



BCCMA Accredited Training
Delivery Centre



BCCMA PROFESSIONAL STANDARD

COACH

(Endorsed by CIMSPA)

Learning Resource & Training Manual

Introduction

The British Council for Chinese Martial Arts (BCCMA) working title 'the Council' would like to extend a warm welcome to all Clubs, Associations of Clubs, or Federations of Associations of Clubs, and anybody wishing to practice Chinese Martial Arts in Great Britain and Northern Ireland.

'The Council' was set up in accordance with the Sports Council's guidelines in 1973 and was granted Sports Council recognised Governing Body status, in 1990. It has a current membership of some 146 Organisations/Associations in membership, representing approximately 650 Coaches and 9000 members across all of the major disciplines of Chinese Martial Arts.

Training

The training courses offered by the Governing Body are Coaching Awards at Level 1 (Assistant Coach), Level 2 (Coach) and at Level 3 (Advanced Coach), Safeguarding and First Aid via an accredited 3rd party supplier.

Mission Statement

To provide training and education that enables the learners to develop their knowledge and skills in their work.

Aims

Our Continued Professional Development (CPD) training aims to provide learners with up-to-date knowledge and skills training and share what is considered best practice in our sport. To promote safe training practices and impart the necessary knowledge to enable participants to train in a safe and inclusive environment free from harm or abuse. To give each learner the opportunity to develop their professional skills in their workplace.

Objectives

The learners will:

- Receive detailed and timely information in relation to the aims, outcomes, content, assessment, resources and timetable of the training.
- Receive a Learner's Resource Pack to augment the training event and contribute to the knowledge and skills of the learner.
- Receive feedback in relation to their skills and knowledge as a result of attending the training.
- Take part in CPD indorsed training that is designed to contribute to their professional development.
- Have an opportunity to comment and evaluate the training programme.
- Have an opportunity to identify any specific learning needs and be assured that their learning needs will be accommodated to the best of our ability and resources.

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This Learner Resource Pack aims to introduce you to training with us and orientate you to how the training and assessment will run, and what you can expect from our training.

Section 1

Teaching and Learning Agreement

To ensure that all learners get the best out of the training, we expect tutors and learners to agree to a 'Teaching and Learning Agreement'. The Agreement states what is expected of the tutor in the course of the training and, what is expected of the learner throughout the training and assessment.

Tutors will:

- Work within our agreed timetable and start/>finish times.
- Use training resources that maximise you're learning.
- Provide opportunities to contribute to the learning, via questions, comments, and feedback.
- Inform you of the health, safety, and operational rules in relation to the premises and equipment (where appropriate)
- Offer individual support and guidance in relation to any assessment criteria •
- Adhere to our Equal Opportunities Policy

We will expect learners to:

- Attend training the session as timetabled.
- Bring all necessary paperwork, they need for personal notes.
- Actively participate in the sessions with colleagues and as instructed by the tutor.
- Take responsibility for their own learning by communicating their progress with the tutor.
- Ask for help and guidance as and when required.
- Behave responsibly towards others and the venue, in respect of Health, Safety and Operational rules.
- Adhere to the Equal Opportunities Policy
- Adhere to any relevant professional Code of Ethics

Equal Opportunities

We, BCCMA, are committed to promoting equality of opportunity in providing all training and assessments to everybody.

View our Equal Opportunities Policy at: <http://www.bccma.com/> under the COACHING TAB.

We are committed to ensuring that all staff, tutors and learners:

Promote equality of opportunity for all persons.

- Prevent unlawful occurrences of direct discrimination, indirect discrimination, harassment, and victimisation.
- Fulfil the legal obligations under the equality legislation.
- Promote a harmonious working and training environment where all people are treated with respect and helped to achieve their full potential.
- Take positive action, where necessary, to adhere to our Equal Opportunities Policy.

Appeals Procedure

All assessment candidates are assessed by qualified and suitably skilled assessors and are assessed against our published assessment criteria.

In the event that a candidate wishes to appeal against their assessment decision, they may appeal in writing.

Details of the Appeals procedure are available on the BCCMA's WEB www.bccma.com Coaching Grounds for Appeal.

Learner Support

We are committed to providing access and individual learning support to learners whenever possible.

We offer a range of support and guidance to learners who have declared a particular learning need that is supported by a statement of learning need. We also endeavour to offer advice and guidance for learners with a declared learning need. Please contact Coach Education Officer prior to applying for a course.

Customer Service and Complaints

We aim to ensure that learners are given clear, accurate and timely information pertaining to our training and assessment. We expect tutors and staff to provide excellent quality training and assessment at all times. Any learner who believes that they have not been treated fairly or have not received appropriate customer care, may raise their concerns.

Details of our Complaint Procedure are available on the BCCMA's WEB www.bccma.com Coaching Complaints Procedure

Quality Assurance

We aim to ensure that learners receive a consistently high quality of training from each and every tutor and at different venues where they are trained and assessed (if applicable).

To ensure a consistently high standard of training and assessment across the range of training offered, we will ensure that we will maintain a quality provision (as specified in the CPD Code of Practice and Quality Assurance Guidelines).

Our Quality Assurance Policy is available at: bccma.com.

Section 2

Pre-course Instructions

Thank you for booking CPD training with us. You have a confirmed place on:

The course is split into two parts. Parts 1 and 2 will be separated nominally by 3 months.

Title of Training: BCCMA PROFESSIONAL STANDARD: COACH (Endorsed by CIMSPA) Parts 1 Date: as advertised: Start Time: 9.30 Finish Time: between 14.30 - 15.30 depending on questions raised.

**Part 2 of the course can only be booked on completion of Part 1
Date: as advertised: Start Time: 9.30 Finish Time: 15.30**

Venue: Online

As a learner, you are required to:

1. Attend the training sessions on the times stated.
2. Read the Learner's Pack to familiarise yourself with the training (and assessment) requirements.
3. If you are attending an online course, you need a working camera and microphone and ZOOM client installed on your pc, laptop, tablet, or mobile phone. As the course is interactive in parts.
4. Although course notes will be provided, you will need pen and paper if you intend taking personal notes.

The assessment:

1. Read the Assessment Requirements that you must meet to achieve certification

Additional Venue Details and Instructions:

Directions: [Online only](#)

Timetable

The course is split into two parts and 8 modules. Part 1 will deliver modules 1 - 4, and home assignments will be set at the end of the course. On completion of the home assignments the candidate will be able to book Part 2 of the course, to complete modules 5 - 8, this will nominally be around 3 months later.

Title: BCCMA PROFESSIONAL STANDARD: COACH (Endorsed by CIMSPA) Part 1

Date: as advertised Venue: ONLINE Start time: 9.30

09.30 – 09.35	Part 1. Introduction Learning Objectives
09.35 – 11.00	Module 1 Participant Experience (Lecture, syndicate exercise) Participant's Needs Customer Service Participant Engagement Communications Participant Feedback / Skills Requirements Break
11.05 – 12.30	Module 2 Participant Welfare (Lecture, Syndicate exercises) The Person Inclusive Coaching Safe Working Practice Hazards Stakeholders Impact of Coaching / Skills Requirements Lunch
12.35 - 13.30	Module 3 Roles & Responsibilities (Lecture, Syndicate exercises) Roles & Responsibilities Own Role Organisational Role Internal & External Measures Coaching Motivations Skills Requirements Break
13.35 - 14.00	Module 4 Professional Practice (Lecture, Syndicate exercises) Conduct Ethics Development Skills Requirements
15.00 - 15.30	Course review & Home assignments

The course is expected to finish between 14.30 and 15.00 depending on the numbers of questions raised.

Title: BCCMA PROFESSIONAL STANDARD: COACH (Endorsed by CIMSPA)

Date: as advertised **Venue: ONLINE** Start time: 9.30

Part 2 of the BCCMA Professional Standard COACH (endorsed by CIMSPA) course. Part 2 of the course will deliver modules 5 - 8 at the conclusion of the course home assignments will be set to cover the required Knowledge and Skill requirements not covered on the course.

09.30 – 09.35 Part 2. Introduction Learning Objectives

09.35 – 11.00 **Module 5** Planning (lecture, syndicate, Q & A)

Pre-session planning (syndicate, Break, Lecture)

Emergency Action Planning

Contingency Planning

Goals

Coaching Programmes

11.00 – 11.05

Break

11.05 – 12.55 **Module 6** Delivery (lecture, syndicate, Q & A)

Safe Training Practice Break (Syndicate exercise)

Preparing Participants

Managing Incidents

Training Principles

Ending Sessions

12.55- 13.00

Lunch

13.00 – 13.30 **Module 7** Review (lecture, syndicate, Q & A)

Review & Analysis

Barriers to Participation

Personal Action Plans

Break

14.45 – 15.00 **Module 8** Legislation (lecture & Q & A)

Policy and Procedures

Regulatory Requirements

Sector Guidance

15.00 – 15.30 Home Assignments Knowledge and Skills Requirements

Assessment

Training Title: BCCMA PROFESSIONAL STANDARD: COACH (Endorsed by CIMSPA)

Assessment Instructions

To achieve a Certification and demonstrate your level of competence in this training, you will need to satisfy all of the knowledge and skills requirements set by CIMSPA for the Professional Standard. Evidence will be required to ensure you have satisfied the set requirements. Please use the portfolio template for your evidence to ensure quality control.

Assessment Criteria:

What will I be assessed on?	How will I be assessed?	When will I be assessed?	Where will the assessment take place?
<p>Communications Skills:</p> <p><i>Note. Must be able to project voice so that everybody in the training environment can clearly understand what is said. Use appropriate language. Confident and clear instructions and or commands.</i></p> <p>Observation Skills</p> <p><i>Note: Able to pick up on mistakes and apply appropriate corrections. Example are all students following instructions and moving in the same direction (potential for injury if not)</i></p> <p>Confidence</p> <p><i>Note: Demonstrate an ability to hold a class without supervision. Show that you are in control at all times.</i></p> <p>Adherence to Safe training practice.</p> <p><i>Note: Techniques taught are safe and not likely to cause injury or long-term health problems for the participants. Correct use of available space. Any safety issues observed managed and appropriate adaptations to planned activity made.</i></p>	<p>Primarily, Assessor observations. Secondary, completion by you of home assignments.</p> <p><i>Note: Observations will be done during your Participation in Syndicate Exercises and your teaching videos.</i></p> <p><i>You are required to send in 3 short training videos; the first to open a session include a warm-up and stretching, the second to demonstrate closing a session including cool down and the third a 20-minute session of you teaching Chinese Martial Arts techniques, observing your students, and making appropriate corrections where necessary. You will be required to send in a further two training videos only, not a repeat of the warmup and cool down videos. Your videos of training sessions must be linked showing consecutive sessions with the same students demonstrating progression to fulfil the skills requirements of program planning, delivery and evaluation. Examples of these are shown in the appendices of your portfolio.</i></p> <p><i>Remember these videos will be used to evidence the knowledge and skills requirements stipulated in the professional standard. Please make sure they cover off the requirements.</i></p> <p>NOTE 5 videos required in all.</p> <p><i>Please do not send in videos of yourself performing for 30 minutes. The course objective is safe training practice, we are assessing your coaching skills not your performance and we need to see you teach.</i></p> <p>Home Assignments</p> <p><i>This will cover knowledge and skills requirements from the standards primarily pertinent to you the individual coach.</i></p> <p>You will be required to submit your responses to the home assignment questions as evidence. Please use the portfolio template provide to ensure quality control.</p>	<p><i>The aim is that all assessments are done within 1 week from receipt of your teaching videos, and home assignments. This is dependent upon the number of returns received at any one time.</i></p> <p><i>Note: Videos and home assignments need to be returned to the BCCMA's coaching officer within 3 months of the course date, using google drive, WeTransfer or similar and forwarding the access email. If required. They must show you instructing a group of students preferably in your normal place of work and correcting any mistakes you observe. Please read again. "What will I be assessed on"</i></p> <p><i>A video consent form is written permission given by an individual to you, as permission for you to use their name and or image in your video presentations.</i></p> <p><i>Please note, you will require a signed and dated consent form for each person you use in your videos. It can only be used for this specific purpose. A parent or guardian must sign the consent form if the individual is a minor.</i></p> <p><i>Typical consent form you can use is shown in appendix 1below.</i></p>	<p>Venue:</p> <p>Online courses only: These will be via the Zoom platform. You will require a microphone and camera as the courses are interactive.</p> <p>Participant's normal place of working. (preferred) for your video presentations.</p>

Appendix 1

This consent includes, but is not limited to: (Initial where applicable)

- (a) Permission to interview, film, photograph, tape, or otherwise make a video reproduction of me and/or record my voice;

- (b) Permission to use my name; and

- (c) Permission to use quotes from the interview(s) (or excerpts of such quotes), the film, photograph(s), tape(s) or reproduction(s) of me, and/or recording of my voice, in part or in whole, in its publications, in newspapers, magazines and other print media, on television, radio and electronic media (including the Internet), in theatrical media and/or in mailings for educational and awareness.

The below signed parent or legal guardian of the above-named minor child hereby consents to and gives permission to the above on behalf of such minor child.

Signature of Parent
or Legal Guardian:

Print Name:

The following is required if the consent form has to be read to the parent/legal guardian:

I certify that I have read this consent form in full to the parent/legal guardian whose signature appears above.

Date

Signature of Organizational Representative or Community Leader

**CIMSPA PROFESSIONAL STANDARD
COACH AWARD**



British Council for Chinese Martial Arts

Coach Education Programme

**BCCMA Professional Standard
Coach
(Endorsed by CIMSPA)**

Training Manual

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1 Introduction

Most of the content of these notes are direct copies of articles that have been found on the web in support of the coach education programme. There is no intention on behalf of the governing body to negate copyright laws or to claim originality or ownership of the content. The Intellectual Property Rights remain that of the authors of the articles.

Where the governing body has applied for permission to use the article in its documentation and it has been given, we have acknowledged the article as instructed. Where we have not received a response to our application, acknowledgments have been made to the source of the information. The governing body has not used articles where permission has been denied.

These articles are presented to support the information you have been given on the course and to put all the necessary information in one place to make your learning easier. They are not the definitive answer, and you will find many useful articles to further your knowledge of these topics.

Warning, there are many hundreds of thousands of articles on the web most are factual and well written, however there is a growing problem of articles produced that are inaccurate, wrong, misleading, malicious or in some cases dangerous. Please be careful in your research and cross reference from multiple sources before you come to a conclusion.

It is a great honour to be a coach and is a position of trust, power and influence which must not be misused or bring its status into disrepute. The coach is the role model and sets the standards of acceptable behaviour for the participants. His or her personal outlook on sporting ethics will undoubtedly rub off on their students and great care needs to be taken to foster the correct ethos of safe, fair and enjoyable participation in the sport. The roles and responsibilities of a coach are wide ranging and personally demanding but the rewards can be considerable. The primary role i.e., to develop your people both physically and mentally so that they can safely reach their individual maximum potential within the sport must never be forgotten. Before making the commitment to become a coach, it is important to consider the full extent of the requirements and be fully committed to take on the challenge. The successful coach must be able to relate to their people and have the personal skills to pass on faithfully the exercises, practices and techniques passed down to them from their teachers.

1.1.1 EQUAL OPPORTUNITIES Statement (Inclusive coaching environment)

The BCCMA are totally committed to providing equality of opportunities in the context of Chinese Martial Arts but recognizes that some Chinese Martial Arts activities may not be appropriate to everybody. However Chinese Martial arts systems are sufficiently diverse and rich in content that it should be possible, with some provisos, to cater for all prospective members.

Activity in our sport is actively encouraged, neither, race, age, sex, social and economic background or disability, should be a bar against active participation. It is the aim of our Coaching program to encourage and foster an ethos of providing an opportunity for all members to achieve their maximum potential, with the only constraints being their interest and ability. Equality, Diversity and inclusion policy see appendix 7

1.1.2 Impact of the Coach's Role

As a coach, you have important responsibilities to your participants. What you say and do has great influence on them. The coach is perceived as a role model, so your views, the words you use and the actions you take have a profound effect on their psyche. Bullying, harassment and intimidation frequently occur in the sporting environment. Part of your responsibility as a coach is to manage unacceptable behaviour. The goal should always be to provide a safe, respectful, positive, friendly, and inclusive environment for all athletes.

Coaches can help create an environment of inclusion by teaching their participants to:

1. Always give the same level of respect and time to everyone.
2. Never tolerate derogatory or belittling language between athletes.
3. Listen and display empathy to all athletes.
4. Give respect to participants with special needs and make appropriate accommodations for any assistive devices, such as wheelchairs, they need.
5. Remember that some disabilities may not be easily noticeable and can be hidden, such as dyslexia and Attention-Deficit/Hyperactivity Disorder, partial deafness, sight problems, language.
6. Be prepared to modify and adapt lessons to meet individual's needs and allow extra time athletes may need.
7. The primary goal is to make the experience fun and enjoyable for all.

1.1.3 Creating a Welcoming Environment

Creating a welcoming environment is just as important as the coaching and meaningful activities delivered for people to take part in. These tips will help coaches in creating an environment that works for their people. *Reference Sports Coach UK*

It's not just what you do, but how you do it that can make the difference and keep your participants coming back week after week. Creating a warm, friendly and welcoming coaching environment includes your body language, the tone and style of your coaching, and all of the communications that surround your session, including those you choose to do online. When coaching online, remember your camera and microphone are on until you close the session completely, do not be a victim of careless comments or inappropriate background images. Please remind your participants of this also to save unnecessary embarrassment.

Part of being welcoming means remembering the 'human factor' and making people feel good about themselves and your session.

Remember, people are likely to tell others about a bad experience at your coaching session compared to if they have had a good experience. So, the aim is to create a buzz and a real welcoming feel about your sessions that helps keep people coming back for more.

Great tips for helping you to create welcoming sessions that are warm, friendly and inviting for new people to take part:

- Make a good first impression – make eye contact, say hello and smile, use people's names and have open body language.
- Making eye contact with people every time you see them helps people feel connected and acknowledged. Don't feel the need to look at just their eyes but their whole face too. Try not to make too much eye contact that can come across as staring and a little confrontational.

