



FUNDAMENTALZ

COACH REFERENCE MATERIAL

FUNdamentalz

Version 2.0
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INTRODUCTION

Freestyle Canada's FUNdamentalz program covers all the foundation skills to introduce young skiers to the freestyle skiing terrain with confidence, develop skills in each of our four of our Olympic disciplines and start to prepare the skier for fun competitions if they want to "get in the gate". The skills that are covered are not limited to the on-snow technical components, but you will also learn how to teach young skiers to garner confidence, safety and implement fun learning.

Skiers who enter the FUNdamentalz program should already be "intermediate" level skier capable of skiing parallel turns on blue runs and comfortable with different freestyle specific terrain. They should know how to ride all lifts at their resort and know their way around the mountain. If they are not sure if they are at this level, you can do a quick assessment to understand their ability AND their aptitude to decide if it would be beneficial in their development and safe to take them into the program. Annually, you may decide to do a "refresher" on safety of using the lifts and ski etiquette at the resort. There is nothing wrong with suggesting a ski school multi-week program before entering the FUNdamatalz program the following year if that is a better progression for them and then welcome them into this program the following year.

COACH AND PROGRAM INSURANCE

Coaching in the Freestyle Canada Association requires a member registration. In order to be a registered coach and to ensure your club's liability insurance is effective, you will need to complete the following steps BEFORE you register for a membership or take any FC coach courses;

- Current Criminal Check, contact your local police station for more information.
- Making Ethical Decisions, on-line NCCP EVALUATION:
- On- line evaluation: can take 90 minutes. If you do not pass the course, you will need to take the full course which is offered on-line, 90 minutes, then take the evaluation again.
- Making Head Way, NCCP on-line course, 90 minutes
- Safe Sport, NCCP on-line course, 90 minutes

You can find the above asynchronous NCCP courses in the eLearning section of the Coaching Association of Canada's The Locker: <https://thelocker.coach.ca/onlinelearning>

REQUIREMENTS FOR CLUB LIABILITY INSURANCE

While the below is required by insurance to work with athletes in Freestyle Canada and Provincial sanctioned programs, we encourage coaches to attend the modules described in the following pages to ensure quality programming for youth with effective teaching skills for aligned athlete development towards Provincial and National Teams.

Updates coming in November 2024

*Provincial Associations may have additional requirements

REQUIREMENTS OF AN ENTRY COACH

- ✓ Making Head Way
- ✓ Making Ethical Decisions
- ✓ Safe Sport
- ✓ Criminal Record Check
- ✓ FC License
- ✓ FUNDamentalz

PROGRAMS INCLUDING SINGLE INVERT & OFF-AXIS JUMPS

- ✓ Air 4 Certification (4 modules)
- ✓ Making Head Way
- ✓ Making Ethical Decisions
- ✓ Safe Sport
- ✓ Criminal Record Check
- ✓ FC Coach License

TRAMPOLINE TRAINING

- ✓ Air 2 Certified
- ✓ Air 1 Certified can coach with supervision of an Air 2 Certified coach.
- ✓ FC Coach License

WATER RAMP & AIR BAG TRAINING

- ✓ Air 3 Certification
- ✓ Making Head Way
- ✓ Making Ethical Decisions
- ✓ Safe Sport
- ✓ Criminal Record Check
- ✓ FC Coach License



PROGRAMS INCLUDING DOUBLE INVERT & OFF-AXIS TRAINING

- ✓ Basic requirements as above +
- ✓ Air Doubles Coach Modules as required by your discipline:
 - Slopestyle & Halfpipe: Doubles on Trampoline, Air Bag and Snow certification.
 - Aerials: Doubles on Trampoline and Water

Athlete Air Qualification

Athletes doing inverted air skills must have qualified their jumps, qualification forms need to be sent to Freestyle Canada.

[Freestyle Canada Air Qualification Form \(google.com\)](#)

COACH DEVELOPMENT PATHWAY

Freestyle Canada's Coach Development Pathway and each of the programs are approved by the Government of Canada and the Coach Association of Canada (CAC).

We operate within the values, contexts and the pedagogy of the National Coaching Certification Program (NCCP).

National Coach Certification Program

The NCCP is structured within Streams and Contexts and around the Competency Based Education Training models (CBET). Freestyle Canada's coach programs have been developed within the Instructional Stream for FUNdamentalz and the Competition Stream for all other programs. Detailed information on the NCCP Streams and Contexts can be found here: [NCCP Coaching Streams and Contexts](#)



NCCP Community Sport

The NCCP Community Sport stream is designed to help participants of any age learn, play, and have fun. Participants in this stream are typically playing for their own enjoyment. Beginner coaches often start here.



NCCP Competition

The NCCP Competition stream helps participants of all ages develop competitive abilities in their sport over the long term. Former athletes and experienced coaches at regional levels often work in this stream.



NCCP Instruction

A stream of the NCCP in which the primary goals of the coach are Coaching to teach sport-specific skills to participants of various ability levels, and interact with them in a primarily non-competitive situation.

CBET is based on the process of a coach entering education programs to be trained and assessed on competencies within specific learning outcomes which are critical to the progression and confidence of our participants.

The 5 NCCP Coaching Competencies

- ✓ Problem Solving
 - o Finding a solution to a complex situation
 - o Developing an initial practice plan and progressively modify it
 - o Rank participant training priorities
- ✓ Valuing
 - o Appreciate the hierarchy of values in a moral dilemma
 - o Respect other coaches, participants, officials, and others involved in sport
 - o Ensure that the role of competitions is consistent with long-term participant development
- ✓ Critical Thinking
 - o Evaluate options for decision or action
 - o Compare current knowledge, skills and attitudes, and reflect on coaching practices
- ✓ Leading
 - o Make decisions that influence others
 - o Develop a rationale for challenging the status quo
 - o Formulate and share a vision for a program
- ✓ Interacting
 - o Exchange ideas and interact with other coaches
 - o Work with participants to design activities
 - o Communicate effectively with participants, parents, and other stakeholders

NCCP General Learning Outcomes

- ✓ Make Ethical Decisions
- ✓ Analyze Performance
- ✓ Provide Support to Athletes in Training
- ✓ Design a Sport Program
- ✓ Plan a Practice
- ✓ Manage a Sport Program
- ✓ Support the Competitive Experience

You can find more information on the NCCP and CBET philosophies here:

<https://coach.ca/new-coaching/about-nccp>

Freestyle Canada Coach Development Pathway

Upon completing the required prerequisite modules for activating your club's insurance, coaches need to attend the relative technical courses. These courses are a minimum standard not only for insurance but for effective coaching to improvements of your athletes in your program and general safety in our specific environments and terrain. The pathway overview below shows the full Freestyle Canada Coach Education Pathway and the relative athlete / skier programs that a club will operate each year. Coaches enter the development program relative to the programs and environment they will be coaching.

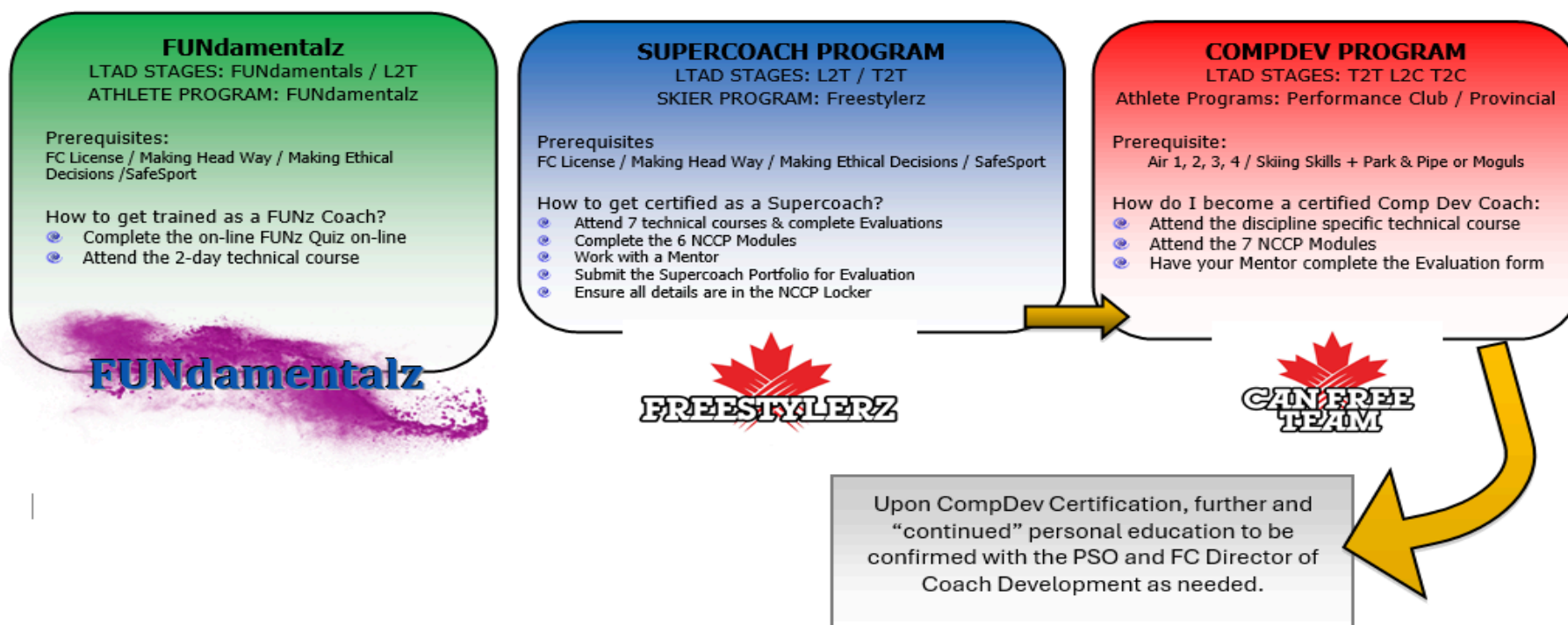
You can find the full details on how to become a certified coach in the Freestyle Canada Coaching Pathway and contexts website at this link:

<https://freestylecanada.ski/programs/coaching/>

FREESTYLE CANADA COACH EDUCATION PATHWAY

Part of the National Coaching Certification Program by the Coaches Association of Canada

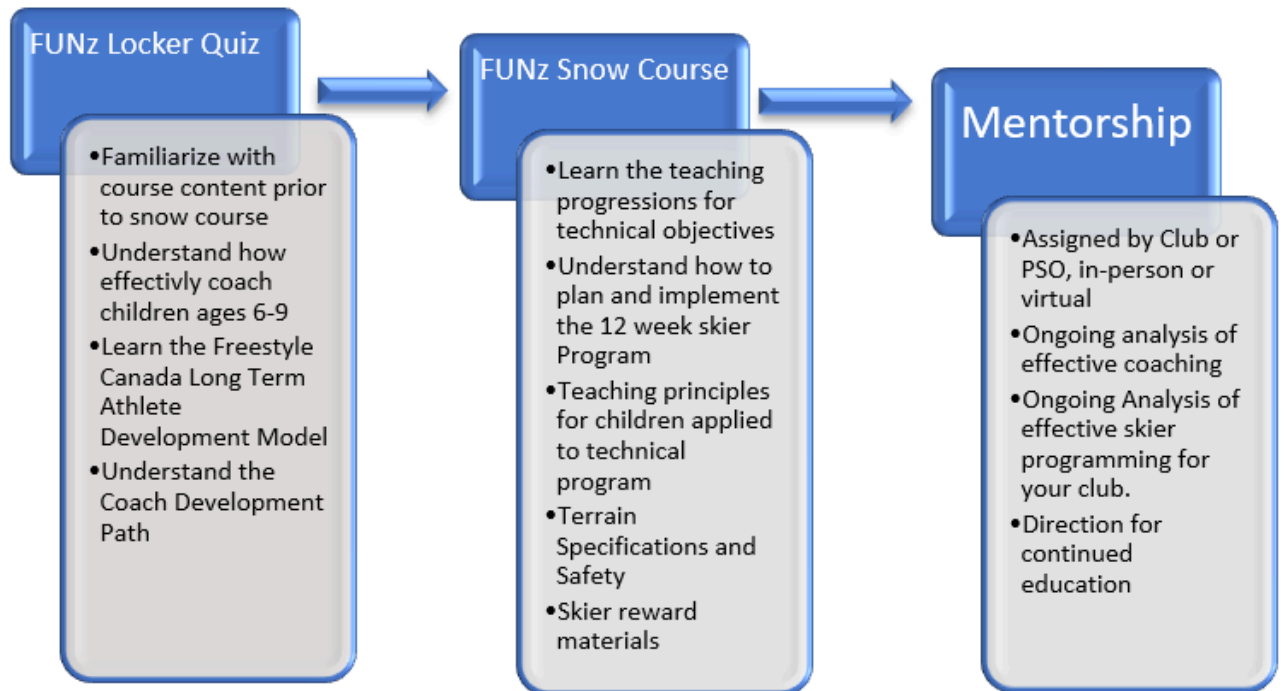
Freestyle Canada has developed coach training programs that are aligned with the Long-Term Athlete Development model from Canadian Sport for Life, the Canadian Coaches Association's new NCCP Competency Based Training model and with our Can Freestyle Athlete Development system. With all this integrated, the following is the training and certification process to become a certified coach.



FUNdamentalz Coach Training Pathway

FUNz is the introductory course solely relative to the FUNdamentalz 12 week athlete / skier program. A coach only needs to take the FUNdamentalz course if they will be teaching the FUNdamentalz program.

To be a FUNdamentalz Coach, you will need to complete the following steps, it is not a full CERTIFICATION process as our other coach programs are at the older or higher program levels.



Learning Outcomes of the FUNdamentalz Coach Program

As with all the FC programs, we have established some simple outcomes that our FUNdamentalz COACHES should understand and be ready to implement with their programs, upon completion of the FUNdamentalz coach course;

- o Understand how to plan and implement the FUNz 12 week program,
- o Know the 4 components of technical outcomes including the detailed skills from each discipline,
- o Understand the key successful factors of teaching children and keeping them engaged in freestyle skiing
- o Know the FC Coach Education Pathway, to support skiers and your continued education plan.
- o Safety awareness of all the FUNdamentalz terrain and training environments

Once a coach has completed this course, they should further their teaching / coaching and freestyle ski technical knowledge by taking more modules from the Freestyle Skiing Coach Development Pathway. Suggestions that will help your success with the FUNdamentalz skier groups are:

- FC Skiing Skillz
- FC Moguls
- FC Park & Pipe
- NCCP Teaching and Learning

All of the above will be valued towards a NCCP & FC CompIntro / SuperCoach Certification. Contact your Provincial Freestyle Organization to find dates of scheduled courses.

