing happy participants.

Here are all sorts of ideas for you to implement into your sport programs:



Goals

- Make your primary goal learning through fun and action.
- Assist participants in setting realistic age appropriate skill goals.



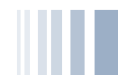
Planning

- Design play-like activities.
- Ensure high success rates by modifying activities to make them developmentally appropriate.
- Give the children choices, like self-adjusting targets, different distances, keeping score or not, or playing a competition or not.
- Start from the simple and known and build, gradually, to the complex and unpredictable.



During practices

- Keep the children as active as possible for as long as possible.
- Allow all participants to play all positions, try all events.
- Rotate captains, leaders and helpers with the accompanying responsibilities.
- Use random selection techniques where children cannot predict or influence what group they will be with.





- Some things to avoid are:
 - Allowing captains to choose teams
 - Using drafts (handpicking, selecting athletes one at a time)
 - Elimination activities
 - Allowing participants to say “no” to a teammate who wants him/her as a partner



Competition

- Reinforce effort and improvement, not results
- Use personal bests instead of outcomes
- Award points for sportsmanship and/or good behaviour in competitive situations (This is especially good for skilled or competitive children who sometimes lose perspective and get frustrated with less skilled teammates)



Your behaviour

- Be the biggest fan or cheerleader
- Encourage participation, effort and perseverance
- Create an environment where mistakes are OK
- Model the behaviour you expect of your athletes



Things to say

- Use positive verbal and non-verbal reinforcement at all times

Examples – verbal:

- “I knew you could!”
- “Way to go!”
- “Super!”
- “You figured it out!”
- “I like that!”
- “What a good listener!”
- “Now you’ve got it!”
- “That was your best one so far!”



Examples – non-verbal:

- High fives
- Smile
- Thumbs up
- Clapping
- Wink



- Shout praise, whisper criticism
- Add the word “Yet” to the “I can’t” syndrome suffered by some children, and give an arbitrary number of times to try a skill to encourage perseverance
- Teach children how to use positive self-talk (i.e. “I can do it” “I’m doing my best” etc.)
- “Catch’em being good.” Look for subtle improvements to comment on as opposed to the end result (i.e. the ball didn’t go into the net but the technique was correct)



D3. Effective Communication

D3.1 With children

Because children have short attention spans, communication is sometimes difficult. These tips can help:

- **General**
 - Make eye contact
 - Bend or kneel if necessary
 - Find a quiet place with no distractions
 - Speak in a tone everyone can hear
 - Make sure everyone can see you
 - Use their language
 - Use non-verbal gestures
 - Ask for feedback
 - When giving information, specify how you want the children to listen:
 - “Stop and listen”
 - “Listen as you practice”
 - “Come here and listen”
 - Use words that challenge children. They love to be challenged:
 - “Show me how...”
 - “What are two ways...”
 - “Find a way...”
 - “Show me a different way...”
 - “See how many times you can...”
 - “Make believe you can...”
 - Use humour, fantasy, and imagination
 - Role play
 - Be enthusiastic
- **Learning styles**

People learn in different ways. Some learn by watching, some by listening, some by doing and feeling. When communicating, try to appeal to all learning styles

 - visual (seeing)
 - auditory (hearing)
 - kinesthetic (doing and feeling)





• **Memory**

Short-term memory can handle only about five items at once, which stay with the learner for between 20 and 30 seconds. After this time, the information either goes to longer-term memory – or is forgotten! These tips should help you hold your participant’s attention:

- keep your instructions short and simple
- ask the children to repeat key words
- get them trying right away

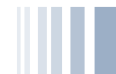
D3.2 With Parents

It is essential that you and the parents of your participants communicate on a regular basis. Naturally, parents are looking out for the best interests of their children. From day one, and regularly throughout the season, you should communicate with parents and keep them up to date with what is happening.



One of the best ways to get the year off on the right foot is by planning a coach-parent meeting. In this meeting, you should outline your objectives to parents so there are no misunderstandings. It is important to let parents know your coaching philosophy and your expectations for their involvement and behaviour. This meeting doesn’t have to be in a classroom or a meeting room. It can take the form of a BBQ or team party. In this start-of-the-year meeting, coaches should cover the following topics:

- Philosophy of coaching, including Fair and Safe Play
- Coaching style
- Goals and objectives of the program
- Expectations of the participants
- How the parents can help
- Acceptable and unacceptable behaviour by participants, parents, coaches and officials during both practices and competitions, and the actions that will be taken in the event of unacceptable behaviour
- Extracurricular activities (parties, etc.)
- When’s and how’s of continuing communication
- Parents’ wishes/concerns regarding the program





D3.3 Start of the Year Coach-Parent Meeting: Sample Letter

Here is a sample letter that could be sent to parents at the start of the season.

Dear Parent/Guardian:

My name is _____ and I will be coaching your child (children) this season. I would like an opportunity to become acquainted with you, share my coaching philosophy and answer any questions you may have. I will be holding a parents meeting on (date, time, place) and ask that you attend so that I may get to meet you in person.

It is my intention as coach to provide your child with a positive sport experience, full of fun, learning and fair play. Every child will be given equal opportunity to perform to the best of his/her ability. I hope to build a strong relationship with you in order to provide an enjoyable experience for all of us.

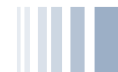
When we meet, I would like to discuss the following topics:

- What you would like to see your children get out of this experience
- The program philosophy
- My coaching style
- Fair and Safe Play
- Acceptable and unacceptable behaviour for participants, parents and coaches during practice and competition
- Extracurricular activities – fun away from sport
- How you can help
- Volunteer roles needed to be filled by parents
- Carpooling to and from events

I look forward to meeting you. I am confident that together we can provide an experience that your child will fondly remember.

If you cannot attend, please contact me at _____. Perhaps we can make alternative arrangements.

Sincerely,





D4. Training for Sport

(Material Provided by FitPro Lifestyle Consultants)

By organizing your training plans in advance of practice time, you will be better prepared and organized and your athletes will be better for it. This section will give you some tips on how to create your training program.