1.1.4 Participant Engagement

One of the most challenging aspects of coaching people is behaviour **management** which is covered in more depth later in section 13. However, learning to engage with them, fostering that important ethos of even handedness, setting boundaries, and creating that positive, caring environment that encourages student learning, positive peer and coach relationships, and self-motivation, is the challenge. It is not easy but is an important development need particularly in new coaches. Consistency is the key, being fair and consistent is probably the most important skill that a coach can display in the class environment. Learning to trust and gather views from participants on specific topics via a Q & A discussion is a good way to engage participants and let them feel that their input is valued, this encourages greater involvement with their own learning and enhances motivation. By placing some decision making in the hands of the participants, acting together or individually to develop a new initiative; or devolving some control in the running of the organisation or group,

gives a certain level of empowerment and a greater feeling of belonging. Engaging with individuals, or groups ensures that what you are doing reflects the needs and aspirations of the people you are teaching.

Think about how you can engage with your people, the younger audience may respond more favourably to social media, email or digital technology, while your more senior members may respond better to old fashioned telephone, or face to face communications. What works best for your people, know them as individuals and establish what meets their individual needs.

2 Core Standards (Reference: Sports Coach UK)

The BCCMA has adopted the sports coach UK recommendations and has agreed core standards that all coaches practicing Chinese Martial arts in the UK should adhere to. These recommendations cover the following five areas:

- minimum age
- appropriate qualifications
- appropriate insurance cover
- safeguarding children and vulnerable groups
- policies and procedures.

2.1.1 Minimum age

Lead coach: 18 + Years (someone coaching independently without the need of supervision)

As a lead coach, you will have considerable level of responsibility and a duty of care to your participants. The minimum age is therefore 18 as this is also when you legally become an adult in the UK.

Assistant coach: 16 + years (As an assistant coach, you can only work under the direction or supervision of a lead coach).

Appropriate qualification:

Lead Coach, National Governing Body Level 2 qualification or recognised professional level 2 equivalent.

Assistant coach: National Governing Body Level 1 qualification or recognised professional level 1 equivalent.

2.1.2 Appropriate insurance cover:

As a coach, you will need an insurance policy that covers you for the coaching duties you carry out. This is to ensure both you and the participants you are coaching are covered for bodily injury to participants or members of the public, or accidental damage to third party property. What insurance do you need? This depends on the nature of your coaching role. However, the following policies are recommended as best practice:

Statutory Employer's liability cover Provides cover for legal liability for injuries to employees (permanent/temporary/ contracted for services) arising in the course of employment. If, as a lead coach, you are working with an assistant coach and therefore directing what the assistant does and how it should be delivered for reward (wages, fee or benefit in kind), you could be classed an employer, in that you are responsible for the care and actions of the assistant coach.

Essential Public liability insurance Protection from your legal liability for third party claims in respect of bodily injury to participants or members of the general public in respect of the activities coached and legal occupation of premises whether owned or hired. A minimum of £5million indemnity any one occurrence is recommended, although some governing bodies of sport and facility operators are increasing the minimum requirement to £10million.

Desirable Professional indemnity Legal cover against claims of breaches of professional duty by coaches while acting in the scope of their employment (e.g., for giving poor advice, errors/omissions in advice or libel and slander). Professional indemnity is slightly more extensive in its coverage than public liability in that it will also provide indemnity for claims brought for financial loss that does not involve death, injury, illness or disease. A minimum of £5million indemnity is recommended.

Optional Personal accident cover Arranged by the individual or employer. Personal accident claims could be made against you as a coach following accidental bodily injury occurring during the activity or while travelling to/from the session.

Other Car Your coaching activities may have an impact on car insurance premiums. Equipment Insurance cover for equipment supplied by you as a coach. Damage, loss or theft to sports equipment used for the activity.

2.1.3 Safeguarding children and vulnerable groups

It is a requirement for all BCCMA coaches to undertake safeguarding training prior to teaching children and young people. The BCCMA offer safeguarding training via an online course which is presenter lead and can be booked via the BCCMA web page. Coaches must hold an up-to-date safeguarding certificate BCCMA's course preferred or equivalent recognised qualification.

Policies and procedures

When coaching in any setting, you should be aware of and sign up to specific policies, the most important being:

- code of practice
- equality
- participant welfare
- health and safety.

These policies should contain information on best practice, but also guidance to help you fulfil the responsibilities of your coaching role fairly, safely, and effectively.

3 Code of Practice for Sports Coaches

(reference: the following guidelines are produced by sports coach UK The National Coaching Foundation)

3.1.1 RIGHTS

Coaches must respect and champion the rights of every individual to participate in sport

Coaches should:

- Assist in the creation of an environment where every individual has the opportunity to participate in a sport or activity of their choice.
- Create and maintain an environment free of fear and harassment.
- Recognise the rights of all performers to be treated as individuals.
- Recognise the rights of performers to confer with other coaches and experts.
- Promote the concept of a balanced lifestyle, supporting the well-being of the performer both in and out of the sport.
- Treat all individuals in sport with respect at all times.

- Do not discriminate on the grounds of gender, marital status, race, colour, disability, sexual identity, age, occupation, religious beliefs or political opinion.
- Do not condone or allow any form of discrimination to go unchallenged.
- Do not publicly criticise or engage in demeaning descriptions of others.
- Be discreet in any conversations about performers, coaches or any other individuals.
- Communicate with and provide feedback to performers in a manner that reflects respect and care.

3.1.2 RELATIONSHIPS

Coaches must develop a relationship with performers (and others) based on openness, honesty, mutual trust, and respect.

Coaches:

- Must not engage in behaviour that constitutes any form of abuse (physical, sexual, emotional, neglect, bullying)
- Should promote the welfare and best interests of their performers.
- Must avoid sexual intimacy with performers either while coaching them or in the period of time immediately following the end of the coaching relationship.
- Must take action if they have a concern about the behaviour of an adult towards a child.
- Should empower performers to be responsible for their own decisions.
- Should clarify the nature of the coaching services being offered to performers.
- Should communicate and cooperate with other organisations and individuals in the best interests of performers.
- Be aware of the physical needs of performers, especially the developmental stage and needs of children and young people and ensure that training loads and intensities are appropriate.
- Ensure that physical contact is appropriate and necessary and is carried out within recommended guidelines (provided by governing bodies of sport) with the performer's full consent and approval.
- Do not engage in any form of sexually related contact with any performer for whom they have responsibility. This is strictly forbidden as is sexual innuendo, flirting or inappropriate gestures and terms. Coaches are in a position of power and trust in relation to performers. By entering into an intimate/sexual relationship with a performer, a coach may be deemed guilty of abusing this position and, in relation to children and young people, this may also be unlawful.
- Inform parents or guardians immediately if you are at all concerned about the welfare of a child, unless there are concerns that this would not be in the interests of the child.
- Know and understand the relevant governing body of sport or employer child protection/safeguarding policies and procedures in this regard and adhere to them.
- Follow the reporting procedures laid down by your governing body of sport or employer if you have a concern – non-action is unacceptable.
- Arrange to transfer a performer to another coach if it is clear that an inappropriate or intimate relationship is developing.
- Discuss with parents and other interested parties the potential impact of the programme on the performer.
- Respect performers' opinions when making decisions about their participation in their sport.
- Encourage performers to take responsibility for their own development and actions.

- Allow performers to discuss and participate in the decision-making process.
- Discuss and agree with performers what information is confidential.
- Inform performers or their parents/guardians of the requirements of the sport.
- Inform performers or their parents/guardians of any potential costs involved in accessing the coaching services on offer.
- Be aware of and communicate on any conflict of interest as soon as it becomes apparent.
- Do not work with any other coach's performer without first discussing or agreeing it with both the coach and the performer involved.
- Identify and agree with performers which other experts or organisations could offer appropriate services.

3.1.3 RESPONSIBILITIES – Personal Standards (Ethics)

Coaches must demonstrate proper personal behaviour and conduct at all times.

Coaches:

- Must be fair, honest, and considerate to performers and others in their sport.
- should project an image of health, cleanliness, and functional efficiency.
- Must always be positive role model for performers.
- Operate within the rules and the spirit of your sport.
- Educate performers on issues relating to the use of performance-enhancing drugs in sport and cooperate fully with UK Sport and governing bodies of sport policies.
- Maintain the same level of interest and support when a performer is sick or injured.
- Display high standards in use of language, manner, punctuality, preparation and presentation.
- Encourage performers to display the same qualities.
- Do not smoke, drink alcohol, or use recreational drugs before or while coaching. This reflects a negative image and could compromise the safety of your performers.
- Display control, respect, dignity, and professionalism to all involved in your sport.

3.1.4 Responsibilities – professional standards

To maximise the benefits and minimise the risks to performers, coaches must attain a high level of competence through qualifications, and a commitment to on-going training that ensures safe and correct practice.

Coaches will:

- ensure the environment is as safe as possible, taking into account and minimising possible risks.
- promote the execution of safe and correct practice. Safe techniques
- be professional and accept responsibility for their actions.
- make a commitment to providing a quality service to their performers.
- actively promote the positive benefits to society of participation in sport, including the positive contribution sport can make to achieving improved outcomes for children and young people.
- contribute to the development of coaching as a profession by exchanging knowledge and ideas with others, and by working in partnership with other agencies and professionals.

- gain governing bodies of sport coaching qualifications appropriate to the level at which they coach.
- Follow the guidelines of your governing body of sport or employer.
- Plan all sessions so they meet the needs of the performers and are progressive and appropriate.
- Maintain appropriate records of your performers.
- Recognise and accept when it is appropriate to refer a performer to another coach or specialist.
- Seek to achieve the highest level of qualification available.
- Demonstrate commitment to Continuing Professional Development (CPD) by undertaking/attending learning opportunities to maintain up-to-date knowledge of technical developments in your sport.
- Undertake/attend CPD opportunities to maintain up-to-date knowledge and understanding of other issues that might impact on both you and your performers.
- Be aware of the social issues and how your sport can contribute to local, regional, or national initiatives.
- Actively participate in recruitment and education opportunities in your sport.
- Actively contribute to local, regional and national initiatives to improve the standards and quality of coaching both in your sport and sport in general.
- Practise in an open and transparent fashion that encourages other coaches to contribute to or learn from your knowledge and experience.
- Engage in self-analysis and reflection to identify your professional needs.
- Seek CPD opportunities to develop your coaching skills and competencies and update your knowledge.
- Manage your lifestyle and coaching commitments to avoid burnout that might impair your performance.
- Do not assume responsibility for any role for which you are not qualified or prepared.
- Do not misrepresent your level of qualification.
- Promote good coaching practice in others and challenge any poor practice that you become aware of.

4 The Coach's Roles and Responsibilities

It is the responsibility of the Coach to teach students competently and safely, and to ensure that the training environment meets the safety requirements, as itemised in the check lists in the appendices. As Coach you have a Duty of Care towards all participants, volunteers, helpers, or members of the public who you allow into the training environment.

Remember:

- It is essential that as a coach, you have personal Professional Indemnity insurance cover.
- Always carry out a safety check in the training hall before a training session. "It is always better to err on the side of caution".
- To screen potential students, to ensure their health and behaviour meet the health and safety requirements.
- You have a legal responsibility to deal with emergencies professionally.
- As lead coach you are expected to manage your Team, Assistant coaches, volunteers, and helpers. You have a Duty of Care to ensure your Teams health, safety and welfare needs are met, you must

set the agenda, the rules, and demarcations to enable a smooth operation within the coaching environment. Setting limits and boundaries will avoid misunderstanding and potential conflicts. It is your duty to ensure your Team members have undertaken appropriate disclosure and barring checks and have completed safeguarding training before they are permitted to work with participants.

- As Lead coach you should NOT allow Assistant coaches be given the responsibility to carry out 'risk assessments.
 - They should not be expected to introduce the session, lead the session, or take the session in the absence of the qualified coach.
 - They should NOT be given the responsibility to manage accidents or injuries but can be called upon in the capacity of first aider to deal with injured people but not in the role of assistant coach.
 - They would not be expected to close or review the session except to enhance their own learning under your guidance.
- Do not forget to make up their lost learning time.
 - Do not be afraid to refer any participants whose needs you can't meet to appropriately trained people within your own organisation i.e., Head of Association, safeguarding officer etc. or refer externally i.e., governing body coaching officer, or safeguarding officers, if help or advice is required.

It is recommended that the Coach holds an up-to-date emergency First Aide qualification. It is your legal responsibility to professionally manage accidents, injuries, or emergencies. So, holding the first aid qualification yourself rather than relying on a trained first aider to be present at each of your classes, will ensure that you can execute your Duty of Care.

When supervising free sparring, due care must be taken to ensure that any safety equipment used is in good order and fit for purpose and that the students know and observe the rules. Beginners should not be allowed to participate in full or semi-contact sparring. Only non-contact sparring should be allowed.

It is essential that coaches take extra care with students who have certain medical conditions (asthma, diabetes, epilepsy etc), and do not push them or make them train too strenuously. Keep a watchful eye on them, observe body language and ensure they rest when necessary.

Encourage students to always adopt safe training as follows:

- i. Proper and clean uniform must be worn in class.
- ii. No jewellery must be worn in class.
- iii. Behave in a respectful manner and help each other in class.
- iv. Inform students of the danger of taking prescription drugs or banned performance-enhancing substances.
- v. Encourage students to adopt fair play and the spirit of the rules.
- vi. A high standard of personal hygiene must be maintained.

4.1.1 The Roles of the Coach

- To ensure they themselves always demonstrate a professional demeanour and are fastidious in their own appearance and cleanliness. (Positive first impressions)
- To prepare; to deliver and to review a coaching session. (Plan Do Review)
- To ensure the training environment is safe and meets the requirements of the planned session.
- To review then needs of participants.
- To promote and encourage a safe training ethos.
- To offer an inclusive experience to all participants, regardless of gender, race, creed.
- To support, encourage and to make the training enjoyable.

- To maintain motivation, by being creative and challenging.
- To promote and encourage a supportive open atmosphere for participant confidence and development.
- To set rules and regulations and ensure these are administered fairly and equitably.
- Review the needs of the participants, volunteers, and helpers.
- Conduct a training session safely and appropriately.
- Close training session – effective cool down
- Review the session.
- Establish feedback session and evaluate own performance and performance of participants, assistant coaches, volunteers, and helpers.
- To maintain the levels of their own skills and knowledge within the sport.

Other roles and responsibilities

As a Administrator	Support
As an Instructor	Knowledge
As a Teacher	Enthusiasm
As a Trainer	Safety
As a Motivator	Discipline
As a Disciplinarian	Maturity
As a Social Worker	Willingness
As a Friend	Respect
As a Scientist	Fairness
As a Student	Coolness
As a Manager	Recognition

4.1.2 Personal Qualities of a coach

Knowledgeable	Reliable	Equitable
Punctual	Inspiring	Even Handed
Enthusiastic	High Integrity	Supportive
Welcoming	Honesty	Positive
Openness		

4.1.3 Roles & Responsibilities of the coaching team

Lead Coach - Management of your Team to ensure smooth running of your sessions. It is important to set limits and boundaries to avoid misunderstanding and potential conflicts.

One of the prerequisites of coaching successfully is making the learning experience enjoyable for the participants.

Ensure that the facility is still available, and any alternatives offered to you by facilities management, in the case of booking errors are suitable for your needs.

Make sure you confirm with stakeholders, assistant coaches, carers, volunteers, and helpers that they are available and know what has been planned for each session and know their role in making the session successful, if their use has been included in your planned session.

Assistant Coach

As Lead coach you should NOT allow Assistant coaches to be given the responsibility to carry out 'risk assessments.

They should not be expected to introduce the session, lead the session, or take the session in the absence of the qualified coach.

They would not be expected to close or review the session except to enhance their own learning under your guidance.

They should NOT be given the responsibility to manage accidents or injuries.

Do not forget to make up their lost learning time.

Carers – Are responsible for looking after the welfare of their client and should not be involved with teaching or practice of CHA It good practice to ask them to help in the movement of severely disabled participants. They are the experts in this instance.

Helpers- To be directed and used as the discretion of the lead coach but must not include teaching or over-seeing participant practice.

Facility management – Are responsible for any issues relating to the venue, heating, lighting, changing facilities etc.

If your association has a welfare officer or a safeguarding officer, make sure their roles are documented and published and their contact details made available to all participants within your organisation.

4.1.4 Building Rapport

Developing rapport is an essential skill that any coach should embody. Taking time to get to know your students and develop rapport are imperative steps during the first few interactions with the student in order to establish the relationship and trust needed for productive and effective interactions in the future. Students are more likely to open up and provide helpful information about themselves and their situation when feeling comfortable with you.

Establishing rapport begins with creating interest by developing a conversation and finding common ground with the student. It may be that you share a favourite sports team, that you both like cats, or that you come from the same home town. Regardless of the similarities and commonality, the first step is to find something that you have in common.

However, it is important to understand that the conversation is about the student, not about you. The coach cannot be selfish, in fact he or she must be able to listen intently and centre the conversation on the student. While it is sometimes necessary to share some information about yourself to identify that common ground, you should always keep the student and their needs as the focus of the discussion.

It is also important for your students to know that you sincerely care about their well-being and that you want them to succeed. It's important for you to be able to get to know them well enough so that you can come to understand their hopes and dreams, and for you to be able to convey to your students that you are there to help them achieve those goals.

Here are fifteen tips to help ensure successful rapport building with your students:

- i. Focus on the student.
- ii. Be positive throughout your conversation.
- iii. Demonstrate empathy and respect.

- iv. Actively listen and create a safe conversation for the student.
- v. Be genuine and natural in your conversation.
- vi. Make sure to avoid judgment.
- vii. Make a connection to the student.
- viii. Be consistent and follow through.
- ix. Relate to the student.
- x. Highlight strengths and interests.
- xi. Ask the student's perspective.
- xii. Encourage open and honest discussions.
- xiii. Empower the student and involve them on decisions.

