

BISFed International Boccia Coach Course Candidate Handbook

BISFed Development Committee (v.1)



An overview of BISFed

BISFed is the international Federation for Boccia, the objects of the Federation are:

- To promote, enhance and support Boccia as a sport for all people and to help promote its activities;
- To govern the sport of Boccia internationally through, inter alia, a set of rules, a classification system and an international competition structure;
- To promote Boccia amongst those who make decisions that directly impact upon the sport;
- To promote and represent the interests of the members of the Federation, and on their behalf to undertake lobbying and similar activities; and
- To create a network of members and individuals which encourages contact and exchange of ideas and experience regarding the sport of Boccia.

Vision : Our vision is to proactively facilitate appropriate opportunities for elite level competition, preserving the current paralympic pathway for athletes with high support needs, whilst also supporting growth, development and a greater awareness of boccia by being inclusive, progressive and accessible to all.

BISFed has established six committees to advise on specific areas and the “Development committee” was asked to work on a level 1 international coaching course.

The content of this course is from GB and Canada.

Introduction to Coaching & Boccia

Introduction

The Game of Boccia is said to have originated in Greece with competitors tossing large stones at a stone target. Boccia is now a Paralympic sport for players with impairments that have a major impact on motor skills. It is played by many sections of the community from a purely recreational level up to the intensely competitive Paralympics. Historically, Boccia was organised worldwide by the Cerebral Palsy International Sports and Recreation Association (CP-ISRA), which was founded in 1978. In December 2012, a new international body for the governance of Boccia was formed: The Boccia International Sports Federation (BISFed). This provides appropriate opportunities for elite level competition, preserving the current Paralympic pathway for athletes with high support needs, while also supporting growth, development and a greater awareness of Boccia by being proactive, inclusive, progressive and accessible to all.

The aim of the game is to propel a set of 12 coloured balls (6 red, 6 blue) and position them closer to a white 'marker' ball (the Jack) than those of your opponent. Players use technical skill to apply match winning tactics. The game is similar in context to Bowls, Petanque and French Boules and is played inside. Boccia is a sport for all but is one of just three Paralympic sports that does not have an Olympic equivalent; and is played at this level by players in wheelchairs with severe disabilities.

Boccia is a strategic target sport requiring skill, accuracy, mental toughness and an ability to think clearly and execute tough shots when under pressure. It is a mixed sport with male and female players playing alongside and against each other in individual (one versus one using 6 balls each), pair (two versus two using 3 balls each) and team (three versus three using 2 balls each) matches.

The game must be played from a seated position, which makes it ideal for either manual or motorised wheelchair users. Good quality balls are made from synthetic leather and filled with plastic granulate which makes them pliable and much easier to grip and control. The playing area for competitive Boccia is similar in size to a badminton court (12.5 x 6 metres). For recreational Boccia, the court size can be adapted; any area from a front room, church hall, canteen, gymnasium or leisure centre could be a suitable venue. The floor surface must be flat and smooth and is usually wooden, tiled or blocked.

Suitability

Boccia is a non-contact, target driven sport, which relies on skill and subtlety, rather than size, strength or speed. It is a simply constructed game which means that players can play a competitive game within minutes. The balls can be propelled by each competitor by throwing (overarm or underarm), rolling (with or without a ramp) or kicking a ball into the playing area. For those unable to release a ball down the ramp by hand, there is provision to

use a 'head pointer' which enables players with very severe impairments to release a ball by using a movement of their head.

Working with people who have Cerebral Palsy / Related disabilities

- Learn about CP. The more you know, the more you can help the participants in your program.
- Focus on the individual person and learn firsthand what needs and capabilities he or she has. This may seem obvious, but sometimes the "look" of CP can give the mistaken impression that a person who has CP cannot learn as much as others.
- Tap into the strategies that teachers of students with learning disabilities use for their students. Become knowledgeable about different learning styles. Then you can use the approach best suited for a particular participant, based upon that participants' learning abilities as well as physical abilities.
- Be aware that comments that might seem helpful to you can be seen as patronizing by the participant. Often it's not what you say, but how you say it. Speak from a place of respect and participants will respond accordingly.
- Be inventive. Ask yourself (and others), "How can I adapt this activity for this participant to maximize active, hands-on learning?"
- Recognize that no matter how good a coach you are, not all participants will be able to execute the 'perfect' throwing technique and that's okay – as long as they can deliver the ball consistently and accurately enough to enjoy the game and experience success at it, it doesn't matter how they do it.
- Always remember, the person with the disability is the expert. Talk candidly with your participants, their family members, advocates or caregivers. They can tell you a great deal about their special needs and abilities and will appreciate it that you acknowledge and respect this.

What is Cerebral Palsy

Cerebral Palsy (CP) is a broad term used to describe a group of chronic disorders affecting body movement and muscle coordination. It appears in the first few years of life and generally does not worsen over time; therefore, it is non-progressive. The name comes from "Cerebral" meaning of the brain (referring to the two hemispheres of the brain) and "Palsy", meaning lack of muscle control/body movement.

It is important to note that these disorders are not caused by problems in the muscles or nerves. Instead, faulty development or damage to motor areas in the brain disrupts the brain's ability to adequately control movement and posture.

Development of the brain starts in early pregnancy and continues until about the age of three. Damage to the brain during this time may result in CP. This damage interferes with messages from the brain to the body, and from the body to the brain.

The degree of disability may range from very minimal to extremely severe. The numerous manifestations of CP may be categorized into five major types:

1. ***Spasticity***

- Due to damage to the cerebrum, there is loss of control of voluntary motor actions, leading to stiff and permanently contracted muscles;
- Often results in jerky movements and can lead to postural problems.

2. ***Athetosis***

- The control centre for purposeful movement, the basal ganglia, is affected;
- Characterized by constant, involuntary, slow and writhing movements that are uncontrollable, unpredictable and purposeless (mostly occur in the hands and feet);
- Examples of possible effects are speech impediment, drooling and/or grimacing.

3. ***Ataxia***

- This is caused by damage to the cerebellum, which is responsible for the coordination of muscle functions affecting balance and depth perception;
- Results in uncoordinated movements, awkward gait, lack of hand coordination and possible tremors.

4. ***Rigidity***

- Is a result of damage to motor cortex and basal ganglia;
- It could also cause very tense and stiff muscles; therefore, movement is quite difficult.

5. ***Tremor***

- Results from damage to the cerebellum and/or basal ganglia;
- Least frequent manifestation is characterized by uncontrolled, involuntary rhythmic motion;
- Most prevalent when attempting to control movement..

Due to the numerous physical manifestations of CP it is difficult to group athletes for fair competition. As a result, a classification system is used to individually assess CP athletes in their respective sports. Within each class, every person will have similar functional abilities but could have very different physical characteristics. The classification system equates the functional ability of the CP athlete to the sport, enabling fair and competitive play.

Cerebral Palsy is:

- A condition, not a disease
- Not hereditary
- Not contagious
- Non-progressive
- A life long condition
- Not life threatening
- People with CP have a normal life expectancy
- CP affects 2 to 3 out of every 1000 people

Classification

BC1: Players with Cerebral Palsy who are able to use their hands or feet to consistently propel a ball into play. BC1 players may have an aide on court to pass them their ball before each shot.

BC2: Players with Cerebral Palsy who are able to use their hands to consistently propel a ball into play and have greater functional ability than a BC1 player.

BC3: Players with Cerebral Palsy or other disability with locomotor dysfunction in all four limbs who are unable to throw or kick a ball into play and as such are permitted to use an assistive device such as a ramp to propel the ball into play and are supported by an assistant.

BC4: Players who do not have Cerebral Palsy but have another disability with locomotor dysfunction in all four limbs and have similar functional ability to BC2 players. Disabilities such as Muscular Dystrophy and Tetraplegia will fall under this classification.

Rules of Boccia

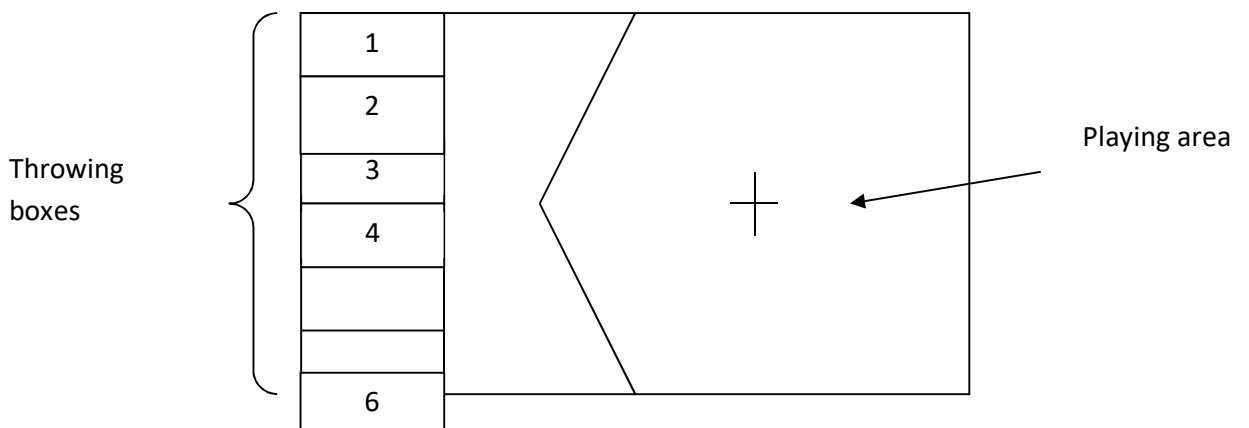
Boccia is an attack and defend game, with two sides competing over a set number of ends. The aim is to score as many points as possible by placing their set of coloured balls closer to the white Jack ball.

- A ball can be propelled by rolling, throwing or kicking.
- If a player is unable to throw or kick it, they can use a 'ramp' (assistive device).
- If they are unable to release the ball with their hands, players can use a head pointer.
- All players must be seated during the game.
- Singles and pair matches are four ends and team matches are six ends.
- An end consists of all 13 balls being propelled onto court (the Jack, 6 Red and 6 Blue).
- Each side can have 1, 2 or 3 players (singles, pairs or team match).
- Decided using a coin toss, the winning player/captain chooses to be red or

blue.

