Coach 1 Reference Manual

CSPA Role: Coach 1

NCCP Context: Instruction - Beginners

Sections:

1. **Role of the Coach 1**
2. **Planning a Jump**
3. **Conduct a Safe Skydive**
4. **Making Ethical Decisions**

National Coaching Certification Program

Last Updated: May 2026

National Coaching Certification Program

PARTNERS IN COACH EDUCATION

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

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The programs of this organization are funded in part by the Government of Canada

Canada

FOREWORD

The Canadian Sport Parachuting Association is pleased to provide this Coach 1 Reference Manual (CAC Context Instruction - Beginner) as part of the overall developmental program of sport parachuting in Canada.

This manual is based on many years of experience with instructor and coaching programs across Canada and provides information to coaches on how to teach the basics skills of skydiving and coach the novice skydiver. Each section contains generic theory on how to be a better coach and then highlights how this information can be applied in the skydiving context.

The Canadian Sport Parachuting Association's Coaching and Instructing Program is a significant contribution to the development of skydivers in Canada. We sincerely hope that you will take full advantage of its benefits.

DISCLAIMER AND COPYRIGHT

ACKNOWLEDGMENTS

The production of this manual and the development of the Coach 1 (Instruction Beginner) program were assisted by funding from CSPA and the CAC. It uses material from the NCCP (2004) and CSPA's Coach 1 manual (2001) and was compiled by Tony Mercer and edited by Tom Pfeifer, Nick Stetzenko, and Derek Orr. Updates provided in 2009-2010 by Scott McEown. Additional updates provided in 2018/19 by Izzy Perry and Phil Perry and the CWC. Additional updates provided in 2025 by Glenn Hood

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PRE-COURSE TASKS

Prior to the course candidates must complete the following four sections in the workbook. Failure to complete this work may result in removal from the course. They are:

1) WORKBOOK SECTIONS

- Section 1.2: CSPA and NCCP models
- Section 1.4: Role in the "A" CoP and the Main Packing Endorsement
- Section 2.1: The Profile of the Novice Skydiver
- Section 4.1: Making Ethical Decisions - Analyzing Delicate Situations

2) SECTION 2.8: TECHNICAL KNOWLEDGE

You will be responsible for preparing and presenting a presentation on one of the topics below. You are to submit a Lesson Plan to your Learning Facilitator a minimum of 1 week prior to the course in a format specified by your Learning Facilitator).

- Spotting: determining LANDING point → OPENING point → EXIT point, PIM 2A Section 4.5.5
- Freefall Control: PIM 2A Section 5.19
- Canopy Flight: PIM 2A Section 6.14
- Landing Approach: PIM 2A Section 6.7-6.9
- Equipment and Instruments: setting of AAD, audible altimeter, etc. PIM 2A Section 3.4, 3.6
- …. other as assigned by the Learning Facilitator

3) MANOEUVRE SERIES

You also need to perform a **Manoeuvre Series** jump that shows individual freefall control. You are required to provide a video tape at the START of you performing a series of manoeuvres in freefall:

- dive out
- front loop
- back loop
- right barrel roll
- left barrel roll
- delta / backslide
- and finally track.

Emphasis is placed on the proper execution of each rotation (i.e. on the correct plane) and the precision of headings (+/- 30°) rather than the speed of the rotations. If you do not have a video, it may be possible to perform the jump on the course; if not, a make-up will be issued.

Note: To evaluate the video the heading changes must be observable so the videographer must ensure that the jump is filmed with suitable ground references in the background. The videographer should film the candidate from BEHIND and slightly ABOVE and be still in the air to capture the heading. The videographer should not be moving about the sky at all.

SECTION 1: ROLE OF THE COACH 1 (INSTRUCTION - BEGINNER)

1.1 COACHING ON THE DROPZONE - THE ROLE OF THE COACH 1

(Excerpt from CanPara 1998, written by Tom Pfeifer for the CWC)

While it is the student jumper who helps to finance most operations, it is the novice, intermediate, and the experienced jumpers who are needed to ensure the continued success of any dropzone. We are all aware that the infrastructure for students has long been established and the [Jump Master and Skydiving School Instructor] have key roles in this area of training and progression. Once a jumper has demonstrated ability in [FS] or [CF], there are many opportunities to jump with other people and progress. Looking at the CoP's issued, the figures show a dramatic drop in the numbers between the A and B CoP. The question frequently asked is what happens to the jumper between these levels and how do we keep them in the sport? The solution to the problem may lie with the coach.

Instructors are also Coach 1s and many of them are Coach 2s. Unfortunately for the novice, these coaches will tend to be busy wearing an "Instructor's Hat" and be involved in either teaching the first jump course, dispatching a load of students, or on a PFF jump. They do not have time to deal with those who have just achieved self-supervision and the A CoP. Too often the self-supervised skydivers are abandoned until they've accumulated enough jumps to be attractive to the advanced recreational skydiver. It is in this "dead period", that the sport loses the skydiver to other recreational activities where they find another challenge. While the coaching program has been in place for a long time, it appears that some dropzones still fail to recognize the value of a Coach 1 rating and have not integrated them into their dropzone programs.

The Coach 1 on the Dropzone: The Coach 1's role is to assist in acquiring basic skills. The novices have learned their survival skills but are not ready for their introduction to relative work. Coach 1 is there to challenge the novices and prevent them from going off on their own and teaching themselves the next skills (Stages "Novice Progression – the Basics" from the CSPA Skills Grid), or worse, doing something beyond their ability which can lead to a dangerous situation. Novices will see the Coach 1 as a friend who they can relate to and share their new learning experiences. They can get valuable feedback on how to improve their individual skills. A novice would achieve maximum progression by using a Coach 1 on every jump, although this is not always practical. However, the novice should be encouraged to utilize this resource as often as possible.

The Coach 1 can also assist an instructor in gearing up students for their jump, reviewing canopy control with experienced students or, under supervision, teaching specific skills such as learning how to turn. Obviously, this frees the instructor to devote extra time to other students on the load. The Coach 1 should also be encouraged to improve their own skills under a watchful eye and expand their own horizons by jumping. In addition, they will form an integral part of the dropzone marketing team as they still have that "first jump high" and are willing to tell everyone about the "Greatest Sport off the Earth".

The Coach 1 Training Program: Training of the Coach 1 takes place in three parts involving a Technical, Practical, and Theory component [Technical and Theory became combined in 2004]. The technical phase takes place during the skydiving season. The course is given at the dropzone by a CSPA Learning Facilitator and usually lasts one weekend. The Coach 1 candidate is exposed to CSPA's training programs and learns techniques for presenting and evaluating skills. Specifically, they will learn how to coach novices into acquiring skills in the “Novice Progression – the Basics” in the CSPA Skills Grid. They will have to demonstrate technical knowledge of and show their own competency in these skills. They will learn how to: assist the novice in setting goals, deliver technical information, safely and accurately observe the skills being practiced, and provide feedback to the novice to enhance skill improvement. They will also receive valuable coaching and evaluation on their own skills.

After completing the technical course, the practical phase requires the Coach 1 to make a minimum three “Hello to Goodbye” coach jumps, the final one to be observed and debriefed by a Certified Coach 2, both on the ground and in the air. They also must fill in a Performance Evaluation Document [within the Portfolio] in which they record the coaching and evaluate their own improvement. They need to complete the NCCP Make Ethical Decisions eLearning module. Once the portfolio is completed and signed off by a Coach 2 or SSE (preferably an SSE), send it in to the Office (via email or regular mail).

A Coach 1 has several options to pursue once some experience in the role has been gained. They may qualify for the Jump Master course if they show the inclination to work with students and the Coach 2 if they prefer to deal with the coaching aspect of skydiving.

The Coach 1 has a significant role to play on the successful dropzone. Use Coach 1s and watch the dropzone grow. The dropzone operator will see them as the next wave of enthusiastic Instructors and Coach 2s who can help the novice skydiver progress and stay in the sport. They will be encouraged to make many jumps and enjoy themselves at the dropzone and also given the opportunity to practice the coaching skills they have learned. Other instructors will recognize the Coach 1's commitment, acknowledge their efforts and give them the chance to improve their performance under supervision. The novice jumpers will be thankful that there is a way and a means for them to continue their progression under qualified guidance. Encourage suitable candidates to become involved in coaching and instructing. The successful continuation of the sport requires such dedicated and qualified individuals.

1.2 THE NCCP AND CSPA MODELS

1.2.1 THE NCCP MODEL

What is the National Coaching Certification Program?

The National Coaching Certification Program (NCCP) is a coach training and certification program offered in over 60 sports in Canada. The principal objective of this program is to develop the abilities of coaches working with athletes at all levels, from community to high performance sport.

The CAC was established in 1970 as a result of recommendations of the Task Force on Sport for Canadians. In 1974, the Association launched the National Coaching Certification Program (NCCP). Since its inception, the CAC has developed into a world leader in coach training and certification. Each year, more than 60,000 coaches take an NCCP workshop and since it began, more than 1M coaches have participated in the program. This has enabled them to acquire coaching knowledge and skills aimed at:

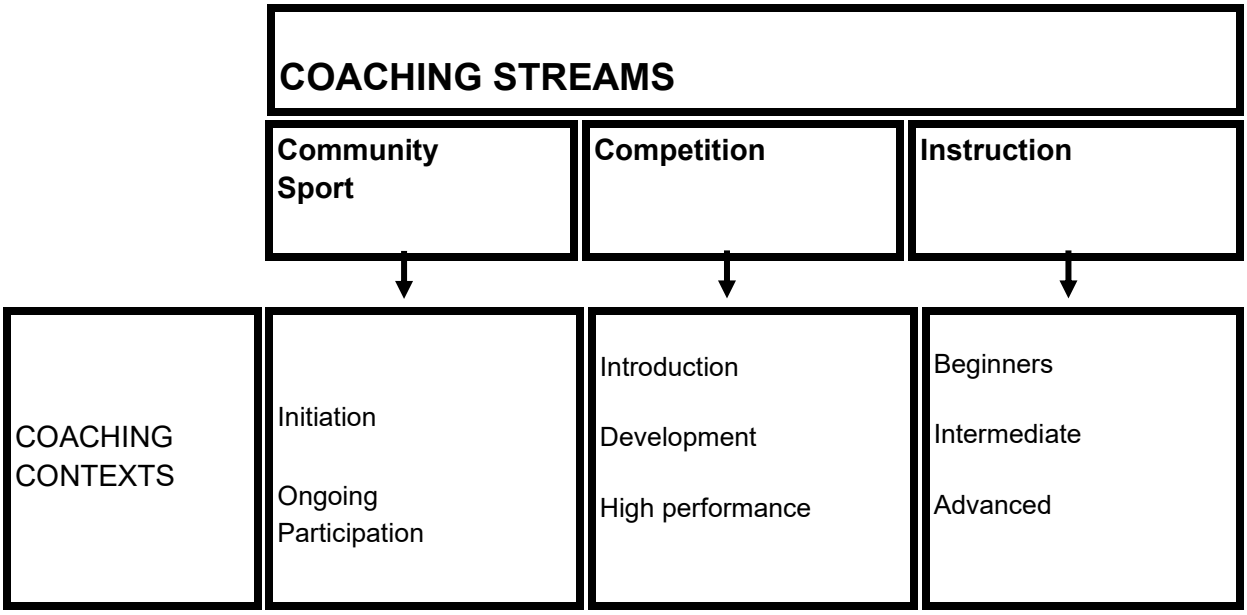
- Providing participants with a positive sport experience
- Meeting the needs of participants
- Providing participants with opportunities to achieve their potential in and through sport

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

The "New" NCCP

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

Each National Sport Organization has the responsibility to determine the coaching streams and contexts that apply to its coach development system.