FUNDAMENTALZ SKIER PROGRAM

Freestyle Canada has developed a 12 week program to support planning and execution of the FUNdamentalz program to encourage athletes to improve their skills, have fun and stay involved in Freestyle Skiing for years to come. There are resources to support the coach, this section will take you through a snapshot of what is available and how to use it. The following list of resources can be found at this link:

<https://drive.google.com/drive/folders/10lrnWM0mP7kvDtLvkz0l6m9vg2dZadyi?usp=sharing>

- ✓ 12 Week Program Pocket Guide: program plan, teaching tips to engage with youth skiers, games
- ✓ Suggested 14 Week Focus Program
- ✓ Entry Level Drills and Exercises Directory (basic skiing skills)
- ✓ Post Program Skier Reporting: Skills Report, Program Certificate
- ✓ Terrain Guidelines

FUNdamentalz Terrain Guidelines:

Freestyle Canada developed a working group of professional skiers who have experience running terrain parks, moguls runs and jump sites as well as operating youth ski programs. This group developed a set of guidelines to provide as a resource to the clubs and coaches to explain how to build the terrain to run the FUNdamentalz program. Understanding that not all venues or specifications can be achieved by a resort, this is the framework to work towards to run quality programming for all of our disciplines.

RESOURCE: [FUNdamentalz Terrain Specifications and Guidelines](#)



FUNdamentalz

Terrain Specifications and Guidelines

Coach Pocket Guide

This guide was developed so the coach has a quick reference guide for their teaching points on the given day and relate them to the overall 12 week program.

RESOURCE [Link to full pocket guide](#)



FUNdamentalz

COACH POCKET GUIDE



HOW TO USE YOUR POCKET GUIDE

Pocket Guides are week-by-week lesson plans for Freestyle Canada licensed coaches who have passed the **FUNDamentalz** course.

The lessons are presented in a progressive order however, weather, terrain availability and your group's abilities may require you to adapt activities and/or the order of the lessons. If your program is less than 12 weeks, please just go as far as you can and hand out mid-session report cards when it is the middle of your program. If your group is ready, go ahead and pull drills from the later weeks. You do not have to complete everything. Check out our website for more tools like group games and warm-ups.

Social-Emotional Learning (SEL) Factors

HIGH FIVE® research shows the following principles are essential for healthy child development:



1. Being **A CARING ADULT**
2. Helping children to make **FRIENDS**
3. Providing opportunities to **PLAY**
4. Encouraging skill **MASTERY**
5. Allowing **PARTICIPATION**



Guiding principle for the lesson



An activity detailed in the Coach's Tool Box



What to look for in a particular drill



Health Tip



Social-Emotional Learning Tip




Safety Tip

FUNDamentalz Technical Outcomes

The following “Skills Report” outlines the technical outcomes for the skiers in the winter program. These are the simplified technical goals for all disciplines.

Skills Report



FUNDAMENTALZ SKILLS REPORT

PAGE 1 OF 2

Skier: _____ Coach: _____ Club: _____ Date: _____

COACHES CHECK ALL BOXES THAT ATHLETES HAVE ACHIEVED!			
SKILLS	Learning...	You Did It!	Stomped!
SKIING			
Freeskiing	Balanced Parallel Skier – can hop in all points of the turn <input type="checkbox"/>	Initiates the turn with lower body and weights the outside ski <input type="checkbox"/>	Carves ski edge through most of the turn with steady timing <input type="checkbox"/>
Skiing Switch	Basic switch wedge turns on green runs <input type="checkbox"/>	Switch skiing parallel in some of the turn on blue terrain <input type="checkbox"/>	Switch parallel turns on blue terrain <input type="checkbox"/>
Spinning on Snow	180's on snow <input type="checkbox"/>	360's on snow <input type="checkbox"/>	Surface buttering on the flats <input type="checkbox"/>
Skiing with Control	Taps ski through all phases of the turn <input type="checkbox"/>	Skis varied conditions (ice/powder/or chopped snow) <input type="checkbox"/>	Use turn shape to control speed on blue or black terrain <input type="checkbox"/>
Coach Comments: Skiing	Skiing skills you are doing well: _____ What to work on next: _____		
MOGULS			
Moguls Stance on Groomed Terrain	Shows moguls stance off skis <input type="checkbox"/>	Shows moguls stance medium radius turns on green/blue groomed terrain <input type="checkbox"/>	Short radius turns with mogul body position on blue terrain <input type="checkbox"/>
Absorption and Stance	Working on stance and absorption in very easy green moguls <input type="checkbox"/>	Good absorption with lower body and shows moguls stance in roller tank <input type="checkbox"/>	Good absorption with lower body and shows mogul stance in easy green moguls <input type="checkbox"/>
Coach Comments: Moguls	Moguls skills you are doing well: _____ What to work on next: _____		

Continue to Jumping and Terrain Park Report



FUNDAMENTALZ SKILLS REPORT

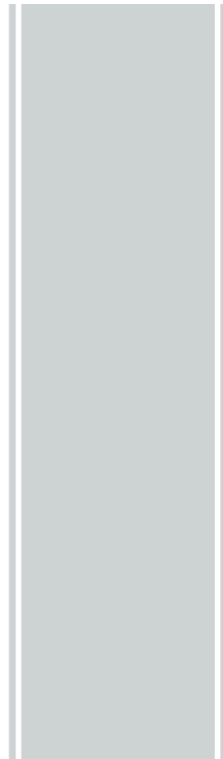
Skier: _____

COACHES CHECK ALL BOXES THAT ATHLETES HAVE ACHIEVED!			
SKILLS	Learning...	You Did It!	Stomped!
JUMPING			
Take-off	Partially extends off x-small jump with inconsistent balance <input type="checkbox"/>	Mostly extends off small jump, maintains more consistent balance <input type="checkbox"/>	Fully extends of small jump, maintains balance <input type="checkbox"/>
Spinning	Has attempted a 180° in one direction off an x-small jump <input type="checkbox"/>	180° in both directions off an x-small or small jump <input type="checkbox"/>	180° spinning both directions with confident lift and switch skiing out <input type="checkbox"/>
Air and Landing	Working on balance in air and landing, trying spread eagle and/or tuck jump <input type="checkbox"/>	Balanced and controlled in the air, trying single upright tricks and/or grabs, working on consistent balance on landing <input type="checkbox"/>	Confident lift on take-off, and clean upright tricks and/or grabs with balanced landings <input type="checkbox"/>
Coach Comments: Jumping	Air skills you are doing well:		
	Air Skills to work on next:		
TERRAIN PARK			
Safety	Some awareness of Terrain Park Etiquette and safety <input type="checkbox"/>	Awareness of Terrain Park Etiquette, needs to work on managing terrain and flow safely <input type="checkbox"/>	Consistent awareness of Terrain Park Etiquette and manages terrain and flow safely <input type="checkbox"/>
Boxes	Can ride a box straight, attempting sideways with a spotter <input type="checkbox"/>	Can confidently ride a box straight, and is attempting sideways <input type="checkbox"/>	Can ride a box sideways with control and strong exit skills <input type="checkbox"/>
Wall features	Rides up wall and skis down in control <input type="checkbox"/>	Rides up wall and 180° turn in air and may be attempting Alley-Oop <input type="checkbox"/>	Rides wall with good use of edges, 180° turns and/or Alley-Oops with proper timing of take off <input type="checkbox"/>
Coach Comments: Terrain Park	Terrain park skills you are doing well:		
	What to work on next:		
ADDITIONAL COACH'S COMMENTS:			

Drills and Exercises Directory

To support Freestyle Canada's methodologies of teaching foundation Freestyle skills, we have the CFSA Entry Level Technical Drills and Exercise Directory to support achieving the skills.

RESOURCE [Link to directory](#)



CFSA

ENTRY LEVEL
DRILLS AND EXERCISES
DIRECTORY



Suggested Weekly Focus Plan

While the FUNdamentalz basic plan is designed for a 12 week program, the following is an example how you can implement a 12 – 14 week plan should the club decide to run the program longer.

Where it states “DRILLS” this will be for the coach to determine which drills, from the CFSA Entry Level Skills and Drills Directory and other terrain park drills, they plan to do with the skiers relative to the focus.

RESOURCE [Link to 14 week program](#)

	Basic skiing	Park & Pipe	Air	Rollers & Moguls
Week 1	FOCUS: Basic body position and alignment DRILLS:	FOCUS: Introduction to switch power plow. DRILLS:	FOCUS: Confidant stance in the in-run and on the take off. DRILLS:	
Week 2	FOCUS: Introduction to edging DRILLS:	FOCUS: Showing control on the box. DRILLS:		FOCUS: Balance moguls position and weight shift. DRILLS:
Week 3	FOCUS: Speed control DRILLS:		EXERCISE: Straight jump off a small air jump. FOCUS: Confidant stance in the in-run and on the take off.	FOCUS: Pole plant DRILLS:
Week 4	FOCUS: Weight shift and edging DRILLS:	FOCUS: Introduction to switch power plow. DRILLS:	FOCUS: Strong and controlled landing. DRILLS:	
Week 5	FOCUS: Basic body position and alignment DRILLS:	FOCUS: Body position in the pipe entry DRILLS:		FOCUS: Able to connect turns in the bumps. DRILLS:
Week 6	FOCUS: Introduction to edging DRILLS:		FOCUS: Strong and controlled landing. DRILLS:	EXERCISE: Skiing with different radius turns on groomed terrain. FOCUS: Balance moguls position and weight shift.
Week 7	FOCUS: Speed control DRILLS:	FOCUS: Showing control on the box. DRILLS:	FOCUS: Control and precision in the air. DRILLS:	
Week 8	FOCUS: Weight shift and edging DRILLS:	FOCUS: Introduction to switch power plow. DRILLS:		FOCUS: Pole plant DRILLS:
Week 9	FOCUS: Speed control DRILLS:		EXERCISE: Straight jump off a small air jump. FOCUS: Confidant stance in the in-run and on the take off.	FOCUS: Able to connect turns in the bumps. DRILLS:
Week 10	FOCUS: Basic body position and alignment DRILLS:	FOCUS: Body position in the pipe entry DRILLS:	EXERCISE: Up-right jumps off a small air jump. FOCUS: Control and precision in the air.	
Week 11	Medium radius turns on groomed terrain. FOCUS: Basic body position and alignment.	FOCUS: Showing control on the box. DRILLS:		EXERCISE: Skiing with different radius turns on groomed terrain. FOCUS: Pole plant
Week 12	Medium radius turns on groomed terrain. FOCUS: Introduction to edging		EXERCISE: Up-right jumps off a small air jump. FOCUS: Strong and controlled landing.	FOCUS: Balance moguls position and weight shift. DRILLS:
Week 13	Medium radius turns on groomed terrain. FOCUS: Weight shift and edging	EXERCISE: Riding a box FOCUS: Showing control on the box.	FOCUS: Control and precision in the air. DRILLS:	
Week 14	Medium radius turns on groomed terrain. FOCUS: Speed control.	FOCUS: Introduction to switch power plow. DRILLS:		EXERCISE: Skiing easy bumps FOCUS: Able to connect turns in the bumps.

Progression of Skill Benchmarks by Discipline

The following charts explain the benchmark skills to progress through the three levels for each discipline.

BASIC SKIING	
EXERCISE: Medium radius turns on groomed terrain	
FOCUS Basic body position and alignment.	
Level 1	Hips are over the feet, knees over the toes, skis are parallel.
Level 2	Upper body is aligned over the feet, while keeping the hips over the feet and the knees over the toes.
Level 3	Upper and lower body are in a good position, hands are held at approximately mid torso height.
FOCUS Introduction to edging.	
Level 1	Use legs and feet to guide the skis in the turn.
Level 2	Use legs and feet to direct the skis from the initiation through the end of the turn.
Level 3	Use legs and feet to initiate the turn and weight on the outside ski.
FOCUS Weight shift and steering.	
Level 1	180's on snow
Level 2	360's on snow
Level 3	Surface buttering on flat.
FOCUS Speed control.	
Level 1	Use snowplow to control speed.
Level 2	Use turn shape to control speed on green terrains.
Level 3	Use turn shape to control speed on blue and black terrains.

PARK & PIPE	
EXERCISE: Skiing switch on a green terrain.	
FOCUS	Introducing power plow.
Level 1	Show balance while skiing switch.
Level 2	Show control skiing in power plow.
Level 3	Can complete 3 turns using the power plow.
EXERCISE: Riding a box.	
FOCUS	Showing control on the box.
Level 1	Can ski on the box, ride it straight and ski down.
Level 2	Can jump on the box straight, ride it and jump off with control.
Level 3	Can ride a box sideways with control.
EXERCISE: Riding a pipe wall or a pump track or the side of a jump.	
FOCUS	Body position in the pipe entry.
Level 1	Approach the wall in a very low and forward position.
Level 2	Approach the wall in a very low and forward position and use the ski edges.
Level 3	Ride up the wall in a very low and forward position and 180° to ski down in control.


AIR	
EXERCISE: Straight jump on a small air jump.	
FOCUS	Confidant stance in the in-run and on the take off
Level 1	Approach the jump with parallel skis.
Level 2	Partially extends hips and knees on takeoff.
Level 3	Extends the hips and knees on takeoff with strong arm lift.
EXERCISE: Up-right jumps on a small air jump	
FOCUS	Control and precision in the air.
Level 1	Can do 3 different up-right jumps (position/grabs) with control and precision in the air.
Level 2	Can do 3 different double positions/grabs up-right jumps with control and precision in the air.
Level 3	Can do 180° with precision in the air and ski out switch in control.
EXERCISE: Up-right jumps on a small air jump.	
FOCUS	Strong and controlled landing.
Level 1	Can land most of the jumps.
Level 2	Jumps are landed with absorption.
Level 3	Throw arms forward, and absorption is controlled.

ROLLERS & MOGULS	
EXERCISE: Skiing with different radius turns on groomed terrain.	
FOCUS	Balanced mogul position and weight shift.
Level 1	Show moguls stance while skiing.
Level 2	Show moguls stance doing medium radius turns.
Level 3	Show moguls stance doing short radius turns.
FOCUS	
	Pole plant.
Level 1	Hands are in front during the turns,
Level 2	Use poles plant during most of the turns.
Level 3	Pole plant timing is well used during the whole turns.
EXERCISE: Skiing in easy bumps.	
FOCUS	Able to connect turns in bumps.
Level 1	Able to do medium radius turns in the roller tank.
Level 2	Able to do short radius turns in the roller tank.
Level 3	Able to do 5 to 10 consecutive turns in easy moguls.

Program Completion Reporting

At the end of the program, the coach will need to complete the following steps

1. Complete the above report card,
 - a. email to the club
 - b. give to the skier & their parents
2. Provide each skier with the program certificate.
3. Make sure to speak with the skier and their parents about next step for next year so they know what to do and it helps motivate to stay involved.