- Both sides must occupy a designated box on the court from where balls are propelled.
- The red side always begins the first end by propelling the jack into court.
- In a pairs or team match, each player propels the jack onto court in turn.
- In a singles match, both players will alternate twice.
- The player who propels the jack ball also propels their team's first coloured ball.
- A player from the opposite side then propels their first coloured ball.
- The side not closer to the jack plays until they get closer or run out of balls.
- The end is complete when all balls from both sides have been propelled.
- One point is awarded for every ball of the same colour, which is closest to the jack.

A boccia match is played on a 12.5 x 6 metre court taped on a gym floor. At one end of the court there are throwing boxes with the playing area in front of the throwing boxes.



The full set of rules can be obtained on the BISFed website www.bisfed.com

My Notes on Boccia:

Responsibilities of Level 1 Coaches

Boccia Coaches

Good coaches work with people not just the sport. As coaches, you are leaders and strong role models in terms of both influence and authority; not just to the people you coach but also to your peers. Remember you are coaching people not just coaching boccia. Coaches should encourage people to start in sport, stay in sport and succeed in sport, at whatever level to which they aspire. Taking part in Boccia like any sport, could become a lifelong activity, offering enjoyment and success; promoting health and fitness; developing core skills such as teamwork, physical literacy and communication; increasing self-confidence and self-esteem; offering a challenge; providing opportunities for self-fulfilment and more.

Role

As a Boccia coach with the Level 1, your role is to:

- support and assist a more qualified coach by delivering aspects of coaching sessions under supervision
- ensure players are safe by ensuring a risk assessment has been carried out
- help create a fun and motivational climate
- follow good practice in providing a duty of care for young and/or vulnerable participants
- work effectively as a team to provide good levels of service to all members.

Responsibility

Your coaching responsibilities are about why you need to do certain things and how you carry out your role. You have a responsibility to your athletes, to Boccia, to your club and to yourself.

You should therefore:

- be a role model to participants and peers
- have a duty of care to people and vulnerable adults
- deliver activities from a prepared session plan under supervision
- help people to develop technically, physically, socially, psychologically and personally
- be an organiser, teacher, motivator, communicator
- be positive and encouraging and ensure experiences are both safe and enjoyable
- ensure the welfare of those you coach, you have a duty of care for people and vulnerable adults,
- treat people equally and fairly and adhere to the coaches' code of conduct for your own development, personal standards and competence as a coach.

Professional Standards

Intentionally or not, coaches are often held in high esteem by participants and

so provide strong role models. It is essential therefore that you display the highest possible professional standards in terms of behaviour (eg no swearing, smoking or alcohol when coaching), dress (eg clean and tidy kit) and attitude (towards for example confidentiality, performance enhancing drugs, fair play, bullying).

As a Boccia coach, you commit to adhering to a Coaches' Code of Conduct which describes the standards required and your responsibilities. Some of the key points are shown in the next panel.

Attributes of Level 1 Coach

The very best coaches are 'people people' who have a genuine desire to help others to grow as people and not just as Boccia players. Effective Level 1 coaches have a range of qualities such as to be approachable, caring, honest, patient and enthusiastic. They need some well developed coaching skills; in particular the ability to build relationships, organise people, provide effective explanations and demonstrations. You also need some basic knowledge about coaching people with impairments, coaching children, duty of care, motivation, building confidence, as well as basic propulsion techniques and rudimentary tactics.

The list below provides some key attributes and you'll probably find you already have many of these in abundance. Others (particularly knowledge and skills) you can improve during the course.

Knowledge of:	Skills to:	Qualities of being:
<ul style="list-style-type: none"> • people, their motives • children, how they develop • disability and impairments • boccia techniques and simple tactics • your duty of care 	<ul style="list-style-type: none"> • build relationships • give explanations • give demonstrations • observe • provide reinforcement • self-reflect • organise groups • motivate others 	<ul style="list-style-type: none"> • approachable • caring • honest • patient • enthusiastic • open-minded and ready to learn • good role-model

My Notes on Responsibilities of level 1 Coaches:

Technical Aspects of Boccia

Boccia is a game of skill and strategy. To be successful, players need to master a technique that propels a ball consistently to its intended target on the court. Coaches therefore need to understand and apply the principles that underpin effective technique and be able to build a robust technique for each player.

Technical Principles

There are three key technical principles:

- **Pace:** the delivery of a ball with the appropriate speed to achieve the intended outcome.
- **Line:** the delivery of a ball in the right direction towards the intended target.
- **Trajectory:** when thrown, delivery of the ball with the appropriate flight to achieve the intended outcome.

Methods of Propulsion






The technical principles relate to every shot players take, no matter how they deliver the ball onto court. There are a number of **methods** that a player can use to propel the ball on to the court:

- **Throw:** ball is delivered from the hand, typically involving the movement of the arm prior to release.
- **Kick:** ball is delivered from the foot, typically involving the movement of the leg prior to release.
- **Ramp:** this is an assistive device where the ball is released by a player down a chute onto court.

For each of the methods of propulsion, there are a variety of styles that a player can use. Coaches will need to identify the most effective technique for each player.



Throws

There are five different styles of throw:

Overarm	Dart	Chest	Underarm	Pendulum
				
Ball delivered using one hand, ball starts around shoulder / head level. Shoulder and elbow movement involved in throwing action. May be trunk movement to assist propulsion.	Ball delivered using one hand. Ball starts close to shoulder level and thrown using elbow extension with little if any movement at any other joint. Players may use their trunk to assist propulsion.	Ball delivered using one or two hands. Ball starts around centre of chest and player uses a pushing motion to propel ball away from chest. Action resembles chest pass in netball or basketball.	Ball delivered close to court level, typically using one hand. In underarm throw, there is little backswing before ball released. Likely to be little elbow movement with arm moving as single unit controlled by shoulder. May be trunk movement to assist the throw.	Ball delivered close to court level, typically using one hand. Preparation backswing often needed to build momentum to release pendulum throw. Length of backswing often similar to length of forward swing. May be trunk movement to assist propulsion.


Kick

There are two different styles of kick used by players:

Instep	Toe
	
Ball placed in front of player by assistant. Players use the instep to push ball. Unlikely to be withdrawal of foot before ball is kicked.	Ball placed in front of player by assistant. Players use their toes to drive ball. Unlikely to be withdrawal of foot before ball is kicked.

Ramp

There are three different styles of controlling and releasing a ball used by players:

Hand	Hand Pointer	Head Pointer
		
Ball held by player, or supported by strap or block. If ball is held by player, will be released by withdrawing hand. If the ball supported by strap or block, players use hand to push ball past support and down ramp.	Ball held by player using stick, or supported by strap or block. If ball held by player's stick, player lifts stick to release ball. If ball held by strap or block, player uses stick to push ball past support and down ramp.	Ball held by player using block attached to head pointer or supported by strap or block. If ball held by head-pointer with a block, player removes block, allowing ball to roll down ramp. If ball supported by block or strap, head pointer used to push ball past support and down ramp.

Health and Safety

Good coaches always operate in a safe, responsible manner according to guidelines and acceptable standards of practice.

Risk Assessment

All coaches should know how to conduct a risk assessment and how to manage the specific risks within your own coaching area. A risk assessment:

- identifies potential hazards (eg unstable wheelchairs)
- assess and then minimise the risk (the likelihood of it happening).

If you cannot manage the risk, you need to report it to your supervising coach. A risk assessment should be carried out before every training session or competition and you should stay alert to changing circumstances during the session.

Health

Coaches need to protect the health of all participants by ensuring the health of players is checked before participating.

Safe Practice

To minimise injury and ensure the safety of all participants, it is essential to ensure that:

- appropriate warm up routines are followed by players
- risk checks are carried out on all playing areas and equipment to ensure they are safe to use.

Injury and Illness

You need to be aware of relevant medical information about participants and their impairments. This should be held in secure filing system and remain confidential at all times.

If an incident occurs:

- alert your supervising coach
- ensure the safety of other participants
- follow the procedures
- complete an incident report form and retain a copy for your own records.

Every club or venue should have well practised emergency procedures for managing serious events and for evacuating the premises.

Ensure for every venue you use that you are familiar with the:

- evacuation procedures
- location of a telephone
- postcode to ensure emergency services can find you very easily
- procedures to report an accident, no matter how small
- normally report to your supervising coach and enter it into an Accident Book.

My Notes on Health, Safety and Injury:

Planning, Activity Structure & Preparation

Those who fail to prepare, prepare to fail.

International Level 1 coaches need to know how sessions should be structured and prepare to deliver specified activities within the sessions.

Session plans should be provided by your supervising coach and you should discuss well in advance which elements or activities you will lead.

Preparation

You will need to consider the following well in advance:

- Time and duration of activities you will deliver
- Number, age, stage of development/ability of players, any additional support needs
- Allocated area in the hall.
- Equipment required for activities
- Evaluations from last session
- Session plan provided: the aims and objectives, understanding the content, progressions, coaching and safety points; discuss with your supervising coach any adaptations required to meet the individual needs of the group.
- Your personal goal for your own coaching (eg to work on voice projection, positioning, organisation, individual feedback).

Session Structure

Although you are not required to plan your own sessions, you need to be aware of the typical structure of a session (see example session plan on next page) and the amount of time allocated to different elements. Training sessions should have:

- an **introduction** which includes a health and risk check, sharing of session outcomes as well as an appropriate warm-up
- **skill practices (main/learning part)** which might include game type activities, drills to assess skill level, purposeful practice
- **game/match play** which might include conditioned games, application and competitive games
- **conclusion** which includes a review, summary and cool-down.

Notice on the example session, the detail provided: date, venue, duration, equipment, information about participants, session goals, your personal coaching goal. In the main part of the plan, ensure the detail about activity, organisation, safety and coaching points (deciding which ones to emphasise first). There is space also for your evaluation after the session.