D4.1 The Five W's of Physical Training for Sport

Who

Any athlete, at any age, can train for sport. There is often the notion that training for sport is only for athletes past a certain age or for those training at an elite level. Any athlete can improve their performance by physically preparing for their sport.

What

The fact is that training can be as simple as adding a run to the practice schedule, and can be beneficial for all athletes from a very young age to those not so young.

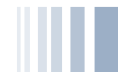
Training can include components of eight different areas

1. Strength – ability to exert force (ie. weightlifting)
2. Speed – ability to move rapidly (ie. sprinting)
3. Power – Strength x Speed, or being able to move an object quickly (ie. clean- Olympic lift)
4. Agility – ability to change direction quickly (ie. shuttle drill)
5. Flexibility – the range of motion about a joint (ie. stretching)
6. Cardiovascular training– utilization of oxygen (ie. running)
7. Hand/eye coordination – knowing where body parts are in space (ie. juggling)
8. Core strength – having a strong and functional midsection including abdominals and lower back (ie. crunches)

Each sport will require different elements of each training component. Certain sports will require only a few of the above, while others may require all of the above.

When

Any training schedule should be broken down into different seasons or training focuses. All complete training plans include an in-season, an off-season, a pre-season and a post-season. These time periods depend on the sport, the level of competition and the number of major competitions in a given year. Each season should have a different focus for training and each is intended to maximize athletic ability without affecting performance. For example, when the focus is on competing, there is less focus on training, and when there is little or no competition, the major focus becomes training.





How

Of course there are limitless ways to train, but there are a few guidelines that you can follow when training athletes. It is important to remember that younger athletes (approx. age 6-12) require training that simulates play, and is fun and educational. Athletes at this age should be looking to develop the groundwork for their future training and sport. Athletes above the ages of 12 should be focused on learning proper training techniques, and be looking to continually develop their training program with more focus on sport specific training. This age depends on a number of factors which will be discussed more below.

Why

Training for any sport should provide one common result - an athlete that is better at his/her sport than he/she was before training. Many times as coaches, we focus on the technical and tactical aspects of a sport, with little regard to training. If your athletes are not properly physically prepared, all the talent and tactical preparation could go to waste if the opposing team is able to out run, overpower or outlast your team.

D4.2 Ten Things to Consider When Training for Sport

1 **The foundation for all sport should be physical preparation**

All athletes need a base of physical preparation in order to prepare for the rigors of sport. Many times the first thing coaches focus on in sport is the technical and tactical aspects, without first considering if the athlete even has the physical ability to perform these technical functions efficiently.

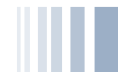
2 **Flexibility – Core – Strength - Speed – Power**

As with any activity, there is a progression to training. The first focus of any athlete should be to ensure that his/her body is flexible enough to deal with the demands of his/her sport. Training then begins with the core (abdominals, low back) which is the building block for all movement. The focus of training will then work through strength, speed and power, depending on the type of sport.

3 **Testing is an extremely valuable tool**

An objective evaluation of current fitness level indicates areas of strengths and weaknesses. It is important to have this information prior to beginning the season, the off-season, or anytime that a new training program is to be implemented. It will aid coaches, trainers and players, when planning a personal fitness or team program. It also provides benchmark values to which you can compare future assessments, thus monitoring progress and adding motivation to continue as improvements occur.

Fitness testing can be done in many ways and can be as simple as timing 100-metre sprint times or as complicated as measuring the lactic acid build-up in the blood. Fitness testing is invaluable for coaches as it can tell a lot about the athlete and the athlete's determination. Testing can be used to help select teams, help assign positions or roles, set benchmarks to compare for injury purposes and determine areas for improvement.





Emotional / Social Maturity/ Age

4

Training for sport can begin at a very young age and is not restricted to older or more experienced athletes. Many athletes as young as six years old can prepare for sport through physical preparation. Remember that sport training is a very broad area and many children are doing this and more on a regular basis. When discussing complex or gym-based training, the most common question is when to begin weight training a young athlete. The simple answer is that it depends on the individual. There needs to be a certain level of emotional and social maturity more than anything in order to begin weight training. The key is that a young athlete must be able to follow guidelines and understand the importance and seriousness of weight training.

Nutrition

5

Nutrition must be a major concern in order for an athlete to optimize their performance. What athletes eat plays an important role in how they perform. Therefore, placing emphasis on what your athletes eat can make a difference in how they feel, their energy level, strength, power and endurance.

An athlete's diet should include a variety of carbohydrates, protein, fat, as well as adequate vitamins & minerals. In addition, athletes must consume enough calories to support their energy expenditure during everyday practice and sports events. In most cases, athletes should be focusing on a high carbohydrate intake, approximately 60 per cent of energy intake; a moderate protein intake, approximately 15 per cent of energy; and a moderate fat intake, approximately 25 per cent of energy. This of course depends on the individual athlete, training goals and type of sport.

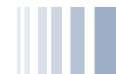
Timing of food intake can also have both positive and negative impacts on performance. Athletes should always be aware of the time and length of games/practices in order to have enough time to eat accordingly. Of course, at all times, before, during and after competition, **adequate fluid consumption** is necessary to prevent dehydration.

Certified Personal Trainers

6

There are many trained professionals willing to help you and your team with sport specific training. Although many people feel that the cost to hire a trainer is out of their reach, many team training programs can be as affordable as two or three dollars per player. Considering the amount of information that you will receive in a few sessions, this is well worth the price and a huge benefit to your team.

Your fitness professional should be knowledgeable, experienced, certified and insured.





7 **Periodization**

Periodization is the gradual cycling of specificity, intensity and volume of training, to achieve peak levels of fitness or skills for the most important competitions. (Bompa) Periodization is based on the season for a particular sport. One training period can be a regular hockey or soccer season, or as long as four years in the case of an athlete preparing for the Olympics. The periodization schedule allows the athlete to plan each training phase in order to be in peak physical condition for the most important event, such as playoffs or Olympics.