CONGRATULATIONS ON BEING PART OF
FUNdamentalz


Name: Club:

Big Achievements This Year:

**BE PROUD
YOU DID IT!**

Coach Signature: _____

Date:



CHILD CENTERED LEARNING



This section introduces the concept of child-centered coaching. Child-centered coaching is the foundation of Community Sport coaching, as it ensures that your program meets children's sport needs, provides positive experiences for children, helps children achieve their full potential, and boosts children's self-esteem.

There are five topics in this section

1. Why Children Participate in Sport
2. General Motives for Participation in Sport
3. What Parents Expect of Coaches
4. Coaching Philosophy
5. The NCCP Philosophy

Why Children Participate in Sport

In recent decades, many studies around the world have looked at why children participate in sport. Given the length of time and the many locations involved, it's striking how similar the results are.

Before you read on, think about why you participated in a particular sport as a child. *Here are examples of some of the latest research findings:*

Top reasons why children join a sport:

1. To have fun
2. To be with friends
3. To learn new skills
4. To be active

Source: Coakley, 2007; Ewing and Seefeldt, 1996; Gould, Feltz, Horn, and Weiss, 1982.

Top reasons why a child leaves a sport

1. Cost
2. Lost interest
3. Not having fun
4. Too much time out of our family schedule
5. Coach was a poor teacher
6. Too much pressure

Reasons children give for returning to a sport they previously left:

Boys

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

Girls

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

Source: Ewing and Seefeldt, 1988.

General Motives for Participation in Sport



In general, people participate in sport for one or more of the reasons listed below. Coaches need to be able to recognize and respect individual differences in this area, because athletes drop out when programs don't match their reasons for being in sport. Put another way, coaches need to work with those they coach to give them a program that meets their needs or recommend a program that will. There are many reasons individuals participate in sport programs, many of them can be grouped into four general motives;

Affiliation

Wanting to be part of a group or team, a desire to have positive and friendly relations with others.

Achievement

The desire to grow and improve, to reach a goal; a wish to improve, master new skills, and pursue excellence.

Sensation

A desire to experience playing the game; a desire to experience the sights, sounds, and physical feelings surrounding a sport or the excitement in a sport.

Self-direction

The desire to have a sense of control of their lives, to feel in charge. The purpose of a coach is to support the needs of his or her participants. There is a direct link between why individuals participate and the functions of a coach.

Functions of a Community Coach

1. Foster a sense of belonging among teammates.
2. Give every child an opportunity to succeed and to feel good about themselves.
3. Keep children involved in practices and competitions.
4. Give children opportunities to make decisions within the context of the group.

What Parents Expect of Coaches

Parents play a pivotal role in determining the activities their children are involved in. Understanding the expectations of parents in the scope of our programming helps coaches manage communication more effectively. The Government of British Columbia (1994) found the following:

1. Make sport enjoyable
2. Respect children as individuals
3. Be a knowledgeable leader
4. Be safety conscious
5. Act in a mature and adult manner
6. Be fair
7. Respect rules and officials
8. Give equal opportunity for playing time
9. Plan activities effectively
10. Be approachable
11. Strive to win



What is self-esteem?

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

The importance of self-esteem in sport

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

Even remarks that seem insignificant to the person who made them may have an impact on a participant. Parents and coaches should always point out things that the participant is doing well, as well as those that need to be improved. Positive reinforcement can be

given on how a participant is performing a skill/activity and can also be provided for aspects of behavior that have little to do with performance in sport (e.g., following the rules, playing fair, being on time, taking good care of equipment, making others laugh or relax).

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

Indicators of Low Self-esteem in Children

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

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

General Tips to Help Children Improve their Self-esteem

- Give them a warm and personal welcome when they arrive, and make sure they are happy to be there.
- Show them that you have confidence in their ability to learn and improve.
- Show respect for them.
- Tell them what their positive qualities are and what they do well.
- Show them you appreciate them as people.

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

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

When commenting or providing feedback about the practice:

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

During a pre-competition/event talk:

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

After a competition win:

- Always comment on the competition.
- Enjoy the victory.
- Talk about the PROCES, emphasize what they did right.
- Discuss what can be improved.
- Acknowledge the efforts of the other skiers.
- Refer to what lies ahead and how what was learned in this competition will contribute to future success.

After a competition loss:

- Acknowledge their efforts.
- Identify things that are done well and the strong points of the performance.
- Let them know specifically what can be improved.
- Ensure they learn from the defeat. "Sometimes you win, sometimes you learn"
- Remind children that there will be other opportunities and that what is important is giving their best effort and learning from their process

COACHING PHILOSOPHY



A philosophy forms the foundation of coaching practices and provides a framework for making decisions. It helps establish guiding principles and goals for a program.

A **personal philosophy** allows an individual to put into words what is important to him or her as a coach. Sharing the philosophy and consistently applying the philosophy in one's coaching helps establish trust and credibility among players and parents.

A **program philosophy** tells parents and players what is important to the program. A program philosophy provides the foundation for practice goals, competition decisions, and coaching behaviors. A program philosophy should align the goals of the program with participants' needs and developmental stage.

An Example of a Community Sport's Program Philosophy

- **Participation:** Everyone gets to play.
- **Preparation:** We will work hard to develop our skills.
- **Performance:** Success will be measured by how we execute what we have learned — not by the scoreboard.

An Example of a Community Coach's Personal Philosophy

- **Fun:** I believe that learning new skills and participating in sport should be fun.

- **Everyone is important:** I value every child on my team as a unique individual.

National Coaching Certification Program Coaching Philosophy

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

The aim of the NCCP is to:

1. Provide every participant in a sport program with a positive experience
2. Provide an opportunity for participants to achieve their full potential through sport
3. Use sport as a personal development tool

Provide every participant in a sport program with a positive experience

Every individual who chooses to participate in a sport program must have the opportunity to have a positive experience. The benefits and satisfaction must be such that they will be motivated to continue participating.

Provide an opportunity for participants to achieve their full potential through sport

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

Use sport as a personal development tool

Sport can provide a forum in which participants can challenge themselves and others. *Using the examples above as a guide, start on developing your own personal coaching philosophy. It will likely evolve over time as you experience more as a coach.*

LONG TERM ATHLETE DEVELOPMENT (LTAD)

Sport Canada / Canadian Sport For Life LTAD Model

Children and youth need to do the right things at the right time to develop in their sport or activity — whether they want to be hockey players, dancers, figure skaters, or gymnasts. Long-term Athlete Development (LTAD) describes the things kids need to be doing at specific ages and stages in their development.

Science, research, and decades of experience all point to the same thing: kids will get active, stay active, and even reach the greatest heights of sport achievement if they do the right things at the right time. This is the logic behind the Long-term Athlete Development model (LTAD).

LTAD is a developmental pathway that guides an individual's experience in sport and physical activity. LTAD experts identified seven stages of human development, each with its own set of characteristics. The name of each stage reflects the stage's main objective (Fundamentals, for example) and is broadly linked to a chronological age range:

Stage 1: Active Start (0-6 years)

Stage 2: Fundamentals (girls 6-8, boys 6-9)

Stage 3: Learn to Train (girls 8-11, boys 9-12)

Stage 4: Train to Train (girls 11-15, boys 12-16)

Stage 5: Train to Compete (girls 15-21+/-, boys 16-23+/-)

Stage 6: Train to Win (girls 18+, boys 19+)

Stage 7: Active for Life (any age)

Certain types of activities are unique to each stage. For example, **Stages 1, 2, and 3** develop what we call physical literacy in a fun, stimulating environment before puberty. Physical literacy consists of the *fundamental movement skills* and *fundamental sport skills* that give children the confidence to participate in a variety of sports and physical activities throughout their lifetimes.

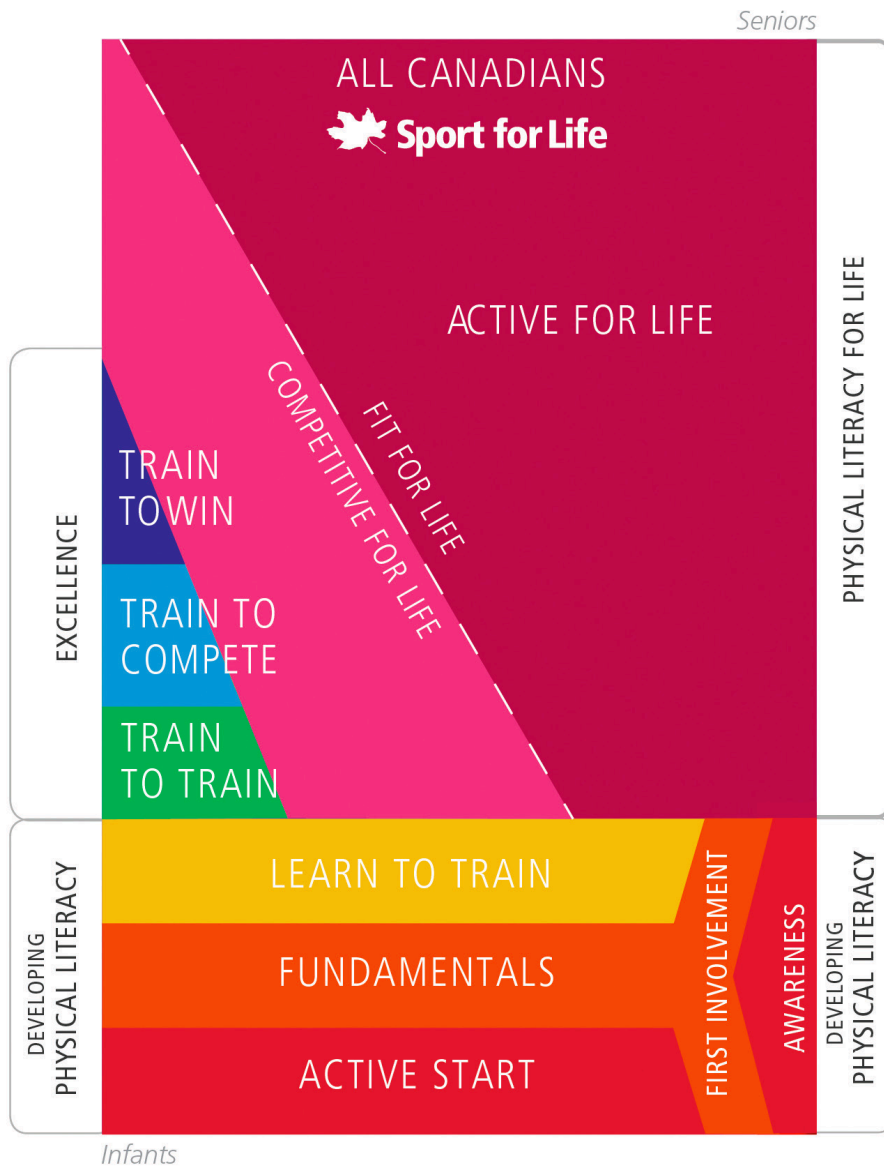
Stage 4 marks the beginning of specialized training. Being physically literate is essential for entry to this stage. Together, **Stages 4, 5, and 6** represent the excellence pathway.

Stage 7 is about staying Active for Life through recreational participation in any sport or physical activity. It's also about giving back to the sport community through coaching, officiating, administration, or volunteering.

Some people will enter the Active for Life stage during their teen years, while others may choose to pursue elite sport competition for years or decades before transitioning to the Active for Life stage.

LTAD is part of a bigger movement called **Canadian Sport for Life**. Canadian Sport for Life (CS4L) aims to improve the quality of sport and physical activity in Canada. CS4L links sport, education, recreation, and health and aligns community, provincial, and national programming. As a community coach, you are a pivotal part of the CS4L movement!

The figure below shows those different stages and how the individual athlete is progressing towards them.



Long-Term Athlete Development, ATHLETE DEVELOPMENT MATRIX. *Sport for Life*, Version 1.1, November 2016

**Teachers, parents and coaches working with children in the first three stages of Long-Term Athlete Development must think of themselves as preparing young athletes with the skills and confidence to engage in any sport activity at any time in the future¹.*

Freestyle Canada has its own sport specific LTAD framework. Below is an overview of the Freestyle skiing stages. Additional resources are available in the Coach and Athlete Development resource sections of Freestyle Canada's website: www.freestylecanada.ski

You will notice that the Freestyle LTAD model has an extra stage which is named Learn to Compete, between the Train to Train and the Train to Compete stages. This stage used to exist in the Canadian Sport for Life Model but they have since taken it out. Freestyle Canada sees this as a critical and effective stage to developing our high performance athletes to prepare them for international competition and we have kept part of our long term athlete development strategy.