Select Organisation

You need to be fully prepared well before the start time of your session:

- **Activities:** be clear about key coaching points you will stress for each activity (NB don't offer more than 2 at a time), and possible progressions to make it easier or more difficult dependent on ability of players. Plan in advance precisely the words you will use to explain the activity so you can be clear and succinct.
- **Players:** think about what each player can do, how the ball is propelled; how you might pair up for a game: by age/stage, by ability, by friendship.
- **Space:** think about where you will be in the gymnasium and how much space you will have.
- **Equipment** (eg balls, cones) checked and in place. Ensure it is out of the way when not in use.
- **Support staff and/or carers:** think about how you will use them, how you might need to brief them and so on.

Further tip on organisation are shown in the following panel.

Example Session Planner

Date: 20/9/15	Number: 12	Range of abilities: physical impairments including 2 ramp players; beginner, low intermediate	Session outcome: To introduce different propulsion techniques and basic rules To use games to ensure session is fun	Notes: ensure all players have been PAR-Q screened
Duration: 60 mins	Age/stage: adult			
Venue: Leisure centre: 2 courts (badminton)	Staffing: l2 coach and L1 coach		Personal coaching goal: To observe more and talk less To be more hand-off than hands-on	
	ACTIVITIES	ORGANISATION AND COACHING POINTS		TIMING
Introduction: health and risk check, outcomes, warm-up	Welcome, build rapport and check health status and readiness, Introduce purpose of session Warm-up: mobilisation of neck, shoulder, arms, wrists, fingers. Propel 6 balls each	Risk assessment before start Ensure speak with everyone between arrival and completion of introduction.		10 mins
Skill practices: game type activities, drills to assess skill level, purposeful practice	Hoop target Game Skittles Target game	Larger targets for beginners, smaller for low intermediates Work on technique for accuracy focusing observing: set up and preparation phases initially; look for correct position of ball on ramp, alignment of chair, encourage rehearsal with pendulum technique. Move on to delivery/release and follow through if good progress. Start with underarm and move on to try over arm and kicking (except for rammers)		20 mins
Game/match: conditioned games, games, application	Match play in 2s	Ensure pairings evenly matched Ask players to consider most effective way to propel. Focus on accuracy. Play at least 3 ends		20 mins
Conclusion: cool-down, review, summary	Cool-down	Low stretches held for 15-20 secs Ask what they learnt, what, enjoyed most and least Encourage them to practise, explain details of next session		10 mins
Reflection/evaluation				

Blank Session Planner

Date:	Number:	Range of abilities:	Session outcome:	Notes:
Duration:	Age/stage:			
Venue:	Staffing:		Personal coaching goal:	
	ACTIVITIES		ORGANISATION AND COACHING POINTS	TIMING
Introduction:				
Skill practices:				

Game/match:			
Conclusion:			
Reflection/evaluation			



Content of Sessions

Warm-up

The purpose of a sports warm-up is to prepare participants mentally and physically for the session or activity. As Boccia is a seated sport, the usual benefits of raising heart rate may well be counterproductive; indeed:

unnecessary for rampers

limited to some gentle mobilisation work of shoulders for under and over arm throwers to ensure joint lubrication, the best possible range of movement.

A warm-up is also an essential time to prepare mentally for training or competition by clearing the mind, increasing focus, reviewing skills and strategy. Positive imagery can also relax the player and build concentration. Think about how you can help your participants to prepare mentally at the start.



Skills work

Selection of the type of skills work will be determined by the session outcome. For example, if your outcome is about improving posture, you will have selected activities and techniques that achieve this. If the outcome is linked to a forthcoming competition, this skills component will be focused on the techniques and strategies that are likely to be used at this competition. If the outcome is about building confidence, your selection will be influenced by this. Remember that carefully selected game activities can develop both technical skills and fundamental movement skills so the session should not just contain drill-type technical work. Once you have noted the skills element, you need to consider precisely how you will introduce and develop it: which coaching points you will stress, what safety points need to be emphasised, what progressions and adaptations you might need to make, what if they find it too hard/easy, how will you organise it (eg pairings, use of space). This can and should all be discussed in advance with your supervising coach.

Competition/game

Some (but not all) players are motivated by competitive situations and game activities; however these need to be carefully planned and managed to ensure everyone has a chance of success. Again the format or activity chosen should be linked to the overall outcome or session goal; the theme should run through the whole session, each component building logically on the previous.

Closure of a session

Remember the end of the session leaves the final impression and therefore influences ongoing motivation and commitment. End on a high. The closure provides an opportunity for:

- **cool-down:** in sport it is a set of exercises that players do after training or competition to help the body return to its normal resting level and leave them in a positive frame of mind and looking forward to the next session or competition. As Boccia is a seated sport, there is less need for a physical cool-down although some gentle stretching for flexibility. This should be static stretching as this helps loosen the body, promote recovery and increase flexibility. You can use the same stretches as in the warm up but this time the stretches should be held in a comfortable end position (full stretch) for 15-30 seconds (or longer for experienced athletes).
- **reflection:** time for players to think about the training/event; the progress made, the extent to which goals were achieved, what went well and less well.
- **feedback, coach reflection and review;** gaining feedback from your players about the session (eg what did you find most useful? Most enjoyable? Least useful or not enjoyable?) and asking other coaches and carers all supplement your own reflections on your coaching performance.
- **future planning;** this should be based on participant progress, feedback and your own reflection.

Evaluating Sessions

In addition to the session outcome (what you want the players to be able to do); good coaches will also have a personal coaching goal (eg to work on voice projection, positioning, organisation). This shapes your evaluation of your own coaching performance.

It's very important to evaluate your session by seeking feedback from other peer coaches and participants and by reflecting on and then recording your thoughts on what went well and less well in achieving your:

- session outcome and the implications for future sessions with participants
- personal coaching goals and action planning for development of your own coaching.

You need to ask yourself a number of questions such as:

- what did I do well in trying to achieve my goals
- what might I have done better?
- What have I learn?
- What will I do more of, less of or differently in the future?





My Notes on Responsibilities of level 1 Coaches:

Principles of Coaching 1 – Technical Process and Shot Types

Technical Process

Once a coach and player have identified the most effective technique to use, the coach will need to help the player to execute it consistently, especially under pressure. The technique of a player can be broken down into four stages (see chart below).

This stage-based approach will help you observe a player's technique more accurately and systematically.

Set-Up	Preparation	Delivery	Follow-Through
			

<p>Set-up phase is about the player adopting correct position ready to deliver ball. Key components are position of:</p> <ul style="list-style-type: none"> • chair • and lining up of ramp or body ready to throw. <p>Critical phase in optimising player's stability. Stable position provides consistent platform of support to deliver ball consistently and accurately. Set-up also critical in ensuring player judges line correctly. Positioning of chair and/or ramp is key to ensure player hits intended target</p>	<p>This phase refers to final preparation for delivery of ball. Will vary depending on technique adopted. For ramp users, it's about preparing ball for play and at the right position on ramp for required pace. When throwing or kicking, players may rehearse technique; in pendulum throw, likely to use this phase to complete practice throws to build momentum. Psychologically this phase provides an opportunity to visualise intended shot play and use this to plan and prepare for shot.</p>	<p>Delivery phase is the most important phase where ball released into play. Players must deliver ball in controlled and consistent way to ensure ball has right pace and direction to target. Players initiate release movement, so throwers start their throwing motion, while ramp players start movement to push / release ball into play. At correct point in movement, players release ball, keeping release point as consistent as possible, relative to intended their shot. Coaches must consider technical principles and assess how delivery phase may relate to any errors in line, pace or trajectory.</p>	<p>Follow-through phase is where players complete throwing movement in consistent and controlled way. Players should complete movement (including any forward swing in throw) and where possible hold finishing position for a few seconds. This prevents players affecting ball delivery by returning to sitting position too early. Only once follow-through completed, should players return to sitting position, ready for next shot.</p>
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Shot Types (Terminology of Shots within Boccia)

Once players have established what technique to use and have worked with their coach through the technical process to improve their technique, players need to apply the technique to the different types of shots used in match-play. Each shot has a specific purpose and is designed to achieve specific outcomes, explained below (NB terminology used to describe shot types):

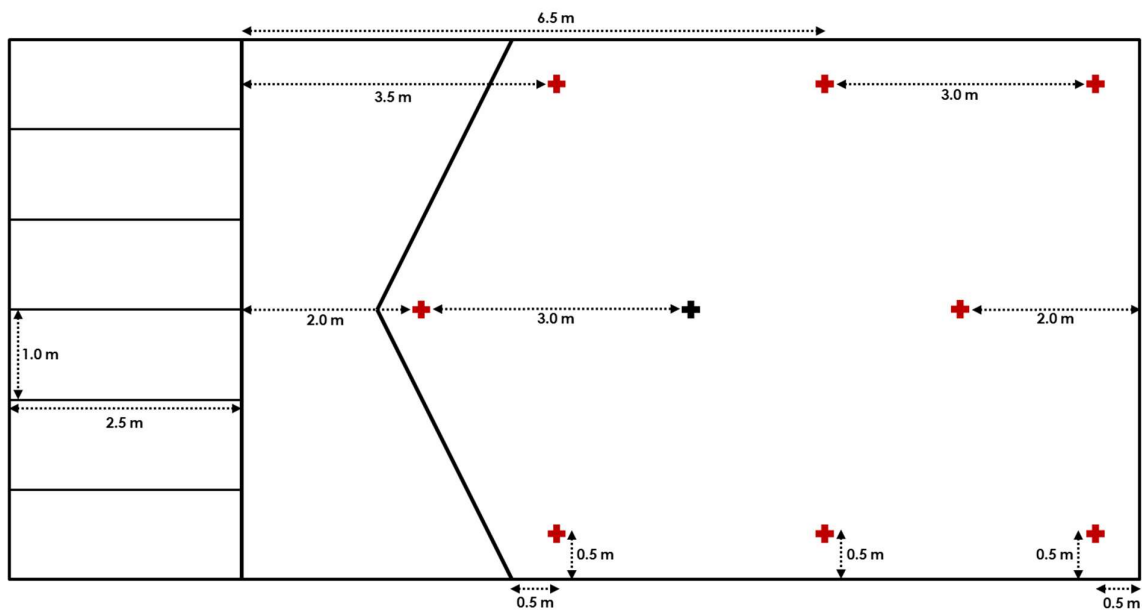
Type of shots	Description	What the player needs to control	Expected outcome
First Ball	First ball delivered after the jack	Pace, line/trajectory	To secure court-position to make difficult the next shot for the opponent
Placement	A shot played to deliver a ball in a specific area	Pace, line/trajectory	To deliver the ball into a target area e.g. jack ball or scoring space
Push on	A shot in which the player pushes own ball closer into a target area e.g. jack ball or scoring space	Pace, line.	To secure own optimal court-position or to score points
Push off	A shot in which the player pushes opposition ball away from the specific target	Pace, line.	To create a space for the opportunity to score
Smash	Predominantly power shot along the ground	Line	Scatter multiple balls
Ricochet	A shot played to rebound off a ball into a scoring zone	Pace, line.	To create optimal court-position by using a blocking ball
Roll on Top	A shot with the intention of playing the ball and it remaining on top of another ball	Pace, line.	To score points or to defend the target ball
Roll up and over	A shot with the intention of the ball rolling up and over	Pace, line.	To score point or to deliver to ball into a specific or target area
Bounce over	An aerial trajectory shot aimed at bouncing over a barrier ball to reach a specific target	Pace, trajectory	To skip the barrier ball to reach a specific target