8 **Training Equipment**

Training does not need to be complicated, nor does it require fancy equipment. It is very cost efficient to set a team up with stability balls and some hand weights, and create an entire training program based on this simple equipment. Of course there are certain pieces of equipment that are essential for certain sports, and equipment that is beneficial to maximum development.

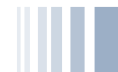
Before using the equipment, you should be fully briefed on proper form and useage by a trained professional.

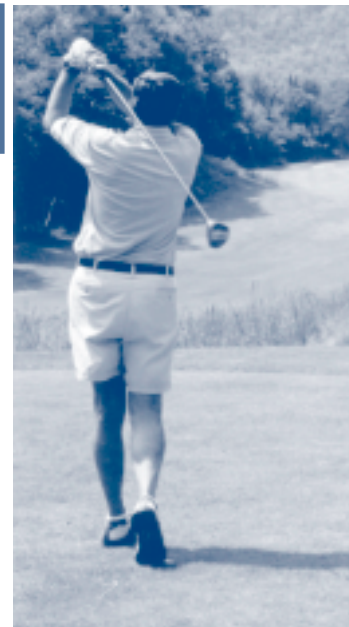
9 **Recovery**

Recovery is probably the most misunderstood and under-utilized aspect of training. Many people talk about over-training, but in fact what we are talking about is under-recovery. Recovery methods are essential to optimal performance and an area of training that every coach should study. Recovery can include time off, a change in training schedule and various therapies such as massage. Without adequate recovery, an athlete will never perform to his/her potential.

10 **As a coach, how much training knowledge is required?**

As a coach, you are responsible for education. You must make sure you are aware of what is available to assist your athletes in improving, and be able to stress the importance of training to your athletes. Coaches are not required to know everything there is to know about training, but it is recommended that they have a standard base of knowledge regarding training and be able to direct their athletes to the appropriate professional for help with their sport specific training. Don't try and do it all as this is not the most beneficial for your athletes.





D5. Challenges

D5.1 Challenging Kids

Everybody can learn. There may be differences in what we learn, how fast we learn, how well we learn, but everybody can learn.

All learning requires a state of readiness. A so-called “slow learner” is not slow, dumb, or stubborn, but just not yet ready to learn.

Here are some reasons why people are ready to learn at different times, and what you as a coach can do to help:

- **Mode of learning**

There are different modes of learning and people learn in different ways. Some people learn by seeing, some by hearing, some by doing. Most people learn by a mixture.

Tips:

- Provide a demonstration and describe what is being shown
- Provide a demonstration and describe what it feels like
- Let the learner try right away
- Guide the learner's limbs if necessary
- Reward success immediately

- **Information-processing**

Some people remember instructions well, some less well.

Tips:

- Give instructions that are brief
- Give instructions that are clear, specific and relevant
- Use key words
- Tell the learner why
- Have the learner try right away
- Have the learner repeat instructions back to you

- **Skill level**

If a pre-requisite skill is weak, the next skill in a progression will be very difficult.

Tip:

- Encourage more practice and varied ways of practicing for under-developed skill



- **Fitness level**

A learner may not be strong enough, flexible enough, fast enough or have enough endurance to perform a skill.

Tips:

- If lack of fitness is the problem, work on developing the needed attribute in practice
- Provide parents with feedback on how to improve fitness in the necessary areas

- **Stage of growth**

Children go through growth spurts not only physically, but also emotionally and socially.

Tip:

- Change the task to suit the child

- **Feeling movement**

A learner must experience the feel of a movement before he can tell if what he is doing is right or wrong. Learning to feel can take time, and a child can't change what he/she doesn't feel.

Tips:

- Tell the learner what he/she is doing right
- Ask what he/she feels
- Ask if he/she can feel x, or y
- Use external aids – a hand, the wall, a partner or a scarf
- Show/tell the learner what you want (not what you don't want)
- Ask parents how their child learns best

- **Rate of Progression**

Some participant's rate of progression while learning a skill will be slower or more gradual.

Tips:

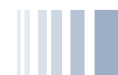
- Break down the skill and only focus on one teaching point
- Reward achievement of small skill as you would larger one

- **Motivation**

Motivation certainly affects readiness to learn!

Tips:

- Be alert to the possibility of lack of motivation.
- Be high energy!





D5.2 Difficult Behaviours

Quality communication, content, and presentation will go a long way in avoiding coaching problems. There is, however, always a small number of children who will test the skills of any adult! Here are suggestions for dealing with these behaviours:

- ★ **Hold a private discussion**
 - Handle discipline privately. This avoids the risk of reinforcing the negative attention the child may be seeking or of embarrassing the child.
 - Be direct and clear about expectations.
- ★ **Direct behaviour**
 - Redirect misbehaviour by giving the child a task or extra responsibility (ie. demonstrating, leading the group, collecting equipment or assisting a teammate).
 - Give exact instructions and have the child repeat the instructions.
- ★ **Empower the child**
 - Have the child reflect on his/her behaviour – how they acted and why, and why the behaviour needs to change.
 - Ask the child for suggestions on how to improve his/her behaviour.
 - Allow the child to assist in establishing behaviour goals, in making a plan to reach these goals, and in formulating the consequences of misbehaviour.
 - Give the child choices. For example, “You can say positive things to your teammates or you can sit out for five minutes”.
- ★ **Involve the group or team**
 - Have the group huddle to discuss respectfully and quietly the behaviour affecting the group.
 - Make the child responsible to the group, not just you. For example, “The team needs you to...”
 - If you call time-out from a practice or game, make sure the group knows what behaviour resulted in the time-out.
- ★ **Create success**
 - Provide many opportunities for small successes.
 - Reward positive behaviour and effort.
- ★ **As a last resort...**
 - Remove something positive, like a privilege or the right to be in a group with a friend, but only as a last resort.
 - Be careful not to take away so much that the misbehavior will not be motivated to improve.
- ★ **Consistency**
 - It is imperative to be consistent with all children. What is inappropriate for one is inappropriate for everyone.



D6. Awards and Rewards

D6.1 Motivating Participants

There are two types of motivation: intrinsic and extrinsic. Both have a part in sport for children.

Intrinsic motivation comes from within. A child takes part in an activity for the sheer love of the activity.