Make sure to use appropriate questioning techniques in order to elicit the appropriate responses.

In person, use appropriate eye contact, body language and gestures.

This simple task of building rapport can have a major impact in ensuring successful relationships with students. Coaches can build rapport with the student, gain their trust and develop a true relationship which allows for enhanced student engagement. The better the relationship with the student, the more likely the students will share the necessary information to help build strategies to overcome the obstacles that get in their way. Allowing this coach to student relationship to develop can help increase the chances for the student to be successful. Spending time building rapport, earning trust and developing relationships with students will help you and your schools to impact student retention. *Acknowledgement Cam Cruickshank student success blog*

5 The Coaching Process (Plan, do, review)

- Planning:** Plan class structure with regard to age and ability of participants and their needs to progress.
Ensure venue, equipment, weapons etc are in good order and are fit for purpose.
Establish participant's needs.
Setting goals (section 12.1.19-20)
- Doing:** Conduct coaching session,
Warm-up,
Demonstration of techniques,
Participant practice,
Observation,
Correction,
Motivation
Evaluation
Cool down,
Feedback.
- Review:** Question and Answer session to give participants an opportunity clarifies learning and new skills.
Evaluate own performance and performance of helpers, volunteers, and assistant coaches.
Identify where improvements can be made.
Review & Modify class plans to meet newly identified improvements.
- Remember:** To enable a participant to perform the technical skills required of Chinese Martial Arts well, you will need to analyse the relative components of physical and skill-related

fitness, their strengths, and weaknesses in all the following areas and set individual development plans, goals accordingly.

- Speed,
- Power
- Agility
- Flexibility,
- Dynamic strength,
- Explosive strength
- Endurance
- Fitness
- Cognitive: calmness, awareness, focus, concentration, confidence, relaxation
- Balance
- Nutrition

5.1.1 Key elements of the Coaching Process:

The coaching process is a process of continuing assessment, observation and analysis; it requires continuous goal setting, preparation of action plans, motivation, monitoring and finally one of continuous feedback and review.

You have a duty of care to ensure that a participant:

- Can train in a safe and supportive environment.
- To be free from harassment or abuse
- Develop your people to enable them to participate to their maximum potential.
- Help to guide and shape values and beliefs and encourage an ethos of fair play.
- To pass on faithfully the technical skills of Chinese Martial Arts.

5.1.2 The Coaching Philosophy

Participant Centred:

This means that the coach always has in mind the needs of the participants and organizes the class activities to maximize participant learning and enjoyment. Coaches are more ready to use feedback and questioning to help participants develop their confidence and skills and enhance their learning process.

Coach Centred:

The coach teaches and organizes the class for him or herself and disregards the needs of the participants. Not likely to use feedback or allow questioning, generally wants to exercise control and does not believe participants can offer anything to their own learning.

6 Identifying & evaluating the needs of participants

“Everyone is different. There is not one single answer to helping people get and stay active. That’s why understanding the people you’re trying to reach – knowing your audience – is so fundamental.” *Acknowledgement Sports England Know your people*

Putting people at the heart of what we do is a key part of modern coaching strategy. Understanding people as individuals and obtaining as much relevant information as possible, concerning their general health, past and present injuries, motivations (why do they want to do martial arts), or special needs

that may have an impact on the type of training program, will significantly enhance the participant experience and enjoyment.

- Individuals with mental/non-conformist behaviour or extreme political motives, which may endanger the safety of themselves and or others, must not be accepted for training.
- Students with heart disorders and chronic asthma can practice certain qiqong techniques and a soft system of martial arts (Taiji or Wuqi etc) which helps to improve their respiratory and cardiovascular system. Any strenuous exercise, which is prominent with other systems of martial arts, is to be avoided.
- Students with severe Blood disorders (Hemophilia, HIV & Aids and Hepatitis). Hemophilia is an inherited disorder whereby the blood clots very slowly and in severe cases, spontaneous bleeding can occur. The danger is not necessarily from surface cuts or abrasions, but from the continuous hemorrhaging in joints and tissue caused by strenuous exercise. Aids and Hepatitis are contagious when in contact with sufferer's blood. In general, martial arts is a contact sport and the acceptance of potential students with these blood disorders should be limited to non-contact taijiquan or wuqi or similar activities only.
- **Special needs:** Due consideration must be given to one's personal skill and ability to professionally look after people with particular special needs. This must be judged on a case-by-case bases and an assessment of the would-be participant's individual needs. Willingness to comply with the legislation must not put the health or welfare of that individual at risk by inadvertent or misguided care. Also, you need to remember that you have a Duty of Care to each and every participant that is training with you and you must consider seriously whether the acceptance of special needs students within the class structure, will take a disproportionate amount of time for that individual and prevent you exercising your Duty of Care to the remainder of your class. See disabled participants section 10.1

Before you can plan your coaching sessions, you will need to gather other relevant data from your potential participants to ensure that you meet their individual needs and aspirations.

You will need to:

- Establish present level of skills or experiences in Martial Arts so you can correctly place the participant in the learning environment.
- Establish why they want to take up martial arts, what are the drivers.
- What do they hope to achieve?
- What other sports they do?
- Are they currently actively participating? This will give you some indication of their potential levels of fitness, flexibility etc.

6.1.1 How to screen potential students. (Participants Needs)

Potential students are required to fill in the club membership application form. This is then followed by an interview with the assistant coach or the coach. See suggested Membership Application Form Proforma in appendices.

When the candidate has submitted the membership application form, invite the candidate for an interview.

- Explain the purpose of this interview.

- Always make the candidate feel at ease, do not jump straight into questioning.
- Prepare to observe and listen, let the candidate talk about him/herself and their interests.
- Explain to the candidate the system of martial arts you are teaching.
- Establish any prior learning.
- Establish any special needs requirements.
- Establish goals and aspirations within the sport.

6.1.2 Compiling and storing student data.

It is important that strict confidentiality is observed, as a great deal of personal information about students has been gathered. The updating of student data, as and when required during the year but annually on the renewal of the membership application form, is essential, to maintain accurate up-to-date personal information. You are required to comply with the requirements of the **Data Protection Legislation**. This includes the storing of telephone numbers whether or not it is done electronically or on paper records.

The information must:

- be obtained fairly and lawfully.
- the data must not be disclosed or used for any unauthorized purpose.
- it must be accurate.
- it must be kept secured, paper files should be held in a locked filing cabinet, electronic files should be encrypted, password protected and backed up on a regular basis.
- An individual has the right to reasonable access to any personal information that you kept on them.
- They have the right for that data to be removed.
- They have a right to a copy of the data you about them in any format they choose.

7 Learning Styles

Learning styles are various approaches or ways of learning. They involve educational methods, particular to an individual that are presumed to allow that individual to learn best. *(Reference Wikipedia)*

Honey and Mumford's Learning Styles

Peter Honey and Alan Mumford have identified four main learning style preferences.

- Activist, Reflector, Theorist and Pragmatists

Activists: Activists like to be involved in new experiences and are enthusiastic about new ideas. They enjoy doing things and tend to act first and consider the implications afterwards. They are unlikely to prepare for the learning experience or review their learning afterwards.

Activists learn best when:

- involved in new experiences, problems and opportunities.
- working with others in team tasks or role-playing
- being thrown in the deep end with a difficult task
- chairing meetings, leading discussions

Activists learn less when:

- listening to lectures or long explanations
- reading, writing or thinking on their own
- absorbing and understanding data
- following precise instruction to the letter

Reflectors:

Reflectors like to view the situation from different perspectives. They like to collect data, review and think carefully before coming to any conclusions. They enjoy observing others and will listen to their views before offering their own.

Reflectors learn best when:

- observing individuals or groups at work
- reviewing what has happened and thinking about what they have learned.
- producing analyses and reports doing tasks without tight deadlines

Reflectors learn less when:

- acting as leader or role-playing in front of others
- doing things with no time to prepare
- being thrown in at the deep end
- being rushed or worried by deadlines

Theorists:

Theorists like to adapt and integrate observations into complex and logically sound theories. They think problems through step- by-step. They tend to be perfectionists who like to fit things into a rational scheme.

Theorists learn best when:

- put in complex situations where they have to use their skills and knowledge.
- they are in structured situations with clear purpose.
- they are offered interesting ideas or concepts even though they are not immediately relevant.
- they have the chance to question and probe ideas.

Theorists learn less when:

- they have to participate in situations which emphasise emotion and feelings.
- the activity is unstructured, or briefing is poor.
- they have to do things without knowing the principles or concepts involved.
- they feel they're out of tune with the other participants, for example people with different learning styles.

Pragmatists:

Pragmatists are eager to try things out. They like concepts that can be applied to their job. They tend to be impatient with lengthy discussions and are practical and down to earth.

Pragmatists learn best when:

- there is a link between the topic and job.
- they have the chance to try out techniques.
- they are shown techniques with obvious advantages such as saving time.
- they are shown a model they can copy.

Pragmatists learn less when:

- there is no obvious or immediate benefit that they can recognise.
- there is no practice or guidelines on how to do it

- there is no apparent benefit to the learning.
- the event or learning is 'all theory'.

Source: Mumford, A. (1997) How to manage your learning environment. Peter Honey Publications

Although learning styles are categorized, the act of learning generally uses a mix of styles, as individuals, we may have a preference to one or two over the others. Knowing this we can direct our coaching style to suit the individual needs of our people to enhance their learning experience.

7.1.1 Learning Preferences

Based on how we personally like to receive new information learning preferences can additionally be categorized as follows:

Visual	Learn best by watching demonstrations or looking at diagrams.
Auditory	Learn best through detailed explanations.
Reading & writing	Learners interacting with text is more powerful to them than hearing or seeing images.
Kinaesthetic	Learn best through demonstrations and practising the new skill.

As a coach you must be cognisant of your own preferred learning methods and your possible unconscious desire to solely favour this method in your coaching practice. But as we have seen, learning styles vary and there will be a need to adapt your preference to meet the needs of your people.

8 Skill Development

8.1.1 Skill Co-ordination in sport

Coordination is the ability to carry out a sequence of movements repeatedly smoothly and accurately. This may involve the mind, muscular contractions, and joint movements. Chinese Martial Arts requires the coordination of the mind, body, and limbs and in many systems the coordination of hand, eyes, and weapons.

Motor Skill Learning

A motor skill is a learned sequence of movements that combine to produce a smooth, efficient action in order to master a particular task.

Skill Retention

When a movement is repeated over time, a long-term muscle memory is created for that task, eventually allowing it to be performed without conscious effort. This process decreases the need for attention and creates maximum efficiency within the motor and memory systems.

8.1.2 Skill acquisition – the learning process

Stage 1 Understanding

Before you can learn a new skill, you must **UNDERSTAND** what is required. Never make assumptions that participants know as this may lead to an accident or injury. Even if they do the repetition is beneficial. Before you demonstrate a technique, always arrange the students into organised formations to ensure that those at the rear can hear and have a clear view of your instruction. Name the technique and give a reason for learning it.

A coach should demonstrate and explain how to execute a basic technique, i.e a mid-section punch, an open hand block or a horse stance, etc. Always keep the explanation simple and brief. Be careful not to swamp them with too many technical details all at once.

First, demonstrate the technique facing the students, then change the position to side facing. Demonstrate it slowly and if necessary, repeat the whole process again. Keep the explanation simple, brief and to the point.

Most beginners find it rather difficult just to co-ordinate the movements. The coach will need to repeat the same basic technique repeatedly to ensure understanding" Patience is a virtue". Students can learn quickly when the technique is related to an application, i.e., show for example how an open hand block is used against a punch to the body. Show that you know your subject well, but do not show off. Be truthful with yourself, and always be prepared to answer all the questions. But, if you cannot, admit that you do not have the answer, but will find it out and come back with the answer some time later.

Stage 2 Practising

This is a vital stage in the acquisition of learning it enables consolidation of learning but can only be achieved through mindful practice, keep the mind on the job, concentration, practice with different people and of differing builds, heights, reach, speed etc. This will reinforce the techniques and give you greater understanding of how and when to put the techniques into practise.

Stage 3 Performing

Putting the various elements of practice together to be able to use the skills acquired.

Skill transfer

Skill to skill: this is where a skill developed in one sport has an influence on a skill in another sport or the skill developed in one situation can be successfully applied to a new or different situation.

9 Coaching Styles

In general coaches develop their own style of coaching over time as they gradually gain more knowledge and experience. Typically, their personality traits will reflect the style of coaching they adopt. A good coach will want to employ all styles in their coaching practice as their participants develop and the circumstances dictate to achieve the desired outcome.

There are three basic coaching styles

Command Style: (Autocratic)

This style is where the coach makes all the decisions without any input from the participants. This style is essential when maintaining control, discipline, managing emergency procedures or coaching large numbers of participants. However solely adopting this teaching style may make participants good at follow orders but will rarely help develop independent thinking skills. This style is very much what is referred to as a Coach-Centred Approach.

Question and Answer: (Democratic)

Under the control of the coach (who may set the direction and objectives of the training session) participants are encouraged to add their input and make suggestions on how they may meet the objectives. Empowers participants to help develop greater confidence and their thinking processes. This style is very much what is referred to as a Participant-Centred approach where the coach poses questions and elicits answers from the participants. Particularly useful when teaching children and a very useful tool for checking understanding of newly introduced skills at any age group.

Guided Discovery:

This is basically a step further from the '*question and answer*' style as you allow participants to show you instead of telling you. It encourages participants to broaden their knowledge while they experiment with the movements or techniques given to them by the coach and allows them to consolidate their learning by demonstrating their findings and discussing how they arrived at their conclusions with the coach at a later date.

The Sports coach UK recognises these categories and characteristics as:

- Telling – giving instructions / information
- Showing - demonstrating
- Asking – asking questions
- Allowing – helping participants make their own decisions.

Most coaches' especially new coaches feel more at ease in adopting **telling** and **showing** and less comfortable with the **asking** and **allowing** styles. Remember that the objective of good coaching is to meet the needs of the participant, so the important thing is to try to develop a range of styles to match the needs and requirements of individual participants.

The **tell Style** is synonymous with the Command outlined above, with a coach-centred, coach knows best type of approach with no-involvement from participants in decision making. Many coaches' use and feel confident with this coaching style as it allows them to direct and control their class structure and planned sessions more easily. Recommended coaching style for groups of beginners and groups of novice participants. Participants are told what to do and how to do it.

The **Showing / Informing Style** is synonymous with the Democratic style outlined above, here the coach sets out the training objectives for the session shows what is required, provides explanations but then encourages participants to ask questions. The questions can clarify learning objectives better for the participants and enhance their learning experience.

The **Asking / Allowing Style** the coach outlines the problem then uses questions to solicit suggestions from the participants. The coach will make decisions based on the participants' suggestions. This style of coaching requires effort on the coach's behalf as it empowers participants to think for themselves and gives them a chance to consolidate understanding. It is a style which can make the coach feel less in control and could lead to possible loss of control of the session.

9.1.1 Developing your own Coaching Style

When you **develop your own coaching style**, you need to be true to yourself, be yourself and do not try to ape others or put on an act. Set a code of conduct that you expect your people to follow and be consistent, in your management of that policy. Think about the age group or the level of ability of the people you are talking to and use the appropriate language to get your message across. Develop your observation skills as this in one of your most important skill areas. Observation of body language (non-verbal communication can tell you when a student is tired, bored, injured, exhausted, believing, non-believing, disinterested etc etc.

Give positive feedback and check for understanding but above all be honest, impartial, and fair in your dealings with people each and every student pays the money and expects the same level of attention and care.

10 Planning a Coaching Session

Remember the 5 Ps of preparation.

“Poor Preparation Precedes Poor Performance”. “Those who fail to plan, plan to fail”. Thorough planning and preparation will repay you in easy-to-run coaching sessions that are effective and fun. *Reference Sports coach UK*

10.1.1 Planning Participant’s needs

One of the golden rules of a successful coach is ‘get to know your people’ try to understand ‘what makes them tick’. Take the time to learn their individual strengths, weaknesses, aims, ambitions what their goals are and what do they hope to achieve.

Before you start to plan a session identify in your own mind what it is you need to consider, think about the components of physical fitness required to enable participants to participate effectively and safely:

- Their present level of aerobic or anaerobic fitness (where appropriate)
- Their strength, muscle power and endurance, speed, focus, concentration
- Range of movement (flexibility)
- Balance, co-ordination
- Present Grade and skills level, ability, strengths and weaknesses
- Psychological responses Confidence, anxious under pressure, aggressive, attentiveness, concentration
- Personality open, shy, introvert, extrovert, timid, cautious, clumsy
- Any special needs physical, mental, language
- What are their Goals and Aspirations?

Once you have collected the above information you are now in a position to think about setting participant specific goals, however there are some general guidelines on setting goals that you should be aware of.

10.1.2 Local Demographics

Understanding local demographics of participants in your area, their age profile, socio-economic characteristics, culture, ethnicity will help you direct your marketing and pricing structure to best meet those needs. What you teach and how you teach it will have a profound effect on the people you are targeting, understanding them better gives you a greater chance of holding onto them as new participants, of them maintaining interest and motivation to continue learning and remaining active members of your association. Participants who feel more engaged are more likely to maintain interest and motivation to continue learning and remaining active members of your association. *Suggested reading Sport England Guide to Research*

10.1.3 Goal Setting

Goal setting is an extremely important strategy employed in sport today. Several important practical benefits have been identified for their use. However, it is important that goals identify specific targets that lie within the performers' control, athletes must be committed to them and perceives them to be realistic and worthwhile.

Long-term goals should be broken down into short-term goals, which in themselves must be achievable. Feedback must be available to the performer so that achievements can be quantified.

The idea behind goal-setting theory is that, faced with the broad, general aims of whatever we are trying to achieve, we are likely to feel overwhelmed, demotivated, and anxious. By breaking down the general goal into several smaller and more specific goals, we can make what we are trying to achieve appear

less intimidating and more achievable. From the above it can be seen that goal-setting theory can be used as a tool for motivation and for stress management.