Lob	An aerial shot played to move a target ball by attacking over a ball	Pace, trajectory	To move a specific ball, which the player is unable to push off on the floor
Block	when the opponent create a defence with one or more balls	Pace, line	Defend the achieved position

Skills test

One way to measure a player's performance is to conduct a skills test which records how consistently players can deliver a ball as close as possible to the jack ball. To run a Skills Test, coaches must follow a testing protocol to ensure they capture objective data. The protocol for a Skills Test requires specific equipment and set up:

- Court with Skills Test Markings (see next page)
- Skills Test Ruler (45cm ruler, split in to three equal 15cm zones)
- Clipboard and Score Sheet.



Skills Test Court Layout

Method

- Player is positioned in Box 4 with balls ready to play
- Jack ball is placed on one of the nine locations, as directed by the score sheet's randomised order
- Player plays one ball to the jack
- The ruler is placed on top of the middle of the jack ball by the tester.
- The ball scores if any part of the ball is:
 - 0-15cm away from the jack = 5 points
 - 16-30cm away from the jack = 3 points
 - 31-45cm away from the jack = 1 point
- This is repeated for each of the six balls and then the jack is moved to the next location
- The player has 45 minutes to complete the test, the time starts when the first ball is played.
- Normal competition rules apply.

Scoring

- Each ball's score is recorded on the score sheet
- The total scored at each location should be added to the box provided
- The overall score should be calculated at the end of the test.

My Notes on Technical Process and Shot Types:

Principle of Coaching 2 – Communication Task

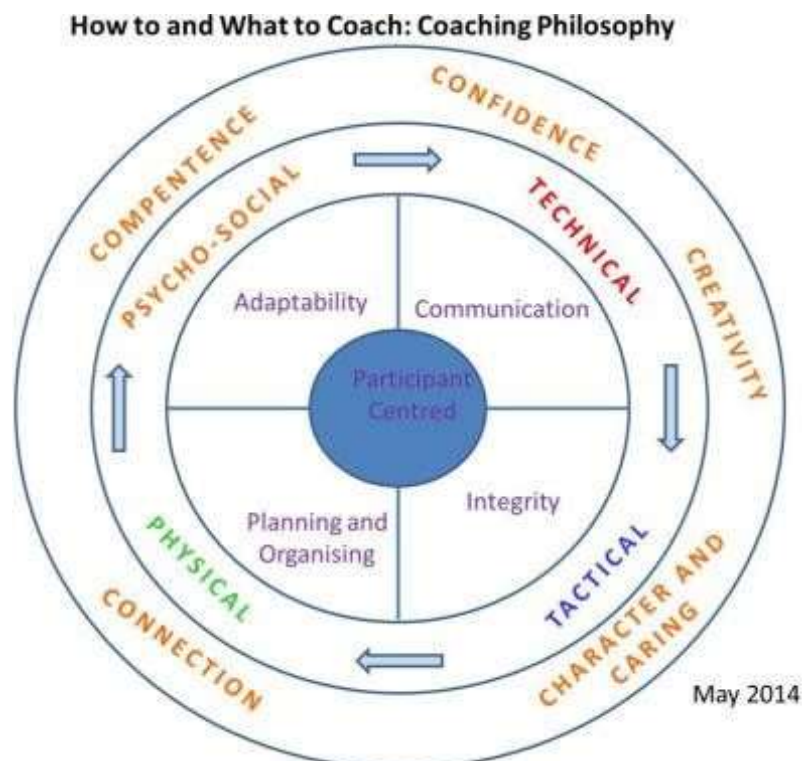
It is often the 'how to' skills rather than the 'what to do' skills that make the critical difference between good coaches and great coaches (Paul Dent and Keith Reynolds).

The Coaching Process

The best coaches have outstanding interpersonal, communication and analytical skills, combined with personal values that enable them to be learner-centred and help individuals to achieve their potential. Coaches therefore need to learn not just about Boccia techniques, tactics and rules (the 'what-to-coach skills') but also develop their how to coach, such as how to teach skills, how to observe and how to make sessions fun.

What to coach skills	How to coach/teach skills
The 'what to coach' skills are the technical skills needed to be an effective Boccia coach (eg coaching points for propelling the ball, tactical information, technical process)	The 'how to coach' skills are the organisational, interpersonal and analytical skills all coaches need to help people achieve their potential. They include skills such as the ability to build rapport, make sessions fun, organise, keep activities safe, plan, explain and demonstrate.

Boccia has developed a how and what to coach philosophy which is reproduced below.



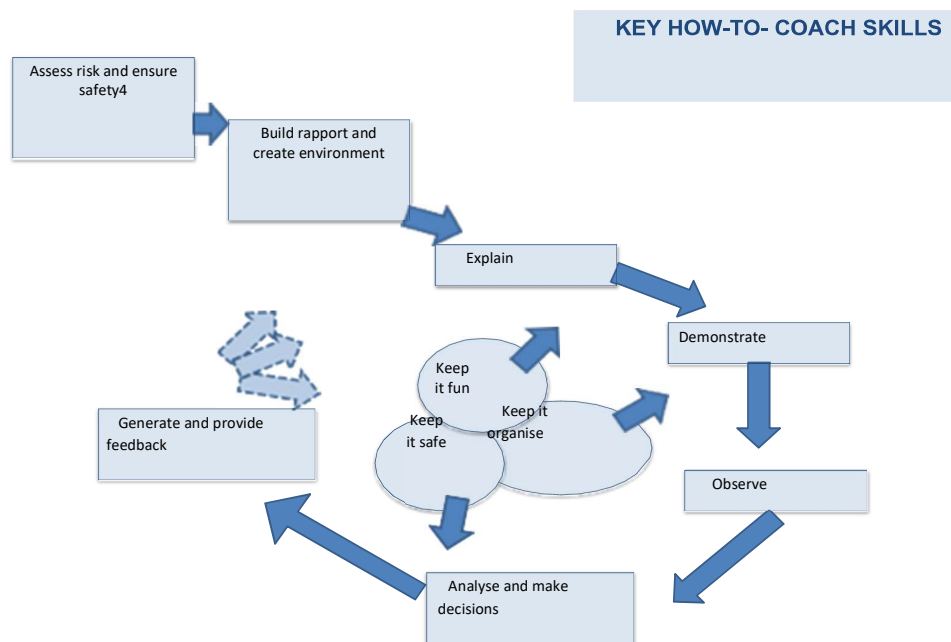
The coaching process simply refers to the various how-to-coach skills that form the basic toolkit of

the effective coach. The adjacent diagram shows the sort of core skills that underpin effective coaching at all levels.

The sequence coaches typically follow is to:

- plan the detailed delivery of the activities for the players they have been assigned
- liaise with their supervising coach to check the safety of the facility and the players
- welcome players, build rapport and create a positive environment
- prepare players for the forthcoming session
- start a session with some sort of explanation (eg about what's going to happen in the session)
- set up a demonstration (if required)
- stand back to observe while participants practise
- provide positive reinforcement
- conclude the activity or session

All the time coaches are building good relationships, creating a positive learning environment that is fun, keeping the session safe, organising equipment and space; teaching skills and using questions and good listening skills to encourage participants to take responsibility for their own performance and development.



Explanation

Explanations are needed whenever you need to share verbal rather than visual information: for example explaining the purpose of sessions, providing safety information and giving technical information and instructions.

Key points are given in the panel below.



Some people need verbal explanations: those with an auditory learning preference or impaired visual cues; some need simplified instructions such as those with learning impairments. Most people need explanations, for example when doing new drills or learning new skills. It's important to ensure that what you say matches the expressions, posture and gestures (body language) that your body portrays, often unconsciously. It has been shown that people pick up more from your body language than they do from the words you say so ensure you're not sending mixed messages. This may be even more pronounced in the gym where sound is often distorted or masked by other sounds. One of the best ways to check is to film yourself and then analyse the messages that your posture, gestures and expressions, are sending.

Demonstration

Demonstrations are powerful tools that provide an immediate picture of the desired behavior or movement. Key points are shown in the next panel. Sometimes coaches get into the habit of always providing a demonstration; however it may not be either necessary or required. In Boccia, this is particularly pertinent as there is rarely a good practice template as an effective technique will be determined by the unique strengths and limitations of the participant.

Some people learn better from visual rather than verbal messages; those with a visual learning preference; beginners who do not know what the drill looks like may benefit from a picture; those with learning or hearing impairments as well. However, if participants already have an accurate picture of what is required, a quick verbal reminder or an opportunity to go and do it may be more and often as effective. Key points are provided in the following panel.



Observation

There is no substitute for excellent **observation** skills. These are needed to ensure safety, to check behaviour, to assess emotions as well as to promote skill and tactical development. The key points are shown in the next panel. Many coaches observe once and then assume they have built an accurate and consistent picture of what's happening. The more novice the participant, the less likely this is to be true for errors at the early stages of learning are likely to be varied. You need to look carefully for long enough to ensure you have an accurate picture of what's happening consistently. Key points are shown in the panel.