1

Freestyle Skiing Literacy Stages

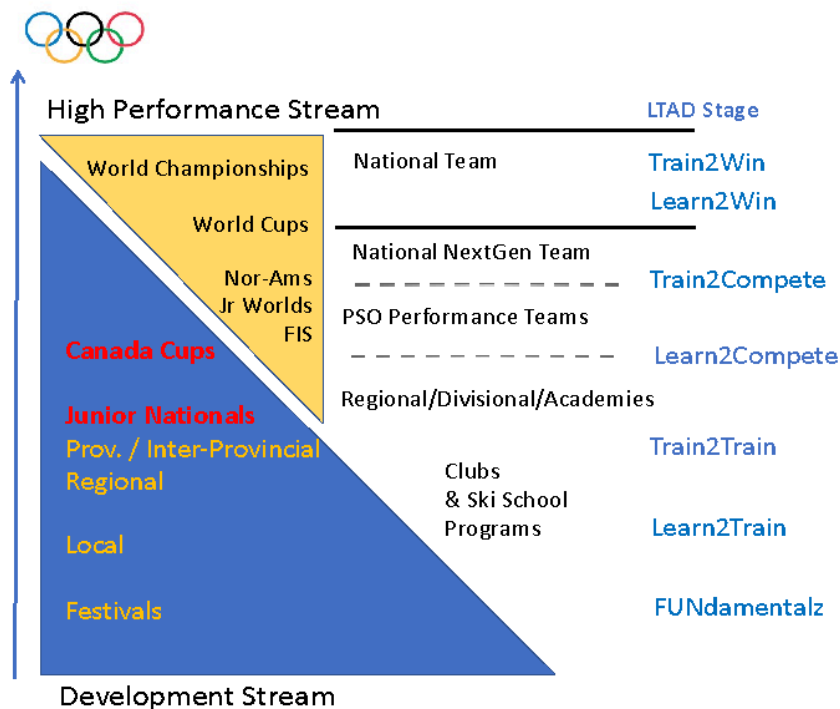
LTAD STAGES	RELATIVE AGES	OVERVIEW	TRAINING ENVIRONMENT		COMPETITIONS / ASSESSMENTS		EXPECTED COACH LEVEL
			PROGRAMS	COMMITMENT (annually)	VOLUME	SKIER LEVEL	
ACTIVE START	Infant Female 0-6 / Male 0-6	Defined only by the age of participants. Skiing with family and/or part of ski school	Ski with parents or ski schools as much as possible. Entry level for all different sports.	Ski: 15+ days / year Gymnastics/Trampoline: 30-45 min./week	N/A	N/A	Local Ski School
FUNDAMENTALS	Childhood Female 6-8 / Male 6-9	FUNDamentalz 12-week program within a club or ski school.	FC-FUNDamentalz program or racing program U10 Or, recreational all mountain skiing	Ski: App. 30 days/ year Recommended: Trampoline 50 h/year and Introduction to the water ramps. Explore all sports/activities that promote physical literacy	1 event/yr	FUNDamentalz Report Card and Festivals(non-judged)	FC-NCCP FUNDamentalz Program Dependent: FC Skiing Skillz Moguls Park & Pipe L1 CSIA or Apline Canada certifications
LEARN TO TRAIN	Late Childhood Female 8-11 / Male 9-12	Early or late entry into puberty / adolescence has the greatest impact on the duration of the Learn to Train Stage. Since Learn to Train is when the pre-adolescent body is primed for skill learning, the longer duration of this stage in late developers (male or female) provides a longer period of optimum skill development which might provide a long-term advantage. Participating in multiple Freestyle disciplines is highly recommended.	Continue FC-FUNDamentalz program OR FC-Freestylerz Program (U12)	Ski: App. 40 days/year Trampoline: 100 h/year Water ramps / Air bag: App. 300 jumps **The above should be adapted if athletes practice another complimentary sport in a structured environment (ex: Gymnastics, Trampoline, Diving) Practice other sports (structured and unstructured)	Skill Evaluation 1-2 /yr AND FC FUN Events / Festivals 1 - 3 /yr	Freestylerz Skill Evaluations AND Club/Regional competitions OR Festivals	CERTIFICATION in: Air 1 to 4 Skiing Skills Moguls Park & Pipe

Freestyle Skiing Development & High Performance Stages

LTAD STAGES	RELATIVE AGES	OVERVIEW	TRAINING ENVIRONMENT		COMPETITIONS / ASSESSMENTS		EXPECTED COACH LEVEL
			PROGRAMS	COMMITMENT (annually)	VOLUME	ATHLETE LEVEL	
TRAIN TO TRAIN	Adolescence Female 11-15+ / Male 12-16+	Period of adolescent growth for both males and females – there are visible biological markers. Focus on 1 stream of the sport (ie Freestyle (AE/MO) disciplines or Freeski disciplines)	FC Freestylerz Level 2 Program Annual Team structure: -Competitive Club -Regional Team -Development PSO Teams	<u>Ski</u> : App.60 days/year (Nov.-May) <u>Supervised trampoline</u> : App. 150 h/year <u>Water ramps and/orAirbags</u> : App. 500 jumps	3 - 7 /yr	Regional events Provincial events Canada Cups JR Nationals	SuperCoach Certified + Comp Dev Training within the discipline
LEARN TO COMPETE	Late Adolescence Female 14-18 / Male 15 -20	Move into individualized training approach, specializing in 1 Olympic discipline.	FC Performance Program Annual Team structure: -Competitive Club -Regional Team -Provincial Team	Annual periodized training program.	7 - 8 /yr	Provincial events Canada Cups Domestic FIS events Canada Winter Games Youth Olympic Games	
TRAIN TO COMPETE	Early Adulthood Female 16+ / Male 17+	Consolidate many skills and capacities in all aspects of the sport.	PSO Performance Programming High Performance - NextGen Team	60% of the athlete's time is devoted to the sport. Training programs are evidence-based built, yearly periodized and individualized.	7 - 10 /yr	FIS Events Full Nor-Am Tour Jr Wolrds Domestic WCs	CompDev Certified NCCP Advance Coaching Diploma and Continued education
LEARN TO WIN	Adulthood Female 16+ / Male 18+	Peaking at Major events	High Performancee (NextGen/B-Team)	Sport-specific technical, tactical and physical training is full time. Number of training days and competitions is individualized.	8-10+ comp/yr	World Cups World Championships	
TRAIN TO WIN		Full-time approach to the Sport	High Performance (A-Team, Olympic Team)			World Cups World Championships Olympics Games	
ACTIVE FOR LIFE	Post Competitive Involvement	Compliment Academics or Career with continued practice of the sport	Move from competitive sport to recreational activities or stay competitive in a sport that has a late specialization.			FISU Winter Universiades	Relative to level of skills performed

Freestyle Skiing Competition Pathway

Competition Pathway



Guiding Principles

1. Athletes should compete in no more than 2 LTAD stages annually
2. Athletes should consistently finish top half before moving to the next layer
3. Training/Competition Ratio should be heavily weighted towards Training throughout the Development stream
4. Development stream promotes training and start gate opportunities (ex: best of formats)
5. High performance stream events promote "performance on demand" by implementing elimination phases



Is the LTAD Model making a difference?



Canada's progress in Long-term Athlete Development is starting to change the way some organizations think about developing physical literacy. Groups of sports, led by the "on-ice" sports of Ice Hockey, Ringette, Speed Skating, and Figure Skating, are collaborating to introduce young children to the world of skating — working to develop skating skills, on-ice agility, balance, and coordination so that the child can later enter any one (or more) of these sports for healthy recreation or to develop sport excellence.

Approaching this in a different way, some local recreation organizations are offering young children the opportunity to sign up for year-round programs that combine exposure to a number of different sports, with fundamental movement skill learning opportunities and lots of skill-developing mini-games.

This new approach is also being tried by some sport facilities. Swimming pools are developing "introduction to aquatics" programs that teach water safety and basic swimming — with the opportunity to take the first steps toward competitive swimming, water polo, synchronized swimming, and diving.

With creative thinking, local recreation providers and groups of national sport organizations could put together programs such as:

- Introduction to ball games — teaching the throwing, hitting, catching, passing, and kicking skills that could lead to later involvement in basketball, volleyball, soccer, rugby, team handball, and other similar games.

- Introduction to hitting games — teaching children to hit stationary and moving objects with a variety of bats and racquets, providing the building-block skills for softball, baseball, hockey, golf, tennis, badminton, racquetball, or squash.
- Introduction to being “on-the-water” — making children safe and comfortable around boats and introducing them to the idea of propelling a boat using paddles, oars, and sails to encourage children to take up canoeing, kayaking, rowing, and sailing.

As a nation, we have to change the thinking of many groups that work with young children. Too many organizations think of children as a resource to be brought into their sport and to be kept in that single sport for as long as possible — the “get them early and keep them” approach. This “get them and keep them” approach restricts the range of physical literacy skills that children develop, diminishes their all-round athletic development, and stops too many children from experimenting with different sports — and finding the one that is just right for them. Long-term, both the sports and the children are hurt by this approach.

Developing Athletes

Where Does Community Sport Fit into Long-term Athlete Development?



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

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

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

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

- Emphasis on a single sport at an early age often results in burnout and dropout

PHYSICAL LITERACY

Community sport is the foundation for physical literacy

Physical literacy is the development of **fundamental movement skills** and **fundamental sport skills** that permit a child to move confidently and with control, in a wide range of physical activity, rhythmic (dance), and sport situations. Physical literacy also includes the ability to “read” what is going on around one in an activity setting and react appropriately to those events. For full physical literacy, children should learn fundamental movement skills and fundamental sport skills in each of the four basic environments:

- **On the ground** — as the basis for most games, sports, dance, and physical activities
- **In the water** — as the basis for all aquatic activities
- **On snow and ice** — as the basis for all winter sliding activities
- **In the air** — basis for gymnastics, diving, and other aerial activities

Why Does Physical Literacy Matter?

Physical literacy gives children the tools they need to take part in physical activity and sport, both for healthy lifelong enjoyment and for sporting success, and is a key component of Canada’s Long-term Athlete Development (LTAD) program.

Being physically active is more important to health than just about any other part of life over which we have control. Recent research suggests that it is better for your health to be overweight and active than to be of normal weight and be inactive. For this reason alone it is critical that children develop the knowledge, skills, and attitudes that give them the very best chance of staying active throughout their lives.

When children have confidence in their ability to take part in recreational and sporting activities without fear of showing themselves up, the probability that they will join in is high; and if they enjoy the activity they will likely continue with it. Their movement confidence develops gradually as children grow and learn, and children constantly compare their own level of ability with the ability of the children with whom they play. Physically literate children who move with skillful purpose KNOW that they move well, and this confidence encourages them to try new and different activities without fear.

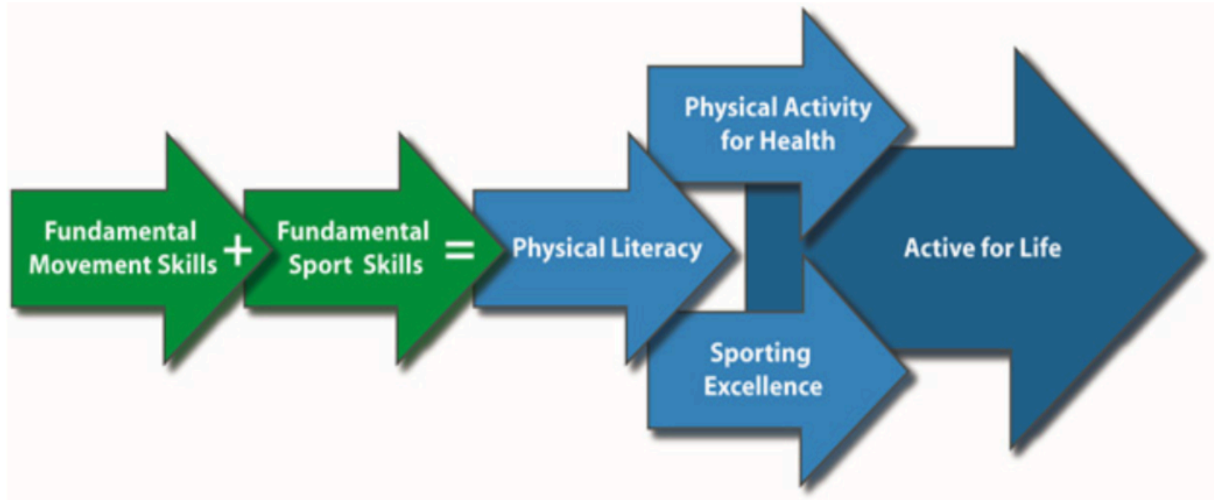
Physical literacy also provides a foundation from which sporting excellence can grow.

Developing the highest levels of sporting excellence in late-specialization sports requires about 10 years of deliberate practice and requires that the child first develop his or her athletic abilities and, only when these have been refined, specialize in sport-specific techniques and skills.

All too often, early overspecialization in a single sport leads to a failure to become physically literate, to poorer ultimate performance than would otherwise be the case, and to injury, burnout, and early retirement from sport.

Physical literacy is, therefore, the key to both developing habits of lifelong physical activity for enjoyment and health and to developing athletes who have the strong foundation that will permit them to reach the highest levels of international sporting excellence — to become world-class athletes.

Physical Literacy Leads to an Active Life



What Happens if Children are NOT Physically Literate?

Research shows that without the development of physical literacy, many children and youth withdraw from physical activity and sport and turn to more inactive or unhealthy choices during their leisure time.

A child who misses out on developing physical literacy is at a great disadvantage. On the playground and in the park, children really like to play with other children who have the same level of skill as they do and who can “keep the game going,” and if you can’t keep the game going, you won’t generally be asked to join in.

Children who are physically skilled often enjoy vigorous healthy play, while the less skilled are often left out. This creates a vicious cycle; those with the skills play, and through that play further develop their fitness and skill. In contrast, those who are less skilled play less, have fewer opportunities to refine and develop their skills, and fall farther and farther behind their skilled peers. Eventually many of the less skilled children

stop trying and withdraw from physical activities that would help them become fitter and develop their skills.

When and How Do Children Become Physically Literate?

Physical literacy is developed during the first three stages of Canada's LTAD model, meaning the time from birth to the start of adolescence: from birth to approximately age 11 for girls and to age 12 for boys.

While it's true that many children DO develop good physical skills on their own by trial-and-error, there are many who do not; and for those the consequences can be severe. To prevent this from happening, every child in Canada needs to develop physical literacy.

Developing physical literacy in our children will take the combined efforts of parents/guardians, day-care providers, schools personnel, community recreation leaders, and everyone involved in the Canadian sport system. Each has a role to play if we are to be successful.

This teaching needs to occur in a wide range of settings, and because of this, many different people need to be involved. The following figure gives some idea of the range of settings and the range of people who need to understand and be able to teach physical literacy skills.

Teaching Physical Literacy Skills

Ultimately the responsibility for developing a physically literate child rests with parents and guardians. Just as parents and guardians ensure their children are in learning situations that result in them having the ability to read, write, and do mathematics, they must also ensure their children develop physical literacy.

Fundamental Movement Skills

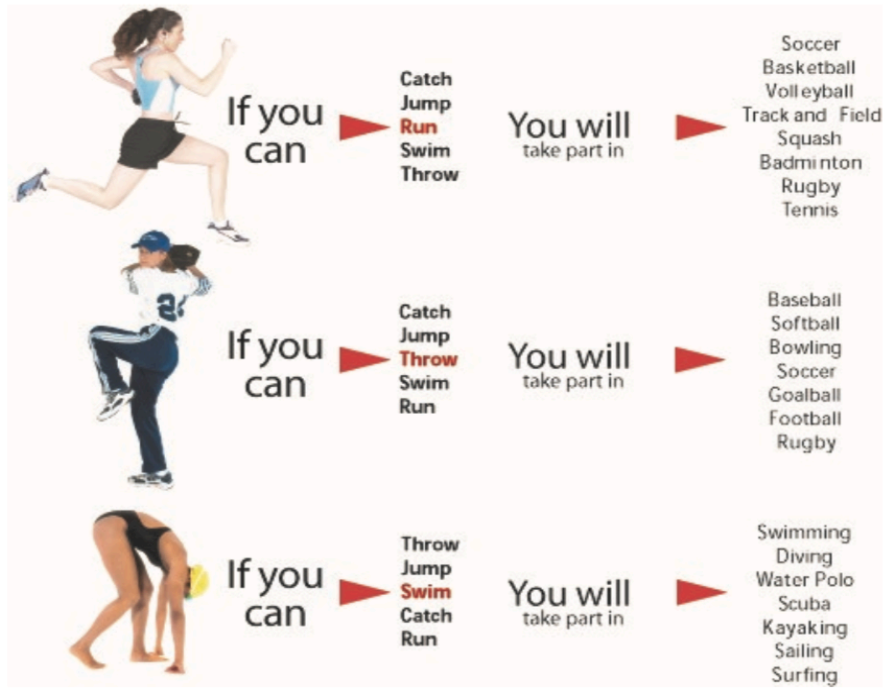


To become physically literate, children need to master fundamental movement skills, but this mastery does not come all at once, and we need to remember that children are not just “adults in miniature.”