There are three types of goal that can be set in sport, process goals, these look at specific skills, a performance goal (i.e. to improve an area of their performance) or an outcome goal. An outcome goal would involve winning contests as opposed to improving personal performance. This can create problems, as winning is not entirely in the control of the athlete.

If an athlete set himself or herself an outcome goal of winning a match and vastly improved their performance but was nevertheless beaten by a stronger or more experienced opponent, they would probably end up disappointed and possibly demotivated. Therefore, performance goals are a better indicator of improvement than performance goals.

Linking your process goals, acquisition of movement skills or components of physical conditioning and performance goals will enable performers and coach to review progress against set requirements. This gives a qualitative review rather than a subjective one.

Therefore, goal setting must be carefully thought out and clear to be effective. As a rule:

- Specific goals are better than general goals.
- Goals should be measurable, written down and closely monitored.
- Difficult goals are better than easy goals.
- Short-term goals can be useful in achieving longer-term goals.
- Performance goals are better than outcome goals.
- The athlete must accept responsibility for them.

10.1.4 The Progressive Goal Planning Process

Breakdown long-term goals into a series of smaller achievable short-term goals, set timings for each stage of the process and regularly review sessions. Make sure Team Members buy-in to the process and are fully committed to their role and know that their role is a vital part in achieving the overall long-term objective.

Review, reset and correct deviations, missed targets etc., As Lead Coach start by asking basic questions, WHY are we doing this, does it meet participants needs, is it identifying their strengths and weaknesses and are we communicating these to them in a timely manner. WHAT are we trying to achieve, WHO are the stakeholders, HOW are the stakeholders engaged are they meeting their individual goals HOW is it contributing to the Long-Term objective?

- Question and Answer session to give participants an opportunity to clarify their learning and understanding.
- Evaluate own performance and performance of helpers, volunteers, and assistant coaches.
- Identify where improvements can be made.
- Review & Modify class plans to meet newly identified objectives.
- Record findings and proposed changes in a notebook for future reference.

Goal setting should be a collaborative process with your participant and should be based on your observations, or analysis of tests that you have introduced to enable you to identify areas of weaknesses.

As an aide-mémoire the acronym S.M.A.R.T.E.R. is an essential tool in setting beneficial goals. Goals must be agreed and accepted by the individual if the programme is going to succeed.

S – Specific don't make your goals generalisations i.e. we need to work on flexibility, be SPECIFIC for the next 3 weeks we will be working to increase the flexibility of the hamstrings to enable you to deliver a higher front kick, I have devised a programme of exercises that I would like you to do daily.

M – Measurable and the end of the programme we can measure your leg raises to gauge the improvements.

A – Attainable Goals must be stretching but must be attainable and Achievable in the given time scales.

R – Realistic Any goal that you set must be **Realistic** and must be something that can be achieved with a little effort. Do not make them too easy or else there will be no sense of achievement at the end of the process. Likewise, do not make them so hard that it is impossible to achieve it. This is one of the best ways to demotivate and make them disinterested in the goal setting learning process.

T – Time bound use your skills and experience to set realistic time frames for the participant to achieve the goal with some effort. Once participants start to see improvement in one aspect of their performance, they are usually very keen to start working others.

E- Exciting challenging and motivational

R - Recorded keep local copies both the coach and the participant should keep records to plot progress.

The use of a series of short-term goals as outlined above can be less daunting and more rewarding than one long term goal especially with beginners, novices, and intermediate level participants.

One final point to bear in mind, do not make goals based on outcomes i.e. I want to win the world championships in two years' time. This is not really a goal more a wish, as you have no direct control over the skill level of the participants at the championships. To perform to one's peak performance, relaxed and under control are the long-term goals and how you achieve this is the job of a series of short-term goals.

10.1.5 Adapting Plans (Session)

Even the best made plans will inevitably have to be changed on some occasions due to unforeseen circumstances or due to risk assessments you carried out prior to the session. Contingency planning will guarantee a smooth running of your session and maintain a safe working environment for participants. You may have decided to teach a session of long weapons, cudgel, spear, or broad sword to a normal group of say ten students, when you arrive, you are faced with 25 people 5 of which may be complete beginners. You may have planned for an assistant coach to take a part of the session enabling you to spend more time with a senior group, but the assistant coach fails to arrive. Remember you are coaching for individual needs and the plans you set up will often need to be changed or modified depending on the time taken by the individual to achieve a given task differs significantly from the original program. In short plans enable you to fulfil the needs of the individual but you will need to be flexible in your approach in administering them. Remember that one of the biggest variables is the ever-changing state of the floor surface and you will have to adapt your lessons to suit. Floor surfaces that become sticky have the potential of causing injuries to knees or ankles, floors that become damp, moist have the potential for slip hazards. Continuous assessment throughout the session will minimise risks and potential injuries.

Notwithstanding environmental adaptations, you need also to consider making adaptations for individual's learning preferences. Use your observation skills to look for signs of confusion, difficulties of hearing what you are saying, difficulties of understanding what you say, or difficulties in seeing what you are doing. Consider repositioning participants, changing how you communicate, your choice of words in relation to the age and understanding of the individual, and finally, be cognisant of how different people learn new tasks.

10.1.6 Planning for Special Needs participants

You do not necessarily need special training to work with disabled people in sport. What you do need is sport-specific knowledge and skills, combined with the confidence and understanding to make any necessary adjustments to the ways in which you already work in your own sport. You also need to get to know the individuals you are working with. All good coaches coach people not just the sport and if

you take this approach then by getting to know your individual participants you will be able to adapt your sport knowledge to their needs to deliver effective coaching sessions for them.

A very important focus when coaching disabled people is to focus on what they can do, rather than concentrate on the medical label for their condition. You will find this out by asking them and/or their careers.

Some tips for coaching and communicating with participants with the following disabilities:

Hearing Impairment

- Stand still and face participants. Talk to the participant, not the interpreter.
- Speak slowly and clearly, but do not shout. Do not chew or cover your mouth with your hand.
- Use a small hand-held dry-wipe marker board for written instructions.
- Use gestures and demonstrations.
- To get their attention wave your hand or touch the person on the shoulder (or knee if they are mounted).
- Keep everyone involved by explaining any comments, questions or jokes made by group members.
- Check that participants understand and are not just copying you or others.

Speech Impairment

- Be patient – do not rush them or finish their sentences.
- Check that you have understood them correctly by summarising or repeating back what you think that you heard.
- Ask them to repeat anything you don't understand or write it down.

Visual Impairment

- Gain their attention by using their name.
- Use clear, accurate verbal instructions and check for understanding.
- Make sure you tell participants when you have finished and are moving away from them.
- Ensure the arena is free of obstacles and clutter.
- Supply any written information in a suitable format such as CD, large print or Braille.
- Help participants familiarise themselves with the coaching environment by describing the layout of the arena, the location of key items (e.g., equipment, exits, potential hazards etc).
- Use your voice to give them a sense of location, direction, and distance.

With all three impairments listed above, ensure that you use a balance of exercises and demonstrations which use all the senses so that a participant can experience the maximum benefit from the session whilst minimising their dependence on the sense which is impaired.

Physical Impairment

- Some wheelchair users consider their wheelchair to be part of their personal space so avoid touching or resting upon the wheelchair – treat it as part of the person sitting in it.
- It is easier to talk to someone sitting in a wheelchair if you are also sitting or squatting – your eyes will be level with each other.

- If you are required to push or help someone get from their wheelchair to a horse or carriage, ask them how they would like you to do this.

Learning Disability

- People with a learning disability may find it difficult to learn some skills at the same speed or to the same level as others. However, do not make assumptions; either about an individual's ability or motivation to achieve something.
- Ask your participant. Only if they are unable to tell you themselves, ask their carer.
- Treat people by their age, not by their apparent level of ability.
- Use simple, straightforward language.
- Use gestures and demonstrations.
- Check understanding by asking them to tell you what they should do next (after you have explained or demonstrated at least once before).
- Give time for skills to develop and repeat them often and in a variety of ways.
- Break skills down into easily learned steps.
- They may be less aware of safety precautions and accepted rules of behaviour

(Reference Sports Coach UK's "How to Coach Disabled People in Sport")

10.1.7 Teaching for special needs participants

The teaching of Chinese Martial Arts can place significant demands on the coach when trying to teach participants with disabilities and due consideration must be given to one's personal skill and ability to professionally look after people with special needs. This must be judged on a case-by-case bases and an assessment of the would-be participant's individual needs. Willingness to comply with the legislation must not put the health or welfare of that individual at risk by inadvertent or misguided care. Also, you need to remember that you have a Duty of Care to each and every student that is training with you and you must consider seriously whether the acceptance of special needs students within the class structure, will take a disproportionate amount of time for that individual and prevent you exercising your Duty of Care to the remainder of your class.

However, depending on the severity of the disability coaches and students are encouraged to integrate special needs students, into a normal class structure providing the above-mentioned statements have been considered.

Considerations, remember you are not expected to be an expert in every situation and must be prepared to incorporate those with specialist skills into the coaching programme. As an example, careers may have specialist knowledge in the safe handling of their charges and are able to move them without causing pain or injury, whereas you may not and inadvertently inflict pain or discomfort.

10.1.8 Serious Existing Medical Conditions & Blood Disorders

Students with heart disorders and chronic asthma can practice certain qiqong techniques and a soft system of martial arts (Taiji or Wuqi etc) which helps to improve their respiratory and cardiovascular system. Subsequently any strenuous exercise, which is prominent with other system of martial arts, is to be avoided.

- Students with severe Blood disorders (Hemophilia, HIV & Aids and Hepatitis). Hemophilia is an inherited disorder whereby the blood clots very slowly and in severe cases, spontaneous bleeding can occur. The danger is not necessarily from surface cuts or abrasions, but from the continuous

hemorrhaging in joints and tissue caused by strenuous exercise. Aids and Hepatitis are contagious when in contact with sufferer's blood. In general, martial arts is a contact sport and the acceptance of potential students with these blood disorders should be limited to non-contact tjiqvan or wuqi or similar activities only.

- Where special access facilities are necessary to enable severe physical disability (wheelchair bound) special needs access, then there is a provision in the legislation that allows noncompliance with the act on the basis that it is unreasonably cost prohibitive for each individual club to provide such facilities.

10.1.9 Periodisation in Sport

Strength training and physical conditioning are important elements in an athlete's preparation for the competitions or gradings. It should form a part of the yearly training cycle and should be implemented appropriately during the yearly plan. Periodisation in sport is the process of manipulating training goals and processes throughout a year or multiple years, and thus, should be at the core of any training program design. The development of periodised training plans can give the overall development of the athlete a clear direction and provide a framework against which development of the athlete can be planned. The first step in building a periodisation model is to identify a competition start date. For the majority of students in Chinese Martial Arts, who do not compete, it would be their grading dates throughout the year. From these dates, the training periodisation tracks backward building in time to train the technical skills required as well as the conditioning necessary to perform the arts to participants max potential.

Periodisation is not a perfect science. While the planning process can go a long way to improve performance, it is a system of compromise. If one training component is prioritized, others must give way to the area of focus as it is widely believed that all athletic abilities cannot be trained concurrently. This further highlights the need for periodisation when many abilities are required to be improved as a part of the annual plan, and as a function of the fact that most sports are a combination of a variety of complex athletic abilities.

10.1.10 Benefits of Periodisation

When implemented correctly, periodisation will help to achieve planned increases in the physical abilities of an athlete. Adequate planning can help to prevent overtraining or training staleness, as well as ensuring that the athlete is in peak condition to maximize performance at appropriate times of the year. The principal aim of a coach is to advance the athletes under their care. Periodisation of training has been shown to elicit superior training results compared to non-periodised training and should form a core element in the athlete-coach interaction.

10.1.11 Training Cycles: the units of periodisation

The largest stage used within the periodisation model is called a macrocycle, and typically this is one year long. However, this stage may be expanded to a two-year cycle for elite athletes competing in alternating championship (i.e. IWUF World / EWUF European championships). This is the long-term planning stage of the cycle.

The second defined stage within the periodisation model is the mesocycle. This can last from 2-6 weeks, but the most commonly used length is 4 weeks. It is during this period of training that the individual goals set during planning will be sequentially developed. This medium-term planning facilitates a greater adaptation to training and improvement in the physical capacity being trained.

The structuring of mesocycles will also require the coach/trainer to be aware of the season stage so that training can be tailored to the changing demands during the off-, pre- and in-seasons. Therefore, an additional layer in the periodisation plan must be added to specify what stage of preparation the athlete is at. To facilitate the organization of mesocycles this additional layer of the plan is placed between the macro and mesocycles. Within a mesocycle there may be more than one training aim, and this can be detailed below the mesocycle as a training aim.

The smallest stage used in the periodisation of training is the microcycle. This short-term cycle typically lasts 7-10 days. Most microcycles will adapt to a weekly cycle for non-elite athletes who have to factor in work and weekend commitments.

While the separation of time between stages, meso- and microcycle synchronize well in the periodisation model, in practice this may not occur so uniformly. Preparatory or transitional mesocycles may overlap into the following competitive year stage. While the two-year stages will have differing training aims the mesocycles can be tailored towards the training goal through the adaptation of the short-term micro cycle.

Having set the lengths of the training phases (preparatory-transition-competition), it is now time to start to set some goals for each mesocycle. The first mesocycle (meso1) should be used to prepare the athlete for the training that will be undertaken in the following cycles: meso2, meso3 etc. This initial step is termed anatomical adaptation. It will facilitate the preparation of the athlete's connective tissues (ligaments, tendons) to bear the loads that will be placed upon it during the later cycles as well as allowing development of the athlete's range of movement to facilitate the inclusion of heavier loading exercise at a later stage.

Following an initial period of preparation, a hypertrophy period can be implemented, if needed. Hypertrophy may be necessary, essential even, for athletes competing in contact/collision sports or for athletes who are lighter than their direct sporting counterparts. For weight-category sports or with athletes for whom increased body mass places them at a disadvantage, this phase may be excluded from the periodisation plan. In place of a hypertrophy phase, an extended adaptation phase may be implemented.

Having established the training model, the coordination of volume and intensity changes through the training program can begin. There are a number of models for volume-intensity interaction that can be applied to the team game periodisation, but there is no definite periodisation model that is absolutely superior to an alternative model, and for the purpose of outlining the periodisation process, this article will address two sequential models: Linear and Undulating.

The linear periodisation model was developed by the Soviet sport scientist Metveyev. In this model, the initial training cycle contains high volumes of low intensity training. This facilitates the increased number of low intensity training sessions being conducted for anatomical adaptation and hypertrophy. As the training schedule moves closer to the competitive stage of the year the intensity of training begins to rise. High volume, high intensity training cannot be maintained for long periods, and so, the volume of training must reduce to allow the higher intensity of sports-specific pre-competitive training to be implemented.

The use of linear periodisation will work well for athletes who have a low competitive level and little experience of structured training, as almost any training will have an effect on a novice or untrained athletes. As an added benefit, the isolation of the training mode and the low intensity of initial training may facilitate the adjustment to the newly initiated training.

Sports which require a limited number of skills or motor abilities to be trained may not show the same benefits. To use a linear periodisation model for multi-skill sports may not be the most effective method as one training emphasis is prioritised per training cycle. This may reduce the exposure of the athlete to training of the necessary skills and abilities required for their specific elite level sport requirements. Hypertrophy gains may fail to be maintained by this method of training and may illicit neural fatigue. The linear model may also expose athletes to the risk of overtraining due to the monotony of unvaried training loads.

Linear Periodisation Volume-Intensity Interaction

In an undulating periodisation program, the interaction of volume and intensity varies frequently. This can be effective in avoiding the negative aspects of the linear model. The use of a wave approach in volume-intensity interactions through the competitive mesocycles allows the athlete to adjust training focus repeatedly, which may help to avoid monotony through the competitive season. This facilitates the maintenance of many physical skills necessary for their sport. This approach may be more beneficial to an advanced athlete who requires more sophistication in their periodisation. This can help to ensure that they are making the increases necessary for performance, and also to avoid becoming over-exposed to a single training stimulus leading to staleness mid-season. While this may increase the complexity of the training plan, it provides a more favourable approach for advanced athletes.

Undulating Periodisation Volume-Intensity Interaction

Summary

Periodisation is the systematic organisation of training periods and training aims; it is fundamental to the development of athletic potential. The use of periodisation is an effective tool in organising the type, duration, and sequencing of training. Selection of the correct model can help to increase in the strength and further develop the skills of the athlete. By clearly outlining the training emphasis, appropriate manipulation of training, volume-intensity interaction can be implemented to help to avoid staleness and overtraining. Sequentially organised training can be beneficial for eliciting improvements in novice athletes. However, for more advanced athletes, a more sophisticated training method may be used. By increasing the complexity of the training plan, experienced athletes can help to avoid monotony and overtraining, aiding further advancement of the individual's athletic potential.

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10.1.12 Barriers to Participant Development

Participant development should be behind the central thinking process in today's coaching philosophy. It is in fact a duty of care placed upon you to develop your people to their maximum potential, within the limitations of their interest and commitment. There needs to be a recognition that there are however significant barriers that participants need to overcome in order for them to reach their maximum potential within the sport. Disregarding the obvious, physical limitations and abilities, the not so obvious barriers are financial, time, family priorities, training environment, you're coaching or leadership style, self-perception to name but a view. Costs of participation, travel costs, annual membership fees can place significant pressures on participants of any age. Time: finding the time to train and the need to juggle family commitments and schedules around young children can be particularly problematic and the rigidity of structured class times does not help. When people feel excluded, or that their needs are not being met, they are more likely to leave and find better alternatives. People are more likely to try to overcome barriers if there is a high enough draw for them to remain in the sport. Adaptations of coaching or leadership style may be helpful if it is a generalised problem, ensuring high levels of enjoyment, FUN, inclusivity, and a strong sense of belonging, ensuring that all participants have equal access to equipment and facilities will go a long way to help people overcome these barriers.