Provide Positive Reinforcement

People take part in sport predominately for fun so it's important to create a positive environment and plenty of reinforcement. Coaches can over emphasise correction and this can lead to a somewhat negative climate. Looking for and reinforcing positives, praising effort and rewarding effort all create a positive environment, build confidence and help players have fun while they are practising or competing. The key points are shown below. Remember, however, if you reinforce incorrect action or unwanted behaviours, you'll interfere with effective skill acquisition.



My learning on How to coach skills :

Code of Conduct

There is a fine line between good and poor practice and it's easy for poor practice to creep into your coaching.

Coaches' Code of Conduct

All coaches must abide by their relevant home country code. Most codes include the following sections:

- 1 Duty of Care:** This means you need to exercise the same level of care for assuring the welfare of young people and vulnerable adults that a parent might for a child. You need to consider what you might need to do prior to and following a training session or competition.
- 2 Health, Safety and Welfare of all Participants:** This is covered in detail in Fact File 2.
- 3 Equality and Humanity:** Coaches must respect the rights and choices of all participants. This is covered in more detail on Fact File 11 in Equity and Diversity and Fact File 12 on Coaching Disabled Participants
- 4 Relationships:** Coaches should build good relationship with participants based on mutual respect, trust, a genuine interest in reach other and the desire to help peoplebecome the best they can be. This needs to remain within the realms of a professional relationship and not a personal friendship.
- 5 Confidentiality:** Information of a personal nature should be kept secure and confidential (see Fact File 2 on Heath, Safety and Injury).
- 6 Personal Standards:** Coaches must display high personal and professional standards and project a positive image of British Boccia Association. See more detailed guidance around smoking, alcohol, drugs and personal hygiene.
- 7 Integrity:** This relates to promotion of rules, fair play and the appropriateness of activities to the age/stage, physical status, interests of the participants.

Where to find out more

You will be given a full version of the relevant Code of Conduct and Ethical responsibilities to sign to confirm your commitment to it.

- learn-2-coach How to promote high values: on-line learning module
<http://apollinaire.co.uk/pages/elearning>)

My learning on Code of Conduct:

Equity and Diversity

"Strength lies in differences, not in similarities" Stephen Covey

What is Sports Equity?

Sports equity is about fairness in sport, equality of access recognising inequalities and taking steps to address them. It is about changing the culture and structures of sport to ensure that it becomes equally accessible to all members of society, whatever their age, ability, gender, race, ethnicity, sexuality or social/economic status'(Sport England Club for All programme)

The first ever Equality Standard for sport was launched in November 2004. It is a framework for assisting sports organisations to widen access and reduce inequalities in sport and physical activity from under representative individuals, groups and communities especially women and girls, ethnic minority groups and disabled people. It is based around two broad themes: developing your organisation and developing your services and four levels of achievement: Foundation, Preliminary, Intermediate and Advanced. The latest published figures show 149 sports organisations have achieved the foundation level, 45 the preliminary level and three the Intermediate level.

Equity Policy

Each home country have an equity policy and the most up-to-date version can be downloaded from the web. In addition, the home nation organisations have Equity Policies that can also be accessed.

Why Sports Equity is Important

It is important because it challenges the way sport is provided and viewed. It helps to:

- raise awareness about barriers (eg knowledge, confidence, transport, facilities, time, cost and culture)
- change perceptions and attitudes about Boccia to sport providers, potential participants, schools and society in general
- promote fairness, recognising that some people may need more support than others and people have different needs and aspirations
- encourage a more diverse range of participants (from different cultures, socio- economic groups....) and so is likely to expand the population of players with significant benefits to revenue, talent development and international success.

Dealing with Complaints

If you have any concerns or receive any complaints, speak first to your supervising coach (or club official) and always follow club or relevant home country policies.

My learning on Equity and Diversity:

Player Pathway

There is evidence to suggest that it can take anything from 8-10 years of training for people to become expert at anything: sport, playing a musical instrument, coaching, drawing. This has led to the development of long-term player development models in sport that identify appropriate training and coaching practice at different development stages for both talented and recreational players. While this is largely true for Boccia, it is complicated by the fact that:

- players with progressive impairments may have relatively short competitive careers
- people transfer from different sports, particularly when an impairment is acquired rather than congenital and therefore may enter the pathway at different points
- typically relatively few young children take part in boccia.

There is a growing belief that children should be nurtured and allowed to mature in their own way and at their own pace. This is true whether their aspirations are to become a committed club player or a Paralympic medallist. Irrespective of their ambitions and motives, it is sound practice to provide all young people with a broad general movement base before specialising too much in a single sport or competing seriously too soon. Think about it; top players in almost any sport have often started being successful in a range of sports and are often multi-talented. They have had a good general grounding in movement skills before starting to specialise.

BISFed Model

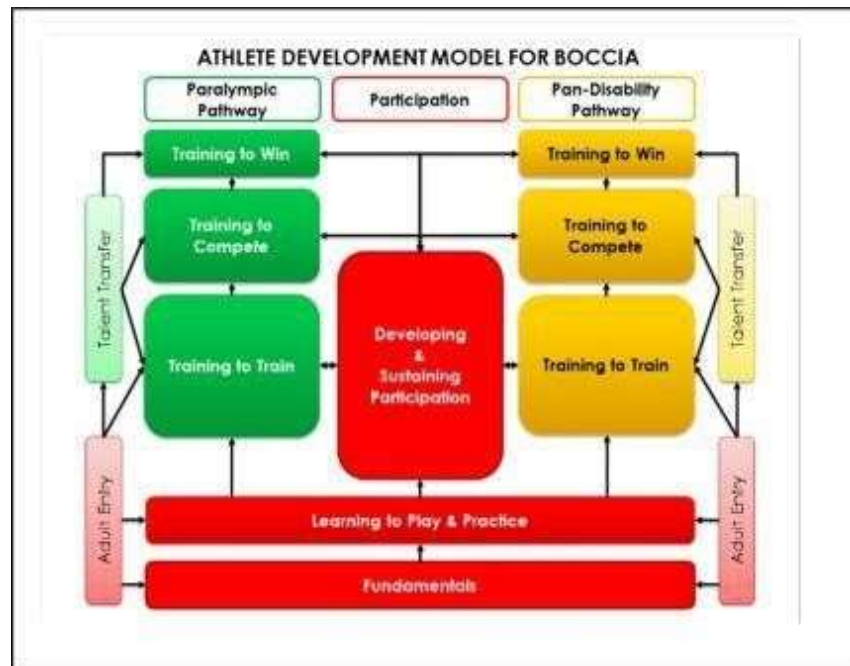


LTPD Model

This 'slow grow' philosophy forms the basis of most models of long-term player development. These models are guides from club through county, regional and national competition. It is about helping coaches to provide the correct balance of fun, training, competition and recovery throughout a player's career and particularly during the all-important growth and development years.

ADMB Model

The model below identifies three interconnecting pathways: two separate high performance pathways (paralympic and pan- disability) and a recreational pathway:



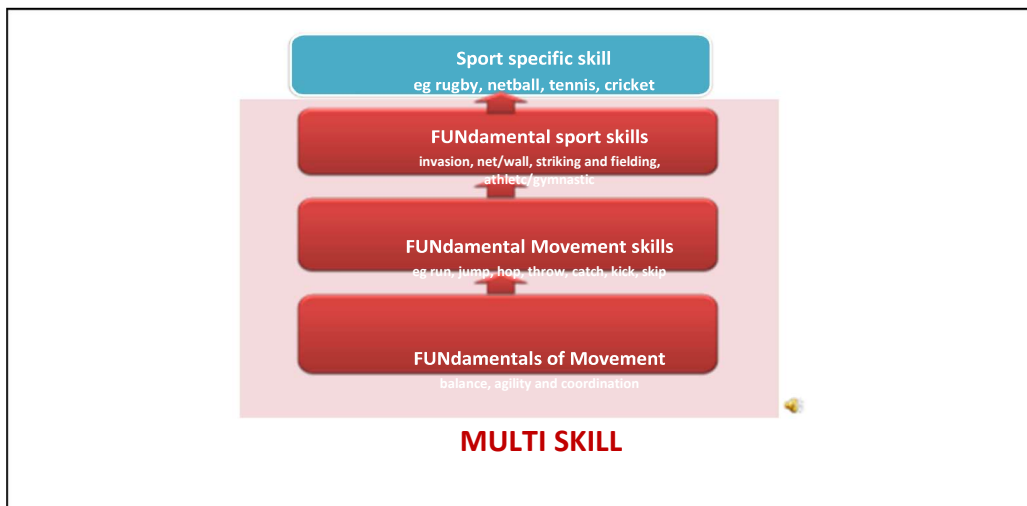
Coaches need to tailor their programmes and sessions to cater for the needs of each player and dependent on where they are on the ADMB model.

Fundamentals

One of the key implications for coaches working with children is to recognise the need to start by developing their movement literacy. Children who are physically literate have competence and confidence in their:

- **fundamental movements skills:** these are the foundations of every movement and sport skill: their balance, coordination and agility; these would help Boccia players with posture control;
- **fundamental sport skills:** their throwing, catching, jumping, skipping, kicking, striking skills; in Boccia this would also build a great base for propulsion skills
- ability to **read the environment** and make decisions; this would ultimately help tactical awareness and the ability to create and restrict court space.

Once these are well developed, you have created a sound platform on which to develop specific sport skills of Boccia (see multi skills continuum (Lara Bercial 2012) in the diagram below.



So the implications for coaches working with children are to start by working on:

- **balance;** the ability to keep the body stable and steady
- **coordination;** the ability to move the body and its parts in a skilful and synchronised manner to achieve an objective
- **agility;** the ability to control the body and its parts in a dynamic context and at a certain speed.

Once these are well established, coaches can then work on the range of fundamentals of movement and only then on Boccia specific skills. This ensures that children gain the very best movement literacy and so have confidence and competence in all movements.