Why Do Fundamental Movement Skills Matter?

Missing out on fundamental movement skills means that children are unlikely to choose to take part in a formal sport activity that requires proficiency in that skill, and this restricts their choice of lifelong health-promoting activities. It also restricts their opportunities for sporting excellence.

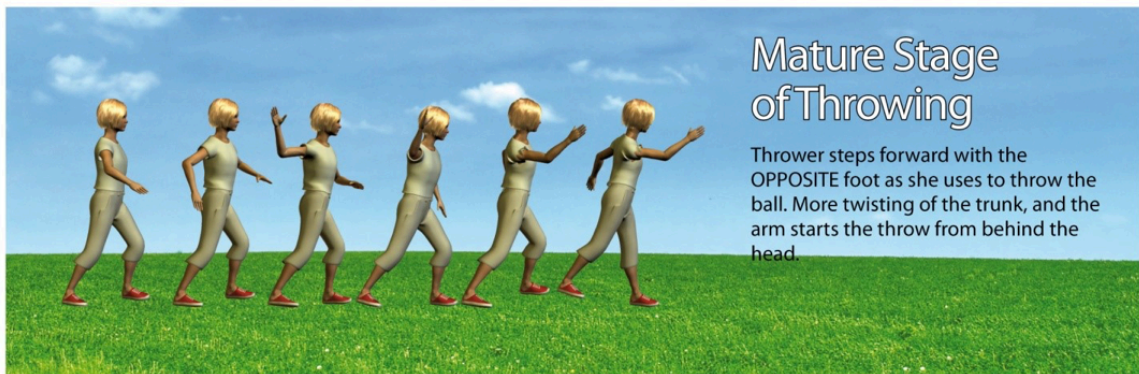
Being unable to perform even a single fundamental movement skill can seriously restrict later opportunities for recreational or competitive activity, as can be seen from the examples shown below.



Consequences of a missing fundamental skill

For almost every skill, the developing child needs to go through a series of developmental stages. For example, the following figure shows how throwing changes as the child matures. The goal should be to help each child move to the next most mature version of the skill he or she is learning, rather than pushing the child to perform the skill the way an adult would.

Three Stages in the development of a mature throwing pattern



Helping Children Learn Fundamental Movement Skills

Although children mature and learn at different rates, almost all children learn their fundamental movement skills in the same sequence, and go through the same phases:

- **When a child can learn a skill:** As a child grows and develops (matures), nerve cells make more connections, while at the same time, the muscles of the body are getting stronger. Until the brain is mature enough and the muscles strong enough, the child simply cannot learn the skill, and trying to teach the child does little good. What is important at this time is providing the child with as many opportunities to explore all possible movements in a rich environment — which means that the child's environment needs to be both safe and challenging.

- **The child is ready to learn the skill:** At a certain point in maturation, all the hardware — the muscles and nerves — have developed enough that the child has the potential to perform a particular skill (the readiness factor) and now has to learn it. As the skill begins to emerge naturally, learning can be dramatically improved through opportunities for fun practice using lots of different equipment and materials. Giving the child some simple instruction and lots of practice can help the child develop confidence that stays with him or her for life.
- **The optimum time to learn the skill:** For every emerging skill there is a “best” time for the child to learn. At this time, helping the child through simple instruction and practice can improve learning and pay great dividends. While the “best” time to teach a particular skill to an individual child varies, there is great consistency in the sequence in which children learn skills. An indication of the best time to teach some of the more common fundamental movement skills can be found in the figure on page 20.
- **Time for remedial work:** If the child goes too long without learning a skill, then learning it may become more difficult. However, the sooner the child starts to overcome the learning deficit, the easier it will be to catch up — and develop the skill and confidence needed to be fully active with friends and peers.

Learning Fundamental Movement Skills

The ABCs: Useful In All Sports

Agility, balance, coordination, and speed are valuable in almost all sports. Developing the ABCs — agility, balance, and coordination — is an important part of physical literacy, and there are a number of activities in which they can be learned and refined. Some sports and activities are better at developing one or more of the ABCs than others, and the key sports are:

- Gymnastics is a great way for young children to learn and develop their ABCs, while athletics (track and field) is a great way to develop speed and coordination.
- Skating and **skiing provide great opportunities for the development of balance, coordination, and speed**, while soccer helps with speed, agility, and coordination.
- In addition to developing confidence and safety in the water, swimming or synchro (Aquasquirts) develops balance and coordination.
- Cycling, skateboarding, and horse riding all develop balance and the judgment of speed.

Some Other Skills to Develop

It's easy to understand why physical literacy needs to include the skills of running, jumping, throwing, kicking, catching, and other skills, along with agility, balance, coordination, and speed. But there are two other skills whose importance is less obvious: prediction and interception.

Think for a moment about what it takes to catch a softball hit high into the air.

As the catcher, the child needs to be able to:

- See the ball leave the bat, and predict where it will land.
- Move to where he or she thinks the ball will land — and get there for when the ball arrives. This is the ability to intercept the ball, and this is a physical literacy skill that needs to be learned.
- Catch the ball!

This ability to predict and intercept is also critical to many stick, bat, and racquet sports, where the child needs to predict where the ball or puck is going, and then move the bat, racquet, or stick so that the moving “stick” makes solid contact with the moving “ball.”

Learning to predict and intercept requires two things and is helped by a third:

1. Lots of opportunities to try to catch, intercept, and hit lots of different-sized and different-shaped objects moving in many different directions at many different speeds. Many children find it much harder to do this with small balls moving slowly than with balls moving a bit faster.
2. Good instruction, particularly about how to position the body and what to look for.
3. Sufficient maturation of the brain and vision, which usually happens between the ages of 4 and 7.

Fundamental Sport Skills

Running, jumping, catching, kicking, throwing, and hitting something with a stick, bat, or racquet of some kind are the basic building blocks of the many sports played by the vast majority of people on earth. A person who can perform these fundamental sport skills well can learn to play many sports with ease. Making good decisions in sport situations is another skill fundamental to each sport.

What's the Difference between Fundamental Sport Skills and Fundamental Movement Skills?

Throwing is a fundamental movement skill — and a child learning this skill will learn to throw lots of different-sized balls with one hand or with both hands and will learn to throw the ball at different speeds — sometimes for accuracy using a lot of different targets and sometimes for distance.

When the child learns to throw a softball, using a softball pitching motion and trying to get the ball to pass over home plate, he or she has moved from learning a fundamental movement skill to learning a fundamental sport skill.

Planning to Train the Fundamental Skills

Getting The Sequence Right



Fundamental Movement Skills BEFORE Fundamental Sport Skills

For children to have success in sport — either as a health-related recreational activity or in competition — it is important that they master fundamental movement skills before learning fundamental sport skills, and important that they learn fundamental sport skills before being introduced to specific techniques.

A couple of examples might help:

Kicking skills:

- In the **Fundamental Movement Skill** stage, children learn the basic kicking action, ideally with each foot. They kick a wide variety of balls and try different things — kicking as far as they can, kicking to hit a target, kicking to keep the ball on the ground, kicking the ball as high in the air as they can.
- In the **Fundamental Sport Skill** stage (e.g., soccer), children learn to kick a soccer ball without touching the ball with the hands. They learn how hard they have to kick the ball to get it to another team member and how to kick the ball with the inside of the foot to increase passing accuracy.

Catching skills:

- In the **Fundamental Movement Skill** stage, the child learns to catch — with both hands together in a two-handed catch, and then with one hand. They catch a wide variety of balls of different sizes and weights and learn to catch the ball while they are standing still and when moving toward the ball — skills that can be transferred to any sport they later take up.
- In the **Fundamental Sport Skill** stage (e.g., baseball), the child learns to catch a baseball, using a baseball glove. As skill level improves, the child learns to catch the baseball first when it is thrown and then when it is hit with the bat — learning to catch it at ever greater distances from where it is hit.

Physical Literacy in Community Sport



Physical Literacy at the Active Start Stage

Ages: 0-6

Objectives: Learn fundamental movements and link them together into play (www.ltad.ca).

Physical activity is essential for healthy child development during the critical first six years of life and is especially important during the first three years, since brain growth is extremely rapid, and learning creates more brain cell connections than in later years. We do not have an Active Start stage in Freestyle Skiing. To learn more about this stage, please visit Sport for Life.

Physical Literacy During the FUNdamentals Stage

Age: Boys 6-9, Girls 6-8

Objective: Learn all fundamental movement skills and build overall motor skills (www.ltad.ca).

This is a critical stage for the development of physical literacy, and it is during this time that the foundations of many advanced skills are laid down.

Skill development for children this age is best achieved through a combination of unstructured play in a safe and challenging environment and quality instruction from

knowledgeable teachers/leaders/coaches in community recreation activities, schools, and minor sport programs.

Skill development during this stage should be well structured, positive and FUN and should concentrate on developing the ABCs of agility, balance, coordination and speed, plus rhythmic activities.

Hand and foot speed can be developed especially well by boys and girls during this stage and if this window of opportunity to develop speed is missed, body speed later in life may be compromised.

This is a great age for children to take part in a wide range of sports — and they should be encouraged to take part in land-based, water-based, and ice-/snow-based activities at different times of the year.

It is important that all children, including those with a disability, master fundamental movement skills before sport-specific skills are introduced.

Strength, endurance, and flexibility need to be developed, but through games and fun activities rather than a training regimen.

Learning to “read” the movements going on around them and to make sound decisions during games are critical skills that should be developed at this stage.

Things to Think About

Children this age should not specialize in a single sport. Although they may well have a preferred sport that they take part in once or twice a week, they should take part in other sports or activities at least 3 to 4 times per week.

Children this age have a strong sense of what is “fair” and should be introduced to the simple rules and ethics of sports. Basic tactics and decision-making can be introduced. Using equipment that is the right size and that fits well makes learning activities much more enjoyable and also safer. Equipment swaps and rentals are one way to keep the cost of participation down — and this is particularly important for children with a disability who need specialized sports equipment.

Fundamentals — Physical Literacy Activities

Encourage children to engage in unstructured physical play with their friends every day, regardless of the weather.

Continue to play catching, throwing, hitting, running, and other physically demanding games with both boys and girls.

If possible, enroll children in programs that offer a wide variety of different activities (multi-sport programs) or in a wide range of different activities. Try as many different activities as possible.

Provide lots of opportunities for children to Practice skills using modified games and activities. Encourage children and their parents to Practice at home to help children move from competency to proficiency, demonstrate confidence, and enjoy their participation in sport.

Attend parent-teacher or other school meetings and advocate for quality physical education programs in the school — with sufficient time allocated (recommended allocation 150 minutes per week — 30 minutes per day) taught by a qualified physical educator.

Don't be concerned with the score. At this age many programs that include competition don't keep score. This puts the focus of the program on learning and having fun, rather than on doing whatever it takes to win matches, games, and leagues.

Don't believe the myth that early specialization in sports such as soccer or hockey will lead to far better performance later in life. Developing all-round athletes at this age is far better but remember that a few sports (such as gymnastics and figure skating) do require early specialization.

“All competition opportunities should be FUN based”

Starting Competition at the right Time

Historically, the competition structures in many Canadian youth sports have created a situation where young athletes compete too much and practice too little. There are a variety of reasons why.

Often, it has been the result of the desire of parents and coaches to see “real games” and watch their children compete for trophies and titles. We tend to see children as miniature adults, and we want to watch them play the “real” game and compete like our sports heroes.

Other times it has been due to a simple lack of facility time, so sport groups sacrifice practice and training hours to “get the games played.” Children learn skills best during these early stages. Too often, this window of opportunity is missed because competition shifts the focus from skill development to winning.

Over-competing and undertraining can have significant negative effects on athlete development:

- Athletes develop an increased risk of overuse injuries to muscle and bone structures.

- Athletes face a greater chance of burnout and dropout from activity.
- Athletes reinforce bad habits in skills performance.

To avoid these problems, competition structures and calendars need to be adjusted to meet the needs of athletes, not coaches, clubs, and parents. The challenge is that dysfunctional competition structures can become “tradition” in certain sports and regions. It becomes difficult to introduce changes even if the changes can significantly benefit the playing experience of the children and their long-term development as athletes.

Good Rationale for Competition

Competition structures such as leagues, tournaments, and season calendars need to be backed by a good rationale. We should ask one question: How does the competition format and schedule serve the best development of the athletes?

Research shows that there are optimal training-to-competition ratios that optimize athlete skill development. By scheduling training and competition according to these ratios, competition will foster long-term athlete development and success while reducing the likelihood of burnout and dropout from activity.

At the same time, competitions and competitive events should also be designed and selected according to the quality and level of competition in relation to the developmental needs of the athlete.

Role of Competition

Training and competition schedules need to be adjusted at different LTAD stages to ensure optimal development and performance. At early stages, practicing is much more important than competing. At later stages, competing and performing steadily increase in priority.

The table below outlines general recommendations for training-to-competition ratios. In later stages, competition can also include competition-specific training such as practice games, time trials, or other training tools that mimic competition.

Stage	Recommended Ratio
Active Start	No specific ratios; little or no competition
FUNdamentals	All activity FUN based
Learn to Train	7 practices to 3 competitions/games
Train to Train	3 practices to 2 competitions/games
Train to Compete	2 practices to 3 competitions/games, including competition-specific training

RESOURCE <http://canadiansportforlife.ca/ten-key-factors/more-about-competition>

Physical Literacy and the Learn to Train Stage

Age: Boys 9-12, Girls 8-11 (ends with the onset of puberty)

Objective: Learn overall sport skills (www.ltad.ca).

This is the most important stage for the development of sport-specific skills as it is a period of accelerated learning of coordination and fine motor control. It is also a time when children enjoy practicing skills they learn and seeing their own improvement. It is still too early for specialization in late-specialization sports. Although many children at this age will have developed a preference for one sport or another, for full athletic development they need to engage in a broad range of activities, playing at least 2-3 different sports.

While competition is important, it is learning to compete that should be the focus — not winning. For best long-term results, 70% of time in the sport should be spent in practice, with only 30% of the time spent on competition.

This is an important time to work on flexibility.

Develop endurance through games and relays.

Things to Think About

This is the time to develop and refine all fundamental movement skills and learn overall sport skills. The brain is nearing adult size and complexity and is capable of very refined skill performance. Late developers (those who enter puberty later than their peers) have an advantage when it comes to learning skills as the Learn to Train stage lasts longer for them.