Fortunately, this is in your direct control, as the coach as you set ethos, the exercise regime and control to a large degree the environment where your people train.

10.1.13 Making Referrals

There will be occasions in the course of your teaching, when you may need to refer participants whose needs and potential you can't meet, to a more qualified person within your organisation and your Head of Association should be the first go-to point of contact. Depending on the need you may be required to make a referral to outside professional organisations. As a starting point your Governing Body or Umbrella Body will be able to help or may steer you to other external Professional bodies, Health & Safety Executive, Sport England CPSU child protection in sport unit, Welfare officers, Safeguarding Leads or Equality / Diversity Leads.

11 Planning to Deliver a Coaching Session

Chinese Martial Arts classes usually follow the generic Class Lesson Plan structure outlined below:

This program can be adjusted and altered to accommodate the variety of participants, elite athletes, senior grades, intermediate grades and novices and can be further modified to meet the requirements of special needs individuals.

Lesson Plan

Meditation Exercise:

To prepare the mind (mental Skills, relaxation, focus, concentration, control) 5 -10 mins
For the forthcoming exertions, and to warm the inner self.

Warm up and stretching.

To prepare the muscles for training to help prevent injury, 15 mins
To develop the body for the more strenuous exercises to follow.
To increase range of movement

Basic Exercises:

To develop stamina and co-ordination, flexibility, balance, Skills acquisition, leg techniques, hand techniques, movement, body weight transfer, postural alignment, balance, coordination (physical conditioning components required for Chinese Martial Arts) 30 mins
To aid the learning process, by breaking techniques down to smaller units.

Combination Techniques or Routines:

To develop internal power and physical endurance through repetition of movement 30 – 60 mins
To consolidate skills acquisition, by promoting muscle memory and body adaptations through training.
To consolidate the learning process,
To gain greater insight and understanding of the principle of the Art.

Application Techniques:

To further develop understanding of techniques technical skills and how they are applied 30 – 60 mins
in different situations. Develop mental skills, control (anxiety) under pressure, appropriate aggression and relaxation, to understand self.

Cool Down:

To reduce the higher functions e.g., heart rate, breathing,
To enable the participant to return to a calm state of mind before they leave the 10 mins
training environment.

Feedback

5 – 10 mins

Discussion session to enhance learning understanding.

To review session objectives

10 – 15 mins

To identify and sort out problems.

11.1.1 Pre-Session Planning (Stakeholders)

One of the prerequisites of coaching successfully is making the learning experience enjoyable for the participants but to achieve this, there is need for considerable pre planning to ensure everything runs smoothly. You will need to:

- Ensure that the facility is still available, and any alternatives offered to you by facilities management, in the case of booking errors are suitable for your needs.
- Make sure you bring with you all the training aids, weapons, protective equipment, first aid kit, mobile etc. that you need for your planned session.
- When you arrive on site, do your safety checks.
- Plan the session, what information needs to be given? What demonstration are you going to give?
- Make sure you confirm with stakeholders, assistant coaches, carers, volunteers, and helpers that they are available and know what has been planned for each session and know their role in making the session successful, if their use has been included in your planned session.
- Adapting Plans – be prepared to amend or change your planned activity if circumstances dictate this course of action. Too many students, too few, not the right grades etc.
- Have in mind emergency plans in case of accidents or injury.
- Plan time for feedback and review at the end of the session

11.1.2 Planning for safe coaching

Remember you have a Duty of Care and are legally responsible for the Health & Safety of all participants and anybody that you allow into the training environment. You need to ensure that the equipment you use or the equipment you allow to be used in the training environment is fit for purpose and in good order. You must have enough Staff (assistant coaches, volunteers or helpers) to ensure participants are adequately supervised, particularly with children and young adults. You need to ensure that there is sufficient floor space for the participants to work safely particularly when using weapons. You need to ensure participants are matched as far as possible for weight and size to minimise the risk of injury. Finally, you must have emergency procedures in place and a first aid kit available on every training session.

11.1.3 Prevention of accidents. (risk Assessment)

- Check floor to ensure no nails or splinters are protruding, and that it is not slippery.
- Know the position of radiator(s) and fire extinguishers.
- Fire escapes, exit passage and doors etc.
- Pillars
- Low ceiling and lighting.
- Low windows
- Swinging doors etc.
- Availability of floor space per student, (refer to health and safety at work act of 1974).
- Accident record book
- First aid kit
- Nearest available Telephone.
- Training equipment fit for purpose.

- Nearest Hospital or Doctor.

11.1.4 Course of actions to be taken, after having identified and inspected potential hazards.

Unfortunately, we do not live in a perfect world, and there are limits to the things we can do. It is not always possible to get things done, especially when hiring a hall from the church, community, or leisure centre, but you can point out the potential hazards and suggest ways and means of overcoming the problems. Ideally, ownership of such premises could be your saviour.

(a) Promptly report the matter to the coach present, then notify ideally, to the person in charge of the building, either orally or in writing.

(b) Take all precautionary measures to ensure the safety of all users, own self, and others.

11.1.5 Health & Safety Checklist for Venues *(risk assessment for venues and classes)*

The venues should have:

- Suitable ventilation, floor & heating.
- Adequate changing, toilet and washing facilities, for Men/Women/Children.
- Sufficient floor space for training safely.
- Adequate Ceiling height
- Phone/Pay phone/ Mobile available.
- First Aid box present.
- First Aid qualified person present.
- Accident Record Book.
- Emergency procedures.
- Emergency rules & procedures displayed and/or included in documentation.
- Named person(s) responsible for taking charge.
- The nearest fire points.
- The nearest Hospital/Doctor.
- Position of all fire escapes.
- Register of participants

11.1.6 Types of Equipment & Storage (Resources)

It is recommended that you also hold a suitable checklist for any specialist equipment: (weapons, mats, kick/punch bags, focus mitts, PPE gum shields, groin guard, pads), etc, that you bring to the class for general use or allow your members to bring to the class for personal use. All specialist equipment should be checked before and after each session. As the lead coach it is for you to set the acceptable standards for PPE or personal weapons etc. and not allow the use of anything which does not conform to that standard.

Great care should be exercised when assembling and disassembling competition/exercise mats, these items, and their frames and covers can be bulky and heavy. Always use safe handling techniques when handling and whilst transporting mats to and from the storage site or venue.

Storage of equipment should be in appropriate containers that are locked and out of the way of the general public when shared accommodation is used. It is important that items (resources) are cleaned, to prevent contamination from one student to another, inspected to prevent injury from damaged items and safely stored after each and every time they are used.

11.1.7 Reporting and recording accidents.

It is the duty of a coach to report all accidents to the appropriate responsible person (i.e., his chief instructor present or to the person in charge of the building), and to ensure that the accident is recorded accurately in the accident record book, (name of the injured person, date, time, and cause of the

accident). Any witness statements must also be included and where possible, the coach and the injured student should affirm the accident report at their earliest convenience.

11.1.8 Following emergency procedures

In case of a fire:

- Ring fire alarm (if any)
- Report to the coach and the person in charge of the hall.
- Delegate a senior member to ring for the fire brigade.
- Calmly inform the students and lead them to safety
- Delegate a senior member to take roll calls from the attendance book.
- If it is a small fire, tackle it with fire extinguisher.
- Record it in the accident record book.

11.1.9 Injury Procedures.

In the event of illness/injury during class or on the premises, only a suitably qualified emergency First Aider can give the appropriate first aid treatment. First aid simply means keeping the injured student as comfortable as possible until the appropriate medical help arrives. Coaches must not attempt to treat the seriously injured student other than giving the appropriate first aid treatment unless he or she is medically qualified.

The British Council for Chinese Martial Arts have always insisted that coaches must be a fully trained emergency First Aider before he or she can take charge of a class, otherwise a suitably qualified emergency First Aider must always be in attendance during the class.

(a) If it is a minor injury (cut, bruising, fainting, nosebleed, punch in solar plexus or kick in the groin), only a suitably qualified first aider can treat the injury. For your own safety always wear surgical gloves when dealing with bleeding.

(b) If a serious injury (dislocation, broken limb, or concussion), check carefully to find out the extent of the injury. Apply first aid accordingly, and then take the injured student to the nearest hospital or doctor.

(b) If a child is involved always make sure that he/she is comfortable and give plenty of assurance. It is essential that you or one of your assistant coaches accompany the child to hospital. The Parent or guardian must be informed of the injury and which hospital he/she is in.

(d) Make sure to record the injury in the accident record book.

11.1.10 Dealing with Concussion.

A concussion is a disturbance in brain function caused by a direct or indirect force to the head. It results in a variety of non-specific signs and/or symptoms and most often does not involve loss of consciousness. Concussion should be suspected in the following:

- Symptoms (e.g., headache), or
- Physical signs (e.g., unsteadiness), or
- Impaired brain function (e.g., confusion), or
- Abnormal behaviour (e.g., change in personality)

Concussion Management

*Reference: UK Concussion Guidelines for Non-Elite (Grassroots) Sport
April 2023 If in doubt sit them out) Please see appendix 1"*

Key points

- Most people with concussion recover fully with time.
- A concussion is a brain injury.
- All concussions are serious.

- Head injury can be fatal.
- Most concussions occur without loss of consciousness (being 'knocked out').
- Anyone with one or more visible clues, or symptoms of a head injury must be immediately removed from playing or training and must not take part in any further physical sport or work activity, even if symptoms resolve, until assessment by an appropriate Healthcare Professional or by accessing the NHS by calling 111, which should be sought within 24 hours.
- Return to education/work takes priority over return to sport.
- Individuals with concussion should only return to playing sport which risks head injury after having followed a graduated return to activity (education/work) and sport programme.
- All concussions should be managed individually, but there should be no return to competition before 21 days from injury.
- Anyone with symptoms after 28 days should seek medical advice from their GP (which may in turn require specialist referral and review).

12 Delivering a Coaching Session

12.1.1 Coaching Children.

Children by nature love to compete and enjoy team activities more than individual activities. Plan your coaching session carefully to ensure they get enjoyment out of the activity. Do not get too bogged down with technicalities, keep it simple. Never shout or threaten them. Most children are agile but not strong enough to withstand the strenuous demand of Chinese martial arts activities. Keep the training duration to a minimum (1 -1 1/2 hours), they cannot concentrate on continuous activity. Give them rest period between each activity. Always keep a watchful eye on them during and after training. Talk to them during rest periods, or after the training session. You will be surprised how much you can learn about them. Be generous with your praise; give praise to those who try as much as to those who succeed. Let them development their personality and confidence encourage them to try new things and downplay any failures. Children do not understand the concepts of constructive criticism it is better avoided using praise instead.

Remember that you are a role model for a child and your personal behaviour should be the exemplary. Avoid sarcasm and hostility and do not raise your voice unless it is in avoidance of an accident or an emergency. In disciplinary matters do not ball out a child in front of their peers as this could humiliate the child and make them loose face. As with coaching adults be consistent and fair, set a code of conduct and enforce the rules. It is generally considered better psychology when working with children to impose a one warning then one penalty regime removing the offending child from an activity for a given period.

Be aware of the changing demands on a growing child's body particularly during growth spurts, coordination, balance, strength, flexibility all suffer until the child can control the new length of their limbs. Coaches must be sensitive to the inevitable drop in performance despite the best efforts of the child. Particular care must be taken when teaching things like wrist and arm locks and the coach best be cognisant of the relative weakness of growing joints tendons and bones.

12.1.2 Analysing participant's performance & feedback

It is important to use your observation skills to analyse participants learning to implement corrective actions before they have an opportunity to practice incorrect movements and develop incorrect muscle

memory or injure themselves by practicing poorly understood techniques. There are *three* methods a martial arts coach should use to evaluate each individual student's performance:

- In class training in basic techniques, hand and weapons forms, application, and free sparring techniques.
- Grading test.
- Competition.

In the class: This method of identifying error and provide instant feedback is quite common with most system of martial arts. Typically, errors are identified and corrected whilst the class is still in progress. The coach usually **OBSERVES** errors and comes along side of the student, shows him or her correct technique without interrupting the rest of the class. Normally the class starts with students learning basic techniques, with the coach demonstrating the technique either by teaching the whole skill and letting the student develop the feel of the skill at their own pace or by breaking the skills down into a series of small steps and letting the student practice each step separately before they are linked together. Students are usually positioned in rectangular formation, with senior students in front, so that the coach can move around the class to see how the students cope with the technique, and if need be, correct the individual student. Beginners are taught basic techniques by following the coach slowly, step by step. If necessary, repeat this procedure several times until you are reasonably satisfied with their progress. At the end of the class encourage participant **to** enable them the clarify learning and for you to give further guidance see giving positive feedback.

Grading test: SCORING this method is used to evaluate student's overall performance and to map their progression in the system. The timetable of this evaluation usually takes place at three-, four- or six-month intervals dependent on each individual martial arts school syllabus. The feedback is once again very much dependent on the individual school. Some coaches give verbal feedback immediately after the grading, while others prefer to give written feedback a few days later. The feedback is usually based on the overall performance score rather than each individual technique.

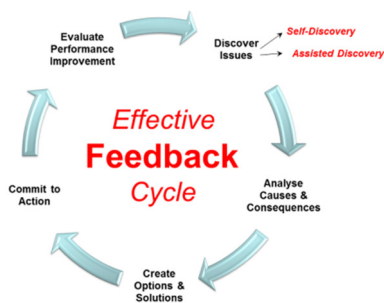
Each individual student is informed whether he or she has passed, and a certificate is awarded to the student who has passed. Written feedback is given to the student who did not make it, identifying their errors and explaining what course of action he or she must take to improve to try it the next time.

Competition: Performance results, what was their level of success? what marks did they achieve? Observed Personality traits that impacted on the results, nervousness, anxiety, and confidence, how relaxed were they?

12.1.3 Use of Video

The use of video to identify errors and plan training programmes can be very beneficial. Use the playback and slow speed facilities to analyse and evaluate each individual's performance and plan the training programme to suit each individual participant. For Sanshou (full contact sparring with safety equipment's) fighters, video is also used to record the opponent's fighting technique and the coach will prepare each of his fighters in accordance with his evaluation.

12.1.4 Effective feedback cycle



Feedback is essential to reinforce learning and is a vital aspect for any individual's development.

There are many models, but the commonality is that negative reinforcement and punishment is generally less effective than Positive Feedback.

Good positive feedback is motivational – use the Positive-Negative-Positive model what went well, specific areas where the athlete can improve, then ends with another positive comment. Explain what they can do to correct an error, rather than simply provide analysis.

Positive, constructive reinforcement will Improve technique and providing information to athletes at just the right time can accelerate their progress.

Feedback is essential in matters of safety to reduce possibilities of injury to self or others.

12.1.5 Give positive feedback.

This is the opportunity to offer **encouragement** and to **motivate** your participants. The coach should observe and evaluate the individual's performance during the training session by comparing what he or she has done, with what should have been done. After having identified an error, determine the cause of it; then suggest the course of action to be taken to improve the technique. Always give simple and precise information. In other words, say exactly what you mean and don't beat around the bush.

Always make sure that the student understands your feedback. Be patient, and if need be, repeat the whole process again.

Encourage the student to continue practicing and not to be discouraged if improvement seems long way off Encourage students to give feedback, as coaching is a two-way effort between coach and student.

If a student does poorly in a competition, it is advisable for the coach not to give feedback immediately. Leave it for a few days and then discuss it with the student. The coach must never chastise the student publicly or brutalize him or her for poor performance or defeat. Do not stamp on the student when he or she is down, be sympathetic and lift his or her spirits up.

12.1.6 Reinforce good performance with praise.

The coach should always use the positive approach and praise the participant for his or her effort, and for the parts of the task that were performed correctly. Be sincere and honest, but only give praise where it is due. Take care not to over compliment, otherwise complacency will set in, and your time and effort will be wasted. Use phrases such as, "well done", "good effort" and "can't ask for more than that".

12.1.7 Developing an effective working relationship with students.

The relationship between a coach and student must be based on mutual respect and understanding. The coach must be ever vigilant and sensitive to the changing needs of each and every, individual student. A coach's willingness to listen, to admit errors and to consider students, suggestions would help gain the confidence of students.

One of the key factors in a coaching relationship is the development of independence. Students are encouraged to accept responsibility for their own behaviour and performance in training, in competition, and in their social life.

12.1.8 Ensuring maximum participation and enjoyment.

The coach's ability to plan a meaningful programme for students is vital to his or her success. This involves planning a long-term programme for each individual to practice at each training session, throughout the year. The coach must try to, systematically, prepare his or her work, considering all the factors, which will affect performance. A well-structured programme will create the right sort of environment

and help build the student's confidence. This gives the student a sense of achievement and of realizing their potential. Students enjoy activity, but 'organized chaos' will soon result in boredom and disillusionment.

The training programme must have three essential criteria:

- a). It must fulfil the requirements of skill and performance development.
- b) The student is allowed to experience success and enjoyment, thereby, ensuring development of personal values that contributes to overall development.
- c) A regular review session to discuss and review participants needs ensuring that the current training programme meets those needs.

12.1.9 Preparing students for training.

Warm up is an essential part of the training process, which prepares the body for stretching and active involvement in Chinese martial arts activities. The purpose is to enhance performance and reduce risk of injury to the muscle and joints, so that students can practice the activities safely and efficiently. Warm up helps to increase the blood temperature, particularly in the deep parts of muscles and joints, causing an increase in the extensibility of tendons and other connective tissue. As a result, this increases the supply of synovial fluid to the working joints, which acts as a protective lubricant for the joints, thereby, aiding their range of movement. Synovial fluid surrounding the joints acts like a shock absorber, which helps reduce the risk of injury.

When we gradually increase the intensity of warming up activities, the respiratory and heart rates will also gradually rise. Therefore, little or no discomfort is felt, because the demand for oxygen from the blood to the working muscles is gradually met.