Examples of Game-type Activities

Games provide an excellent medium for ensuring enjoyment and purpose particularly for young people; they can be used to develop the fundamental movement skills (eg agility, coordination, strength), basic technical skills as well as key personal/social/mental skills (the 5 Cs of competence, confidence, connection, character/caring and creativity).

Where to find out more

Byl, John (2004) 101 Fun Warm-up and Cool- down Games ISBN-13:978-0-7360-4849-1
Haskins, David (2010) Coaching the Whole Child: positive development through sport ISBN 978-1- 905540-78-5 available from www.1st4sport.com learn-2-coach module on coaching children (<http://apollinaire.co.uk/pages/elearning>)

My notes on Player Development Pathways:

ANNEXES

Specific Coaching Tips Related to Cerebral Palsy and other Related Disabilities

If you have an athlete who	How it affects Coaching	Coaching tips
Has trouble talking clearly or not able to speak at all	Coach needs to understand and use a variety of methods to communicate	<ul style="list-style-type: none"> • Ask the participant, their family or caregiver how they prefer to communicate • If the participant uses a communication board (this is a board with pictures, symbols, letters, or words - the person communicates by pointing to or looking at the pictures/symbols.), add pictures and symbols of boccia to it • If they have access to a computer, communicate by email or MSN messenger instead of the telephone • Try to stay at eye level with participants when communicating, which may mean dropping to one knee for participants in wheelchairs
	More time required for communication	<ul style="list-style-type: none"> • - Resist the urge to finish a participants' sentences
<p>Can't relax muscles or muscles are stiff and tight</p> <p>Has stiff movements especially in the legs, arms, and/or back.</p> <p>Struggles with walking or cannot walk</p>	Stretching may be painful, and may also be associated with painful memories of physiotherapy.	<ul style="list-style-type: none"> • Warm-up by moving slowly to music or using objects (i.e. passing a large ball from one participant to another.) instead of traditional stretches • Don't call it stretching, call it warm-up
	Stretching takes longer because the muscles are so stiff and stretches need to be held longer to have an effect.	<ul style="list-style-type: none"> • Allow plenty of time for warm-up

If you have an athlete who	How it affects Coaching	Coaching tips
	Participants may need help holding a stretch in the proper position for the required length of time	<ul style="list-style-type: none"> • Use volunteers to help participants hold stretches (building trust between the participant and volunteer is very important)
	Participant may use a manual or electric wheelchair to get around	<ul style="list-style-type: none"> • Make sure facility is wheelchair accessible and has a wheelchair accessible bathroom • Make sure there is enough space for participants in wheelchairs to move freely through the program area

Specific Coaching Tips Related to Cerebral Palsy and other Related Disabilities

If you have an athlete who	How it affects Coaching	Coaching tips
Has trouble controlling muscles	Focus on improving concentration skills to improve muscle control	<ul style="list-style-type: none"> Relaxation techniques like taking a deep slow breath before each shot may help with muscle control
Exhibits sudden fluttering or moving of arms or legs	Participants may need help to achieve a good stretch.	<ul style="list-style-type: none"> Stretch using objects (i.e. holding a large beach ball and twisting from side to side to stretch trunk) Make sure everyone has their wheelchair brakes on
Is slow or uncontrolled in movements	Participants may not be able to use the bathroom independently	<ul style="list-style-type: none"> Ask the participant, their family or caregiver how they usually handle this. Ask them to train you or any of your able-bodied program assistants in how to help the participant safely. If at all possible, do not assist someone in the bathroom if you haven't learned about their individual needs. You could be putting both the participant and yourself at risk.
Has low muscle tone	Participant may not be able to grip and throw a bocchia ball	<ul style="list-style-type: none"> Determine which body part the participant has the most control over (head, foot, etc.) and have them release the ball down a ramp with it. I.e. If they can control their head, they can wear a helmet with a stick attached and use that to hold the ball on the ramp.
	Sudden involuntary movements may make it hard for participants to deliver the ball consistently	<ul style="list-style-type: none"> Have the participant hold on to their armrest or wheel rim with their non-throwing hand – this helps them be more stable Use Velcro straps to keep wayward arms and legs under control – straps can be attached to the footplates or armrests of their wheelchair (be sure to consult with the participant before trying this, and to get plenty of communication and feedback from them to ensure the straps don't hurt) Some athletes can sit on their non-throwing hand to keep it still For participants who have trays on their wheelchair and play bocchia with a ramp, putting the tray over their arms may help keep their arms still

Specific Coaching Tips Related to Cerebral Palsy and other Related Disabilities

If you have an athlete who	How it affects Coaching	Coaching tips
Has bladder and /or bowel control problems	Participants may have an accident at practice	<ul style="list-style-type: none"> • At the beginning of the program find out which participants need help using the bathroom, and what kind of help they need (could be included on the registration form) • Keep a supply of latex gloves, adult diapers and extra track pants on hand for emergencies (but only use them if the participant agrees) • Be as supportive and empathetic as possible
Finds it hard to sit up straight	Participants may need regular reminders about basic posture	<ul style="list-style-type: none"> • Incorporate stretches that promote good posture into the warm-up and cool-down (i.e. “reach for the sky” – reach both hands up as far as they can) and help participants who can’t achieve a full stretch on their own • For participants who forget to sit up straight, make this the first step of the pre-shot routine (sit up
Has problems with balance and coordination	Devote coaching time to developing balance and coordination skills	<ul style="list-style-type: none"> • - When doing activities or stretches that involve leaning left or right, some participants may need something to lean on so they don’t fall over.
Has overactive reflexes Is jumpy or startles easily	Participants will not respond well to sudden loud noises like whistles.	<ul style="list-style-type: none"> • Make sure participants can see you before you start talking to them. • Do not approach them from behind. • However, this doesn’t mean you shouldn’t clap or cheer!
Has a learning disorder	Participants may not remember your instructions or your feedback	<ul style="list-style-type: none"> • Find out ahead of time if any of your participants have learning disorders • Use short, simple directions • Provide only 1-2 pieces of feedback at a time • Use activities with a lot of repetition
Has difficulty eating, is prone to choking	Safety hazard if you have a banquet or travel to a tournament	<ul style="list-style-type: none"> • Find out ahead of time if any of your participants have problems eating or choking and how they deal with it

If you have an athlete who	How it affects Coaching	Coaching tips
<p>Has double vision</p> <p>Is blind in one eye</p> <p>Has problems with depth perception</p>	<p>Participants may not be able to see what you see</p>	<ul style="list-style-type: none"> • Find out ahead of time if any of your participants have vision problems and what they are • Walk the perimeter of the court so the participants can set some visual cues to tell them where the back of the court is • Use large bright coloured pylons for targets and markers
<p>Has seizures</p>	<p>Participant could hurt themselves or others</p>	<ul style="list-style-type: none"> • Find out ahead of time if any of your participants are prone to seizures, what the warning signs are and how they deal with them • Keep an eye on participants for warning signs

Tips for Helping to Grow Self Esteem

During a selection

- Meet with each participant individually.
- Reaffirm the strengths of each participant.
- Offer improvement strategies.
- Respect everyone's dignity at all times.
- Contact advocates in order to invite their questions.

When commenting or providing feedback about the practice

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

During a pre-competition talk

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

After a competition win

- Always comment on the competition.
- Enjoy the victory.
- Emphasize what they did right.
- Discuss what can be improved.
- Acknowledge the efforts of the opponent.
- Refer to what lies ahead and how what was learned in this competition will contribute to future success.

After a competition loss

- Acknowledge their efforts.
- Identify things done well and the strong points of the performance.
- Let them know specifically what can be improved.
- Ensure that participants learn from the defeat.
- Remind participants that there will be other opportunities, and that what is important is giving their best effort.

Each Time You See Them....

- Give them a warm and personal welcome when they arrive.
- Show them that you have confidence in their ability to learn and improve.
- Show respect for them.
- Tell them what their positive qualities are, and what they do well.
- Show them you appreciate them as persons.
- Communicate in a positive way.
- Design activities that are suited to their level of performance. Establish realistic goals and expectations based on their abilities.
- Encourage effort and avoid always focusing on results. However, avoid giving false praise, as participants will soon stop valuing your feedback.
- Avoid games involving an elimination process. Create situations with high chances for success.
- Be specific when you praise efforts or performance.
- Praise them for their special achievements; recognize the progress they make.
- Smile, wink, or nod when you want to express acknowledgment.
- Give them responsibilities. Involve them in the decision-making process and give everyone the opportunity to be a leader.
- Ask for their opinions and encourage them to ask questions.

Strategies for Managing Risk

Make sure you have complete information

- Phone numbers and addresses of the participants, their parents, the ambulance service, the police force, the fire department, and the public safety service.
- Medical conditions of each participant (e.g. illnesses, allergies, disabilities, injuries), whom to contact in an emergency situation, and what the procedures should be in the event of an emergency (e.g. intramuscular injection with an EpiPen® for a severe allergic reaction, giving a specific medication).
- Keep this information in a waterproof binder that you can carry with you to the training or competition site.
- Find out if 911 services are accessible from your facility or if there is medical support on site.

Manage risk actively

Plan

- Ensure that the activities are appropriate for the age, fitness, and ability level of the participants.
- Ensure that the practice starts with a warm-up, and that the activities include a reasonable progression and challenge for the participants.
- Adjust activities for participants who cannot perform them as planned for the larger group.

Design an Emergency Action Plan

- Guidelines for designing an Emergency Action Plan appear in this document .

Inspect equipment and facilities

- Ensure that you are fully aware of the specific safety standards related to the equipment used in Boccia.
- Take an inventory of collective and individual equipment.
- Take an inventory of available first aid equipment. Carry a first aid kit at all times.
- Assess the safety of the facility itself (e.g. walls, playing area, and lighting) by completing a facility safety checklist.
- Identify environmental, equipment and facilities and human risk factors.
- Ensure that the participants wear their protective equipment and that it is properly adjusted and in good condition.

Educate participants and parents

- Inform the parents and the participants of the risks inherent to the sport.
- Properly explain the safety procedures and instructions related to all activities, and check that the participants understand them.
- When giving explanations for an activity during a practice or during competition, highlight potential risks and ways to stay safe.