By this age, children have developed clear ideas about the sports they like and in which they feel they have success, and this should be encouraged. The focus should be on playing at least 2-3 sports in different seasons. Focusing only on one sport year-round should be discouraged.

Learn to Train — Physical Literacy Activities

Continue to encourage children to engage in unstructured physical play with their friends every day, regardless of the weather.

Enroll children in minor sport programs each season, and have them try different positions or events — they might find something they are very good at that was unexpected.

Encourage children to take every opportunity to play different sports at school, during physical education classes, in intramurals, or on school teams if their school has them. Try to have children take part in some land-based, some water-based, and some snow-/ice-based activities.

Keep children working on flexibility, speed, endurance, and strength. For strength activities, they should use their own body weight, Swiss balls, or medicine balls — not heavy weights.

Keep sport and physical activity FUN.

Tracking the End of Childhood

The Learn to Train stage of development ends with the onset of puberty and the rapid growth that accompanies this important life event. There are some simple ways to track the onset of adolescence, and many parents already have the tools and records that can help.

Many parents go through the birthday ritual of measuring how tall a child has become and often have the birthday heights etched on the kitchen door frame. Recording these heights on each birthday tells us how tall the child is, and if we look at how much the child has grown since the last birthday we get a measure of how fast he or she is growing. This is called the “height velocity”.

During the years from about age 6 until the onset of puberty, children grow at a fairly constant rate, usually about 5-6 cm per year. If you keep track of this and then one year this value has increased, you’ll know that the child is starting the adolescent growth spurt and puberty is not far behind. Recording and plotting height every 3 months from about age 8 onward provides an even more accurate picture. For more details, see the document “The Role of Measuring Growth in Long-term Athlete Development” at:

RESOURCE www.ltad.ca

A recommended practice-to-competition ratio is 7 practices to 3 competitions/games.

SPORT SAFETY THROUGH RISK MANAGEMENT



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

The main risk factors can be categorized as follows:

Environmental Factors

Factors related to the weather and/or its effects on the site or location where the sport takes place. Examples: Lightning, rain, rocks /ice on the surface, heat, and cold.

Equipment and Facilities Risks

Factors related to the quality and operating conditions of the equipment and the facilities. **Examples:** A ski binding that does not release, ill-fitting helmet, damaged gymnastics apparatus, debris on the surface.

Human Risks

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

Examples: Having vastly different abilities in one group, having a light skier on equipment for someone heavier.

Chair Lift Safety and Etiquette

FUNdametnalz is an intermediate to advanced skier program, children will already know how to ski and the general operations of the ski hill including the ski lifts. With that said, we as coaches who are responsible for children in a group setting on the ski hill should make sure to review the rules for safety and etiquette with groups each year. Also important to be aware of the resort specific rules and requirements for lift riding.

Some safety reminders for smaller children who are easily distracted;

- ✓ every small child MUST have the vertical bar of a footrest between their legs so it becomes impossible for them to slip under the bar,
- ✓ they cannot turn around to talk to the chair behind them or throw snowballs,
- ✓ if there are no footrests, the adult uses their poles to form a lower bar across their hips because the one size fits all safety bar doesn't work for tiny bodies with their hips so close to the front edge of their seat,
- ✓ each skier should hook one arm over the back of the chair,

5 Common Errors Seen When Riding the Chairlift

1) Getting Distracted When Attempting to Load

It's important to be aware of your surroundings and look back to keep an eye out for the next chair. If you're not prepared to load, you can be hit and knocked over by the approaching chair unexpectedly.

2) Bouncing, Turning Around, Fidgeting, or Trying to Make Equipment

Adjustments While Riding Chairlift; Most kids are excited to ride the chairlift for the first time. They may want to wiggle or move around to wave at others, but it's important to make sure everyone remains seated while on the lift — too much movement on the chair can lead to serious fall off the chairlift.

3) Raising the Bar Too Early, Late, or Quickly

The restraining bar should be lifted carefully and with ample time to unload from the chair. Lifting the bar too quickly or suddenly can result in injuries to your chair-mates, or even to yourself.

4) Carrying items that can get caught on the carrier.

Secure any loose items and hold backpacks on your lap. Most accidents involving backpacks are caused by loose straps getting caught on the lift or getting wedged

into the seat.

5) Obstructing the Unloading Ramp

After you get off the chairlift, make sure you are away from the unloading ramp, otherwise you could best struck be the chair behind or by another approaching group.

Finally, if you're unfamiliar with the lift or have questions, ask a lift operator for assistance — they are there to help!

Weather Related Risks

Lightening Safety and Preparedness

Although not common during skiing, lightening presents a risk. Watch the following video on lightning safety from Environment Canada:

<https://www.canada.ca/en/environment-climate-change/services/lightning/safety/video.html>

Cold Weather and Wind Chill

The cooling sensation caused by the combined effect of temperature and wind is called *wind chill*. Exposed skin at very cold wind chills can freeze in only minutes. The risk of frostbite increases rapidly when wind chill values go below -27.

Use the wind chill chart below to find out your risk of wind chill (the chart shown is for skating).

WIND CHILL CHART

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

- Low risk of frostbite
- Increasing risk in 30 minutes of exposure
- High risk in 5 to 10 minutes of exposure
- High risk in 2 to 5 minutes of exposure
- High risk in 2 minutes or less exposure

V_{10} = wind speed measured 10 metres above ground level

Note: The wind chill effect increases when you are skating.



Hypothermia

How do you know if you have frostbite?

This information on frostbite is from Mayo Clinic.org

Frostbite starts with cold, prickling skin, then numbness, red, white or bluish-white skin, waxy looking skin and possibly clumsiness.

Frostbite occurs in several stages:

- **Frostnip.** The first stage of frostbite is frostnip. With this mild form of frostbite, your skin pales or turns red and feels very cold. Continued exposure leads to prickling and numbness in the affected area. As your skin warms, you may feel pain and tingling. Frostnip doesn't permanently damage the skin.
- **Superficial frostbite.** The second stage of frostbite appears as reddened skin that turns white or pale. The skin may remain soft, but some ice crystals may form in the tissue. Your skin may begin to feel warm — a sign of serious skin involvement. If you treat frostbite with rewarming at this stage, the surface of your skin may appear mottled, blue or purple. And you may notice stinging,

burning and swelling. A fluid-filled blister may appear 24 to 36 hours after rewarming the skin.

- **Severe (deep) frostbite.** As frostbite progresses, it affects all layers of the skin, including the tissues that lie below. You may experience numbness, losing all sensation of cold, pain or discomfort in the affected area. Joints or muscles may no longer work. Large blisters form 24 to 48 hours after rewarming. Afterward, the area turns black and hard as the tissue dies.

Beware that young children may not be aware that they are getting, or have frostbite.

When to see a doctor:

- Signs and symptoms of superficial or deep frostbite — such as white or pale skin, numbness, or blisters
- Increased pain, swelling, redness or discharge in the area that was frostbitten
- Fever
- New, unexplained symptoms

Get emergency medical help if you suspect hypothermia, a condition in which your body loses heat faster than it can be produced. Signs and symptoms of hypothermia include:

- Intense shivering
- Slurred speech
- Drowsiness and loss of coordination

First-aid care

- **Check for hypothermia.** Get emergency medical help if you suspect hypothermia.
- **Protect your skin from further exposure.** If you're outside, warm frostbitten hands by tucking them into your armpits. Protect your face, nose and ears by covering them with dry, gloved hands. Don't rub the affected area and never rub snow on frostbitten skin.
- **Get out of the cold.** Once you're indoors, remove wet clothes.
- **Gently rewarm frostbitten areas.** Soak hands or feet in warm water — 99 to 108 F (37 to 42 C) — for 15 to 30 minutes. If a thermometer isn't available, test the water by placing an uninjured hand or elbow in it — it should feel very warm, not hot. Don't rewarm frostbitten skin with direct heat, such as a stove, heat lamp, fireplace or heating pad. These can cause burns.
- **If there's any chance the affected areas will freeze again, don't thaw them.** If they're already thawed, wrap them up so that they don't refreeze.
- **Take pain medicine.** If you are in pain, take over-the-counter ibuprofen (Advil, Motrin IB, others) to reduce pain and inflammation.
- **Don't walk on frostbitten feet or toes if possible.** This further damages the tissue.

- **Know what to expect as skin thaws.** If the skin turns red and you feel tingling and burning as it warms, normal blood flow is returning. But seek emergency medical attention if the numbness or pain remains during warming or if blisters develop.

Clothing Tips

The most important prevention point about cold weather is to remain dry. It is also important to remember that fatigue, hunger, and dehydration will lower the threshold for cold-weather problems. Moisture will reduce the insulating properties of almost every fabric. Clothing should be worn in layers and should be kept as dry as possible. Several layers of lighter clothing instead of one heavy layer are optimal. This will better insulate the body. Layers can also be removed easily if the temperature rises. Every attempt to remain dry should be carried out. Loose fitting clothing will optimize insulation. Wool is definitely better than cotton with respect to insulation. Appropriate socks and waterproof footwear will help keep feet maximally protected. The use of a hat will prevent heat escaping from the head, the largest source of heat loss over time.

Clothing layers

- Thermal underwear made of synthetic material
- Light shirt
- Sweater or light jacket
- Breathable waterproof outer layer
- Insulating socks made of wool or synthetic material
- Boot liners and insulated insoles
- Waterproof boots
- Head covering
- Gloves or mittens

Cold Weather Coping Tips

- ***Don't reduce your fluid consumption.*** It's true that sweating rates are lower in the cold than in the heat, but cold-weather exercise can still be dehydrating. For one thing, water is lost from the respiratory system at an augmented rate on chilly days, and exposure to cold air can also increase urine production. Since feelings of thirst are diminished in cool air, the end result can be a dehydrated state that damages your performance and makes it harder to stay warm. The solution? Take in a glass of fluid immediately before a wintry workout and sip hot beverages immediately afterward. Additionally, drink at least 8-10 glasses of water each day.
- ***Do consume extra carbohydrate.*** Cold exposure increases the rate at which muscles use up their carbohydrate stores, so glycogen depletion can become a problem. Winter also increases fat oxidation, but extra dietary fat is unnecessary.

Even very lean athletes usually have enough fat stored in their bodies to support an increased utilization of fat for fuel.

- ***During extremely cold weather, find sheltered practice locations that are at least partly out of the wind.*** This will allow you to practice more efficiently and reduce your risk of getting excessively cold.
- Environmentally friendly heat packs are often available at sporting stores. Keep some on hand for cold fingers and toes!
- Plan activities that allow everyone to be moving as much as possible.
- Plan activities that are simple and quickly explained. This will keep participants focusing on the activity and not on the cold.

While some of the following risks do not apply to snow skiing, they may apply to dry land training.

Air Quality

Environment Canada issues an Air Quality Advisory to tell you that the current level of air pollution may affect your well-being.

Air Quality Advisories are issued when air quality is expected to be poor. An Advisory is issued when the Air Quality Index is expected to reach or exceed 50. These Advisories are issued in co-operation with the Ontario Ministry of Environment, the operator of the Air Quality Index Program.

Heat and Humidex

Environment Canada issues a Humidex Advisory to tell you that the current combination of heat and humidity may affect your well-being.

Humidex Advisories are issued when temperatures are expected to reach or exceed 30° C and the humidex values are expected to reach or exceed 40. Humidex values represent the effect that high humidity and high temperatures have on the human body. The higher the humidex, the harder it is for perspiration to evaporate and cool the body.

Sun

It is possible to enjoy healthy outdoor activities while in the sun.

- Reduce sun exposure between 11 a.m. and 4 p.m. when the UV Index is over 3. The sun's rays are at their strongest between these hours.
- **SLIP!** on clothing to cover your arms and legs. Covering your skin will protect it from the sun. Choose clothing that is:
 - Loose fitting
 - Tightly woven
 - Lightweight
- **SLAP!** on a wide-brimmed hat. Most skin cancers occur on the face and neck. This area needs extra protection. Wear a scarf that covers your, face, ears, and neck.

- **SLOP!** on a sunscreen with SPF 30 if you will be outside for most of the day. Look for “broad spectrum” on the label. This means that the sunscreen offers protection against 2 types of ultraviolet rays, UVA and UVB. Apply sunscreen generously, 20 minutes before outdoor activities. Reapply often — at least every 2 hours after exercise that makes you perspire). No sunscreen can absorb all of the sun’s rays. Use sunscreen along with shade, clothing and hats — not instead of them. Use sunscreen as a backup in your sun-protection plan.

What else should be part of my sun-protection plan?

- Wear sunglasses or goggles — Sunglasses can help prevent damage to your eyes by blocking many ultraviolet rays. Choose sunglasses with:
 - Even shading
 - Medium to dark lenses (grey, brown or green tint)
 - UVA and UVB protection

Good eyewear with ultraviolet and wind protection is critical for Freestyle Skiing. Note that on snow, light is reflecting from different angles and may shine in through the sides or bottom of your glasses. Goggles or wrap-around glasses are preferred.

The Risk of Skin Cancer

No one is completely safe from the sun. Over time, exposure to UV rays of the sun can cause skin cancer. The risk of skin cancer today is much greater than it was 20 years ago. The main reason for this is our outdoor lifestyle. We spend more time working and playing outdoors, often without the proper sun protection. We are exposed to more ultraviolet rays because the protective layer of ozone around the earth has become thinner because of the effects of pollution and chemicals.

Skin cancer rates are increasing. The number of cases of skin cancer in Canada has increased by two-thirds since 1990. Anyone born today has a 1 in 7 chance of developing skin cancer in his or her lifetime. The risk of skin cancer is higher for people who:

- Have light-colored skin, eyes and hair
- Work, play, or exercise in the sun for long periods of time
- Had several blistering sunburns as a child
- Have a family history of skin cancer

Did you know? One in three diagnosed cancers in the world is skin cancer, mostly from the sun. Canadian Skin Cancer Foundation

Do you always protect your skin from sun damage? How many hours of sun exposure do you get per day on the ski hill? Over a lifetime, how many hours is that?



Preventing Sport-related Injuries



What to Do and When to Do It

Before The Season

- Have a medical profile completed for each participant
- Inform parents of possible risks
- Ensure facilities and equipment meet established safety requirements
- Create and fill in a facility safety checklist
- Review last season's injuries or common injuries in your sport
- Meet the Ski Patrol, inform them of your program and where you train

During The Season

Before a practice

- Inspect equipment and facilities
- Meet with the officials
- Prepare an Emergency Action Plan
- Plan specific safety measures for the practice/competition

During a practice

- Inform participants of specific safety measures relating to activities, facilities, and equipment
- Ensure there is proper supervision

- Evaluate participants
- Ensure that fair play principles are followed

After a practice

- Store equipment safely
- Fill in an accident report if necessary

After The Season

Review the injury log maintained throughout the season

EMERGENCY ACTION PLAN (EAP)



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

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

Your EAP should include knowing where and how to contact the Ski Patrol. Get to know the Patrol before your season starts. Let them know what you plan to do and where you will hang out during the season so that they swing by every now and then.