The increase in demand for oxygen will also cause an increase in the rate of blood flow. The blood vessels dilate to accommodate this. The blood is also redistributed from the less active tissues (e.g., digestion system) to the 'voluntary muscles' at work.

As the intensity of the exercise is increased, the temperature in the deep part of the working muscles also increases. Thus, the muscle fibres and connective tissues become more pliable and supple resulting in the reduction of internal muscle friction. When this happens, the muscle is able to contract and relax at a greater speed and efficiency with less risk of injury.

Increased body temperature also enhances the functioning of the nervous system, which plays an important role in stretching. It also helps to prepare the cardiovascular and respiratory systems, which supply oxygen to the working muscles for the work to come.

There are 3 methods of warming up. The method the coach chooses to use very much depends on the Chinese martial arts system they practice.

12.1.10 Passive warm up.

In the Shaolin school of Chinese martial arts tradition, the class always begins with meditation (yigong). Meditation helps to relax the body, the mind, and makes the mind tranquil. It is only when the mind is calm that it becomes receptive and responsive.

The next step is to practice Qigong exercises softly and slowly. Softness improves the function and tone of the circulatory system by making the respiratory and skeletal muscles contract more efficiently through the ease of its movement. This process aids the return of venous blood to the heart by increasing the pressure gradient between peripheral veins at the vena cava, thereby helping to raise blood temperature and speed up the warm-up process.

12.1.11 General warm up.

Gently jogging round the training hall for approximately 10 minutes, mobilizing all the joints (fingers, wrists, ankles, waist, shoulders and neck), followed by short stretch exercises to all the major muscle groups should be used (hamstrings, calf's, quadriceps, shoulders, waist, neck).

12.1.12 Specific Warm Up

In competitive Wushu many different games are used in warming up, such as a soft ball for students just to kick around the hall. This aids the warming up process and helps to sharpen the reflexes, timing and co-ordination.

The warm-up process also helps to prepare participants for what is to follow, by stimulating them both mentally and physically.

The following guidelines are for warming up.

- Use a warm-up that raises the temperature of all the major muscles and stretches the connective tissue.
- Use a suitable combination of intensity and duration without causing fatigue.
- Avoid a long period of rest between the warm-up and the training or the competition after.
- Vary the warm-up exercises to avoid boredom. Not doing so may cause repetitive strain injuries.
- Allow for some individual differences in warm-up routines. Some individuals may need a longer warm up time or even differing techniques, depending on their individual fitness and/or ability.

When the muscles are thoroughly warm, begin with short stretching exercises. This is to ensure that the muscle is worked through its complete range of movement in a controlled manner.

12.1.13 Stretching Methods

- Static stretching.
- Dynamic stretching
- Ballistic
- Isometric stretching

Static stretching (Slow, controlled passive or active)

This requires stretching the agonist (prime mover) muscle to maximum stretch and holding it for more than 8 seconds until the stretch receptors (proprioceptors) stop firing. When the muscles are completely stretched to their full natural length in the direction of the muscle fibres, at this point we feel a contraction in the bulk of the muscle. This is called the "stretch reflex". However, if the muscle is held in this position for 8 seconds, the contraction in the muscle relaxes. This is called the "inverse stretch reflex". If we wait for this reflex to occur then we can extend the stretch until the muscle contracts again, therefore increasing the 'range of movement' These stretch reflexes are called " Myotatic Reflexes".

The terms: Passive means that stretching requires an external force to facilitate the stretch (i.e. a partner), the participant requires no input the partner is doing all the work and is creating the stretch.

Active stretching on the other hand, is totally controlled by the individual one set of muscles controlling another.

Dynamic (controlled)

This should be done under full control and slowly at first building up to the full range of movements and speed of execution required by your system.

Ballistic stretching (fast, or bouncing uncontrolled)

Ballistic stretching employs the repetitive contractions of the agonist muscle, so that the antagonistic muscle can be stretched quickly. A series of jerks or pulls on the resistant muscle and the connective tissue is used to increase the range of movement in a joint/muscle. The forces generated by the jerks can damage the muscle and the connective tissue. Therefore, care must be taken to ensure that such

stretching should only be used by a well-conditioned athlete. These stretches should always be preceded by one of the static stretching methods if the ballistic stretches have to be used at all.

Students must realise that the development of flexibility can only be achieved gradually, through static stretching rather than ballistic stretching. Improvement in flexibility requires repetitive practice 4-5 times per week to promote extension in muscle fibrils. Once a week will not improve flexibility.

Advanced stretching

The PNF technique is currently the fastest and most effective way known to increase static-passive flexibility. PNF is an acronym for *proprioceptive neuromuscular facilitation*. It is not really a type of stretching but is a technique of combining passive stretching and isometric stretching in order to achieve maximum static flexibility.

Isometric stretching is a type of static stretching (meaning it does not use motion) which involves the resistance of muscle groups through isometric contractions (tensing) of the stretched muscles. The use of isometric stretching is one of the fastest ways to develop increased static-passive flexibility and is much more effective than either passive stretching or active stretching alone. Isometric stretches also help to develop strength in the "tensed" muscles (which helps to develop static-active flexibility), and seems to decrease the amount of pain usually associated with stretching.

The most common ways to provide the needed resistance for an isometric stretch are to apply resistance manually to one's own limbs, to have a partner apply the resistance, or to use an apparatus such as a wall (or the floor) to provide resistance.

An example of manual resistance would be holding onto the ball of your foot to keep it from flexing while you are using the muscles of your calf to try and straighten your instep so that the toes are pointed.

An example of using a partner to provide resistance would be having a partner hold your leg up high (and keep it there) while you attempt to force your leg back down to the ground.

An example of using the wall to provide resistance would be the well-known "push-the-wall" calf-stretch where you are actively attempting to move the wall (even though you know you can't).

Isometric stretching is *not* recommended for children and adolescents whose bones are still growing. These people are usually already flexible enough that the strong stretches produced by the isometric contraction have a much higher risk of damaging tendons and connective tissue. *Kurz* strongly recommends preceding any isometric stretch of a muscle with dynamic strength training for the muscle to be stretched. A full session of isometric stretching makes a lot of demands on the muscles being stretched and should not be performed more than once per day for a given group of muscles (ideally, no more than once every 36 hours).

The proper way to perform an isometric stretch is as follows:

1. Assume the position of a passive stretch for the desired muscle.
2. Next, tense the stretched muscle for 7-15 seconds (resisting against some force that will not move, like the floor or a partner).
3. Finally, relax the muscle for at least 20 seconds.

Safety

1. It is important that students are thoroughly warmed up before stretching.

2. Coaches should realise that developing flexibility is gradual and only safe stretching techniques should be used. There is a wide range of individual stretching ability and not everyone can achieve the same level of stretch. Therefore, coaches should monitor their progress and increase the stretching load for those who have the ability to do so.

3. Children by nature are more flexible than adults. Care must be taken not to over stretch them, otherwise injury will occur.

4 Avoid bouncing stretches especially ballistic stretching until you have completed passive stretching first.

Importance should be made to stretch statically before and after each training session or competition. The aim of stretching in the warmup is to be able to stretch to the present limitation of the body, and in warm down to help relax and reduce the onset of muscle soreness and fatigue.

12.1.14 Stretching guidelines.

1. Static stretching involves holding the agonist muscle in a maximal position of stretch from 7- 30 seconds. This will enable the inverse stretch reflex to be activated.
2. Students should passively stretch the muscle to the point just before pain and then gradually release from the stretch. Relax the muscles as they are being stretched. The student should learn to feel and control the right amount of stretch.
3. The importance of correct alignment of the lower back, head, shoulders, and the leg during the various stretching exercises should be emphasized.
4. Three or four sets of each stretching exercise should be held for 30 seconds each time.
5. It is important that both sides of the body must be equally stretched (e.g. the *right* and the left hamstring, upper body and lower body etc).
6. Perseverance and consistency with the stretching exercise helps to gain flexibility

12.1.15 Ending the Training Session Cool down.

The purpose of the cool down is to.

- Allow the heart rate and respiration rate to gradually return to normal.
- Helps avoid dizziness or fainting, which sometimes happens when exercise is stopped suddenly and blood pools in the legs.
- Prepares your muscles for recovery and repair to enable you to be ready for the next workout session.
- Helps your muscles get rid of waste products such as lactic acid by increasing oxygen supply to the muscles and reducing the hydrogen build up, converts excess lactic acid to ATP which help is then stored in the muscle glycogen.
- Returns the mind to a calm state ready to resume normal activities. This is very important if the class has ended on a sparring session or self-defense.

12.1.16 The cool down process

During an intense training effort, metabolic waste products are lodged in your body all the way down to the individual muscle cells. The fluid that surrounds them – as well as the capillaries, veins, and lungs – needs to be flushed out before you rest.

The main aim of the cool-down is to promote recovery and return the body to its pre-workout state. During a strenuous workout, your body goes through a number of stressful processes; muscle fibres, tendons and ligaments get damaged, and waste products build up within your body. The cool-down, performed properly, will assist your body in its repair process.

Helps waste removal and decreases blood pooling

A demanding workout, as is common to many a Chinese Martial Arts systems, generates metabolic wastes like lactic acid and hydroxyproline. These waste products are lodged in your body all the way down to the individual muscle cells. The fluid that surrounds them—as well as the capillaries, veins, and lungs—need to be flushed out before you rest. In addition, energetic exercise causes the blood vessels in your legs to expand, bringing more blood into the legs and feet. If you stop exercising suddenly and

don't take the time to cool down, your heart rate slows abruptly and the additional blood can pool in your lower body, causing dizziness and even fainting. The risk is greater for serious athletes, whose veins hold more blood, therefore making their heart rates slow down much faster: this is why you always see elite athletes cooling down.

Lessens the effects of DOMS

Delayed onset muscle soreness (DOMS) is a common side effect of intense exercise. DOMS begins to develop 8-24 hours after exercise has been performed and may produce the greatest pain 24-72 hours following the fateful WOD. Symptoms include muscular pain, swelling and stiffness. It was once thought that the cause of DOMS was linked to lactic acid accumulation and toxic metabolic waste build-up, though this has since been proven to be an outdated theory. Though the jury is still out on what the main cause of DOMS is, it is widely believed that it comes about due to connective tissue micro trauma, which occurs when muscles lengthen and stretch during exercise. There is no way to avoid the onset of DOMS completely but cooling down can soften the blow. Post-workout low intensity exercise can enhance the clearance of enzymes responsible for muscle damage and residual fatigue—not to mention the stiffness we all feel the next day. In addition, dynamic stretching (which is a part of cooling down) activates the muscles and increases body heat and blood flow, which helps to provide your muscles with nutrients that can reduce soreness.

Increases flexibility.

One of the best times to work on your flexibility is after your work out, as part of your cool-down. This is when your muscles are warmest and most pliable, making them easier to stretch and reach new levels of flexibility. It's also a good opportunity to work on your myofascial release and stay on top of the fascia that if left unattended can cause knots to form and hamper your posture and mobility.

The key stages of an effective cool-down

Now that we know what the cool-down does and why it's so important, let's have a look at the structure of an effective cool-down. There are three key elements, or stages, which should be included to ensure an effective and complete cool-down.

Gentle exercise

Your goal during a cool-down is to gradually bring your heart rate back to its resting level. When your workout ends, keep up your body active but move at a slower pace; reducing your pace every minute or two. Your cool-down should last for at least five minutes, but you may need to keep moving longer if your heart rate is still elevated. Getting on the rower, aerodyne or jumping rope are all good ways to cool down gently, whilst also providing you with an opportunity to work on technique.

Stretching

Stretching when your muscles are warm, as they are after a workout, can improve your flexibility over time, which in turn helps prevent injury. Stretching also relaxes your muscles, contributes to improved circulation and hastens the removal of waste products from your workout. Stretch every major muscle group after a workout, holding each stretch for 30 seconds to a full minute. Stretching should not be painful, but you should feel tension in the muscle being stretched. Dynamic stretching activates the muscle and increases body heat and blood flow, which helps to provide your muscles with nutrients that can reduce soreness.

Re-fuel

You can lose large amounts of fluid during training, especially if you've been working out outdoors when it's hot and humid (or in a box without air conditioning). Making sure you drink enough water to replace the fluids you have lost during the workout, is another important part of recovery. Water supports every metabolic function and nutrient transfer in the body and taking in plenty of water will improve every

bodily function. After depleting your energy stores with exercise, you need to refuel if you expect your body to recover, repair tissues, get stronger and be ready for the next challenge. Ideally, you should also try to eat within 60 minutes of your workout, making sure you include some high-quality protein and complex carbohydrates. *Acknowledgement William Imbo Associate Editor at BoxLife magazine*

12.1.17 Reflecting on a training session (Evaluation)

You will need to keep some form of diary to record your planned session and evaluation of that session afterwards to enable you to provide continuity and progression in your follow up sessions.

You will need to reflect on your own performance and record:

- What went well with the session?
- What went badly or not as good as you hoped?
- Did I get the desired message across?
- Were my communications, explanations and demonstrations understood?
- Did the participants appear interested, engaged, motivated, or bored?
- Did I cover what I wanted to, were elements too slow or hurried?
- Did I fulfil participant's needs?

12.1.18 Reflect on Participants progress: (Types of Information Needed)

- What progress if any, did I observe in each participant?
- What problems did they encounter during the class, difficulties with techniques, doing and understanding?
- Any observational evidence that works on set goals is starting to pay off?
- Any negative interactions observed between participants?
- Any injuries observed by body language but not reported by the participant? Follow up at the beginning of the next session.
- Reflect on question-and-answer sessions that you have with individual students, record observations, and follow up at next session.
- Discuss with assistant coaches their reflections on individual's performance, their perceptions of the individual's strengths and weaknesses and what they see as possible corrective actions for the people in their subgroups they have been working with. Use this session as part of their development. A second or third pairs of eyes could be beneficial in highlighting areas of concern in technique or understanding.
- Use these reflections to modify programmes, change emphasis or direction and set a new course that could help the individual achieve their goals. Inform the individual of your reflections and discuss with them any possible changes to the existing programme and or agreed timescales.

13 Behaviour Management

First and foremost, there is a need to set limitations and boundaries and set a defined set of ground rules, people cannot be expected to behave acceptably if they do not know what is expected of them. As a coach you need to be consistent in your approach especially in the treatment of disciplinary matters and to the other end of the scale your consistence in the use of praise. Inconsistency when dealing with people often leads to accusations of favouritism or participants feeling disgruntled. A copy of your Club's or Association's Rules and Code of Conduct should be given to all new participants when they join. Also, these rules and code should be displayed in your training environment.

13.1.1 Positive behaviour management:

- You are the role model and should lead by setting a good example
- Recognises each person as being an individual and that their contribution matters.
- Aim to build self-esteem and give encouragement and praise when actions have been done well.
- Encourage participants to think for themselves and take responsibility for their actions.
- Encourage an ethos of self-discipline and respect both for themselves and others.
- Encourage and respect the Rules of Competition, this respect should extend to the spirit of the rules as well as to the actual letter.
- Participants should be encouraged to respect the personal rights of all individuals to be free from racism, physical or sexual harassment, bullying or abuse.
- Positively discourage the use of prohibited drugs or other disallowed performance enhancing substances.

13.1.2 Managing Unacceptable Behaviour

Unacceptable behaviour may be any of the following:

- Bullying,
- Aggressive behaviour towards others and property
- Refusal to carry out reasonable instructions.
- Racism
- Disruptive behaviour
- Physical or sexual harassment or abuse
- The use of prohibited drugs or other disallowed performance enhancing substances.

In the case of children or vulnerable adults' persistent cases of unacceptable behaviour should be reported to the parents or guardians and they, the parents or guardians should be made aware of the consequences of continued unacceptable behaviour. This may include dismissal from the club or a 'time-out' where the child is not allowed to attend the class for a given period anywhere from 1 to 4 weeks suspension.

14 Effective Communication

Communication is the art of successfully sharing meaningful information with people by means of an interchange of experience. Coaches wish to motivate the athletes they work with and to provide them with information that will allow them to train effectively and improve performance. Communication from the coach to athlete will initiate appropriate actions. This, however, requires the athlete to receive the information from the coach but also to understand and accept it.

Coaches need to ask themselves (Crookes 1991):

- Do I have the athlete's attention?
- Am I explaining myself in an easily understood manner?
- Has the athlete understood?
- Does the athlete believe what I am telling him/her?
- Does the athlete accept what I am saying?

14.1.1 Non-verbal messages

At first, it may appear that face-to-face communication consists of taking it in turns to speak. While the coach is speaking, the athlete is expected to listen and wait patiently until the coach finishes. On closer examination, it can be seen that people resort to a variety of verbal and non-verbal behaviour in order to maintain a smooth flow of communication. Such behaviour includes head-nods, smiles, frowns, bodily contact, eye movements, laughter, body posture, language, and many other actions. The facial

expressions of athletes provide feedback to the coach. Glazed or down turned eyes indicate boredom or disinterest, as does fidgeting. Fully raised eyebrows signal disbelief and half raised indicate puzzlement. Posture of the group provides a means by which their attitude to the coach may be judged and act as pointer to their mood. Control of a group demands that a coach should be sensitive to the signals being transmitted by the athletes. Their faces usually give a good indication of how they feel, and a good working knowledge of the meaning of non-verbal signals will prove invaluable to the coach.

14.1.2 Open vs Closed Questions

Questions can be broadly categorized into two categories: open questions and closed questions. These are also known as open ended and closed ended questions. The main difference between the two are that open questions are likely to receive long answers whereas closed questions are likely to receive short answers. When checking for understanding it is much better to ask open questions to elicit the level of recipient understanding. Try not to use closed questions, e.g., do you understand? Is that clear? This sort of question elicits a yes / no response but does not let you know the depth or level of understanding. Use open questions like, explain to me in your own words your understanding of the topic? Generally Open Questions begin with words like how, why, explain, describe, etc. and Closed Questions begin with words like is, would, do, what, etc.