Characteristics of the Different Coaching Steams

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

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

Community Sport Stream

As a general rule, Community Sport coaches have the following characteristics:

- Many work with young children in programs that last only a few weeks.
- Many are parents who become involved in coaching because their children participate in sport.
- Many first-time community coaches have little experience in the sport they coach.
- Regardless of their experience, community coaches work in recreational or low-level competitive programs; although they may teach some basic sport skills, results in competition or performance are not the primary objectives of the programs in which they coach.
- They seek to foster the love of sport within a fun and safe environment; they create a dynamic environment in which participants interact socially with each other through sport.

- They promote participation and encourage participants regardless of ability level; they create conditions that make sport a positive experience for all, and that promote the self-esteem of the participants.
- Traditional competitive rules may be adapted to better suit the needs and/or the interest of participants, and to ensure the sport experience is enjoyable.

Competition Stream

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

- They work in programs where athletes seek to achieve a performance.
- They provide support to athletes in areas such as technical, physical, tactical and mental preparation.
- They provide support to athletes in both training and competitive conditions.
- They work towards improving the athletes' competitive abilities.
- They work to develop athletes over the long term.
- They use sport as a means of developing the individual in a holistic fashion.
- They teach values through sport.
- They help athletes become as good they can be.
- They create conditions whereby sport is a positive experience and the athletes' self-esteem is enhanced.

Three contexts of certification will apply for this stream, each reflecting key objectives pertaining to the athlete's long-term development and proficiency level.

Competition - Introduction: These coaches will, for the most part, be working with children, pre-adolescents or adolescents. They will teach basic skills and tactics and prepare athletes for low-level competitions. Athletes train on a seasonal basis to improve their general fitness level. Fun is an important part of the athletes' sport experience. Specialization is not a priority at this stage, and sport provides an opportunity to teach values and develop social skills. *Example: Volunteer club coach; coach of athletes who begin competition; coach of athletes who train and compete on a seasonal basis.*

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

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

Instruction Stream

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

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

Three contexts of certification will apply for this stream, based on the proficiency level of the participants.

Instruction - Beginners: This type of instructor teaches basic skills to individuals with very little or no experience in the sport or the activity. They deal with a limited number of participants at a time, and focuses on the fundamentals of the activity with an emphasis on safety, where appropriate.

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

Instruction - Advanced performers: This type of instructor is expected to have extensive experience (as determined by each sport). They are expected to demonstrate superior abilities in the areas of teaching skills and analyzing performance in order to help participants refine advanced skills. They provide extensive "customized" instruction, including the development of new and innovative drills to address highly individualized problems. The advanced instructor is also expected to supervise coaches working with beginning or intermediate performers and may be required to be competent in areas other than equipment, skills and techniques.

The table on the following page presents a summary of the different coaching streams and contexts of the new NCCP structure, and the main characteristics of the programs in which they are involved.

Summary Table - NCCP Coaching Streams and Contexts

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

Coach Certification and Training/Education Opportunities in the New NCCP

NCCP Outcomes

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

Coach Certification

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

- Analyzing performance
- Planning a practice
- Designing a program
- Managing a program
- Providing support to athletes in training and in competition
- Making ethical decisions

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

Coach Training and Education

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

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

1.2.2 CSPA Coaching and Instructing Model

To be called a good skydiver today, the novice jumper must learn and demonstrate a skill level which 10 years ago was reserved for "sky gods". CSPA's Coaching Working Committee (CWC) recognizes that to become a good jumper one does not have to make thousands of jumps and spend hundreds of dollars or search out some skydiving "guru" to tell the "secret" stuff. The proper techniques are easy to learn. Moreover, here in Canada, we have the resources both in people and knowledge to show us not only how to become good jumpers but also highly competitive at the national and international level.

We believe that CSPA's coaching and instructing certification program provides a comprehensive training system for any skydiver at any level who wishes to improve their abilities in every aspect of the sport.

a) The CSPA Coaching Program in association with the NCCP:

The association between the Coaching Association of Canada (CAC) / National Coaching Certification Program (NCCP) and the CSPA Coach and Instructor system allows for the registration of CSPA's certified coaches with the CAC. Benefits accrued by the association include:

- National recognition for the Coaches
- Access to valuable resources for updating coaching techniques
- Professional Development opportunities

Presently two of the CSPA ratings fall into the NCCP framework, the coach of a novice skydiver - the Coach 1 - falls into the Instructional Stream, Beginner context, while the Coach 2 falls into the Instructional Stream, Intermediate context.

Note: This course was designed to include theoretical and technical information on coaching. As such it includes technical skydiving information and material from the CAC Module 'A' theory course. It was specifically designed to fulfill the NCCP requirements (outcomes) for the Instruction Beginner context as follows:

Section 2: Planning a (Analyzing Performance and Planning a Practice)
Section 3: Conducting a Safe (Provide Support to Athletes in Training)
Section 4: Making Ethical Decisions

Coach 1 (Instruction Beginner): The Coach 1 will assist Solo and A CoP holders to acquire basic skills for individual skydiving on a daily basis. Training takes the form of a three-day course that includes classroom and skydiving activities. The emphasis in the course is on teaching the coach candidates how to coach effectively, and then letting them practice and demonstrate their abilities through guided exercises and simulations. The course provides the most up to date information on "how" to coach, making the course both enjoyable and informative. Graduation is based on attendance and participation, a written exam, and the evaluation of coaching simulations and jumps. As such the Coach 1 fits the Instruction Beginner context.

> **"Instruction - Beginners:** This type of instructor teaches basic skills to individuals with very little or no experience in the sport or the activity. They deal with a limited number of participants at a time, and focus on the fundamentals of the activity with an emphasis on safety, where appropriate."

Note: In the NCCP system a coach is trained in a course and then separately evaluated in the field with real athletes. In skydiving it is imperative that evaluation is covered in the course through simulations provided by the learning facilitators, so that graduates can immediately work safely with novices.

After successful completion of the course, the Coach 1 will work with Solo CoP holders, helping them to improve their skydiving skills. This is the "practical" section of certification where the coach gains experience through the application of the information from the course and creates a “portfolio” that is required for certification. The Coach 1 is the foundation for all other CSPA coaching and instructing ratings (i.e. Jump Master, Skydiving School Instructor, Instructor PFF, and Coach 2).

Coach 2 (Instruction Intermediate): The Coach 2 will assist experienced novices and recreational skydivers to an advanced level of overall skill development, encouraging regular participation by setting goals for performance. Training will also take the form of a three-day course with evaluations by way of written tests, practical demonstrations, and skydiving activities.

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

After successful completion of the course, the Coach 2 will work with individuals and groups at the dropzone, helping them to improve their skills in accuracy, formation skydiving (FS), vertical formation skydiving (VFS), style or canopy formation (CF). Again, this is the "practical" section of certification where the coach gains experience through the application of the information from the CSPA technical and theory course and creates a “portfolio” that is required for certification.

CSPA also provides training for coaches of competitive skydivers (Competition Introduction / Competition Development).

Competition Development Coach (CDC): The CompDev coach primarily coaches athletes developing their competitive skills from the Learn to Compete stage through to the Train to Compete stage (refer to *Flight Plan*). The training for the CompDev rating is a 3-day course, the completion of the Making Ethical Decisions course and six NCCP modules.

Summary of the CSPA / CAC technical, theory, and portfolio requirements for the Coach 1 (Instruction Beginner) and Coach 2 (Instructor Intermediate)

Course	Technical and Theory Components	Portfolio Tasks
Coach 1	• Coaching Tasks • Manoeuvre Series (video) • Freefall FS Skills • Coach Jumps • Accuracy • Packing • Exam	• Have a minimum of 75 jumps of any kind • Complete 3 “Hello to Goodbye” coach contacts. The final contact is to be observed and debriefed by a Certified Coach 2 on the ground and in the air • Complete all tasks within one calendar year • Complete and submit Coach 1 portfolio

Course	Technical and Theory Components	Portfolio Tasks
Coach 2	• Style Jump (video) • 1 on 1 FS coaching • 4-way skills • Accuracy • Exam	• Perform 50 jumps • Perform 25 1:1 coaching jumps with a Solo or A CoP holder • Perform one coaching jump observed and debriefed by a certified Coach 2 • Complete all tasks within one calendar year • Compete and submit Coach 2 portfolio

To become an NCCP trained or certified coach, you must complete the NCCP Make Ethical Decisions eLearning module. Visit coach.ca/MED for more information and to access the module.

b) Additional CSPA Instructional Ratings

Note: The following ratings presently fall outside the scope of the CSPA / CAC association and as such do not result in a NCCP accreditation as does Coach 1 and Coach 2.

Jump Master (JM): This program will take the form of a three-day course. Training will be specific to the equipment, aircraft and progression sequence recommended by CSPA and used at the particular dropzone. To enrol in the program, the individual must have successfully completed the Coach 1 technical course. As the practical component, the Jump Master will be asked to complete a portfolio of activities with student parachutists.