Supervise

- Ensure that the number of participants involved is not so high as to compromise adequate supervision and safety.
- Keep in mind that participants need to be constantly supervised. Stop all activities when you have to leave the room or site.
- Look for signs of fatigue and aggression in participants and, if necessary, stop the activity.
- Stop the practice if you have to leave the site for any reason, or delegate responsibility for the group to a competent person.

Prevent injury

Before the season or session

- Have a medical profile completed for each participant
- Inform parents and participants of possible risks
- Ensure facilities and equipment meet established safety requirements
- Create and fill in a facility safety checklist
- Review last season's injuries and/or common injuries in your sport (focus on arm, elbow, shoulder, back and neck)

During the season or session

Before a practice or competition:

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

During a practice or competition

- Inform participants of specific safety measures relating to activities, facilities, and equipment
- Ensure there is proper supervision
- Evaluate participants
- Ensure that fair play principles are followed

After a practice or competition

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

After the season or session

- Keep an accident/injury report log

Steps to Follow When An Injury Occurs

1. Control the environment so that no further harm occurs

- Stop the activity
- Put on gloves if there is blood involved (protect yourself)

2. Do a first assessment of the situation

- If the participant shows any of the following characteristics, **activate your EAP:**
 - Is not breathing
 - Does not have a pulse
 - Is bleeding profusely
 - Has impaired consciousness
 - Has injured the back, neck or head
 - Has a visible major trauma to a limb
 - Cannot move arms or legs or has lost feeling in them

If the participant does not show any of these signs, proceed to step 3

3. Do a second assessment of the situation

- Gather all of the facts by talking to the injured participant as well as anyone who witnessed the incident
- Stay with the injured participant and try to calm him/her; your tone of voice and body language are critical
- If possible, have the participant move off of the playing surface – do not move them but ask if they are able to move themselves

4. Assess the injury

- Have someone with first aid training complete an assessment of the injury and decide how to proceed
- If the trained person is unsure of the severity or there is no one trained in first aid available – **activate your EAP**

If the assessor is sure the injury is minor, proceed to step 5

5. Control the return to activity

- Allow a participant to return to the activity after a minor injury only if there is no:
 - Swelling
 - Deformity
 - Continued bleeding
 - Reduced range of motion
 - Pain when using the injured part

Emergency Action Plan (EAP)

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

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

An EAP can be simple or elaborate.

Emergency Action Plan Checklist

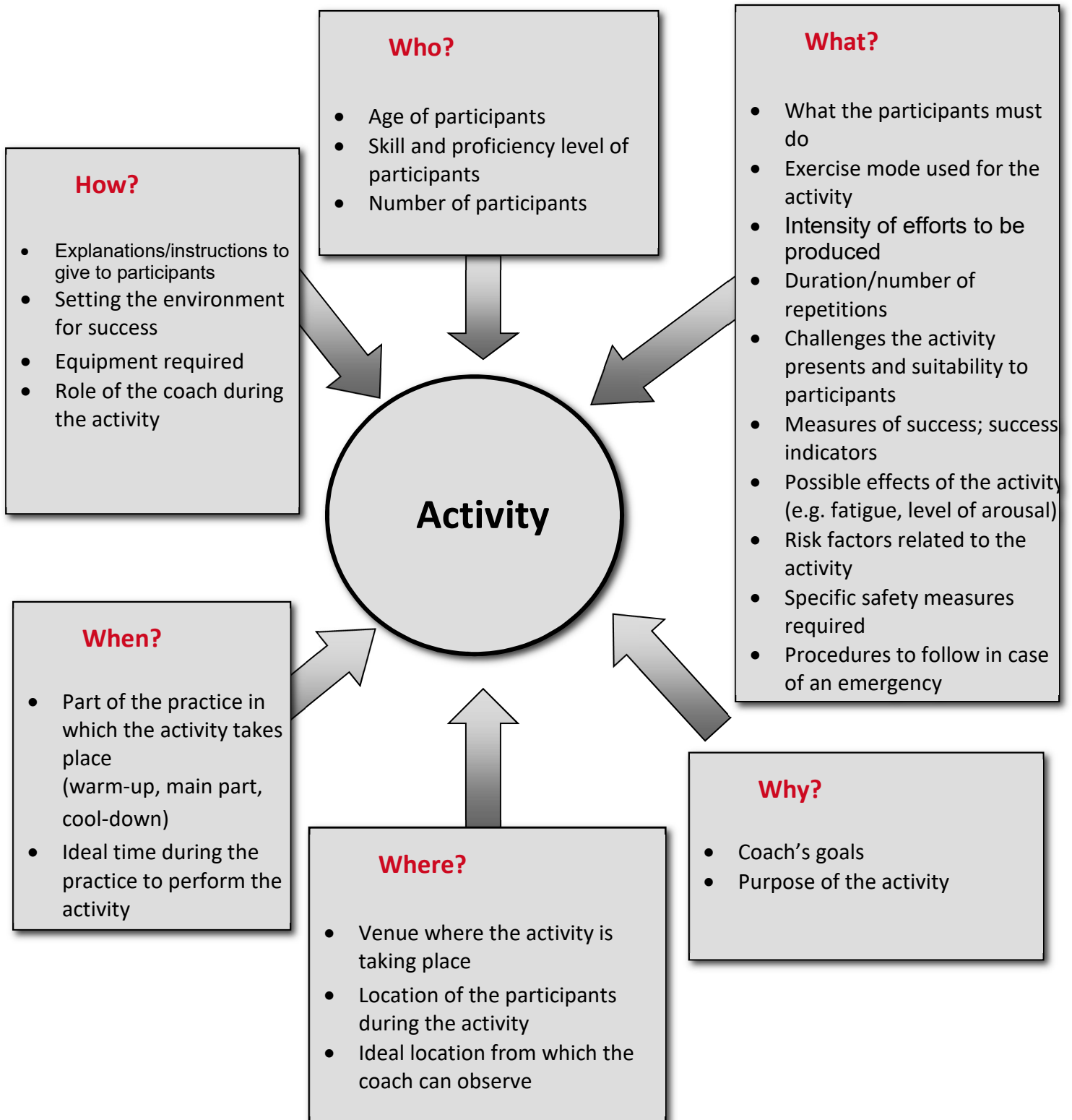
Access to telephones	—	Cell phone, battery well charged
	—	Training venues
	—	Home venues
	—	Away venues
	—	List of emergency phone numbers (home competitions)
	—	List of emergency numbers (away competitions)
	—	Change available to make phone calls from a pay phone
Directions to access the site	—	Accurate directions to the site (practice)
	—	Accurate directions to the site (home competitions)
	—	Accurate directions to the site (away competitions)
Participant information	—	Personal profile forms
	—	Emergency contacts
	—	Medical profiles
Personnel information	—	The person in charge is identified
	—	The call person is identified
	—	Assistants (charge and call persons) are identified

- *The medical profile of each participant should be up to date and located in the first aid kit.*
- *A first aid kit must be accessible at all times, and must be checked regularly.*

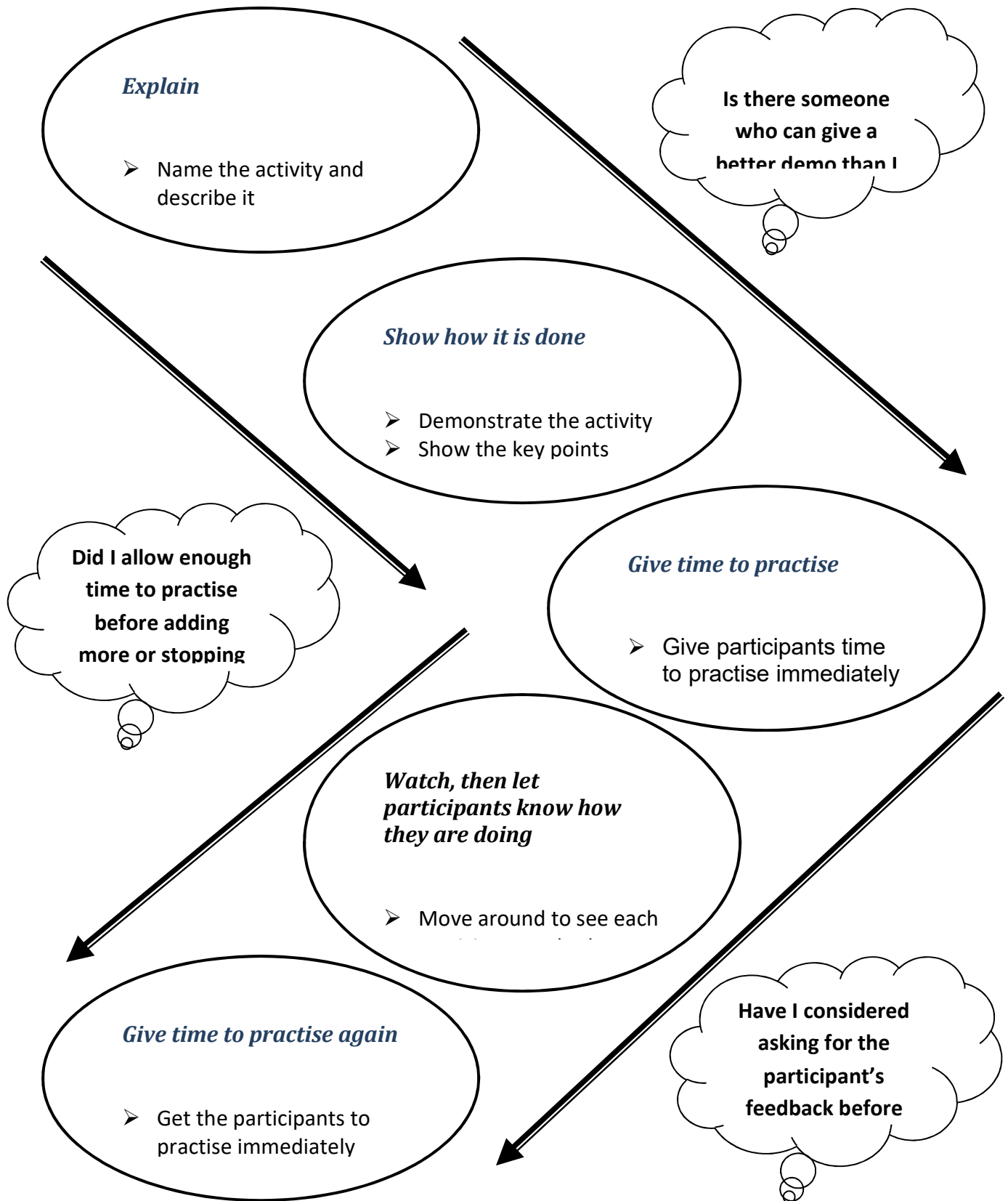
Reviewing the rules of Boccia / The Bingo Board