14.1.3 Adapting communications to meet different needs.

It may be necessary to adapt the way you communicate when the person you are communicating with use's English as a second language, has a Hearing impairment/deaf, medical problem, disabilities, Special educational needs, Poor vision or blind. When we are communicating with children and young people with (SEN) it is important to use the following

- Speak clearly and appropriately when communicating.
- Slow your speech delivery if necessary.
- Use visual aids such as pictures, photographs, or flashcards.
- Use a translator if necessary.
- Maintain good eye contact and use positive body language.

When dealing this people with hearing or sight problems a simple accommodation in their position in the class could meet their needs.

Talking over someone or patronising them by assuming that their knowledge is poor, can be hugely offensive, and people do not always mention that they have been offended; they are more likely to simply disengage, which would be potentially bad and may lead to injury or loss of the student altogether.

14.1.4 Differing methods to maintain communication.

Nowadays the use of digital technology and social media are excellent means to communicate with your people and it is generally more readily accepted by the younger people than other conventional methods such as posters or briefings. Remember that there is no better method of staying in contact or getting a message across than you, taking your time to arrange face to face communications with your people. Emails although useful can be lost in the plethora of information people are subjected to today but do provide a copy of the communication should the circumstance warrant it. Do not forget to maintain an up-to-date list of telephone numbers should you require to make contact quickly (cancellation of a class).

14.1.5 Communication blocks

Difficulties in communicating with an athlete may be due a number of issues including the following (Crookes 1991):

- The athlete's perception of something is different to yours
- The athlete may jump to a conclusion instead of working through the process of hearing, understanding, and accepting.
- The athlete may lack the knowledge needed to understand what you are trying to communicate.
- The athlete may lack the motivation to listen to you or to convert the information given into action.
- The coach may have difficulty in expressing what she/he wishes to say to the athlete.
- Emotions may interfere in the communication process.
- There may be a clash of personality between you and the athlete.

These blocks to communication work both ways and coaches need to consider the process of communication carefully.

14.1.6 Effective Communication

Before communicating with an athlete, coaches should consider (Crookes 1991):

- WHY they want to communicate.
- WHO they wish to communicate with?
- WHERE and WHEN the message could best be delivered
- WHAT is it that they want to communicate?
- HOW they are going to communicate the information

Effective communication contains six elements (Crookes 1991):

Clear	Ensure that the information is presented clearly
Concise	Be concise, do not lose the message by being long winded
Correct	Be accurate, avoid giving misleading information
Complete	Give all the information and not just part of it
Courteous	Be polite and non-threatening, avoid conflict
Constructive	Be positive, avoid being critical and negative

Be Positive

When coaches provide information to the athlete that will allow them to take actions to effect change, it is important that they provide the information in a positive manner. Look for something positive to say first and then provide the information that will allow the athlete to effect a change of behaviour or action.

Conclusion

Coaches should (Crookes 1991):

- Develop their verbal and non-verbal communication skills.
- Ensure that they provide positive feedback during coaching sessions.
- Give all athletes in their training groups equal attention.
- Communicate as appropriate to your athlete's thinking and learning styles.
- Ensure that they not only talk to their athletes, but they also listen to them as well.

Improved communication skills will enable both the athlete and coach to gain much more from their coaching relationship.

Article from Brian Mac Sports Coach Brian Mac.co.uk Reference CROOKES (1991) Complan Column. Athletics Coach, 25 (3), p. 13

15 How to improve your Listening Skills

Start noticing when you are not listening and bring your awareness back to the speaker.

Practice the skills of Repeating, Summarising and Paraphrasing:

Repeating – involves saying exactly what was just said. For example, a participant may say “I’m scared”. You reply, “You’re scared?” Repeating what has been said indicates that you have heard what has been said, but not necessarily that you have understood.

Summarising – involves extracting the essence of what was said and displays that you have understood. For example, a participant may say “Every time I ask him to canter his head shoots up.” Your summary of what they said might be “So you’re telling me that you’re having trouble maintaining his outline on canter transitions?”

Paraphrasing – involves substituting your words for theirs, this is useful for you to check that you really have understood the meaning of what they said. For example, a participant may say “I can’t stop him.” You may paraphrase what they said to check your understanding by asking “Are you having trouble with halts or is it something else/more specific?”

15.1.1 Ways of Listening

As a coach, you are responsible for both your own listening and to make what you say interesting and understandable enough for your participants to want to listen to you above all other distractions. In this section we are primarily concerned with your own listening skills.

When coaching, your aim should be to be fully listening. This means not just appearing to be interested but conveying to the other person that there is nothing more important to us than them right now. Being able to clear your mind of your own thoughts and internal dialogue is the first step to being able to completely focus on what another person is saying to you.

There are different ways to listen:

Active listening – active listeners are attentive and fully engaged. They show interest and ask questions and clarify points to help them understand.

Mind reading – the mind reader doesn’t give the speaker much time. They already think they know what is going to be said or want to have their say. They will often finish another’s sentences, jump to conclusions and interrupt.

Pretending – the pretender just hears the words, but they go over their head. Others will often describe them as “in one ear and out the other”.

Motivating – the motivator will respond to what they are hearing with encouraging remarks and supportive statements. They acknowledge success and give praise, making the speaker feel motivated and inspired.

15.1.2 Developing the Qualities of a good Listener

There are 6 key qualities to a good listener:

Respect

A coach listens with respect for what a participant; colleague or parent has to say. Even if you think you have heard it before, it is important to the speaker, and they are entitled to your respect.

Genuine Interest

A genuine listener feels and expresses genuine interest in others.

Empathy

Experience your participant's world through their eyes. If you have empathy, you will be less likely to judge, for example if one of your participants is fearful or unconfident of doing something. If you do not have empathy, you will find yourself saying things like "Oh for goodness' sake, it's easy" in response to a participant's comment of "I'm scared".

Seeking Clarity

A good coach shows clarity in their own thinking and also helps their participants gain clarity with their thoughts. This can range from helping your participants define their goals, through to describing what they are experiencing during the coaching session.

Mental Agility

A good listener is able to reflect back the essence of a conversation, to summarise the situation. This often gives the original speaker new insights into what they said.

Timing

Timing is knowing when to ask questions, when to stay silent and when and how to interrupt.

Reference SportsCoach UK

16 Dehydration in sport:

How to prevent dehydration from seriously damage your performance.

Many athletes dehydrate during competitive events, especially long ones, even when it's not particularly hot. You can't rely on feeling thirsty as a reminder to replace fluid lost through sweating - one of nature's dirty tricks is that exercise suppresses thirst. Dehydration impairs both physical and mental performance in all types and levels of sport, yet it can be avoided (or at least minimised) by appropriate drinking strategies. Before we explain what those are, here's a bit of background physiology.

Exercise produces heat. Prevention of overheating occurs by transfer of heat to the skin by vasodilation of the cutaneous circulation, and by the cooling effect of evaporation of sweat. Exercise causes body fluid losses from moisture in exhaled air as well as from sweating. Although sweat rates are highest under conditions of high-intensity exercise in heat and high humidity, total fluid losses can be appreciable in very prolonged events, whatever the conditions. Unless fluid losses are replaced by drinks, sweating causes progressive depletion of circulating blood volume, leading to hypo hydration (commonly called dehydration) and a thickening of blood. This places a strain on the cardiovascular system, with a rise in heart rate in order to maintain adequate blood flow to exercising muscles and vital organs. As blood volume depletes, blood flow to the skin is reduced. As a result, sweating decreases and heat dissipation from the skin is impaired, causing body core temperature to rise, potentially leading to heat stress, collapse and even death.

Even low levels of dehydration have physiological consequences. A loss of 2% bodyweight (just 1kg for a 50kg person) causes an increase in perceived effort and is claimed to reduce performance by 10-20%. A fluid loss exceeding 3-5% bodyweight reduces aerobic exercise performance noticeably and impairs reaction time, judgement, concentration, and decision making - vital elements in all sports, from pole-vaulting to football. A particular issue for boxers is that dehydration increases risk of brain injury.

The two main factors influencing early fatigue and impaired performance (both physical and mental) in all types of sports and exercise are depletion of body levels of carbohydrate (CHO) and/or fluid. Maintaining adequate CHO and fluid intake optimises training benefit by enabling athletes to train harder and for longer and can make a difference between winning and losing. The opportunity and ability to eat and drink during training and competition depends on the sport; sports drinks may not be the only feasible option but most of them do provide a convenient supply of CHO and fluid simultaneously, are well tolerated if used appropriately, and can be adapted to suit individual needs in varying circumstances.

There are guidelines for fluid and CHO requirements of various activities, but deciding what, when and how much an individual athlete should consume is not always straightforward. In particular, sweat rates vary among individuals subjected to the same exercise conditions. Probably the most important feature of any sports drink is PALATABILITY (in large volumes, not just a sip). The perfect drink has no value if it tastes awful, and what suits one person may not suit another.

16.1.1 Sweat losses

Most research has focused on high-intensity or prolonged exercise in the heat, for obvious reasons; dehydration is potentially fatal. Sweat rate rises with exercise intensity and is increased by a hot or humid environment and heavy clothing (notably non-wicking, dark-coloured garments), both of which interfere with heat dissipation and sweat evaporation.

Prediction of fluid and sodium (Na) losses in sweat is complicated, since sweat rates and sweat Na concentrations vary widely among individuals exercising under the same conditions. For example, measures of sweat rates during one hour of exercise at 70% VO₂max at an ambient temperature of 23

deg. C have been quoted to vary between 426g and 1665g. A study of tennis players reported sweat rates of 0.7-1.4 litres per hour among women and 1.2-2.5 litres per hour among men in hot, humid conditions (32 deg. C with a relative humidity of 60%). Absolute sweat volume is relatively less for a small, lean athlete. Training status and degree of heat-acclimatisation influence composition of and volume of sweat by inducing earlier onset of sweating, a higher sweat rate and a more dilute sweat, conserving salt. Sweat Na concentration has been reported to vary between 40 and 140mmol/litre in volunteer runners, but little more than 20mmol/litre in heat-acclimatised tennis players.

Whatever the environmental conditions, sweat losses are probably greater than many athletes appreciate. The highest reported sweat rate is 3.7 litres/hour for Alberto Salazar during the 1984 Olympic marathon. Sweat rates of 2 to 3 litres/hour can be expected during short periods of hard exercise in the heat, and an excess of 1.5-2 litres/hour during endurance events. Even in cooler conditions losses are appreciable. During a football game on a cool day (10 deg. C), players can lose up to two litres of sweat, and runners are estimated to lose around 1.2 litres/hour at 6 minute/mile pace on a cool, dry day (double this amount on a hot, humid day). Additionally, fluid is lost via moisture in exhaled air.

Except in extreme circumstances, blood Na levels are maintained during exercise. Sweat is mainly composed of water, and Na losses in sweat represent a small fraction of total body content and are readily replaced afterwards by normal food. Rare cases of hyponatraemia (blood Na depletion) have been observed, usually in events lasting eight hours or more, such as the Hawaii Ironman. This potentially life-threatening state results from 'water intoxication' - the consumption of large volumes of water or drinks containing little or no Na, or insufficient Na to match the losses in sweat which, in hot conditions over many hours, add up.

16.1.2 CHO-electrolyte drinks and performance

Since 1984, when the American College of Sports Medicine stated that water was the optimal drink for endurance exercise, many studies have shown performance-enhancing benefits of adding electrolytes (the only useful one being sodium, to speed fluid absorption) and CHO (to provide fuel).

Drinking plain water causes bloating, suppresses thirst (and thus further drinking) and stimulates urine output (therefore is inefficiently retained) - a poor choice where high fluid intake is required. Sports drinks generally contain 10-25 mmol/litre sodium, as salt - well below the optimal concentration for stimulating fluid absorption, but the ideal concentration would taste like seawater, and palatability is vital. Optimum CHO concentration depends on the physiological demands of the sport, environmental conditions, and the athlete's tolerance. In endurance sports, CHO depletion is a factor in early fatigue, but if sweat rates are high and dehydration is rapid, then fluid replacement takes priority over CHO. Powdered sports-drink formulas are practical since they can be diluted to suit the climate and the individual. Isotonic CHO-electrolyte drinks generally contain 4-8% CHO, are rapidly absorbed (as quickly as or quicker than water) and provide fuel. The benefits of CHO drinks in delaying fatigue are well documented; endurance cyclists and marathon runners achieve significantly faster times if they drink CHO-electrolyte drink in place of water and, in strength training, more reps of a given weight can be performed when CHO is consumed. This is not surprising, since the higher the exercise intensity, the more rapid the rate of CHO utilisation and the sooner that glycogen stores are depleted. The results of a recent study, well-designed to mimic the physiological demands of multi-sprint sports such as football, tennis, and hockey, suggest that CHO supplementation benefits both physical and mental performance tasks. In other words, CHO not only delays fatigue but also helps maintain mental alertness and judgement. How much CHO?

Given these findings, it seems logical to advise that CHO-electrolyte drinks are taken during endurance

events and team sports alike, when food is neither practical nor manageable. But what about CHO concentration? E.F. Coyle (see references) advises, for a 68 kg man, the provision of between 30 and 60g CHO/hour in the form of between 625 and 1250 ml/hour of a 4-8% CHO-electrolyte drink during endurance exercise. (Quantities should obviously be adjusted for different body weights.) In reality, however, some athletes' find a 4-8% CHO drink 'heavy' and choose a weaker solution for easier tolerance, although tolerance of CHO drinks during exercise does improve with practice. In ultra-events in the heat, where large volumes (usually 1-1.4 litres/hour) are recommended, boredom and flavour-fatigue can be a problem, in which case, a choice of drinks and the option of CHO-containing foods (if tolerated) can help.

In most sports situations, drinks more than 10% CHO concentration are inadvisable. However, during prolonged (more than 60-90 minutes) high-intensity exercise in very cold conditions, with low sweat rates, glycogen depletion is more a factor than dehydration, and a drink with up to 15% may be more beneficial, if tolerated.

Many endurance athletes incur a deficit of fluid and CHO during competition. Sandwiches and tumbler of squash would help to replenish body stores, but post-event loss of appetite is common. CHO-electrolyte drinks may be easier to manage, are rapidly absorbed, well retained and relatively easy to drink in quantity since their sodium content drives thirst. For these reasons, CHO-electrolyte drinks can be particularly valuable in multi-stage events such as, for example, the Tour de France, major tennis tournaments and two-day mountain marathons, where not only are CHO and fluid requirements high but there is limited time to refuel and rehydrate before the next day. In these situations, even athletes with huge appetites may have difficulty replenishing glycogen stores with food alone in the time available, and CHO-electrolyte drinks can be a useful top-up.

16.1.3 Why do athletes become dehydrated?

Dehydration is progressive depletion of body fluids caused when fluid losses, for whatever reason, exceed fluid intake. This leads to hypo hydration (or dehydration). Athletes may arrive at the start of their event already hypo hydrated - for example, after a long, hot journey to the event, or inadequate rehydration in between successive events, or 'making weight' strategies in, for instance, sanshao, quinda, Shuai Jiao or Tui Shou. Possible reasons for insufficient fluid intake during an event include:

1 poor understanding of fluid requirements. Because sweat rates vary so widely and are probably greater than most athletes appreciate, a worthwhile plan is to record fluid intake during training or events (also noting the weather conditions) and weighing, without clothes, before and after, to assess how well fluid intake matches losses.

2 limited opportunities to drink, or availability of drinks. Orienteers and fell runners common carry little or no drink, relying instead on streams. For events lasting an hour or more, if the availability of streams cannot be guaranteed, consumption of 500 ml of an electrolyte, or CHO-electrolyte, drink 10 minutes before the start will benefit performance in later stages.

3 poor drinking strategies. As I have said, exercise suppresses thirst, and the event itself can distract the athlete from drinking. Subsequent hypo hydration impairs gastric emptying and can cause gastric upset, nausea, or vomiting, which in turn limit further ability to drink.

4 poor tolerances of drinks during competition. The nausea that many athletes blame on sports drinks could be caused by dehydration itself, or too concentrated a drink. Dehydration can be mistaken for carbohydrate depletion. Drinks that contain more than 10% CHO impair gastric emptying (and therefore rate of fluid provision) and stimulate the secretion of body fluids into the intestine to dilute the drink before it can be absorbed, temporarily worsening dehydration. High CHO drinks can themselves cause nausea, more so in a dehydrated athlete. Carbonated drinks are likely to cause bloating or discomfort, and fructose (fruit sugar) in high concentrations can cause gastric upset and/or diarrhoea.

Although fructose is included in some sports drinks, it is inefficient as a sole source of CHO because it is absorbed slowly and requires conversion to glucose by the liver before it is available for energy.

5 Inabilities to match excessive sweat rates. Exercise intensities exceeding 70% VO₂max will progressively suppress gastric emptying. The highest reported rate of gastric emptying is 2400ml/hour, in resting subjects. During exercise gastric emptying rarely exceeds 1-1.2 litres/hour, unless a large volume is maintained in the stomach. Runners in particular experience discomfort with high volumes in the stomach, and in race situations it is unlikely that athletes could drink more than two litres/hour, even if they could tolerate it. Some degree of dehydration is therefore inevitable when rates of fluid loss exceed sustainable drinking capacity.

In practice, competing endurance runners and canoeists generally drink about 500 ml/hour, and dehydrate at a rate of 500-1000 ml/hour. Even triathletes, who as a group are relatively knowledgeable about nutrition and hydration, have been shown to lose an average of 1.7% and 3.7% of bodyweight for a 3-hour and a 12-hour event respectively. Whereas cyclists are known to tolerate 1.2 litres/hour of a 6% CHO-electrolyte drink, runners are more likely to experience discomfort, and may believe that time lost through slowing down to drink may not be recovered. The volume that most athletes choose to drink during exercise replaces less than 50% of their losses. With this in mind, effective post-event hydration is vital in between consecutive heats or events spanning several days.