Progressive Freefall Instructor (PFFI): This training will be completed through a course presented over a number of days. Pre-requisites include:

- Coach 2 Certified
- Either JM, or SSI certified, or completed the pre-course journal
- Observe 2 complete FJC within last year
- Have 600 jumps (recommended 800 jumps)
- Have 6 hours of accumulated Freefall time (recommended 8 hours)
- Ground Control Instructor Certified

Following the course, the Instructor PFF's practical component involves jumping with student parachutists in the PFF role to complete the portfolio.

Skydiving School Instructor (SSI): The major privilege of the SSI rating is that of being the First Jump Course Instructor. Training will be completed at a three-day course involving classroom activities. The course content will be oriented to the dropzone's specific techniques and facilities. After completion, the SSI will be asked to participate in the club or dropzone's training programs as a portfolio completion requirement.

Skydiving School Examiner (SSE): will be allowed to process EJR, Night and Water, Course Evaluator Info, CoP application forms as well as the CoP exam process. The SSE can administer CoP Exams and examine logbooks.

Ground Control Instructor (GCI): This is a hands-on rating using material covered in the Jump Master or Coach 2 courses or as an additional module to the Coach 1 course. The candidate must provide canopy guidance for 25 students under direct supervision of a rating holder. This mentoring program produces a portfolio that acts as the basis for certification.

Summary of CSPA's non NCCP Ratings

Course	Technical and Theory Components	Practical Tasks
Jump Master	• Instructing Tasks • Spotting • Equipment • Dispatching • Exam	• Dispatch 6 students under the direct supervision of a highly experienced, Certified Jump Master • Dispatch 25 students by IAD or SL • PED Form
Skydiving School Instructor	• Classroom Teaching • Risk Management • Exam	• 3 first jump courses - to a minimum of 10 students under the direct supervision of a highly experienced, Certified SSI • PED Form
Progressive Freefall Instructor (PFFI)	• Jumps from main and reserve side • 2 on 1 with minor to major problems • 1 on 1 with minor to major problems • 1 on 1 inverted recovery	• 25 PFF Jumps including at least one 1:1 PFF jump evaluated by a certified IPFF • PED Form
Skydiving School Examiner	• Situation Analysis • Peer Evaluations • Freefall Evaluation	• Write the A, B & C CoP exams, open book. Corrected by supervising SSE to 100% • Administer 2 CoP exams (and record in Portfolio the name of person taking exam, date, score, supervising person) • Receives the Night & Water Endorsement (if the candidate has not received them before) by the supervising instructor • Receive instruction on administering the Night & Water Endorsement briefings through practical demonstration of giving the endorsements • Receives EPR endorsement briefing/info from the supervising instructor relevant to EPR B & C through practical demonstration of giving the endorsements
Ground Control Instructor	• Theory Module • Mentored practical exercises	• Provide ground control to 25 students under direct supervision.

1.2.3 THE COACH 1 (INSTRUCTION BEGINNER) TECHNICAL AND THEORY COURSE

INTRODUCTION

During the three days of the Coach 1 course candidates will learn a tremendous amount of information and develop skills that will allow them to start on the coaching pathway and also improve their own skydiving abilities. The following section outlines the prerequisites required to attend the course, evaluations, privileges, practical requirements, and process to become certified as a Coach 1 (Instruction Beginner).

THE CSPA COACH 1 RATING:

1. Prerequisites:
   - B CoP
   - CSPA affiliation
   - Age of majority

2. Evaluation on the course:
   - Skydiving Skills:
     - Solo Manoeuvres Jump: The proper execution of a set of manoeuvres from the basic grid - **pre-course task evaluated through a video.**
     - Accuracy: demonstrate a controlled accuracy approach on each jump.
     - Freefall FS Skills: Demonstrate FS skills including: exits, the ability to maintain proximity during a skydive, and appropriate separation through tracking.

   - Coaching Skills:
     - Teaching: Demonstrate the ability to teach simple skills from the “Novice Progression – the Basics” portion of the Skills Grid.
     - Coached Jumps: Demonstrate the ability to coach a novice on a complete skydive. This will include goal setting, dive planning, teaching, safety checks, skill analysis, feedback, etc.

   - Equipment Skills:
     - Packing: Demonstrate systematic main packing.

   - Written Test:
     - A pass mark of 80% is required on an exam based upon all aspects of the role as a Coach 1.

3. The Coach 1 practical requirement to produce a complete portfolio within **one year** of the completion of this integrated technical and theory course as follows:
   - Sport Skills:
     - Have a minimum of 75 jumps of any kind.
     - Complete 3 “Hello to Goodbye” coach contacts. The final contact is to be observed and debriefed by a Certified Coach 2 on the ground and in the air.

- Complete the NCCP Make Ethical Decisions eLearning module
- Complete all tasks within one calendar year.
- Complete and submit Coach 1 portfolio.

Note: If the practical requirements are not completed after one year, you must file a request for a rating extension, detailing why the practical was not completed. Include with the request a photocopy of the completed parts of the Coach 1 portfolio. Failure to file the request or complete the requirements after the extension date will result in removal of your name from the Coach 1 registry and you will have to retake the course.

4. The process to become certified:
   - Once candidates have successfully completed the portfolio then they must send to the Ratings Processor via CSPA's national office (via email or regular mail).

5. Privileges of the Coach 1:
   - Coach Solo CoP holders from the "Novice Progression – the Basics" portion of the Skills Grid
   - Assist:
     - Any Instructor with students (while under direct supervision of the Instructor).
     - A Coach 2 with the skill development program.
   - Qualify For:
     - Jump Master, Skydiving School Instructor, Ground Control Instructor, and Coach 2 Ratings. They can also qualify for Tandem Instructor, which is not a CSPA rating.
   - Sign-off:
     - Training for the main packing endorsement, accuracy landing distances, canopy and freefall manoeuvres required for the A CoP.

OVERVIEW OF THE COACH 1 COURSE:

The course is normally held over three days and a typical schedule is shown on page 25 of this manual. Considerable flexibility has been built into the course to take into account the demands of the dropzone and the dictates of the weather.

In order to gain the maximum benefits from the program, candidates must attend the entire course, arriving on time for each session. Candidates must bring their logbook(s) and CSPA affiliation card to the course. You will also need copies of the latest PIM 1 and PIM 2A (available at www.cspa.ca), pen and paper for note taking, and your skydiving equipment.

Dropzone Activities:

Below are the details of the dropzone activities that are evaluated. In addition, the key points for evaluation are identified for each skill. It is highly recommended that candidates prepare for the evaluations by practicing the skills prior to the course.

Note: In the course the Learning Facilitator or Evaluator will role play a typical novice.

Individual Freefall Control - Freefall Series Candidates will be asked to provide a video tape of a series of manoeuvres in freefall: Dive out, front loop, back loop, right barrel roll, left barrel roll, delta / backslide, and track**.** Emphasis is placed on the proper execution of each rotation (i.e. on the correct plane) and the precision of headings (+/- 30°) rather than the speed of the rotations. If a candidate does not have a video prior to the commencement of the course, the candidate may be asked to leave the course.

Note: To evaluate the video the heading changes must be observable so the videographer must ensure that the jump is filmed with suitable ground references in the background. This is best accomplished by having the videographer view from ABOVE and BEHIND the skydiver, rather than in front or on level.

Teaching Ability
Candidates will be assigned specific tasks from the skydiving Skills Grid that will have to be taught to another candidate. The evaluation will assess the candidate's ability to understand and use the PPAF process. It will be necessary to provide a written lesson outline for each presentation.

Freefall Skills
One of the privileges of the Coach 1 is to jump with and observe novices. The assessment of freefall skills therefore focuses on the ability to control the body, relative to another person, using the proper techniques. Candidates will be asked to dive out while maintaining eye contact, stay in proximity with the novice during the skydive while observing the novice, turn, track, and deploy safety. These skills will be evaluated during the three coaching jumps.

Coaching Ability
This is an evaluation of the candidate's ability to work with a novice during a typical skydive. During the three jumps in the course candidates will gradually take on the full role of the Coach 1. On the final jump, candidates will coach a novice through the whole jump and all aspects of the coach's role will be evaluated including preparation, in-flight, freefall, canopy control, and feedback (debrief).

Canopy Control
Candidates will be asked to make a controlled approach to the target area on each of their landings. During the approach, candidates will 1) demonstrate a proper body position under canopy and 2) maintain the line of approach to the target; if the candidate is also able to control the approach angle, this is a bonus for the evaluation.

Note: the line of approach is a long strip 2m wide running through the target center, aligned to the direction of the surface wind, landing plus/minus 10m from the intended target.

Parachute Packing
During the course, candidates will need to pack their own main parachute quickly and efficiently. An assessment will be made of each person's packing ability. The facilitator will provide suggestions for improving techniques if necessary.