The best way to develop intrinsic motivation is to provide children with positive feelings and successful experiences. When they feel competent, they enjoy the activity and are more likely to continue their participation.

Extrinsic motivation is derived from external sources. A child takes part in an activity in order to be recognized in some way. Achieving a certain level or receiving a medal or award are some of these motivators.

One of the most effective types of extrinsic motivation – because it leads to intrinsic motivation – is a performance award program or PAP. A PAP is a series of skills and specific performance criteria set up in progressive levels. Participants can track their improvement and strive for higher awards. Ask your sport governing body if it has a PAP.

D6.2 Rewarding Participants

When rewards are given, it is important that they are given for what we should be valuing most in sport, which is the process, not the outcome. Rewards should be spread around but given only when deserved. Otherwise, they will lose meaning. With younger age groups, all kids should receive end-of-the-year participation ribbons or medals.

Here are some examples of appropriate rewards and inappropriate rewards for children's sport.

Appropriate rewards

For

- personal best
- fair play
- improvement
- effort
- reaching a standard for skills and knowledge
- positive attitude and behaviour
- responsibility
- teamwork

Inappropriate rewards

For

- Most Valuable Player (especially if the main criterion is for scoring points or winning)
- selection to an All-Star team
- highest scorer
- most wins
- money for scoring points or winning



- **Achievement Days or Jamborees**

These are excellent opportunities to create a fun sport environment for all participants. The children compete on teams rather than as individuals and total team scores are compiled.

Set up various stations in such a way as to avoid having children wait in line. Each child on each team gets an equal number of repetitions, or sees how many repetitions she or he can do in a specified amount of time.

Make the event into a fun day for everyone involved. Use a theme that runs through all the activities, for example, Harry Potter, Disney, Olympics, or Around the World. Include music, sing-a-long, or food if you wish.

This type of event avoids traditional competition and allows the participants to perform the skills they have learned in a fun environment.

D7. Coach Training – 3M National Coaching Certification Program

If you would like to learn more about coaching, and/or would like to become certified as a coach, you can take a course through the 3M National Coaching Certification Program (3M NCCP). The 3M NCCP is a program of the Coaching Association of Canada (See The Bigger Picture, G2.2 for details).

3M NCCP offers progressive training and certification to Canadian coaches at all levels, in all sports. The program is divided into five levels. Levels I, II, and III are designed for coaches of developing athletes in community, school or club programs. Levels IV and V are for coaches of high-performance athletes.

Each level is made up of three components: technical, theory, and practical. To become certified at a level, you must complete all three components. Technical courses teach you all the *what's* and *how to's* of your sport. Theory courses cover topics common to all sports, such as planning, physiology, biomechanics, psychology and sport safety. The practical component requires you to actually coach, using the skills and information taught in technical and theory.

For information on technical or practical courses in Nova Scotia, contact your provincial sport organization through Sport Nova Scotia.

Sport Nova Scotia
Tel: (902) 425-5450
Email: sportns@sportns.ns.ca
Website: www.sportnovascotia.ca

For information on theory courses in Nova Scotia, contact the Canadian Sport Centre-Atlantic.

Canadian Sport Centre – Atlantic
Marian J. Windsor
Tel: (902) 425-0942
Email: winsormj@gov.ns.ca



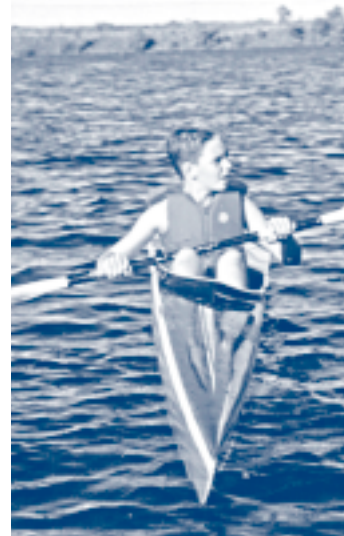
PARENTS AND GUARDIANS

Parents play a major role in their children's sport experience. Positive parental involvement from day one increases the likelihood of your children's sport experience being both enjoyable and lasting.

E1. Supporting Your Child

E1.1 Choosing a Program

First ask your child what sport they would like to try. Remember to consider their age and skill level. Look for a program that fits their interests and skills. Sport programs vary significantly, so it is important to do a bit of research.



What do you need to know?

The success of your child's sporting experience depends upon the sport program and the quality of its leaders. Before enrolling your child in any sport, there are some questions you should ask to ensure your child is getting the best program possible.

Will your child spend more time practicing than competing?

For most sports there should be more hours of practice than competition. Although competition can teach your child a number of lessons, it is important to ensure your child is prepared. With enough practice time, your child can learn new skills and master old ones in a fun setting, which helps build self-confidence and esteem. If your child isn't ready, competition can lead to disappointment, frustration and a desire to quit.

How much activity time is there in each practice?

In every sport there is rest time, whether it is on the bench for a shift or a couple of minutes for instruction between activities. However, your child should be vigorously active for 35-minutes a day, three times a week, in order to experience fitness and health benefits. Consider a sport where the coaches are organized and keep their participants active enough to meet these guidelines.

Is the sport suitable for your child?

Not every sport may suit your child. Factors such as age, size or skill level should be considered. Once you have chosen a sport, your child's coach should be able to adapt the activities to meet the needs of each participant. Training above a participant's skill level can lead to injury, while training below it can reduce the benefits of the activity. Often harmful at young ages, weightlifting should be avoided without the consent of a fitness professional or doctor.



Is the coach (or coaches) well trained?

With a well-trained coach, your child can learn new skills, become physically active and most importantly, enjoy sport. The 3M National Coaching Certification Program (NCCP), administered by the Coaching Association of Canada, is one program which provides coaches with training to improve their coaching skills. Increasing levels of training allow coaches to teach at progressively higher levels of training and competition. Your child's coach should continually work to improve his/her coaching skills. Information on the NCCP is available through the Coaching Association of Canada (www.coach.ca).

Does the coach (or coaches) have CPR or first aid training?