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

- Designate in advance who is in charge in the event of an emergency (this may very well be you).
- Have a cell phone with you and make sure the battery is fully charged. If this is not possible, find out exactly where a telephone that you can use is located. Have spare change in case you need to use a pay phone.
- Have emergency telephone numbers with you (facility manager, fire, police, ambulance) as well as contact numbers (parents/guardians, next of kin, family doctor) for participants.
- Have on hand a medical profile for each participant, so that this information can be provided to emergency medical personnel. Include in this profile a signed consent from the parent/guardian to authorize medical treatment in an emergency.

- Prepare directions to give to Emergency Medical Services (EMS) to enable them to reach the site as rapidly as possible. You may want to include information such as the closest major intersection, one way streets, or major landmarks.
- Have a first aid kit accessible and properly stocked at all times (all coaches are strongly encouraged to pursue first aid training).
- Designate in advance a “call person” (the person who makes contact with medical authorities and otherwise assists the person in charge). Be sure that your call person can give emergency vehicles precise instructions to reach your facility or site. Ensure that bystanders know that there is a designated call person who will contact EMS so that duplicate calls are not made.
- Fill in an Accident Report Form

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

- Is not breathing
- Does not have a pulse
- Is bleeding profusely
- Has impaired consciousness
- Has injured the back, neck, or head
- Has a visible major trauma to a limb

IN CASE OF AN ACCIDENT

- Do not leave the injured skier/boarder alone.
- Approach them from below or from the side if the slopes are icy.
- Do not remove your own skis/board if the slopes are icy. If it is safe to remove your skis/board cross them and place them upright uphill from the injured skier/boarder.
- Do not remove the injured person’s skis/board.
- Reassure the person and keep them warm.
- Do not move them or attempt to treat them unless you are qualified in first aid.
- While one person remains with the injured skier/boarder make sure another reports the accident to any ski patroller or to the nearest lift operator, Say what the person is wearing – there can be more than one accident on the same run at the same time. Give the exact location of the accident and nature of the injury and wait for the patroller.
- Have someone stand uphill from the accident to give verbal warnings to other snow users when someone, including Ski Patrol, is attending to the person.

Emergency Action Plan: *Example*

Attach allergy/medical and emergency contact information for team members and coaching staff.

Emergency Numbers: Ski Patrol:	9-1-1 (if available in your community) xxx-431-8764	
Coach Information:	Head Coach: S. Good Cell: (xxx) 987-6543	Assistant Coach: H. Brown Cell: (xxx) 456-7890
Home Facility:	Tel: (xxx) 123-4567 Address: Kay Arena 99 Wynwood Drive Moncton, NB Nearest Major Intersection: Shediac Road and Kenmore Drive	
Nearest Hospital:	Tel: (xxx) 555-5555 Address: The Moncton Hospital 135 MacBeath Avenue Moncton, NB	
On-site Charge Person(s) <ul style="list-style-type: none"> • Clear the risk of further harm to the injured person by securing the area and shelter the injured person from the elements • Designate who is in charge of the other participants • Protect yourself (wears gloves if in contact with body fluids such as blood) • Assess ABCs (checks that airway is clear, breathing is present, a pulse is present, and there is no major bleeding) • Wait by the injured person until EMS arrives and the injured person is transported • Fill in an accident report form 		Option 1: S. Good Option 2: R. Good Option 3: T. Green
On-site Call Person(s) <ul style="list-style-type: none"> • Call for emergency help 		Option 1: H. Brown Option 2: V. Smith

<ul style="list-style-type: none"> • Provide all necessary information to dispatch (e.g., facility location, nature of the injury, what, if any, first aid has been done) • Clear any traffic from the entrance/access road before an ambulance arrives • Wait by the driveway entrance to the facility to direct the ambulance when it arrives • Call the emergency contact person listed on the injured person's medical profile 	<p>Option 3: B. Whiting</p>
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Concussions



There is a lot to know about concussions and their proper management. A concussion is a common form of brain injury and can be caused by a direct or indirect hit to the head or body. Rapid movement of the head, such as whiplash, can also cause a concussion. Concussions are a real and frequent injury in skiing. It is such a major safety concern that a separate NCCP module called Making Headway exists. You will take this online and it is a requirement of your coaching certification. In fact, it is fairly short so why not complete it right now?

For now, **IF IN DOUBT, SIT THEM OUT...** it's essential to err on the side of caution. Exertion makes concussion symptoms worse. In addition, because the child isn't as well coordinated as usual and his or her decision-making is poorer, the risk of another injury is greater.

PLANNING TO COACH AN ACTIVITY



All five steps in coaching an activity — **explain, show, watch, give feedback, and watch again** — should take place in an environment that supports learning (e.g., is respectful and enthusiastic).

EFFECTIVE COACHING



Planning

To ensure the program is focus on achieving skills, feeling successful, gaining confidence and having fun, a coach needs to generally plan the program through the winter. In addition, planning for weekly sessions is more important. Confidence, success and fun can be achieved when skills are planned in a progressive manner, baby steps towards an end goal.

Positioning

Position yourself so that everyone can see you. Proper group positioning depends entirely on what you want children to see and on the environment. Here are a few ideas for positioning a group while you are explaining an activity:

- If you are outdoors, make sure the sun isn't in children's eyes.
- Position children so that distractions are behind them.
- Check that you can see both eyes of each child before beginning.
- If noise is preventing the group from hearing you, either reposition the group or wait until the group can hear you.
- Train children to automatically check when they get into groups that everyone can see.
- If possible and when appropriate, position yourself beside the child who most often tries to distract others



Start your explanation by:

- Naming the activity
- Stating the purpose of the activity
- Listing three key points about performing the activity
- Give brief, clear, and complete explanations; avoid long explanations for things you can demonstrate.
- Use words children can understand.
- Speak enthusiastically, loud enough, and at a pace that everyone can follow.
- Give “action” instructions (e.g., “Make as many passes as you can in one minute”).
- Ask questions to verify that children understand what to do.
- If you lose a child’s attention, you may be talking too much. Get children moving as quickly and as often as possible!

The main purpose of a demonstration is to create a mental picture of a movement. To promote proper learning, this picture must be accurate, because what you show is what you usually get! In a good demonstration, movements are executed correctly and the demonstration occurs at the right moment (before children try the movement and once they have the necessary skills).

Check that the children understand what they are to do.

Decide who should demonstrate and what view (front, side, back) the children will see.

Consider using children who can do the activity as demonstrators.

Use the Whole – Part – Whole method of demonstration:

- A **whole** demonstration of the activity. During this demonstration, direct children’s focus to the key points
- A **part** The demonstrator breaks the activity into its key points, and you provide verbal cues. As the demonstrator performs the key points, call out “straight,” “strong,” “target,” etc., to reinforce each key point.
- Another **whole** The demonstrator presents the whole activity again, and you provide verbal cues.

Observing



Key points in the observing process:

- Move around to view the performance from different points of view.

- Choose observation spots that are safe for both coaches and children.

Know what to look for:

- If there are safety issues, intervene immediately.
- If children are not on task, intervene immediately and ensure that children understand the task.
- If children are on task but are not immediately successful, let them keep practicing and trying to succeed.

Feedback



The way feedback is delivered can have a profound impact on self-esteem. Here are some tips on how to give feedback that will help children improve their skills:

- Use the most appropriate form of feedback. Feedback can take many forms, so be sure to vary your feedback. While much feedback is verbal, demonstrating and reinforcing skills can be more effective at certain points in the learning process.
- Keep it short and simple. Use simple words and easy-to-understand language.
- More is not always better. Giving feedback too often can make learners so dependent on it that performance suffers when the feedback is removed.

Don't rush your feedback

Give learners time to figure out how things are going. Giving feedback too quickly can interfere with learners processing their own feedback and with their ability to evaluate their own performance.

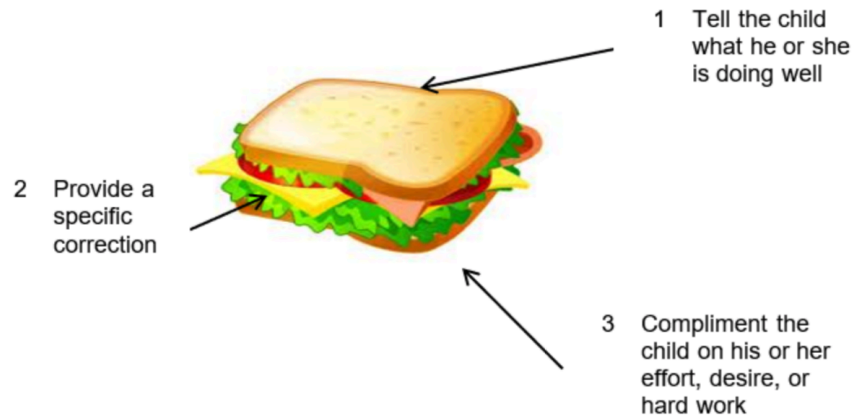
Before giving feedback, ask learners to describe their own errors. This will help learners get better at evaluating their own performance.

Be positive and constructive, not destructive or negative. Strike a balance between encouraging things done well and pointing out areas for improvement. For example, "Your bounce pass has improved since last practice. The next step is to try to direct the ball where your teammate is going to be."

Be specific. Vague feedback doesn't help learners as much as concise, precise feedback. Instead of telling a diver who didn't rotate enough to try harder, say something more like "You didn't rotate enough on that dive; next time tuck tighter." And instead of "Nice one!" say "I like the way you caught the ball with both hands."

Focus on what you want to improve. State what you want to happen: "Next time you do a bounce pass, I want you to extend your arms." Avoid talking about what you don't want to happen: "Stop dropping the ball" will only plant the suggestion to do just that!

Target only what learners can control. Give feedback only on the aspects of performance that learners can actually change.



Here is a few examples of feedback sandwiches

Situation	Feedback Sandwich
A child throws the ball technically correctly, but to the wrong player	Wow, great step with your opposite foot! Now make sure your foot points in the direction you want the ball to go. With that small adjustment, your ball will go to the right player!
A child finishes the activity first but has missed parts of the activity	You were so fast, I've never seen anyone go that fast. Way to go! Since you're done early, why don't you try the activity again? This time, make sure you go around the cones twice. Since it won't be a race this time, you can go slowly and work on your technique. Great job.
A child pushes another child down in a race	Johnny, I liked how you swung your arms when you were running. When you swing your arms, you need to keep them to yourself. It's not appropriate to push someone else down. Do you think you can swing the arms without touching anyone or pushing anyone? I think you can.
A child starts to cry after failing to perform the skill	That's a hard skill, isn't it? Even though the ball didn't go where you wanted it to, your footwork was some of the best I've seen. Let's break it down slowly now. If you release the ball right above your head, the ball will go in the right direction. I bet you can do it. Are you ready to try again? I'll help you.
A child is afraid to try the activity and so	Pull the child aside: Susan, you're always very quick at picking up new techniques.

sneaks to the back of the line to avoid his or her turn

Do you want to practice over here slowly and when you feel comfortable you can join in the line?
I know you can do it.

Ensure that you move around to see everyone. Provide positive reinforcement to children who successfully made corrections. Encourage those who were still working on the corrections.

Practice Activities and Structure



Taking activities, adding some imagination, and turning the activities into a purposeful game really works with children. Effective practice planning requires making good activity choices. **Good activity choices take into account:**

- Children's specific needs
- Children's LTAD stage
- Children's safety
- Appropriate explanations and demonstrations
- The logistics of the practice — the number of children, time, space available, and the amount of equipment provided

The **Fundamentalz Pocket Guide** is a good tool to rely on for lesson planning, however, by taking into account the variables listed above, you can customize the type and conditions of practice that is most appropriate. This way, you increase the probability that the desired learning or training effects will occur.

The steps described below set out how to design/select the activities of a practice:

1. **Determine what you want children to be able to do (your goal)** during the practice. This may be part of a long-term goal, one that may take several practices or even weeks to achieve.
2. **Assess the nature of the task** you want children to be able to do in terms of the skills (open vs. closed, discrete vs. serial vs. continuous) and the athletic abilities (physical, motor, tactical, and mental) involved.
3. Given the nature of the task and its demands, **ask whether it is appropriate to children's age and developmental stage, as well as their stage of skill**

- development.** If it is, proceed to Step 4; if it isn't, return to Step 1 and make the necessary adjustments.
4. **Identify potential risk factors** associated with the activity, and take them into account in the activity you design.
 5. **Take into account the logistics of the practice** — number of children, space, and amount of equipment available and how that will affect the design/selection of an activity.
 6. Design/select **an activity for developing the skill that is safe and ensures maximum activity.**
 7. Define the **measures of success for the activity.** This measure of success should answer the question: "How do I know the performance of the skill is improving?"
 8. Think about the best way to **explain** and **demonstrate** the activities to make it easy for children to understand what the activity is about and how it should be performed.
 9. At the end of practice, assess its effectiveness in achieving your goal.

Games



Games are effective for developing skills and building confidence. There are some excellent ones outlined in the Pocket Guide.

Feel free to use other games that meet the following criteria;

- Fun
- Safe
- Aren't so hard that children quit
- Aren't so easy that children are bored
- Played in a supportive environment where children encourage one another through compliments and cheering
- Rules of the game are easily understood
- Encourages participation

If you prefer to create your own games, consider:

- Children's LTAD stage
- Children's needs
- Children's self-esteem
- Safety
- Purpose of the game

Make sure to pick a safe, appropriate place for you to play games with your group.