Coach 1 - Schedule

(Note: schedule may change based on weather conditions and need as determined by the individual Learning Facilitator)

Friday		Saturday		Sunday	
9:00 - 9:45	1.1 Introduction and Overview 1.2 The CSPA and NCCP models (45 min)	9:00 - 10:00	2.5 Teaching a skill – PPAF (1) a. Individual Reflection b. Theory of Learning and the Teaching Process – PPAF (60 min)	9:00 - 10:00 (or time available)	2.8 Technical Knowledge a. Spotting b. Freefall Control c. Canopy Flight d. Accuracy (60 min)
9:45 - 10:15	1.3 Roles, Functions, and Tasks of the Coach 1 (30 min)	10:00 - 11:00	2.6 The Written Lesson Plan for a Skill Presentation – the PPAF Plan (60 min)		
10:15 - 10:30	BREAK	11:00 - 11:15	BREAK	10:00 - 10:15	BREAK
10:30 - 12:00	2.4 Analyzing Performance a. What novices have to train b. Skill analysis principles c. Video application (1.5 hours)	11:15 - 12:00	2.5 Teaching a skill – PPAF (2) c. Motor Learning Techniques d. Mental Training Techniques, Psychological skills, and Stress Management (45 min)	10:15 - 11:30	2.7 Safety and Liability a. Leadership in Unusual Situations b. Emergency Action Plan c. First Aid, Soft Tissue Injury, Return to jumping after Injury d. Liability (75 min)
12:00 - 12:30	3.4 Debriefing the Jump a. Debrief format b. Record keeping(30 min)				
12:30 - 4:00 (Includes lunch)	3.2 Warm-up, Stretching, Physiological Skills, and Hydration 3.3 Coach's role on the Novice's Jump (Coach Jump #1) **3.5 Coach Jump #1** (3.5 hours)	12:00 - 3:45 (Includes lunch)	3.1 Briefing for a Novice's Jump (15 min) 3.3 Coach's role on the Novice's Jump (Coach Jump #2) **3.5 Coach Jump #2** (3.5 hours)	11:30 - 3:30 (Includes lunch)	3.3 Coach's role on the Novice's Jump (Coach Jump #3) **3.5 Coach Jump #3** (4 hours)
4:00 - 4:50	2.1 The Profile of the Novice Skydiver (20 min) 2.2 Overall Jump Planning Process (30 min)			3:30 - 4:00	1.4 Role in the "A" CoP and Main Packing Endorsement (30 min)
4:50 - 5:00	BREAK	3:45 - 4:00	BREAK	4:00 - 4:15	BREAK
5:00 - 6:00	2.3 Goal Setting and Dive Planning using the Skills Grid (60 min)	4:00 - 7:00	4.1 and 4.2 Making Ethical Decisions (3 hours)	4:15 - 6:00	5.1 Course Review 5.2 Written Exam 5.3 Interviews

1.3 ROLE, FUNCTIONS, AND TASKS OF A COACH

1.3.1 THE NCCP PHILOSOPHY

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

The aim of the NCCP is to:

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

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

2. **Provide an opportunity for participants to achieve their full potential through sport**
   Each individual has unique interests, abilities and talents that characterize them. Each participant must be provided equal opportunity to explore their interests and to develop their skills and abilities. Sport programmes must represent a suitable challenge to each participant, given their goals and capabilities.

3. **Use sport as a personal development tool**
   Sport enables a participant to challenge themselves, the environment, and others. It also gives the participant an opportunity to interact with others. In itself, sport is neither good nor bad; however, it can be a vehicle for good.

1.3.2 PARTICIPANTS' REASONS FOR BEING IN SPORT

The athlete or participant comes to the sport situation with their own needs, interests, and reasons for being involved. Some coaches spend more time with an athlete than a teacher, or even parents in some instances. Because of the significant influence they have on the development of participants, both from an athletic and human point of view, coaches must seek to identify if the reasons why they are coaching are consistent with what athletes want or need.

This section provides an overview of the main reasons why people are involved in sport, and of certain expectations athletes and parents may have of sport and of coaches. Coaches must *recognize* and *respect* individual differences in this area because participants *drop out* when programs do not match their reasons for being in sport. In other words, coaches need to be *fair* to participants — either work to give them the program they want OR recommend a program that will better meet their needs.

In general, people participate in sport for one or more of the following four reasons:

1. **A desire for *achievement***: A wish to improve, master new skills, and pursue excellence.
2. **A need for *affiliation***: A desire to have positive and friendly relations with others.
3. **A desire for *sensation***: A desire to experience the sights, sounds, and physical feelings *surrounding* a sport or the excitement in a sport.
4. **A desire for *self-direction***: A wish to feel a sense of control, to feel in charge.

Achievement-Motivated Participants: Coaching Tips

Candidates can enhance participants' motivation to improve and to stay in sport programs by providing *personal experiences of success*. One way of doing this is to set realistic, progressive goals based on past performances. Participants then see their progress as they strive to improve.

Here are a few more ideas for making sure that participants' needs for achievement are fulfilled:

- Point out individual improvement.
- Keep written records of progress in diaries, logs, etc.
- Meet regularly to discuss progress and re-evaluate goals.

Affiliation-Motivated Participants: Coaching Tips

The affiliation motive - the wish to be *part of* a group and feel *accepted* by it - is probably the strongest and most common motive for continued participation in sport. Working as a unit, setting goals together, having fun with others, feeling appreciated by a group, and sharing with others can all help satisfy the desire for meaningful interaction.

Here are a few suggestions for making sure that the need for affiliation is satisfied:

- Make interaction with others a part of each practice; for example, have participants do partner drills, encourage partner stretching, or have participants coach each other.
- Provide opportunities for social get-togethers.
- Encourage participants to help one another and to do things together.

Sensation-Motivated Participants: Coaching Tips

Experiences that excite the senses - for example, the sights and smells along a beautiful country trail, the feeling of being fit, the desire to move and be active, and the excitement of sport itself - can be very important motivators. Here are a few tips on fulfilling participants' needs in this area:

- Try to arrange briefings and training in areas with pleasant sights, sounds, smells, and physical feelings.
- Provide the correct amount of enough briefing and training - not too much, not too little.
- Let participants work on exciting new moves.
- Set up interesting challenges.
- Ask participants how they feel when they really *flow*.

Self-Direction-Motivated Participants: Coaching Tips

Sport gives people a rare opportunity to *make decisions* about what they are going to do - and to deal with the consequences in a non-threatening situation. As a result, there are *many* things the coach can do to assist those motivated by self-direction. For example, the coach can let participants assess their own progress; and set and adjust their own goals.

- In general, letting participants make their own decisions builds greater commitment - and so increases motivation.

1.3.3 Effective Communication

If the coach is to establish a good working relationship with the participants and other coaches involved in the project (at practice sessions, meetings, and at any other time), they must develop good communication skills. This section provides some practical suggestions for improving communication skills.

Effective Communication

Personal

1. Know yourself, both as a coach and as a person.
2. Know your preferred communication style (analytical, dynamic, pleasant, expressive), and choose the appropriate one(s) for your target group.
3. Be aware of the importance of the non-verbal aspects of communication: when you are a coach, people look at you! Participants and athletes notice your slightest movements and gestures. Non-verbal language represents around 80% of all communication. Your verbal language must not contradict your non-verbal language; rather, they should be complementary. For example, if you say: “Let’s take the time we need to do this practice properly”, but you are constantly looking at your watch, you are sending two contradictory messages.
4. Know how you react to typical situations you face in sport.
5. Create opportunities to listen to and communicate with other people.
6. Pay real attention to and take genuine interest in the person you are speaking to.
7. Accept the fact you will probably have to clarify and repeat whatever you say. You may have to say the same thing in several different ways and use different words before the message is truly understood and acted upon.
8. Show that you listen actively and ensure you understand the message you are receiving. Active listening suggests that you ask for clarification whenever necessary, and that, on occasion, you may repeat what you have heard to be sure that you have understood the other person, for example, “When you said ……., did you mean…….or……. ?” or “If I understand what you said, now you are going to……..”.

Ambiance

1. Create a positive ambiance based on confidence, be patient, tolerant, and show empathy towards others.
2. Create a positive environment for communication (appropriate location, absence of noise, discreet, etc.). If it's not possible to spend time with the other person, make an appointment with them for another time, for example, after practice.

Interpersonal

1. Respect the differences and particularities of every individual.
2. Be open with other people, right from the beginning of the relationship.
3. Clearly identify expectations in front of participants and athletes.
4. Describe how you meet these expectations.
5. Describe the attitudes and behaviours you expect to see (a code of behaviour).
6. Communicate a coherent and relevant message to the members of your target group, in terms that they understand.
7. Be brief and specific.

1.3.4 The Coach 1's Role in Skydiving

The Coach 1 is a member of the dropzone's instructional and coaching team. The Coach 1 works with novice jumpers by helping them to improve their skydiving skills. The Coach 1 also works with instructors and other coaches, as well as the dropzone operator, by sharing the responsibilities and workload for teaching and documenting the activities. The coach's role is therefore one of leadership and management.

1.3.4.1 The Coach 1 as a Role Model:

As a coach and a skydiver at the dropzone, the novices will look to you for the correct ways to behave. They will watch your skydiving techniques, trying to copy the way you perform. This can include the way you dress, the way in which you prepare for the jump, the care and attention directed towards your equipment and the caution shown towards the dangers of the jump and your general attitude. However, their observation and copying of your behaviour is not restricted to your skydiving techniques; they are likely to adopt your methods in some of the following situations as well:

- Your method of working with inexperienced people
- Your interactions with other experienced skydivers
- The ways in which you respond to questions from spectators and non-participants
- Your behaviour towards the pilots, the dropzone operator, other coaches and instructors,
- Your comments pertaining to the club, the provincial and national systems and organizations

The correct behaviours are summarized by the term "professional" - showing respect for individuals and organizations alike. These are the types of behaviour that you would like to see in your novices. It is of considerable importance for you and your fellow coaches to provide this type of leadership in order for the novices to learn the correct ways to skydive and to interact with others whom they will encounter.

1.3.4.2 Role of the Coach 1 on the Dropzone:

Instructors are also Coach 1s and many of them are Coach 2s. Unfortunately for the novice, these coaches will tend to be busy wearing an "Instructors Hat" and be involved in either teaching the first jump course, dispatching a load of students, or on a PFF dive and they frequently do not have enough time to deal with novices who have just achieved Solo Certification and the A CoP. Too often the novice skydivers are abandoned until they've accumulated enough jumps to be attractive to the advanced recreational skydiver. Without support and friendship, the sport may lose these skydivers to other recreational activities. Here is a place for you as a Coach 1.

One role of the Coach 1 is to assist the novice in acquiring basic skills. The novices have learned their survival skills but are not ready for their introduction to relative work. As a Coach 1, you are there to challenge the novices rather than having the novice go off on their own to teach themselves the next set of skills (hopefully following the Skills Grid), or worse, doing something beyond their ability which can lead to a dangerous situation. Novices will see the Coach 1 as a friend who they can relate to and share their new learning experiences. They can get valuable feedback on how to improve their individual skills. A novice would achieve maximum progression by using a Coach 1 on every jump, although this is not always practical. However, the novice should be encouraged to utilize this resource as often as possible.

As a Coach 1 you can also assist an instructor in gearing up students for their jump, reviewing canopy control with experienced students or, under supervision, teaching specific skills such as learning how to turn. Obviously, this frees the instructor to devote extra time to other students on the load.