Accidents can happen anywhere and your child's coach should be prepared to deal with one. Make sure your child's coach is trained to perform in an emergency and knows all of your child's health conditions beforehand.

Is a Fair and Safe Play program enforced?

All sport programs should have a fair play program to ensure respect and safety of all participants. If an organization does not have a specific policy, it is the right of parents and athletes to ask what measures are taken to ensure coaches, parents, officials and other athletes participate in fair and safe play (See Section B5).

Does the sport have an abuse/harassment policy?

In any sport program, athletes and parents should never be made to feel threatened or uncomfortable by other athletes, coaches, volunteers or organizers. The sport you choose should have a zero-tolerance policy for abuse and harassment, and should have prevention strategies in place to report such incidents if they occur.

What measures are taken to ensure athlete safety?

In every sporting environment there are risks. The sport organization you choose should take the necessary precautions to ensure the safety of your child. Whether it is by enforcing protective gear for a full-contact sport, or a flotation device for a water sport, you should be aware of these policies before enrolling your child. Your child should also be under the supervision of a trained leader at all times while he or she is participating.





E1.2 Learning About the Sport

To help both you and your child enjoy the sport experience, you should take an active role in your child's sport life. It is critically important that you:

- Learn the rules of the sport
- Attend practices and games
- Attend coach-parent meetings (See Section E2.1)
- If you have available free time, volunteer in an area you are comfortable with (See Looking for Ways to Get Involved, Section F)

E1.3 Helping Your Child Set Goals

As the 3M advertisement says:

“Winning is not about scoring goals, it is about reaching them.”

There are two types of goals in sport: outcome goals and personal goals. Outcome goals, like scoring a goal or winning points, rely on external factors such as the level of competition or judging. Personal goals, such as skill improvement, effort and teamwork, do not depend on external factors, but are completely within the control of the participant.

Help your child set realistic personal goals. Focusing on factors that are within his/her control will allow for success against even the toughest competition. Remember each child's goals will be different. Your child's goals should never be compared with anyone else's.

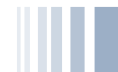
E1.4 Providing Emotional Support

Sport can be a child's first experience with winning and success, but also with such aspects of life as competition, group dynamics, embarrassment and losing.

How you handle your child's reaction to whatever happens is important. From you, children will learn the lessons taught by both winning and losing that will stay with them for the rest of their lives. It is therefore critical that these lessons be the right ones.

Winning a competition is exciting, however, the success of achieving personal goals, team goals, playing fair and having fun is much more important.

When your child is having a rough time, making mistakes, playing poorly or losing games, your support is essential. Firstly, listen carefully to how your child is feeling. Secondly, recognize these feelings. Thirdly, be honest and positive, both verbally and non-verbally. Remember, it is all for fun!





Here are some situations that may cause emotional difficulty for your child and some tips on how you can deal with them.

Tryouts

Take the focus off making the team or being cut and put it on personal performance.
Review with your child their personal goals or help them get some.
Concentrate on aspects that are within the control of your child.
Avoid making excuses or blaming coaches, other children, field conditions, etc.

Limited playing time

Help your child stay focused on what is within his/her control.
Encourage your child to play to the best of his/her ability when called upon.

Problems with teammates

Find out what the problem is.
Find out why the problem occurred.
Help your child address the problem in a positive manner.
Discuss discretely with the coach so he/she is aware of the situation.

Awkwardness due to a growth spurt

Explain that everyone grows and develops at different times in their lives.
Ask your child to give examples of differences in growth and development in others that he/she has noticed.
Reassure your child that the period of awkwardness will pass, be sensitive and supportive – and help them to wait for nature!

Winning and Losing

Emphasize effort, not outcome!
Always reinforce the positives, like skill or sportsmanship.
Make your first questions to your child:

1. “Did you have fun?”
2. “What did you like best about the event?”
3. “What would you like to get better at?”
4. “What did the coach say afterwards?”
5. “Let’s practice some skills tomorrow!”

Injuries

It is important to remember that injuries are part of the game and will happen from time to time.
Always seek medical advice if injury is recurring or if it is a head injury.
Recognize and accept any of your child’s feelings such as anger, sadness or fear.
Focus on rehabilitation goals and how to get better.
Encourage attending games and practices while injured to remain a part of the team.



E1.5 Providing Financial Support

Sport can be very expensive. Unfortunately, this can be a fact of life. You may feel guilt, frustration or embarrassment about not being able to afford your child's sport.

There is help, however. Sport Nova Scotia runs a number of funding and fundraising programs to help ease the financial burden of sport. Sport Nova Scotia's Sport Sunsweep program is a ready-made hassle free ticket campaign designed to raise money for sport teams, clubs and organizations throughout Nova Scotia. The program runs annually from September to December. For more information, visit http://www.sportnovascotia.ca/contents/sport_funding/sunsweep.html.

Sport Nova Scotia also administers KidSport, assisting children by overcoming financial barriers which prevent, or limit, their participation in organized sport. The program is discreet and confidential. KidSport and similar initiatives are attempting to ensure that every child in Nova Scotia has the opportunity to participate. For more information, visit http://www.sportnovascotia.ca/contents/sport_funding/kidsport/kidsport.html.

E1.6 Maintaining Balance

Sport can require huge commitments of time by participants (and parents!). You as parents play a critical role in helping your child balance the demands of sport, school, family and other activities.

Helping a child manage their time and finding the right balance is important. Lack of balance can lead to burnout, or physical and mental exhaustion. No child should ever experience burnout.

If your child is constantly tired, easily frustrated, does not want to practice or play, or has headaches and body aches, it may be that they are tired of sport or they are not getting enough rest. Talk with your child to find out where the pressures are. Talk with the coach, then arrange for some time off, participation in different activities, rest and relaxation or some fun. It is important that young athletes have balance in their daily lives so they can fully enjoy sport.

Working to achieve balance can be a valuable experience. It can develop planning and time management skills and encourage effective study habits. And remember, education will open far more doors than athletics.





E1.7 Avoiding Common Pitfalls

Parents who cause problems seldom do so intentionally. While they do not set out to create a negative experience for their children, here are five common ways it can happen.