Article written by Carolyn Wright Peak Performance Sporting Excellence web site.

no. 3 Maughan, Leiper & Shirreffs (1996). 'Rehydration and recovery after exercise.' Sports Science Exchange, 62, vol. 9, no. 3

17 Dropout in Sports

17.1.1 Participant retention

In order to address the persistent challenge of dropout in our sport, and in sports in general, we need to look to ourselves as coaches and address a few searching questions.

Before we do that let's look at why people do sports in the first place, despite the obvious to get fit, or to stay in shape, curiosity maybe, what has the sport got to offer me, new challenges, social aspect of meeting new people or team participation could be appealing. These factors get people through the front door, keeping them coming, is the challenge. Top of the list, classes must be fun, exciting, stimulating, and enjoyable.

People leave for a myriad of reasons which are outside the influence of the coach, no real interest having tried it, lack of time, time constraints and pressures within the household. Injury or persistent injuries can have a detrimental effect on a person's resilience to keep returning to sports. A perceived lack of success or lack of improvement is challenging for the individual to overcome. Generally, these things are not within our direct ability to influence the decision-making process of the individuals considering leaving the sport. However, the top three reasons for falling out of love with sport are: BOREDOM, lack of FUN and or lack of ENJOYMENT. These three key components are directly in the control and capability of the coach to influence.

Now for the questions,

1. Are my classes same old, same old week in week out?
2. Do you vary the exercise regime? are you doing the same warm up and cool down regimes every time?
3. Do you modify your lesson plans in accordance with individual needs and their developing progress?
4. Are you actively adapting your lessons in accordance with session reviews or participant or stakeholders feedback reviews?

Addressing these issues will inevitably improve motivation and interest and can be used to set new and exciting challenges for your people. Make your classes enjoyable and fun for all, set challenges especially those more gifted or senior and who are more likely to become bored.

18 Progressive Stages of Development

Sports scientists have reported that there are critical periods in the life of a young person in which the effects of training can be maximised. They have also concluded that it can take anything from eight to twelve years of training for a talented athlete to achieve elite status. This has led to the development of athletic models, which identify appropriate training aims at each stage of the athlete's physical development.

Athletic model indicators

Research has shown that chronological age is not a good indicator of which to base athletic development models for athletes between the ages of 10 and 16. Within this age group, there is a wide variation in the physical, cognitive and emotional development.

One practical solution is to use the onset of Peak Height Velocity (PHV), which is influenced by genetics and environmental factors (climate, cultural & social), as a reference point for the design of training programs.

LTAD

PVH is the point in a child's development when they reach their maximum growth rate. The average age for reaching PVH is 12 for girls and 14 for boys. Peak weight velocity usually follows shortly after PVH.

Following PVH, Vo₂max and strength increase significantly as a result of growth. Most girls experience their first menstrual cycle approximately one year after PVH.

Using simple measurements (standing height & sitting height) PHV can be monitored, and appropriate training can be set to match the athlete's development.

Model for LTAD

Sports can be classified as early specialization (e.g. gymnastics) or late specialization (e.g. Track and Field, Team sports). Early specialization sports require a four-phase model while a late specialization model requires six phases.

Early Specialization Model

Late Specialization Model

Training to train

Training to compete

Training to win

Retirement & retainment

FUNDamental

Learning to train

Training to train

Training to compete.

Training to win.

Retirement & retainment

Late Specialization Model

Phase 1 - FUNDamentals

This phase is appropriate for boys aged 6 to 9 and girls aged 5 to 8. The main objective should be to develop the athlete's physical capacities and fundamental movement skills. The key points of this phase are:

Participation in as many sports as possible

Speed, power and endurance are developed using FUN games.

Appropriate and correct running, jumping and throwing techniques are taught using the ABC's of athletics.

Introduction to the simple rules and ethics of sports

Strength training with exercises which use the child's body weight, medicine ball and Swiss ball exercises.

Training programs, based on the school year, are structured and monitored but not periodised.

Develop the athletes:

ABC's (Agility, Balance, Coordination and Speed)

RJT (Running, Jumping, Throwing)

KGBS (Kinesthetics, Gliding, Buoyancy, Striking with a body part)

CKs (Catching, Kicking, Striking with an implement)

The first critical period of speed development will occur during this phase, age 6-8 for girls and 7-9 for boys, respectively. Linear, lateral and multi-directional speed should be developed, and the duration of the repetitions should be less than 5 seconds. Fun and games should be used for speed training, and the volume of training should be lower.

Phase 2 - Learning to train

This phase is appropriate for boys aged 9 to 12 and girls aged 8 to 11. The main objective should be to learn all fundamental sports skills. The key points of this phase are:

Develop fundamental movement skills.

Learn general overall sports skills.

Continue to develop strength with a medicine ball, Swiss ball and own body-weight exercises as well as hopping-bounding exercises.

Continue to develop endurance with games and relays.

Introduce basic flexibility exercises.

Continue to develop speed with specific activities during the warm-up, such as agility, quickness and change of direction.

Develop knowledge of warm-up, cool down, stretching, hydration, nutrition, recovery, relaxation and focusing.

Training programs are structured and based on a single periodisation.

Competition is structured, and a 70:30 training/practice to competition-ratio is recommended.

Phase 3 - Training to train

This phase is appropriate for boys aged 12 to 16 and girls aged 11 to 15. The main objective should be to develop the athlete's physical capacities (focus on aerobic conditioning) and fundamental movement skills. The key points of this phase are:

Develop speed and sport-specific skills.

Develop the aerobic base - after the onset of PHV

Learn correct weightlifting techniques.

Develop knowledge of how and when to stretch, optimise nutrition and hydration, mental preparation, taper and peak

Establish pre-competition, competition and post-competition routines

The strength training window for boys begins 12 to 18 months after PHV

There are two windows of opportunity to strength training for girls

Window one is immediately after PHV

Window two begins with the onset of menarche (the first menstrual period)

Special emphasis is also required for flexibility training due to the sudden growth of bones, tendons, ligaments and muscles

A 60% training to 40% competition ratio (includes competition and competition-specific training) is recommended

Phase 4 - Training to compete

This phase is appropriate for boys aged 16 to 18 and girls aged 15 to 17. The main objective should be to optimise fitness preparation, sport/event specific skills and performance. The key points of this phase are:

50% of the available time is devoted to the development of technical and tactical skills and fitness improvements.

50% of the available time is devoted to competition and competition-specific training.

Learn to perform these sport-specific skills under a variety of competitive conditions during training.

Special emphasis is placed on optimum preparation by modelling training and competition.

Fitness programs, recovery programs, psychological preparation and technical development, are now individually tailored to the athlete's needs.

Double and multiple periodisation's are the optimal framework of preparation.

Phase 5 - Training to win

This phase is appropriate for boys aged 18+ and girls aged 17+. The main objective should be to maximize fitness preparation and sport/event specific skills and performance. The key points of this phase are:

All of the athlete's physical, technical, tactical, mental, personal and lifestyle capacities are now fully established, and the focus of training has shifted to the maximization of performance.

Athletes train to peak for major competitions.

Training is characterized by high-intensity and relatively high volume with appropriate breaks to prevent overtraining

Training to competition ratio in this phase is 25:75, with the competition percentage including competition-specific training activities

Phase 6 - Retirement & retainment

The main objective should be to retain athletes for coaching, officiating, sports administration etc.

British Athletics Model

The following is an example of a five-stage progression (British Athletics model) for long-term athlete development:

Fundamentals - where the emphasis is on fun, developing basic fitness and general movement skills - training years 1 to 3 and ideally a chronological age of 6 to 13

Foundation - Learning to Train - where the emphasis is to learn how to train and develop their general skills - training years 3 to 5 and ideally a chronological age of 10 to 15

Event Group - Training to Train - where the emphasis is event(s) specific training - training years 5 to 7 and ideally a chronological age of 13 to 17

Event - Training to Compete - the emphasis is to correct weaknesses and develop athletic abilities - training years 7 to 9 and ideally a chronological age of 15 to 19.

Performance - Training to Win - where the emphasis is on enhancing performance - training years 10+ and ideally a chronological age of 18+

Acknowledgements: MACKENZIE, B. (2006) Long Term Athlete Development (LTAD) [WWW] Available from: <https://www.brianmac.co.uk/ltad.htm>

19 Ethical Issues Associated with Drug Use in Sport

The use of drug use in sport is both unhealthy and contrary to the ethics of sport. It is necessary to protect the physical and spiritual health of athletes, the values of fair play and of competition, the integrity and the unity of sport, and the rights of those who take part in it at whatever level.

Reference (IOC, 1990)

"Equal conditions for all", the most deceptively simple definition of fair play to be found in the Oxford English Dictionary. The fundamental idea of sport is considered to be character building, teaching the virtues of dedication, perseverance, endurance and self-discipline. Sport is supposed to help us learn from defeat as much as from victory, and team sports foster a spirit of co-operation, and interdependence, importing something of moral and social values. It is also integrating us as individuals, to bring about a healthy, integrated society. This would mean that drug use has no place in sport.

Equal conditions for all are the sports equivalent of the general moral principle of equal justice for all. Equal justice for all implies that the same justice applies to everybody regardless of their class, race, origin, or gender with no special privileges or advantages.

Not only is drug use clearly cheating and an ethical dilemma for coaches, doctors, and officials, but it also puts the health of the athlete at great risk. It is believed that ethical problems arise because of many reasons such as:

- The competitive character of the athlete.
- Coaching practices that emphasise winning as the only goal.
- Media pressure to win.
- Prevalent attitude that doping is necessary to win.
- Public expectations about national competitiveness.
- Huge financial rewards for winning.
- Unethical practices condoned by national and international sports federations.
- Psychological belief in aids to performance (e.g., The 'Magic Pill').

There are many influences on drug use. There can be no justification for athletes to cheat in order to win or that the pressures and temptations are all the same for the athletes. The problem of drug use in sport is not educational, economic or a social problem, but a moral problem.

The sporting complex is seen to have been replaced by a competition between doctors and biochemists on the one side and the regulating authorities on the other. The athlete becomes the "puppet" of this technology, health risks are then ignored, and other competitors cannot participate unless they too are prepared to use chemical substances to improve their performance. In this era, where genetic and chemical manipulation is commonplace, it is hardly surprising that many athletes no longer rely on their natural skills and abilities.

The preservation of sport is necessary, to keep the nobility and chivalry which have been distinguished in the past, so it may continue to play the same part in the education of people of today as it did in Ancient Greece. This may have been so at the turn of the century, but in present day sport the pressure on all concerned is immense. An athlete nowadays is faced with meeting expectations of the coach, teammates, family, and friends. Coaches are also faced with similar pressure, to produce the winning combination, coping with fitness levels and making demands on individuals, all of which may give the wrong signals in respect to drug misuse. Doctors also face a dilemma when they prescribe drugs to athletes and monitoring their effects as a safe way of containing drug misuse rather than knowing an athlete will seek black-market sources and advice.

There is also another perspective that constitutes drug misuse. Some banned substances such as testosterone originate in the body, and it is an excessive level in which has been classified as a doping offence involving testosterone/epitestosterone ratios illustrates that the debate is also on-going.

Other substances, such as ephedrine and caffeine, commonly occur in OTC medications, herbal preparations and even in social. There is no doubt that athletes are prepared to make use of these substances to assist in their performance. In many sports, increasing commercialism has seen a price put on an athlete's head; some cope better with this than others.

Reference <http://smapworld.tripod.com/drugs/ethical.html>

20 Data Protection Regulations (UKGDPR) DPA2018

What does the UK General Data Protection Regulation (UKGDPR) mean for sport's clubs and associations?

The UK GDPR is the UK General Data Protection Regulation. It is a UK law which came into effect on 01 January 2021. It sets out the key principles, rights and obligations for most processing of personal data in the UK, except for law enforcement and intelligence agencies.

It is based on the EU GDPR ([General Data Protection Regulation \(EU\) 2016/679](#)) which applied in the UK before that date, with some changes to make it work more effectively in a UK context,

You may need to comply with both the UK GDPR and the EU GDPR if you operate in Europe, offer goods or services to individuals in Europe, or monitor the behaviour of individuals in Europe. The EU GDPR is regulated separately by European supervisory authorities, and you may need to seek your own legal advice on your EU obligations.

If you hold any overseas data collected before 01 January 2021 (referred to as 'legacy data'), this will be subject to the EU GDPR as it stood on 31 December 2020 (known as 'frozen GDPR'). In the short term, there is unlikely to be any significant change between the frozen GDPR and the UK GDPR.

HOW DOES THE DPA 2018 WORK?

The DPA 2018 is split into a number of different parts, which apply in different situations and perform different functions. It sets out four separate data protection regimes:

- Part 2: General processing (UK GDPR);
- Part 3: Law enforcement processing; and
- Part 4: Intelligence services processing.

The other parts contain provisions of general application, including interpretation and our functions and powers. When using the DPA 2018 it is important to be clear which set of provisions apply.

Part 2 of the DPA 2018 supplements and tailors the UK GDPR. For most organisations, this is the part that will apply. You need to read it alongside the UK GDPR itself, as both sets of provisions apply directly to you. The key provisions of this part are:

- sections 1-28;
- schedule 1 (conditions for processing some sensitive types of data);
- schedules 2-4 (exemptions); and
- schedule 21 (transitional provisions)

All Heads of Association and Coaches running clubs

YES, the UKGDPR and DPA 2018 acts apply to **YOU** and to anybody who processes data on your behalf (whether paid or not) If you collect any personal data in running your club in any form, paper records, index files or computer records (which you most certainly do, if you have any members, volunteers, or helpers) then the GDPR will apply to you.

Key changes in the legislation

The new legislation is based on individual's rights and individual empowerment for the protection of their data, significantly higher standards of consent are required than before. The individual must provide clear, freely given, specific, informed, and unambiguous consent for the organisation to process their personal data. The consent document should be laid out in clear simple terms; for us, in Chinese Martial Arts it means that your membership application form (which should be the document you use for data capture) has been suitably modified to meet the current regulations.

The definition of personal data has been significantly expanded. Please note that Parental / Guardian consent will now be required for the processing of personal data of children under age 16.

The appointment of Data Protection Officers (Mandatory for large organisations) will not be required by Clubs and Associations, as our core business activities are not data processing and are therefore exempt from this obligation.

Processes must be built on the principle of privacy by design, with the principles of protection of data built in from day one.

Responding to subject access requests

Subject access requests (requests for copies of personal data from individuals) will need to be responded to within one calendar month rather than the current 40 calendar day period. It is also no longer possible to charge £10 for dealing with the request. Data subjects can request a copy of personal data in a format usable by them.

Obligations

There will be direct obligations on data processors as well as on data controllers. This may mean that if you use any third parties to process data, for example hosting your website, then you must have a written contract in place, and these are likely to be negotiated and drafted in favour of your processors.

Penalties under the GDPR

The Regulation mandates considerably tougher penalties than the DPA: organisations found in breach of the Regulation can expect administrative fines of up to 4% of annual global turnover or €20 million – whichever is greater. Fines of this scale could very easily lead to business insolvency. Data breaches are commonplace and increase in scale and severity every day. As Verizon's 2016 Data Breach Investigations Report reaffirms, "no locale, industry or organization is bulletproof when it comes to the compromise of data", so it is vital that all organisations are aware of their new obligations so that they can prepare accordingly.

Getting consent

Consent will be much harder to achieve. If you rely on consent from individuals to use their personal data in certain ways, for example to send marketing emails, then there are additional requirements to comply with.

Data retention

Retention policies need to be clear. You can't keep data for longer than is necessary for the purpose for which it was collected. You also need to inform people how long you will keep their personal data and you can't keep it indefinitely.

Breaches

You will only have 72 hours from being aware of a breach to report it to the ICO. Under the Data Protection Act there are no obligations to report breaches.

Children

There are additional protections for children's personal data. If you collect children's personal data then you need to make sure that your privacy policy is written in plain simple English. And if you offer

Data transfer

One of the principles of the Data Protection Act 2018 (and the UKGDPR), is that you can only process data for the purpose for which it is collected. This means that if you collect a name and contact details of an individual, so that they can become a member of your club, you can't simply use that information to allow your affiliates to contact them for marketing purposes. You also need to tell people when they join your club if you are going to transfer their data, for example to an umbrella organisation.

Subject access requests

They are often contentious. Individuals only make requests if they have something to complain about. Make sure you keep a log of how and when you respond and that you apply the exemptions from disclosure carefully.

Privacy or data capture statements

When individuals provide you with their details, make sure you are clear and transparent about why you have it and what you will do with their information. This means you need to make sure that you have the right data capture statements to present to individuals when they give you their personal details.

Data breaches

You need to make sure that personal data is held securely, i.e. that electronic documents are encrypted, and password protected and that they are backed up on a regular basis. You also need to make sure that your volunteers can identify when a breach has happened and that they know what they should do and who they should talk to.

Top tips to start your journey to UKGDPR readiness

- 1. Process** – understand the journey that personal data takes through your club. What information do you collect, and do you need that information? What do you tell people when you collect it? On what legal basis have you collected it? Where and how do you store that data? What do you do with it? When is it deleted? This will allow you to identify any areas of risk.
- 2. Awareness** – make sure that your volunteers are aware of the UKGDPR and data protection Act 2018 and that they know who to talk to if they receive a subject access request or if there is a breach.
- 3. Policy** – make sure the policies and procedures you have in place help your volunteers deal with data protection issues.
- 4. Communication** – make sure you tell individuals at the point of collection what you will do with their data and when you will delete it.
- 5. ICO guidance** – take a look at the 12 steps to take now and the Getting ready for the GDPR self-assessment tools. <https://ico.org.uk/media/1624219/preparing-for-the-gdpr-12-steps.pdf>

References:

Many thanks to Muckle-llp.com for permission to use this document
<https://www.muckle-llp.com/enews/gdpr-mean-grassroots-clubs/>

END

Appendix 1 UK Government Concussion Guidelines “If in doubt sit them out”

<https://www.gov.uk/government/news/landmark-concussion-guidance-for-grassroots-sport-published>