Remember to improve your own skills under a watchful eye and expand your own horizons by jumping. Once some experience in the role has been gained, you have several options to pursue such as the Jump Master rating, if you want to work with students, and the Coach 2 if you really enjoy the coaching aspect of skydiving.

1.3.4.3 ROLE OF THE COACH 1 IN THE CSPA COP SYSTEM

a) Skill Verification

The Coach 1 has a vital role to play in the CoP system. As a Coach 1 you are allowed to verify requirements for the A CoP. The requirements that you may sign-off are summarized below:

- Performed a back loop, front loop and barrel roll on the same jump
- Completed 10 self-guided accuracy landings to within 30m of the target
- Demonstrated a 360° front riser spiral (above 2,000')
- Demonstrated a 360° rear riser spiral (above 2,000')
- Demonstrated a rear riser flare (above 2,000')
- Demonstrated a 180° flat turn in both directions

b) Main Parachute Packing Endorsement

Note: You are allowed to participate in the training for, though not administer, the main packing endorsement. The requirements for the endorsement are outlined below along with training strategies that you can use with the novice.

The applicant must satisfy the four listed requirements **(PINT)** and successfully pass a practical test to get signed off on the endorsement card by an instructor, coach or rigger.

"P" Pack: ability to pack properly, minimum 10 under supervision demonstrating proper sequence, techniques and neatness (PIM 2A Section 3.8).
"I" Inspect: ability to do basic inspection while packing (PIM 2B).
"N" Name: ability to identify major components (PIM 2B).
"T" Tangles: ability to clear common minor entanglements (PIM 2A Section 3.8.2).

The above points are best taught in two phases.

The first phase is:

1. Teach the normal pack. (pack, inspect, name)
2. Practical experiences of the normal pack, usually 6 - 10 times.
3. Practical testing demonstrating packing techniques, basic inspection and orally listing the names of the major components.

The second phase would be the "not" normal pack:

1. Teach the seven common entanglements and how to recognize them.
2. Practical experience of clearing entanglements, receiving feedback, while you supervise.
3. Practical testing demonstrating the ability to recognize and clear minor entanglements.

The Seven Common Entanglements

1. back or front flip through risers, below slider
2. back or front flip through risers, above slider
3. step through one riser, below slider
4. step through one riser, above slider
5. step through a line, below slider
6. step through a line, above slider
7. step through a cascade

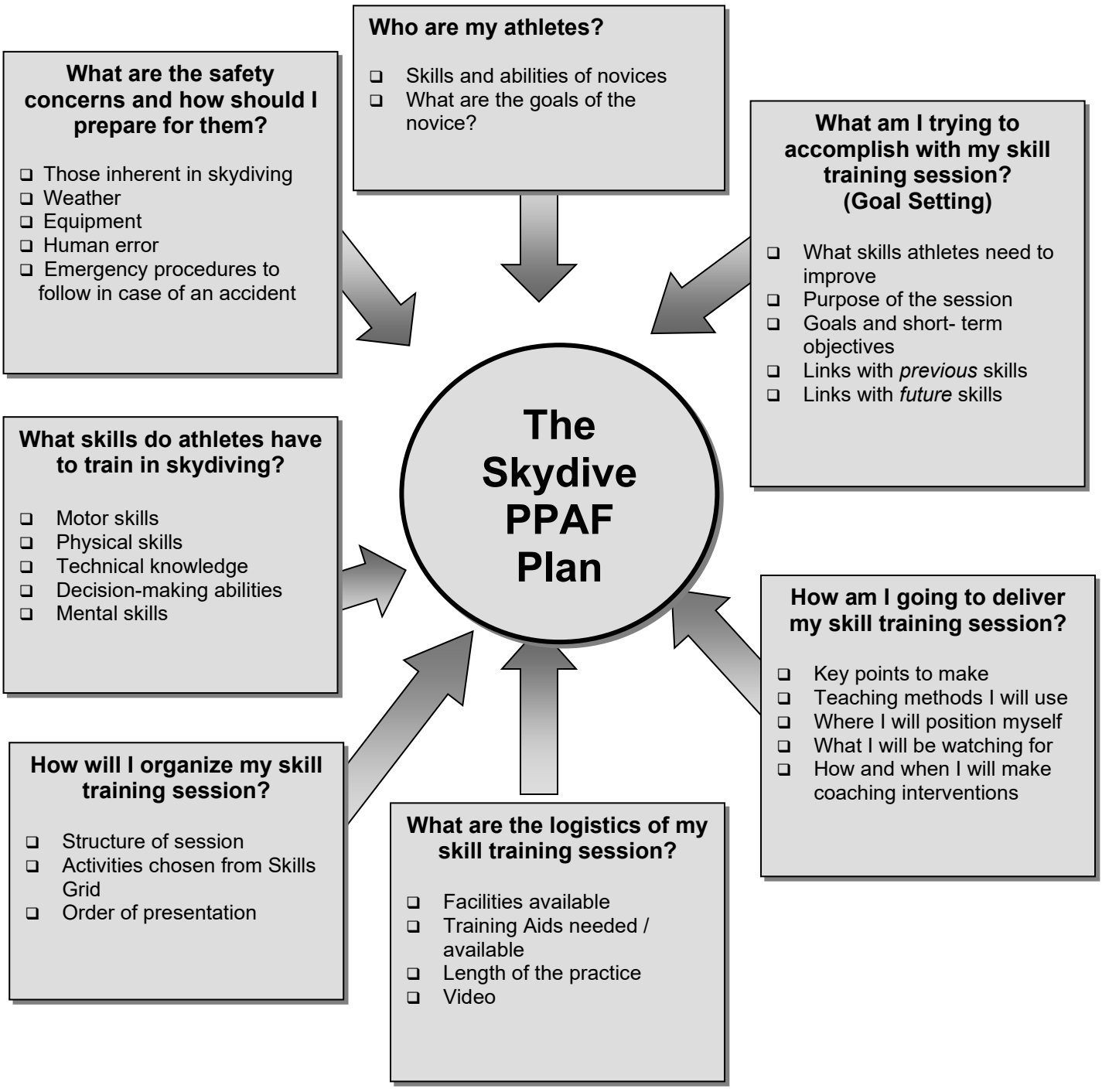
Suggestions for the Coach / Instructor / Rigger:

- Make sure that you pack well first, before teaching someone else.
- Make sure that you are using approved techniques and know the correct reasons for their use.
- Cross check with a rigger to make sure that what you do is correct.
- Make sure that the person being checked out also knows how to do proper safety checks as well. It is actually on the Skills Grid before packing.
- Teach and practice endorsement parts 1, 2 and 3 together.
- Evaluate part 1 separately, first, orally.
- Evaluate parts 2 and 3 together, practically.
- Teach entanglements (part 4) as a separate phase after they have learned the complete normal pack first. This will make entanglements easy to learn and understand.
- If unsure about part 4, team-teach first with someone rated who truly knows it.
- Make sure you teach part 4 and practice it, before you evaluate it.
- Evaluate part 4 separately, practically, after parts 1, 2 and 3.
- When evaluating part 4, the person being checked out should demonstrate the ability to clear several types of entanglements. Clearing one type of entanglement by trial and error is not adequate.
- Always use PPAF when teaching packing, break into lots of small steps.
- When all 4 parts are passed, sign off the endorsement card. Be ready to stand by your decision.
- This endorsement is required for the A CoP.
- All endorsements, etc. are to be treated as a positive educational experience. They are not to be an opportunity to degrade.

SECTION 2: PLANNING A JUMP

2.1 THE PROFILE OF THE NOVICE SKYDIVER [PRE-COURSE ACTIVITY]

2.2 SCHEMATIC OF PLANNING A JUMP - THE SKYDIVE PPAF PLAN



2.3 GOAL SETTING AND DIVE PLANNING USING THE SKILLS GRID

2.3.1 TYPES OF GOALS THAT CAN BE SET

Goals are statements of what an athlete wants to accomplish. They provide both a sense of *purpose* and a sense of *direction* to training and competition.

Athletes will be better able to describe their goals when they ask themselves, and answer, the following questions:

- What is it I really would like to achieve?
- How can I achieve it?
- When would I like to achieve it?

There are two main types of goals: those that relate to **Outcomes** and those that relate to **Process.**

Outcome goals may be considered as WHAT-type goals.

Competition results are outcomes of a team or individual sport. This may include ranking in a league or position in an individual race. These may be thought of as ABSOLUTE outcomes. Such goals may not be under total control of the athlete and are often subject to external factors.

Self-improvement goals are measurable changes in performance. For example, improvements in fitness levels, race time, and peak strength, maximum bench-press before and after a training program. These may be independent of results-type goals (e.g. you may increase speed but do not win the race), and might be thought of in RELATIVE terms for each athlete. Compared to competition results, this type of goal is usually more under the control of the athlete. In some sport psychology literature, these are sometimes referred to as *performance outcome* goals.

Process goals may be considered as HOW-type goals

Process goals are the means by which goals will be achieved. For example, achieving fitness goals by perfect attendance at practice; training five times per week, weekly meetings, monthly fitness monitoring. Developing team cohesion in order to improve team standing in the league is another example of a process goal.

As illustrated in the following figure, outcomes and process goals are related: to achieve a result-goal (e.g. improving league ranking and finishing among the top three teams), players may have to improve their fitness (self-improvement), and implement a number of strategies that may include increasing the amount of training at critical times during the season (process).

In addition, goals can be either long or short term.

- **Long term goals** are normally to be realized by the end of a season or later.
- **Short term goals** are to be undertaken immediately as small steps toward reaching the desired end result.

The types of goals you set and the nature of these goals will also vary according to the type of sport, e.g. team or individual. As well, some athletes may be part of a team, but their performance is entirely individual, e.g. downhill skiers. In this case, the team may focus on process-type goals designed to improve team atmosphere and cohesion. This process creates an environment in which individual self-improvement type goals may be set.

There is absolutely nothing wrong with setting long-term dream outcome goals such as making the national team or being part of a world record. In fact, most athletes who eventually achieve this level of performance had it as one of their dream goals in their early competitive years.

However, it is through setting long-term and short-term process goals that are both progressive and measurable that an athlete will be able to chart a path towards a dream goal, and find satisfaction and motivation through the stepping stone-like achievement along the way.