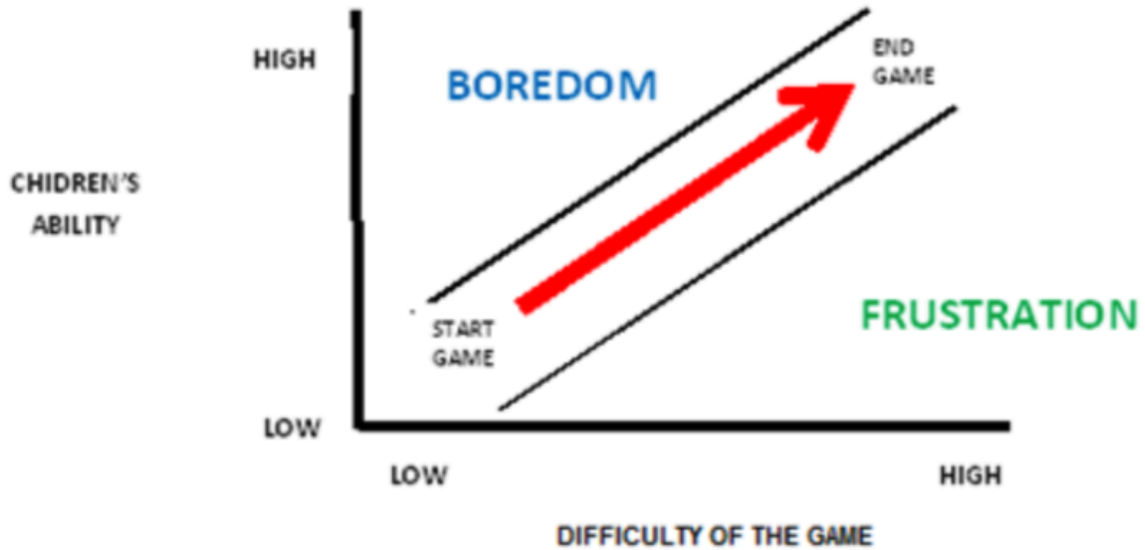
The Challenge Zone



Matching the Difficulty of the Activity with Children’s Skill Level

While children are performing an activity, you should verify that they are appropriately challenged. When the demands of an activity are too high for their ability, they may become anxious or discouraged and may have difficulty learning. On the other hand, when the requirements are too low, children may quickly show signs of boredom or lack of interest. The difficulty level associated with the activity must therefore be optimal, i.e., children must feel that they have the ability to succeed but that the **activity represents a challenge**.

SELECTING/ DESIGNING A GAME



Children will be motivated to learn when they are challenged at the appropriate level. This implies there must be a reasonable chance of success OR failure when they are performing an activity.

As a general rule, if children succeed approximately 2 times out of 3, the activity represents a suitable challenge.

THE SECTIONS OF A PRACTICE PLAN



A well-structured practice plan has five parts:

1. The Introduction
2. The Warm-up
3. The Main Part
4. The Cool-down
5. The Conclusion

The following summarizes the contents of each part of a practice plan and provides tips on how to structure each part well.

The Introduction

The introduction specifies two things:

What you will do immediately *before* practice begins

1. How you will prepare the site and equipment
2. How you will conduct a safety inspection of the facility
3. How you will greet each child as he or she arrives and get a feel for his or her mood

What you will do *at the start* of the practice

1. Provide a brief overview of the session to come
2. State the goals of the practice
3. Goal-setting helps ensure that the activities in the practice reflect the LTAD stage of the children you coach. Here are some sample goals for practices for children at different LTAD stages.

Sample Goals for Practices by LTAD Stage

Sample Goals for Practices by LTAD Stage:

LTAD Stage	Sample Practice Goals
Active Start	<ul style="list-style-type: none"><input type="checkbox"/> Ensure all children have at least 10 minutes of safe free play.<input type="checkbox"/> Keep everyone moving. Interactive games are a great way of making this happen.<input type="checkbox"/> Ensure that, by the end of practice, all children can identify at least one activity that was fun.
FUNDamentals	<ul style="list-style-type: none"><input type="checkbox"/> Teach fundamental movement skills — running, jumping, throwing, catching, and kicking — through fun activities and games.<input type="checkbox"/> Include at least one coordination activity and one agility activity in the warm-up.<input type="checkbox"/> Get everyone moving and having fun by keeping games and equipment simple.
Learn to Train	<ul style="list-style-type: none"><input type="checkbox"/> Improve children's strength through activities using their own body weight (e.g., sit-ups and push-ups).<input type="checkbox"/> Develop children's stamina through relay-type activities.<input type="checkbox"/> Make sure everyone has a chance to compete in the practice's activities and games — it helps develop a healthy level of competition among kids.

Goals should also be SMART

- **Specific** — I clearly indicated what I want to accomplish
- **Measurable** — I will be able to tell when and if the goal is achieved
- **Achievable** — Children's current skills will allow them to achieve this goal
- **Realistic** — The goal is consistent with children's playing environment
- **Timely** — There will be enough time in practice to achieve this goal

The Warm-up

The warm-up consists of activities that gradually activate the children and prepare them physically and mentally to perform the main part of the practice. The warm-up has two parts:

- 1. The general warm-up** aims to raise the body temperature until the child sweats, to allow for progressive muscle stretching.
- 2. The specific warm-up**, designed for the child's particular sport, aims to prepare the warmed muscles for the types of movements the child will perform in the main part of the practice. The movements in the specific warm-up should mimic those of the main part, gradually building in intensity and range of motion.

Here are some examples of games you can use to raise body temperature in a general warm-up:

Tag/Freeze Tag

LTAD Stage: Active Start, FUNdamentals, Learn to Train

Equipment: N/A or optional, depending on variation

The game not only gets everyone moving, but avoiding being tagged encourages agility and coordination. You can make the game even more fun by directing tagged children to freeze in various and crazy poses until a teammate unfreezes them. There are many ways that tagged children can be unfrozen: a simple touch, a completed pass, or other action can be used. Don't hesitate to use the children's creativity!

Tip for Engaging Young Children: In a sport setting, it is usually more fun and engaging when the coach is "it" and chases the children. Children tend to love being chased, rather than being the chaser.

Variations:

Jumping Tag — In this modified game of tag, children are practising the fundamental movement skill of jumping with both feet. This makes the game more challenging so you might have more than one person doing the tagging.

Chicken Tag — Use a rubber chicken to tag participants. Those tagged must cluck and move on-the-spot like a chicken until they are unfrozen.

Follow the Leader

LTAD Stage: Active Start, FUNdamentals, Learn to Train

Equipment: Whistle (optional)

Active Start, FUNdamentals: Include a variety of fundamental movement skills such as running, hopping, and turning. You can modify this activity by giving each child a chance to be the leader. Blow a whistle or clap your hands to have the child at the front of the line move to the back so the next child can be the leader. Shout out a fundamental movement skill for the new leader. Be creative! Ask them to walk like a duck, crawl like a crab, or jump like kangaroos. Follow the Leader is a great way to incorporate imagination for this stage of development.

Learn to Train: Move between quick dynamic movements that get the heart pumping, coordination and agility movements that connect brain to body, and large-muscle movements that get the blood flowing. Encourage leadership and creativity by giving everyone a chance to lead. This is also a great activity to Practice sport-specific skills.

Simon Says

LTAD Stage: Active Start, FUNdamentals

Equipment: N/A

Stand facing the children. Call out “Simon says jump up and down”. Continue to call out various actions, always saying “Simon says” before the action. The children perform the action only if you call out “Simon says” before the instruction. The goal is for the children to outwit the leader by performing the action only when you say “Simon says.”

Tip for Engaging Young Children: Since the purpose of the game is to warm up the children’s bodies, no one should ever be “out” or win. Children should continue to play the game whether they followed the instructions or not. Don’t single out children who missed the instruction; just say to the group as a whole, “I didn’t say ‘Simon says’” and continue with the game. This ensures that all children feel they can continue to play.

Red Light/Green Light

LTAD Stage: Active Start, FUNdamentals

Equipment: Markers for starting line (pylons, sweaters, etc.)

The Game: Have all the children form a straight line in front of a marked starting line or stand along a wall. You are the Stoplight, and they are the cars. The Stoplight stands a good distance away from the starting line.

With your back to the cars, call out “Green Light!” All the children start running toward you. Call out “Red Light!” and turn around quickly. All children must freeze. Anyone caught still moving is sent to the starting line. Repeat until a child reaches you without getting caught. He or she becomes the next Stoplight.

Note: The higher the LTAD stage, the greater the distance should be between the starting line and the Stoplight.

Tip for Engaging Young Children: It is helpful when you, as the coach, start the game as the Stoplight and show the children how much they can vary the time between shouting out “Red Light” and “Green Light.”

Variations: Red Light, Green Light, Yellow Light. In this variation. “Green Light” means run and “Yellow Light” means walk. Instead of the cars running, how about jumping? Or rolling? Bouncing a ball? The possibilities are endless!

What Time Is It Mr. Wolf?

The Parts of a Practice Plan Active Start, FUNdamentals,

Equipment: Markers for starting line (pylons, sweaters, etc.)

The Game: Have all the children form a straight line in front of a marked starting line or stand along a wall. You are the Wolf. Stand a good distance away from the starting line, with your back to the children. The children yell “What time is it Mr. Wolf?”, and you call out a time between 1 and 12 o’clock. The children take the same number of steps toward the Wolf, counting aloud as they go.

After a few times of calling out, when the children next ask for the time, yell out “Dinner time!” and turn around and run after the children. The children need to run back to the starting line to avoid being caught. If a child is caught, he or she becomes the Wolf. Alternatively, if a child reaches the Wolf before he or she shouts “Dinner time!,” the child becomes the Wolf.

Note: The higher the LTAD stage, the greater the distance should be between the starting line and the Wolf.

Tip for Engaging Young Children: It is helpful when you, as the coach, start the game as the Wolf and show the children how much they can vary the time between the times they call out.

Variation: Instead of taking steps, how about hopping or bouncing a ball to the appropriate count?

The Main Part



The main part consists of a smooth flow of activities that challenge the children and help them improve sport-specific abilities and fitness. The activities chosen must be appropriate for the sport, as well as children’s age, fitness, and ability levels.

Appropriate activities:

Promote the learning of skills and give all children opportunities to be active throughout the practice.

Encourage children to participate. The more children get to participate — meaning the more they get to touch the ball or puck, for example — the faster they improve their skills.

Keep children moving. For this to happen, you must:

Have enough equipment for each child

Ensure that children aren’t waiting in line

Rotate children through activity stations

Modify games so children get more playing time

Take children’s attention span into account

Checklist for Effective Activities for Each LTAD Stage:

Here are some questions to ask to determine if an activity will contribute to an effective practice at any LTAD stage:

Will the activity contribute to my practice goal?

Does the activity focus on the skill I want to introduce or refine?

Will the activity allow the children to be successful after 2 to 3 attempts?

Does the activity require supporting skills?

Are the supporting skills already familiar to the children?

And here is a checklist you can use to determine if an activity will contribute to an effective practice for a specific LTAD stage.



Practice Planning Checklist

Structure and Organization

- ✓ The practice is organized and well structured (introduction, warm-up, main part, cool-down, conclusion).
- ✓ The length of the practice is appropriate for children's age and ability.
- ✓ Available facilities and equipment are used as fully as needed to achieve practice goals.
- ✓ The practice includes a variety of activities.
- ✓ Activities are planned so there is minimal waiting time for children.
- ✓ The transition from one activity to the next minimizes the time wasted.
- ✓ Activities are presented in the appropriate order in the main part of the practice.

Choice of Activities

- ✓ The activities are appropriate to children's LTAD stage.
- ✓ The activities are adapted to children's skill and fitness level.
- ✓ The activities have well-defined goals, and the purpose of the tasks involved is clear.
- ✓ The activities are relevant to the sport.

Success and Challenge

- ✓ The activities present reasonable challenges to the children.
- ✓ The activities are chosen or designed so that the children succeed on average three out of four times when performing tasks.

Safety

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

The Cool-down



The purpose of the cool-down is to start the body's recovery. The cool-down consists of low-intensity activities that create a transition between the more intense efforts of the main part and the end of the practice. The cool-down also gives children some time to stretch before the practice ends.

- A cool-down allows both the children and the coach to:
- Do relaxation exercises
- Share highlights
- Reflect on what they accomplished
- Share feedback

Here are some sample cool-down activities:

Large Body Rotations

Body rotations are a great way to slow down the heart and provide some dynamic stretching. Engage the large body parts — trunk, arms, legs — and rotate in a slow, controlled manner. Rotate in both directions to develop balanced flexibility.

Floppy Rag Doll

The purpose of this activity is to release any muscle tension that might have built up over the practice. Have the children pretend they're floppy rag dolls or bean-bag

animals. Start by shaking the entire body; then move to individual body parts. Encourage children to be as loose and floppy as possible. This is a great dynamic stretching activity.

Balloon

For younger children, pretending to be a big balloon full of hot air is a fun cool-down. Tell the children that their balloon has a small leak, and encourage them to slowly deflate down to the ground.

Tree in the Wind

This is a nice cool-down at any age. Stand with the feet wide apart and the knees slightly bent. Raise both arms overhead and gently wave them from side to side, like a tree in the wind.

Deep Breaths and Hug

Breathe slowly and deeply in through the nose and out through the mouth three or four times. Then wrap the arms around the shoulders, and give yourself a big hug and a pat on the back. This is a great way to wrap up the cool-down and practice.

The Conclusion



The conclusion consists of the coach providing some comments on the practice, as well as information about the next practice or game. The conclusion should always finish on a

positive and friendly note. ALWAYS find something encouraging to say to each child as he or she leaves the practice with a parent or caregiver.

The conclusion also gives children a chance to provide feedback on the practice. However, obtaining feedback from young children can be challenging:

Children may feel pressure to say they liked an activity because they think that's what you want them to say.

Children may not have the confidence to speak out in front of their peers.

Here are two examples of how to get around this; both involve relaxation and sharing:

Have the children lie down on the grass or gym floor with their eyes closed. Ask them to picture in their minds the different games they played during the practice. As you name the different games, have the children tell you whether they liked the activity by raising and lowering their hands.

Have the children lie down on the grass or gym floor with their eyes closed. Name each game and ask the children to give a thumbs up or a thumbs down to indicate their likes and dislikes.

The key to both approaches is having the children keep their eyes closed so they can't base their opinion on the actions of the other children.

Never leave the practice until all the children have been picked up by a parent or guardian!

Self-reflection after the Practice

Immediately after practice, reflect on the practice.

The following checklists help identify what went well and should be repeated, as well as what can be added or improved in the next practice. Note the results of these reflections in your practice plan for future reference.

Self-reflection checklist on meeting your practice goals (use the SMART goal checklist)

- Specific — Did I clearly indicate what I wanted to accomplish?
- Measurable — Did I achieve what I hoped for?
- Achievable — Were the children skilled enough to achieve the goal?
- Realistic — Was the goal consistent with children's playing environment?

- Timely — Was there enough time in the practice to achieve the goal?
- Self-reflection checklist on giving feedback
- Was my feedback...
- Encouraging?
- Specific?
- Positive and constructive?
- Focused on WHAT to improve?
- Balanced?
- Short and simple?

Checklist for helping to build children's confidence and self-esteem

- At practice today,..
- Was I warm and welcoming?
- Did I encourage fair play?
- Did I allow everyone to shine?
- Did I prevent behaviour that made others feel bad?
- Did I acknowledge and encourage effort?
- Did I provide frequent and sincere praise?
- Was I happy to be there?