B	I	N	G	O
How many ends are there in a singles boccia game?	How many balls does each player get in team boccia?	How long is a regulation boccia court?	What line must the jack ball cross to be officially in play?	In team boccia, how many players are on a team?
What happens to a coloured ball that's knocked off the court?	How do you decide who is red and who is blue?	What happens if the game is tied after the last end?	Who throws the first coloured ball onto the court?	What happens if a player drops a ball by accident?
Give one example of a violation.	Who can play boccia?	FREE	How many ends are there in a team boccia game?	Who is the last person to touch the ball before it leaves the ramp?
Who can use a ramp to play boccia?	What happens if a penalty as been notify by the referee during an end?	What is the maximum length for a headpointer?	How do you score points in boccia?	Name another sport similar to boccia
Are there time-outs in boccia?	In the second end is the jack ball thrown by the player who is using the red balls or the blue balls?	Can the ramp assistant give suggestions to a ramp player during a game?	How many balls does each player get in singles boccia?	What happens to a jack ball that's knocked off the court?

Choosing Activities for your Practice



The Steps of Leading an Activity



Planning Sheet for Developing Your Activity

What skill are you trying to teach?

Name of your activity:

List the steps you will take to teach this activity:

How will you group the participants for the explanation? For the practice?

What specifically are you going to watch for and give feedback on?

How will you make the activity more challenging if it is too easy?

Where in the activity have you provided for choice?

How will you close the activity?

The Important Skill of Giving Feedback

Although feedback is important, avoid providing too much, too often – let the participants perform the activities without constantly interrupting them. The more you are talking, the less they are practising!

Many coaches rely on a set of commonly used comments, sometimes involving stereotypical phrases or words. Such reactions can become annoying to some participants and therefore lose their effectiveness. Remember that it is primarily the timeliness and quality of feedback and not the amount that determines its effectiveness.

NB: Recent research is showing that “directing performers’ attention to the effects of their movements (*external* focus of attention) appears to be more beneficial than directing their attention to their own movements (*internal* focus of attention).” Internal focus seems to interfere with the body’s natural control processes.

Great feedback is...

- specific, not general. For example, “You did ___ well”, not “Nice one!”
- positive and constructive, not destructive or negative
- linked to the behaviour to be changed
- clear and informative
- balanced between things done well and areas for improvement. For example, “Your ___ (movement) has improved since last practice. The next step is to try ___ (add one level of complexity to the movement, or identify a specific aspect on which to focus).”
- easy to understand because it uses simple words

Wulf, G. & Prinz, W. (2001) Directing attention to movement effects enhances learning: A review. *Psychonomic Bulletin & Review*, 8(4), 648-660.

Self-Assessment Coaching Practice #1

Focus on Coaching an Activity

PAGE 1 of 2

Criteria	Yes	No
Explain		
<i>Coach is positioned so everyone can see and distractions are minimized</i>		
<i>Explanation is efficient (90 seconds)</i>		
<i>The purpose of the activity is clearly stated</i>		
<i>One or two key points are emphasized</i>		
<i>The explanation is clear and loud enough</i>		
<i>The choice of words and tone is age appropriate</i>		
<i>Comments/suggestions:</i>		
Show how it is done		
<i>All the participants can clearly see the demonstration</i>		
<i>The speed of the demonstration allows accurate understanding of what to do</i>		
<i>Key points and tips are reinforced while the coach demonstrates</i>		
<i>The coach checks in for understanding</i>		
<i>Comments/suggestions:</i>		
Give time to practice		
<i>Participants are active and trying out new skills for the majority of the time</i>		
<i>Coach provides encouragement</i>		
<i>Coach ensures all participants are active and engaged</i>		
<i>Comments/suggestions:</i>		

Self-Assessment Coaching Practice #1

Focus on Coaching an Activity

PAGE 2 of 2

Criteria	Yes	No
Watch, then let participants know how they are doing		
<i>Coach moves around to see each participant and ask questions</i>		
<i>Coach asks the athlete to identify corrections and provides input</i>		
<i>Coach ensures that assistants are active in coaching and supporting athletes</i>		
<i>Comments/suggestions:</i>		
Give time to practice again		
<i>Coach provides individuals with clear feedback (1 or 2 points)</i>		
<i>Coach provides opportunity for athlete to practice again and self assess</i>		
<i>Comments/suggestions:</i>		
Safety during the activity		
<i>If a hazardous situation presents itself, the coach responds appropriately</i>		
<i>Equipment is appropriate for the age/size of the participant</i>		
<i>The activity is appropriate to the ability of the participant or is modified</i>		
<i>The coach scans the playing area to remove hazards/ensure sufficient space</i>		
<i>Comments/suggestions:</i>		
Selection & delivery of the activity		
<i>The activity was appropriate to the age and skill level of the participants</i>		
<i>The pace was quick enough to retain interest; slow enough for learning</i>		
<i>Comments/suggestions:</i>		

Key Parts of a Complete Practice

<i>Time</i>	<i>Practice Part</i>	<i>Key contents and tips</i>
<i>variable</i>	Introduction	<p>Before practice begins:</p> <ul style="list-style-type: none"> ➤ Arrive early ➤ Inspect facilities ➤ Organize equipment ➤ Greet each participant as they arrive, get a feel for their mood
<i>5-10 min</i>		<p>At the beginning of practice:</p> <ul style="list-style-type: none"> ➤ Start on time ➤ Ask participants to gather in front of you ➤ Talk briefly about the goals of the practice ➤ Give specific safety instructions ➤ End with a team cheer
<i>5-10 min</i>	Warm-up	<p>General warm-up:</p> <ul style="list-style-type: none"> ➤ General exercises or games to raise body temperature ➤ Progressive stretching
<i>15-20 min</i>		<p>Specific warm-up:</p> <ul style="list-style-type: none"> ➤ Short activities that participants already know and that mimic the movements of the main part ➤ Intensity should gradually increase but not tire the participant <i>Never skip or rush a warm-up, as this may lead to injury.</i>
<i>30-90 min</i>	Main part	<ul style="list-style-type: none"> ➤ Sequence three or more activities (depending on time and logistics) together in a progressive fashion ➤ Use cooperative games whenever possible ➤ Avoid elimination activities, because participants who need the most practice get eliminated first (e.g. if you lose the ball you are out) ➤ If parent assistants are available, set up stations to minimize downtime and line-ups ➤ Aim to improve gross motor skills in participants ➤ Aim to improve appropriate basic sport skills ➤ Play games; participants like to play the sport!
<i>5-10 min</i>	Cool-down	<ul style="list-style-type: none"> ➤ Gradually decrease intensity ➤ End with stretching
<i>5-10 min</i>	Conclusion	<ul style="list-style-type: none"> ➤ Give brief comments on what went well, what needs improving ➤ End with a team cheer ➤ Ensure that nobody is leaving feeling frustrated

Ethical Decision-Making Worksheet: Steps 1 and 2

STEP 1: Gather and document the facts (and only the FACTS)

- What has happened?
- Who is involved?
- Who is affected by the decision or action and in what way?
- What do all the parties involved have to say about the situation (i.e. what are all the sides of the story)?
- Has anything like this happened before and, if so, what was done and what were the consequences?

STEP 2: Determine whether the situation is a legal one

- Is there concern for the health and safety of individuals? Has harm occurred and, if so, under what circumstances?
- Has an existing law been broken, because the situation involves one or more of the following:
 - Child abuse – emotional or physical
 - Use of or condoning the use of illegal substances (narcotics, performance-enhancing drugs, alcohol, tobacco)
 - Harassment: sexual, verbal, or psychological
 - Sexual relations with a minor
 - Theft or malicious damage to

If the situation is a legal one, contact authorities.

STOP!

If the situation is an ethical one and does not have legal implications, try to resolve it.

Ethical Decision-Making Worksheet: Steps 3 and 4

STEP 3: Identify all of the ethical issues

- Did the actions of an individual or group prevent an individual or group from reaching a goal?
- Did certain actions or non-actions result in harm to anyone?
- Was the issue related to the way someone did something?
- Are there guidelines that indicate how a similar situation should be addressed?
- Have specific rules or laws (of the game) been broken?
- Have team policies been violated?
- Have specific rules or laws been misinterpreted (accidentally or deliberately)?
- Does the rule or law need to be changed?
- What duties and responsibilities did the parties involved have toward each other?
- Has an individual or individuals failed to fulfill duties or responsibilities?

STEP 4: Thoroughly identify the influences on how you see the situation

- How do your past experiences as a participant in the sport affect your view of the situation?
- What about your experiences as a coach?
- Do your life experiences affect the way you see the situation?
- Do your religious beliefs, cultural beliefs or your education and training have an impact?
- How do your personal likes and dislikes and your approach to family affect how you are thinking about the situation?

Ethical Decision-Making Worksheet: Steps 5 through 7

STEP 5: Use the NCCP Code of Ethics to guide your choice of action

- What aspects of the NCCP Code of Ethics are relevant?
- What aspects of the CCPSA Code of Conduct are relevant?:
- Is it possible to park the situation until emotions cool?
- If appropriate, can you resolve the situation in an informal way?
- Can/should others be involved in the decision?

STEP 6: Consult

- Who are appropriate individuals who are outside of the situation that you could consult with?

STEP 7: Monitor and Evaluate

- What steps are you going to take immediately? In the next few weeks? Over the longer term?
- How will you evaluate the effectiveness of your intervention?
- Who have you decided to inform or involve in your intervention?
- Are there preventative measures that can be put in place to avoid this issue in the future?