Athletes Who Use Goal Setting Effectively Tend To:
• suffer less from anxiety and stress • concentrate better on the task • show higher levels of self-belief and self-confidence • show greater control over the performance process • be happier with their performance results

Information You May Need in Order to Help Athletes Set Effective Goals for Themselves

- Current status of the athlete (i.e., what is *today's* performance level?).
- Record of previous performances by this athlete.
- How much training time is available?
- How much of a performance improvement is possible during a specific period of time.

Remember that your role in goal setting with the athletes you coach is that of a facilitator. Provided you have gathered the information above, you are in a position to support the setting of goals that are measurable and achievable. In **collaboration with the coach, goals must be set by the athletes** in order for the athletes to take ownership of them, and to feel motivated to achieve them.

GOAL SETTING TIPS

Other points to consider when goal setting are that the steps required for this process include:

1. The goals must have importance or meaning.
2. Identifying areas in need of attention, in terms of outcome or process-type goals.
3. Clearly articulating goals for the season or year.
4. Identifying criteria for success.
5. Identifying a "road map" (strategies) for success.

It is also important to ensure that there is a monitoring and evaluation system in place to make sure that the goals are being achieved.

Payoffs from Collaborative Goal Setting

- Clearer goals and priorities.
- Increased commitment and motivation.
- Increased confidence and sense of accomplishment, and improved morale.
- Coping mechanisms improve because goal setting helps keep winning and losing in perspective and helps manage challenges one step at a time.
- Athletes mature through taking increased responsibility for their directions.
- Problem behaviour decreases as self-responsibility increases.
- Athletes develop an appreciation for goal setting as they benefit from having achieved the goals they have set; this often transfers into other areas of life.
- Communication is improved as goal setting provides a forum to express needs and desires related to sport performance.
- Athletes are happier and have more fun, because having fun in sport is usually directly linked with feeling successful and meeting challenges.
- Athletes perform better because they have achievable and challenging targets to aim for together and individually.

2.3.2 Goal Setting with Novice Skydivers

2.3.2.1 Short and Long-Term Goals in Skydiving

In skydiving, as in life, it is very important to have and set goals. Goal setting helps us to focus on our personal development and gives us standards against which to measure our progress. Most novice skydivers seek improvement in the sport and will not stay in it if they feel they are "getting nowhere". They want to get better and see themselves, sometime in the future competing in a national or provincial competition or being on the video that everyone wants to see. The most efficient way to achieve anything is to decide what it is that you want and then develop a plan to get there, the synopsis of goal setting.

The first step is to differentiate between short term and long-term goals. It is important for novices to have goals both for their next jump (short term) and for the next few weeks or months (long term). Achieving short term goals allows the novice to evaluate their success and feel a degree of personal satisfaction. The more distant long-term goals help to sustain interest over a period of time. As there are always other activities that make demands on their time, to keep novices skydiving there must be motivation. The goals for next weekend or this month are one of their motivators to return for more jumps.

Short-term goals can be realized in the immediate future. Examples are:

- completing a front loop
- landing an accuracy approach within 50 m of the target
- packing in less than 20 minutes

Examples of long-term goals are:

- making 50 jumps
- earning an "A" CoP
- participating in the club or provincial competition this year

They may also relate to the philosophy of why you are involved in parachuting.

2.3.2.2 THE SKILLS GRID AND THE PROGRESSION SEQUENCE

a) Skills Grid

When coaching the novice skydiver you must use the Skydiving Skills Model as shown in Section 2.3 *Goal Setting and Dive Planning using the Skills Grid***.** This model divides the parachute jump into the following five skill phases:

- Preparation skills
- Equipment skills
- In-flight skills
- Freefall skills
- Canopy control skills

When using the grid, it is worth noting that:

- The grid is set out vertically from simple to complex.
- When using the grid it is not necessary to be at the same level in all skill areas - there is no need for horizontal parity.
- The information that your novice requires in order to do the skill is presented in PIM 2A, which is set out in the same sequence as the grid.
- As novices progress through the basic grid, some of the tasks will be repeated. As experience is gained, novices must improve the quality of their performance of a task and refine the details of the skill once the fundamentals have been mastered.
- Skills presented later in the progression usually require that the novice has achieved some competence with the preceding skills in the grid.

The sixth phase of the grid is Technical Knowledge which you should provide to novices as they gain experience. Included are subjects such as why certain actions have a certain result and the recommended procedures for a novice when faced with unusual circumstances in the aircraft, in the air or while preparing for a jump. This information is also found in PIM 2A.

Presently the model groups the skills into two levels of difficulty: basic and recreational. The skill information in this manual is all within the basic level, as appropriate to the role of the Coach 1.

b) Program Preliminaries

The following is a brief outline of the specific knowledge and skills your novice should have mastered before commencing the progression program that falls under your role of responsibility:

- Preparation
  - can describe five phases of a jump
  - can correctly don equipment
- In-flight
  - is familiar with seating and equipment control
  - uses relaxation techniques in the plane
  - can perform one of the basic freefall exits
- Freefall skills
  - can assume correct body position
  - is aware of body position and is able to relax
  - is able to start and stop turns
- Canopy control
  - can identify the key components of a main canopy
  - can identify and name common types of malfunctions
  - can execute turns and flare using toggles and risers
  - can describe approach "model" to landing area
- Equipment
  - can identify required equipment (rig and clothing)

c) Progression

The progression program outlined in PIM 2A Section 1.2 offers a number of advantages when compared to other methods of training novice skydivers. For example, it provides:

- adaptability to most types of equipment, aircraft and dropzone situations
- an incremental approach to the development of skydiving skills
- a method for determining goals and for planning the next skydive

Use the Skills Grid in all jumps. It allows the novice to monitor their progress and helps in collaborative goal setting.

CSPA SKILLS PROGRESSION GRID

Progression of each of the 6 areas are independent of each other, however all stages must be completed prior to receiving your CoP.

PREPARATION Section 1	EQUIPMENT Section 2	IN-FLIGHT Section 3	FREEFALL Section 4	CANOPY CONTROL Section 5	TECHNICAL KNOWLEDGE Section 6
PRE-LEVEL.....First Jump Introduction.....SSI					
Physical rehearsal	Components and function Activation of reserve *<Emergency procedures Endorsement>*	Seating and movement Assisted exit	Wide spread arch	Canopy identification Flight control check Guidance response Observation of surface winds Landing techniques Ground Control Assisted	Unusual situations: in-flight under canopy on ground
Student Progression to Solo.....Jump Master or PFFI					
Relaxation Mental Rehearsal Recall and Awareness Self-evaluation Self-directed instruction	Altimeter setting and mounting Gearing-up procedures and adjustments Setting audible altimeter Setting AAD Full Gear Checks Packing: introduction	Pre-exit handles check Verbal Review Ground Orientation Spotting - Observed Spotting assisted Pilot briefing Spotting unassisted	Box position Observation circle Altimeter use Activation Heading control Arm exercise Leg exercise 90/180 Turn left/right (Vertical axis rotational control) 360 Turn left/right (Vertical axis rotational control)	Full glide turns above 2000' Ground Control - Partial Assistance Observation of drift Ground Control – Unassisted Rear riser turns Basic Landing pattern Flat Turn Turbulence	Box position Unusual situations in freefall Theory models: spotting freefall control freefall math canopy flight (straight, turns, stalls) freefall control 360° turns
SOLO Check-out … Jump Master, PFFI					
Goal Setting	*Component Identification*	*Ride the Slide*	*Solo Check-out Jump*	*Basic Landing pattern*	*<Solo Emergency Procedures Review>*
SOLO CERTIFIED					

PREPARATION	EQUIPMENT	IN-FLIGHT	FREEFALL	CANOPY CONTROL	TECHNICAL KNOWLEDGE
Novice Progression -The Basics.....Coach 1					
Warm-up & Stretching Concentration Anticipation Solo dirt dive (Sequence preparation)	Packing: assisted Packing: unassisted (observed) Packing: clearing entanglements Equipment Inspection while packing	Exits (e.g. dive, rear float) Exits (e.g. poised, front float) Intentional unstable exit WDI, Meteorological Report	Back loop(360° lateral axis rotation) Front loop (360° lateral axis rotation) Barrel Rolls R/L (360° longitudinal rotation) Delta, Delta Dive	Rear riser turns (above 2000') Line of Flight Approach Set-up assessment Front riser turns Flat turns Set-up assessment with line of flight	Theory models: freefall control-back loops line of flight approach freefall control-front loops freefall control-rolls <Night Endorsement> [optional training]
Novice Progression - Advanced.....…Coach 2					
Fitness Dive planning Relaxation - advanced Mental training techniques	<Packing Endorsement> Deployment control techniques Accessory equipment Jumpsuit selection Use of weights	Dive to delta exit Floater track exit Rate one turn Downwind spotting Spotting for FS 1:1 tight exits Rehearsal with relaxation	Basic Solo Free Style, Artistic and Inverted Flight E.g. French roll, stag, T, daffy, sit, stand-up Combined manoeuvres Style and manoeuvre series 1:1 Formation Skydiving Pin practice with proximity Break off procedures Level control Docking procedures	Stall practice & Recovery (above 2000') Stall turns Angle control on approach Assessing/critiquing a canopy approach Riser manoeuvres Front Riser turns Rear Riser Flare/Stalls (above 2000 feet) Avoidance techniques	<water endorsement> <not required for CoP> Model for accuracy approach Advanced FS body position (mantis) <*Sport Canopy Review A*> <*Emerg. Procedures Review A*>
A - CoP completed					

The section for B-CoP is not included here as it lies outside of the Coach 1 portfolio. Visit www.cspa.ca to download this grid.

2.3.2.3 The Process of Goal Setting in Skydiving

a) How to Identify Goals

The first step in the goal setting process is to specifically identify the goals. To do this, follow these three steps that involve identifying the:

- Present level of skill - Where are they now?
- Long-range goal - Where do they want to go?
- Next two or three steps necessary to move toward the goal - How do they get there?

In your dealings with most novices you will primarily be concerned with the long-range goal of achieving the "A" CoP, so this answers the question **"Where do they want to go?".**

b) The Use of the Skills Grid in Goal Setting

The first question above was "**Where are they now?"** This is actually the first part of what you will do as a Coach 1 when you meet the novice. After introducing yourself to the novice you will always want to find out where they are now. The simplest way is to ask them questions and look at their logbook. (Other coaches and instructors are also valuable assets).