• **Misplaced Excitement**

Parents sometimes get excited about outcome goals – winning or losing – rather than about their children’s development and enjoyment. Sometimes their excitement leads them to interfere with coaches, officials or sport organizers.

As a parent, you can help the team more constructively by filling volunteer roles. (See Looking for Ways to Get Involved, Section F)

• **Inducing Guilt**

Parents can spend thousands of dollars and countless hours on their children’s sport participation. It is easy, therefore, for children to feel pressure to do well and to feel guilt if they don’t.

Parents should remind their children (and sometimes themselves) that the purpose of participation is their children’s enjoyment and not outcome goals. Sport for children is about FUN!

• **Living Vicariously**

Parents sometimes push children to make up for their own limitations, frustrations or lack of success in sport. This can be a burden on young participants, causing extreme embarrassment and possibly driving them from sport.

Most parents want their children to grow up to be independent, happy adults. Supporting their sport experience in a positive way can teach children many valuable life lessons.

• **Glimmer of Gold**

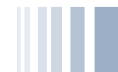
For too many parents, gold medals and professional sport opportunities become the main focus. Ambition is a wonderful quality, but reality must be kept in mind: fewer than one per cent of the population in Canada make a living playing sport professionally.

However, sport can develop skills that make people successful in life. It is this, along with fun, that should be the main focus.

• **Losing Perspective**

Parents want the best for their children, sometimes to a fault. Sport provides life-long healthy benefits, teaches social skills and develops friendships. The “real value” in sport is the life lessons it provides and not the extrinsic rewards.

Parents and children should regularly discuss values. Knowing who we are, what is important in life and how sport fits in will help us to achieve perspective.





E2. Supporting the Coach

The distinction between parents and coaches and their responsibilities sometimes becomes blurred in sport. One way to define it is this: The coach helps the participant become the best she or he can, or wishes to, be. The parents support and encourage the child (and the coach too!). However, sometime this line is crossed, usually inadvertently. To avoid any possible problems, it is best to communicate from the very beginning and on a regular basis. Communication shouldn't be critical, but instead discrete, calm, understanding and positive. Parent-Coach meetings help keep things in perspective.

E2.1 Parent-Coach Meetings

The most important meeting is held at the start of the season. At this meeting, the coach outlines the club's goals and objectives for the year as well as personal coaching philosophies. Key agenda items might be:

- Practice schedule (time, location, etc.)
- Importance of skill development
- Tryouts (if applicable)
- Playing time
- Competition schedule
- Fair play/coach's values
- Methods of communication (phone, email, or Internet)

Make sure that you ask questions if you have them and express concerns if necessary.

An important issue that should be covered is behaviour. Both you and the children should be clear about what is acceptable behaviour, what is unacceptable behaviour and what the consequences will be for unacceptable behaviour. By discussing expectations at the start of the season and making expectations clear, most problems can be avoided. Being a positive sport parent makes for a great learning environment for your child.





E2.2 Ten Ways to Help

The chart on the right shows the ten things you can do to help the coach.

E3. Supporting the Officials

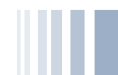
The most important thing for parents to keep in mind while observing their child compete in sport is that the officials are only human. They are often volunteers giving their time to help the children. Parents must control their emotions and allow the officials to do their job. Young officials learn through their mistakes just like young athletes. Mistakes are part of the learning process and parents must support officials' decisions as they would a mistake by their own child.

E4. Supporting the Club

Would you like to help in some way? Wonderful! See Looking for Ways to Get Involved, Section F.

1 Ten Ways to Help

- 2 1. Provide your child with proper nutrition before practices and games.
- 3 2. Deliver your child to practices and games on time.
- 4 3. Call the coach if your child is going to miss a practice or a competition.
- 5 4. Ensure your child gets proper rest before a competition.
- 6 5. Don't shout instructions to your child during either practice or competition.
- 7 6. Be positive!
- 8 7. Support the coach. If you have questions, make an appointment.
- 9 8. Focus on effort, not winning. Follow and support the goals set forth at the beginning of the year.
- 10 9. Communicate with the coach, but not while he/she is working with participants.
- 10 10. Ensure your child thanks the coach for his/her effort and commitment once the season is over.





LOOKING FOR WAYS TO GET INVOLVED

F1. Volunteer Positions

Even the smallest clubs have non-coaching related tasks that require volunteers to take them on. Telephoning, organizing rides and paperwork are just a few examples. If you can volunteer to help with these tasks, not only do you free up the coach to coach, you also contribute to a positive sport environment. Depending on the time you have, your interests, and your talents, you might consider helping either “behind the scenes,” in the task areas listed below or in an executive position.

F1.1 Task Areas

- **Communications**
 - Inform members of practice times, competition details, cancellations, results, club events
 - Telephone calls, flyers, mailings, e-mail, posters, club newsletter
- **Registration**
 - Develop necessary forms
 - Ensure forms are completed accurately
 - Create a database
 - Keep database up-to-date
 - Submit required details to competition hosts, provincial sport organization, insurance company, etc.
- **First Aid**
 - Create an emergency action plan (see Safety in Sport, C1.1) for practices and competitions
 - Design and stock a first aid kit (see Safety in Sport, C1.2)
 - Keep first aid kit stocked
 - Organize emergency drills
- **Equipment**
 - Make an inventory of what the club has and what it needs
 - Comparison shop for equipment
 - Keep the equipment in good condition and clean it regularly
 - Organize the storage space



- **Scheduling**
 - Co-ordinate the scheduling of practices, competitions and other events
 - Book facilities
 - Book officials
 - Organize transportation

 - **Recruitment**
 - Define jobs that need to be done in terms of duties and time required
 - Find volunteers
 - Fit volunteers to positions that suit them
 - Develop job descriptions

 - **Fundraising**
 - Work with the club treasurer
 - Establish a fundraising committee
 - Have a realistic goal
 - Develop a plan
 - Identify and approach potential sponsors
 - Keep careful records
 - Recognize sponsors and donors
- Note: Sport Nova Scotia offers fundraising options to make your job easier! Sport Nova Scotia also has sponsorship programs. For more information, visit www.sportnovascotia.ca.*
- **Event Organization**
 - Form a committee
 - An event needs people to help in all the areas listed above
 - Plan the event
 - Execute the event



F1.2 Executive Positions

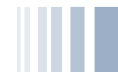
Most clubs expand to the point where they need a number of people to help run them. A board of directors, usually made up of volunteers, develops goals and operational policy. Some boards do only this, while other boards also put policy into action.