Use the **Basic Skydiving Skills Grid** to determine their present skill level and then it is a simple process to use the grid to identify the next skills they should be assigned and the overall progression sequence needed to achieve the "A" CoP. The skydiving Skills Grid specifically tells them **"How to get there".** One way of thinking about this is that you are developing a “road map” of goal setting and the Skills Grid is a fine atlas.

Finally make sure you remind them to monitor how the process of achieving the long-term goals is going, as they will likely have different coaches, and that it may be necessary to reset goals after a period of time

c) SMART Goal Setting for a Single Jump

Once we have used the grid and identified the goals for the next jump through the skills that should be performed, it is necessary to ensure that the goals are SMART. This is an acronym for:

S - Specific	Goals that relate to skills on the grid
M - Measurable	A criteria for success is assigned to the skill performance
A - Achievable	There should be a high chance of success
R - Relevant	That the goals can be achieved by this individual
T - Time-Bound	That they are on the right track to the long-term goal - Skills Grid

This is simply a way of preventing the goals from being so vague that it is impossible to decide whether you have achieved any degree of success after the jump. We want to try to get the person into the optimal place by setting an appropriate amount of challenge.

There is actually a four-step process that can be used to write SMART Goals:

1. **State what goals you want to achieve for the jump** - Use a skill directly from the Skills Grid.
2. **Describe the level of performance desired** - The specific and measurable behaviour.
3. **State the performance conditions** - Exit altitudes, airspeed, between opening altitude and 2,000 for a canopy skill, etc.
4. **State the pass criteria for today** - How many times this performance should be achieved.

For example:

- A stable dive exit (In-flight)
- Stability face to earth within 5 seconds (specific and measurable)
- From the C-182 with left foot on the step (performance conditions)
- 2 out of 3 times (an achievable performance)

Note: In this example, it usually takes more than one jump to achieve the goal. This is true for many of the skills in the Skills Grid and it is certainly a point you should cover in the briefing.

2.4 ANALYZING PERFORMANCE

2.4.1 WHAT IS A SPORT SKILL?

A skill is the ability to do something well. Most sport skills involve a movement or a series of movements, and a skilled sport performance can therefore be characterized by the following:

- high certainty in bringing about the expected end result
- high precision
- efficiency, e.g. it is performed with minimum energy expenditure, and/or in the shortest possible time.

2.4.2 SKILL DEVELOPMENT: KEY POINTS

- When learning a skill, athletes progress through some predictable stages. The table on the following page outlines some key concepts about the stages of skill development, and the needs of the athlete at each stage.
- While each athlete can be expected to go through each stage, the time and the amount of practice necessary to progress from one to the next can vary greatly from one athlete to another.
- The stages of skill development described in the following table (initiation, acquisition, consolidation, refinement, and creative variations) apply regardless of the type of skill or how it is classified.
- It is important that you recognize the stage of skill development your participants are at, as well as the specific needs they have at each stage, and that you plan your practice accordingly (i.e. that you select the right types of activities and the appropriate way to run them).

Note: It may take months or even years of practice for an athlete to reach the "Refinement" stage as defined in the shaded area of the following table. Also, the vast majority of them will never reach the "Creative variations" stage. Therefore, the focus should be on ensuring the fundamentals are correct, and that they can be performed in a variety of situations and conditions.

Stages of Skill Development and Needs of Athletes at Each Stage

	BEGINNER		INTERMEDIATE	ADVANCED	
	Initiation	**Acquisition**	**Consolidation**	**Refinement**	**Creative variations**
Key points to look for in assessing the stage the athlete is at	The first contact the athlete has with the skill. The athlete may have no idea of what to do in order to perform the skill.	The early stage of learning where the athlete becomes capable of (1) coordinating the key components of the movements and (2) executing them in the correct order, thus performing a rough form of the skill. The movements are not well synchronized or under control, and they lack rhythm and flow. The execution is inconsistent and lacks precision. The athlete has to think about what they are doing during the execution. Both form and performance tend to deteriorate markedly when the athlete tries to execute the movements quickly, or is under some pressure, as may be the case in a competitive situation.	The athlete can execute the movements or the skill in the correct form. Movement control, synchronization, and rhythm are good when performing the skill under easy and stable conditions. The movements can be repeated consistently and with precision under easy and stable conditions. Some elements of performance can be maintained when the (1) athlete is under pressure, (2) conditions change, or (3) demands increase, but performance remains inconsistent. The athlete begins to develop a more personal style.	The athlete can execute the movements in a way that is very close to the ideal model in terms of form and speed. The performance is very consistent and precision is high, even under very demanding conditions and in situations that are both complex and varied. Only minor fine-tuning may be necessary to achieve optimal execution, and a fairly definitive personal style is established. All components of the movement have been automated, which enables the athlete to focus on the environment during the execution and to make rapid adjustments as necessary. The athlete can reflect critically on their performance to bring about corrective measures.	This stage is achieved only by the best athletes in the world. The movements can be performed according to the ideal model, and the athlete has developed a personal style that is efficient. Personal interpretation of movements or personal movements can be combined into unique patterns in response to specific competitive situations.

Planning guide: at this stage, athletes need to…	Have a clear mental image of what a correct execution looks like. Understand the fundamental positions, stances, and patterns of the sport or skill. Feel safe when performing the skill. If necessary, reach a comfort level with some movements or feelings that may be unfamiliar, and that are part of the skill to be learned.	Understand clearly what they have to do, and have a good mental representation of the task. Perform a lot of repetitions at their own pace and under conditions that are stable, easy, and safe. Practice on both sides, if appropriate. Find some solutions by themselves through trial and error, based on some feedback from the coach.	Be exposed to a variety of situations, and perform a lot of repetitions under varied conditions. Be challenged by more complex and demanding tasks or conditions, and find more solutions through trial and error, based on less frequent feedback from the coach. Have the opportunity to practice the movements or the skill in conditions where fatigue prevails or that replicate competitive demands, and do so by having to deal with the consequences of errors.	Be exposed to complex or demanding competitive situations that require the skill to be executed at a very high level. Be trained on how to develop solutions to the problems encountered entirely on their own.	Be exposed to complex or demanding competitive situations that require the skill to be executed perfectly. Develop their own solutions.

2.4.3 Activity Planning Guidelines for Various Stages of Skill Development

2.4.3.1 Characteristics of the Activities and Appropriate Practice Conditions

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

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

Activity Planning Guidelines for Various Stages of Skill Development

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

2.4.3.2 Steps in Choosing/Designing Activities for a Practice

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

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

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

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

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

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

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

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

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

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

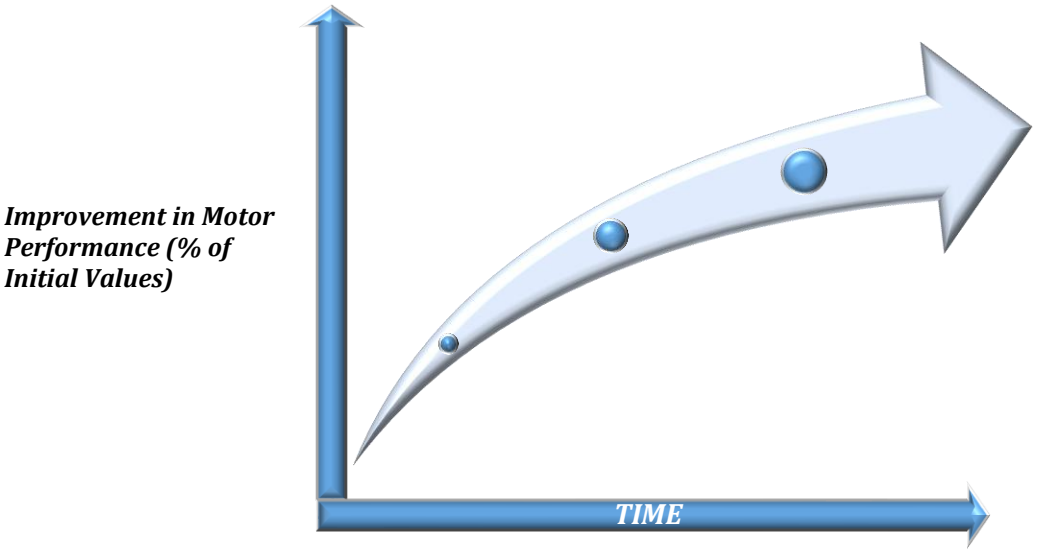
Step 10*: Think about the best way to give the explanations and instructions to the athletes, to make it easy for them to understand what the activity is about and how it should be performed.

*Notes: Steps marked with an asterisk (*) involve some consideration to safety. The above guidelines apply to the **planning part** of the practice. The **delivery of the practice** involves additional and complementary coaching skills related to interaction with people, group management, teaching and instructing, and intervention. These are dealt with in separate NCCP learning activities.*

2.4.4 Rate of Improvement and Amount of Practice

- When an athlete begins to practice, there is a rapid improvement in the ability to carry out a task or perform a particular movement, but the rate of improvement is much slower later on.
- Learning happens in stages, and the rate of improvement varies from stage to stage.
- The quantity and quality of practice, i.e. the time and the number of repetitions, are the most important factors that lead to motor performance improvements and skill learning.

Figure 1: Rate of Improvement Relative to Time



2.4.5 Short / Long-Term Effects of using Specific Practice Conditions

- Both variable and random practice conditions have been shown to positively affect learning, to promote the ability to transfer the skill into another environment, and to increase generalization because they are challenging to the athlete, and promote effortful, problem-solving activities during movement repetitions.
- Repeating the same task many times under the same conditions (blocked practice) usually results in good performance improvements in the short-term.
- Repeating the different tasks under the variable conditions (random practice) usually results in inferior performance improvements in the short-term compared to blocked practice, yet it promotes greater learning in the mid-to long-term as determined by retention and transfer tests.
- Coaches who incorporate a problem-solving approach to skill training by using random practice may need to educate participants and their parents about the short- and longer-term effects of this method, as opposed to other approaches, such as blocked practice.