The basic responsibilities of a Board of Directors are:

- to establish the club's mission, rules of operation, by-laws, programs and services
- to develop and implement operational policy
- to ensure adequate resources
- to manage resources effectively
- to publicize the club
- to serve as a court of appeal
- to monitor and evaluate its own performance

These are the usual executive positions on a board, with a brief outline on the duties of each:

- **President**
 - Serves as chief volunteer of the club
 - Usually the spokesperson for the club
 - Provides leadership to the board
 - Monitors and evaluates the club's progress towards its goals
 - Sets agendas and chairs meetings
- **Secretary**
 - Familiar with club articles, by-laws, etc.
 - Communicates with board members
 - Manages and distributes minutes of meetings
 - Maintains records of the board
- **Treasurer**
 - Develops financial policies and procedures
 - Designs the annual budget
 - Manages the finances of the club
- **Member**
 - Attends all meetings
 - Keeps up-to-date on all issues
 - Participates in planning and evaluation
 - Accepts and completes assignments on committees





F2. Officiating

Officiating is not for everyone as it can be one of the toughest jobs in sport. However, officiating can also be one of the most rewarding. Officials learn how to deal with emotional players and coaches, how to interpret and apply rules, how to perform under pressure along with many other valuable skills.

F2.1 Qualities of an Official

There is no magic formula that makes someone a good official. However there are a few qualities that are often beneficial when officiating.



- **Approachable Personality**

Often it is the responsibility of the official to deal with excited and emotional players and coaches. Maintaining your composure in a cool, calm and collected manner will help diffuse these situations. It is also important to be open and accessible. Coaches who feel they can approach an official are often less confrontational.

- **Physical Fitness**

No different from participating in sport, officiating requires a degree of physical fitness. Officials must be able to keep up with the speed of the game so they can be in the right position to do their job.

- **Willingness to Improve**

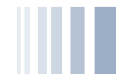
When a participant tries a sport for the first time he/she is not perfect at it. First, athletes must learn and practice the skills and movements required by the sport. Similarly, it takes practice and training to become a good official. Officials must possess the willingness to work towards becoming a better official. Spending the time learning the rules, attending courses and workshops, and getting some hands on experience officiating will help in their development.

- **Knowledge of the Rules**

To uphold and apply the rules of the sport during competition, officials must have a sound knowledge of the rules. Some tips for learning the rules are to read a section of the rule book each night and to make a list of the most common rules used during games as well as the rules that apply to serious infractions. This list should be reviewed regularly.

- **Sport Background**

Although not necessary to be a good official, background in the sport can be an asset.





F2.2 Challenges of Officiating

Officiating is not an easy job. There are a number of challenges that officials must be prepared to deal with in the sport environment

“ **Confrontational Situations**

Emotions often run high in sport. This can lead to abusive behaviour towards officials. Because of this, officials have to be able to handle confrontational situations with coaches, players, parents and spectators. The challenge to officials is to maintain their composure and handle the situation in a professional manner.

“ **Understanding the Rules**

The rules of a sport can be complicated, confusing and require personal interpretation. Officials not only have to know the rules but how to apply them to dynamic situations. To top it all off, officials only have a split second to do this. To successfully officiate, one must have a complete understanding of the rules and their applications.

F2.3 Benefits of Officiating

Officiating can be a very rewarding experience with many positive outcomes. It can:

- ★ Provide a way to contribute and give back to the local sport community
- ★ Allow individuals to stay involved with players, coaches and organizers
- ★ Allow individuals to follow the progress and development of participants and coaches throughout their sport careers
- ★ Fill a key role in sport
- ★ Provide hands on experience dealing with pressure
- ★ Offer a chance for youth who participate in sport the opportunity to gain experience
- ★ Offer elite opportunities to those who wish to pursue it
- ★ Serve as a part time job for youth and adults



F2.4 How to get Involved

Does officiating sound like something you might enjoy? We can tell you exactly how to get involved.

Step #1: Contact the Provincial Sport Organization (PSO)

Inform your PSO of your interest in becoming an official. The PSO will be able to put you in contact with the provincial officials organization for your sport. Most provincial officials organizations have local associations that organize officiating throughout the province.

Step #2: Register for Upcoming Courses

Once in contact with the provincial officials organization or the local association, you can gain information on courses that will be taking place. You want to sign up for an introductory or Level I course to begin.

Step #3: Read over the Rule Book

It is important to fully understand the rules of the game. If you are going to be an official, you should familiarize yourself with the rule book.

Step #4: Complete the Certification Course

Courses will typically provide a review of the rules, cover officiating techniques and all the other information you need to officiate.

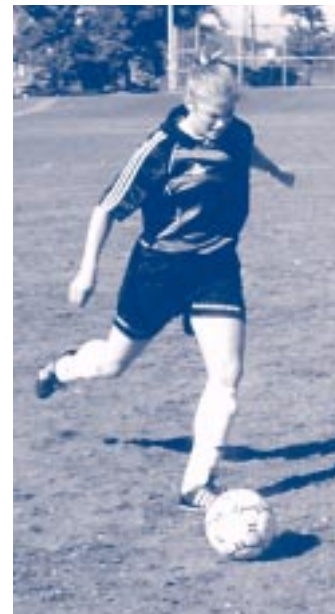
Step #5: Get out there and Start Officiating

Once you have successfully completed the certification course, you are ready to begin. So get out there, get active and enjoy!!





THE BIGGER PICTURE



A Snapshot of the Canadian Sport System

There are so many people and organizations associated with sport in Canada and in Nova Scotia, that it can be challenging to know:

- **who they are**
- **what they do**
- **how they relate to each other**
(the partnerships, etc..)
- **where to find them**

This section outlines the *who's* and gives a brief description of their role in the sport system. Hopefully, after reviewing this section you will know where to go to get additional information within the sport system.

Who delivers sport opportunities in NS? Three groups are involved in delivering sport in Nova Scotia. They are local clubs/associations/facilities, recreation departments, and schools.

Who supports these front-line program deliverers, their club, facility or school?

- Provincial Sport Organizations (PSOs)
- Sport Nova Scotia (SNS)
- Recreation Nova Scotia (RNS)
- Nova Scotia School Athletic Federation (NSSAF)
- Canadian Sport Centre – Atlantic Canada (CSC-Atl.)
- The National Coaching Institute – Atlantic (NCI-Atl.)

At the National level...

- National Sport Organizations (NSOs)
- Coaching Association of Canada (CAC)

At the Government level...

- Federal government: Sport Canada
- Provincial government: Office of Health Promotions – Sport and Recreation Commission
- Municipal government: Recreation Departments



G1. Nova Scotia Non Government Sport Organizations

G1.1 Provincial Sport Organizations (PSOs)

The provincial sport organization is the “recognized voice” for a specific sport in the province. They provide leadership, administrative support and services to their members who may be individual athletes or coaches, clubs or local associations. Sport Nova Scotia currently has over 60 provincial sport organization members. For more information, contact Sport Nova Scotia at 425-5450, sportns.ns.ca, or visit www.sportnovascotia.ca.

G1.2 Sport Nova Scotia

Sport Nova Scotia is a non-government agency dedicated to the development and promotion of amateur sport in Nova Scotia. Sport Nova Scotia is a federation comprised of over 60 provincial sport organizations and over 162,000 registered sport participants. For more information, contact Sport Nova Scotia at 425-5450, sportns@sportns.ns.ca, or visit www.sportnovascotia.ca.



G1.3 Recreation Nova Scotia (RNS)

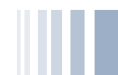
Recreation Nova Scotia is a province-wide, not for profit organization, established to promote the values and benefits of recreation and leisure. In partnership with the volunteers and professional recreation community, Recreation Nova Scotia advocates on behalf of all Nova Scotians for high quality recreation and leisure opportunities. For more information, contact 425-1128, rns@sportns.ns.ca or visit www.recreationns.ns.ca.

G1.4 Nova Scotia School Athletic Federation (NSSAF)

The goal of the NSSAF is to encourage a friendly and harmonious relationship among secondary schools of Nova Scotia through the promotion and delivery of athletic activities. This organization ensures the certification of its coaches, and in partnership with the provincial sport organizations, delivers a competition structure leading to local, regional and provincial play-downs. For more information, contact 425-8662, nssaf@sportns.ns.ca, or visit <http://nssaf.ednet.ns.ca>.

G1.5 Canadian Sport Centre – Atlantic (CSC-Atl.)

The Canadian Sport Centre – Atlantic is committed to supporting high performance athletes training in Atlantic Canada. This includes, but is not limited to, National Teams and Canada Games level athletes. For more information, contact 425-0942, marian@cscatlantic.ca or visit www.canadiansport.com/nsac/.





G1.6 The National Coaching Institute – Atlantic (NCI-Atl.)

Housed with the Canadian Sport Centre-Atlantic is the National Coaching Institute - Atlantic Canada. The NCI -Atl. offers professional development opportunities for coaches at all levels of training. Beyond its two-year diploma program, the NCI-Atl. offers ongoing seminars and presentations on topics of interest to coaches and also provides a resource centre in its offices in Halifax. For more information, contact 425-0942, marian@cscatlantic.ca, or www.cscatlantic.ca/e/nci_atlantic/index.htm.

G2. Canadian Non Government Sport Organizations

G2.1 National Sport Organizations (NSOs)

Where the PSO is the provincial voice for sport in each province or territory, the national sport organization is the national voice for each sport in Canada. They provide leadership, support and services to their members who are the provincial and territorial sport organizations. For more information, visit www.pch.gc.ca/progs/sc/federations/index_e.cfm.

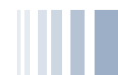
G2.2 Coaching Association of Canada (CAC)

Through their various programs and services, the Coaching Association of Canada (CAC) provides coaches with the comprehensive training and certification programs for all levels of coaching. Its programs provide coaches of all skill levels with the necessary foundation of skills, knowledge, and attitudes to foster excellence in sport. For more information, contact 613-235-5000, coach@coach.ca or visit www.coach.ca.

G3. Government Sport Organizations

G3.1 Sport Canada & Government Support for Sport

Sport Canada is mandated to support the achievement of high performance excellence and the development of the Canadian sport system, to strengthen the unique contribution that sport makes to Canadian identity, culture and society. It provide funds to the National Sport Organizations, who in turn, offer technical assistance and some financial rewards to the provincial and territorial sport organizations. For more information, please contact 819-956-8003, sportcanada@pch.gc.ca or 819-956-8003.





G3.2 Office of Health Promotion – Sport & Recreation Commission

At the provincial level, the new Office of Health Promotion is responsible for health promotion, preventative health, wellness, addiction services and tobacco control.

The Sport and Recreation Commission (SRC) is the division of government dedicated to sport and recreation. Its mission is to provide policies, programs and services that maintain, enhance and create quality sport, recreation and fitness opportunities to improve health and contribute to the social economic well being of all Nova Scotians. For more information, contact 424-7512, 1-866-231-3882, srcinquiries@gov.ns.ca or visit www.gov.ns.ca/src.

G3.3 Recreation Departments

Municipal Recreation Departments are located in most cities, towns, communities or regions. In rural areas, these departments are often the first contact for parents and/or children looking for information on sport programs. They are also a great spot for individuals interested in volunteering in sport to find organizations looking for help.

For a complete list of Recreation Departments in Nova Scotia contact Recreation Nova Scotia, contact 425-1128, rns@sportns.ns.ca or visit www.recreationns.ns.ca.



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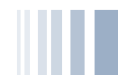
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