2.4.6 Activities for Developing Coordination

- The activity must involve a sequence of actions that are performed in a given order.
- The level of difficulty of an activity aimed at developing coordination is primarily determined by the number of movements or actions that must be performed; beginners should not have too many movements or actions to perform in sequence (2 or 3 is sufficient).
- The actions or movements can be general in nature, or specific to the sport, depending upon the desired goal.
- Basic motor patterns must be mastered before the participant/athlete is asked to attempt a more complex sequence of actions. For instance, if the participants/athletes are not able to control basic motor patterns (e.g. running, jumping, rolling, turning, throwing and catching, jumping on one leg while maintaining balance, or lifting an arm and the opposite leg simultaneously), more advanced coordination activities should not be attempted.
- Sequences of movement can be designed for specific body parts (e.g. arms only, or legs only), for several body parts at a time, or for the entire body; coordination activities can also take the form of agility games (e.g. “follow the leader”).
- It is important to ensure that the sequence of movements is correctly executed, as the neuromuscular system tends to “memorize” motor patterns as they are learned in practice; for this reason, movements should be performed at low speed or intensity during the initial learning phase, and then progressively accelerated to full speed.
- It is desirable to create conditions which require participants/athletes to perform movements in various directions and/or use their “weaker” side.
- An activity can be made more challenging by (1) increasing the speed of execution, (2) adding new movements, (3) modifying the order in which the movements must be performed, (4) combining various actions already mastered but performing them in an unusual manner (e.g.: dribbling the ball while squatting; running in the snow, sand or water), (5) adding restrictions (e.g.: less time; less space; increased accuracy; unstable environment), or (6) adding uncertainty (e.g.: performing the action with eyes shut); these variations have to be presented gradually, and only after the basic sequence of actions is mastered.

2.4.7 Analyzing Performance in Skydiving

The ability to teach skills, observe skill demonstrations, and then provide effective feedback for improvement are key components of the overall role of a coach. To assist novices in their skill development it is not sufficient to simply tell them what they did, you will also have to be able to explain why things happened on the jump and how to improve. The how and the why things happen involves skill analysis.

Skill analysis consists of three major components:

1. Breaking a skill down into its component parts and phases and knowing the correct technique.
2. Observing the skill through an observation strategy.
3. Using simple force producing actions and the biomechanical principles (physics) to explain the motion required in the skill and to explain the performance and suggest improvements, once the skill has been taught.

1. The Components of a Skill

The **correct techniques** for each skill are found in the freefall skills section of PIM 2A Section 5. As Coach 1, make sure you read the information and update yourself with new techniques. Do not teach old techniques or "the way I learned method", unless it was the way suggested in PIM 2A Section 5.

Complex skills can be broken down into **component parts and phases**. At the Instruction Beginner level many of the skills are relatively simple so that there is only one part. Each part will have the phases identified below:

- Preliminary movement
- Force producing motion
- The critical instant
- The follow-through

Preliminary movement: In skydiving we operate from a neutral position, invariably the box position. To generate any movement while falling through the air we must apply a force through a change in body position. For each move there will be an appropriate initial or preliminary movement of the body from neutral (e.g. dropping a shoulder to initiate a turn).

Force producing motion: How the body position is changed will influence the change in motion. Effectively the forces from each joint must be combined to produce the maximum effect. This is best done when all the joints that can be used are used. Joints that have large muscles and are in the center of the body should be used before joints that have small muscles and are found at the ends of arms and legs. The resulting motion should be smooth and continuous.

The critical instant: In skydiving the critical instant refers to the point in time when an altered body position is used to complete a manoeuvre or several body parts have to perform in synchrony. (E.g. pulling your knees up to your chest in a back loop).

The follow through: This is the motion that allows the novice to return to the box position on heading (e.g. returning to the arch after the back loop has been initiated).

The above four terms generally refer to a single action such as throwing a softball. In skydiving there are often two linked actions. For example, in a turn, another way of presenting the same material is to think of it in terms of:

- **Start** position - The initial body position
- **Initiation** - What they did to start the move - the force producing motion which is generated by the preliminary movement at a critical instant and a follow through to the coast position
- **Coast** - The body position while they were moving
- **Recovery** - What did they do to stop?
- **Stop** position - The final body position

2. Develop an Observation Strategy

Where to watch the skill from

- From the Plane
    - Make sure you get a good view
- In Air:
    - 5 to 10 m out and 1 m above - off to the side so that you are out of their line of sight
    - Have your mental video always turned on
    - They move around so you will have to do so as well
    - Be perpendicular to plane of participant's anticipated motion
    - You may need to go up or down (loops) - so anticipate
    - Position yourself in the middle of the distance traveled - so low for loops as they drop
    - Be close
- From Ground:
    - Limited use with binoculars
    - Very good for canopy control
    - Can use another coach if you are in the air
- Other points to consider
    - Decide which elements to observe
    - Observe from the inside on out (largest to smallest muscles)
    - Determine a scanning strategy - general impression and then focus in on the key elements.
    - enough to see the entire movement
    - Use video if available
- Finally, you will have to remember what happened on the way down. Points to help you do this are:
    - Use Key words
    - Repeat under canopy
    - Repeat on the ground
    - Make notes
    - To observe skills well you need to know what to observe and how to observe.

3. The Biomechanical Principles

a. Stability: The lower the center of gravity, the wider the base of support, the closer the line of gravity to the center of the base of support, and the greater the athlete's mass, the more stable the athlete.
b. Summation: Skills of Maximum Force require the use of all the joints that can be used.
c. Continuity: Skills of Maximum Velocity require the use of joints in order - from largest to the smallest.
d. Impulse: The greater the applied impulse, the greater the increase in velocity.

They can be summarized as:

- Low, wide, and heavy means stable (stability).
- To produce the most force, use all the joints (summation).
- To produce the greatest speed, use all the joints in order from large to small (continuity).
- Changes in speed come from both the size of the force and for how long it is applied (impulse).

E.g. A karate student keeps losing their balance during a front punch.
The novice needs a more stable base.
You get the novices to lower the center of gravity and widen the base of support to provide stability, as opposed to standing straight up, and explain it to them.
Get the novice to try the move again with this new posture.

How to apply these biomechanical principles to a skydive:

- Know the correct technique for the skill being performed on the skydive - This is what you are looking for. In this course you must use PIM 2A Section 5 as your guide (this may not necessarily be how you do it or were taught to do it).
- Know the results of the demonstration / jump - what you saw.
- Take into account any external factors that may have affected the novice's performance during this last skydive. See next section.
- Apply the principles of movement that can help the novice improve their skill and explain it to the novices. Conduct practice to try out new technique.

Motor Learning

Purpose: The purpose of using motor learning and development training techniques is to enhance muscle memory and skill development.

1. **Position Reproduction:** spending time reproducing positions and or actions.
2. **Isometric Contraction:** contractions while in a position to recruit motor neurons and develop neuropath ways.
3. **Extreme Ranges of Motion:** play with extremes of range of motion to develop additional awareness.
4. **Pressures:** exerting pressures on surfaces to get better feel of actions.
5. **Eyes Closed:** forces you to be aware of the other senses.
6. **Inner Ear:** forces you to be aware of balance and the feeling changes in the inner ear as you go through actions.
7. **Other Mediums:** includes pool training as liquid medium enhances awareness, waterbed works well too.
8. **Internal Gyroscope:** development of awareness of degrees and direction, works well with eyes closed.
9. **Timing / Internal Clock**: train on real time sense.
10. **Bilateral Transfer:** training an action of one side of the body to a high level of proficiency creates a higher starting point for the same action of the other side of the body.

Three Stages of Motor Learning. Fitts & Posner, 1959.

1. **Cognitive Stage**: segmented skill performance, requires thinking
2. **Associative Stage:** some blending of the skill performance, requires less thinking
3. **Autonomous Stage:** smooth skill performance, minimal thinking

The Autonomous Stage is reached through repetitive practice and the use of realism.

Seven Stages of Skill Development. Jewett & Mullan, 1974.

1. Perceiving: identify, recognize, discover
2. Patterning: perform, demonstrate, duplicate
3. Adapting: adjust, apply, modify
4. Refining: control, synchronize, perform smoothly
5. Varying: change, revise, embellish
6. Improvising: initiate novel movements, show “flair”, invent
7. Composing: design, originate

Short Term Memory

The average adult can store 7 ± 2 items in the short-term memory. Thus, limit the number of items in teaching and skills to five.

Chunking is a technique used to aid memory by grouping items together when you have more than five.

A telephone number, for example, 403-555-1212 is in three (3) chunks for the 10 items.

External Factors
Always remember that when analyzing the performance of your novice there may be external factors that have come into play. For example:

- Trying to make an accuracy approach in gusty winds or a great deal of turbulence.
- Spotting when there is haze or broken cloud is more difficult than on a clear, blue-sky day.
- Exits and the first few seconds of freefall are more difficult if the aircraft is flying too fast or too slow or the pilot forgot to break the wheel.

Equipment can also have an influence; for example:

- A high-aspect canopy is not the best when flying an accuracy approach.

As an Instruction Beginner, make sure you note potential external conditions or factors at the time of the jump. Each can have an influence on the performance of your novice.

In summary: To apply the principles of skill analysis, you must be able to break down complex skills into simple parts and phases. Decide on the key actions and body movements that use the biomechanical principles to generate motion. When observing skill demonstrations, have a plan as to what you will be looking for and focus on the key or major influences. What was the preliminary movement, were the correct joints used, was the movement smooth and coordinated? Separate the good parts of technique from the bad parts, find a way to correct the bad parts, and put the whole back together again. An Instruction Beginner who can correctly explain how to perform a skill and why something happened on a jump will expedite the novice's skill development.

2.5 TEACHING A SKILL

[1]One of the principal preoccupations for coaches is how to maximize learning (or the achievement of a particular motor performance), even when there is only limited time available. To achieve this goal, it is important to be familiar with some basic concepts related to how people learn skills and how effective coaches teach sport activities.

2.5.1 Distinction between Performance and Learning

Motor performance is the observable behaviour of the athlete when they are executing a task; it can be assessed using very precise criteria, for example the number of times the athlete throws and hits the target.

Learning refers to the permanent change in the motor performance or in the ability to carry out certain tasks or movements as a result of practice.

Performance observed during a practice session is not necessarily a good indication of learning by the athlete. If and when the objective is to establish whether learning has taken place, a reassessment of performance at a future date is required. Additional assessments enable to verify skill retention, i.e. whether the skill can be executed repeatedly and consistently.

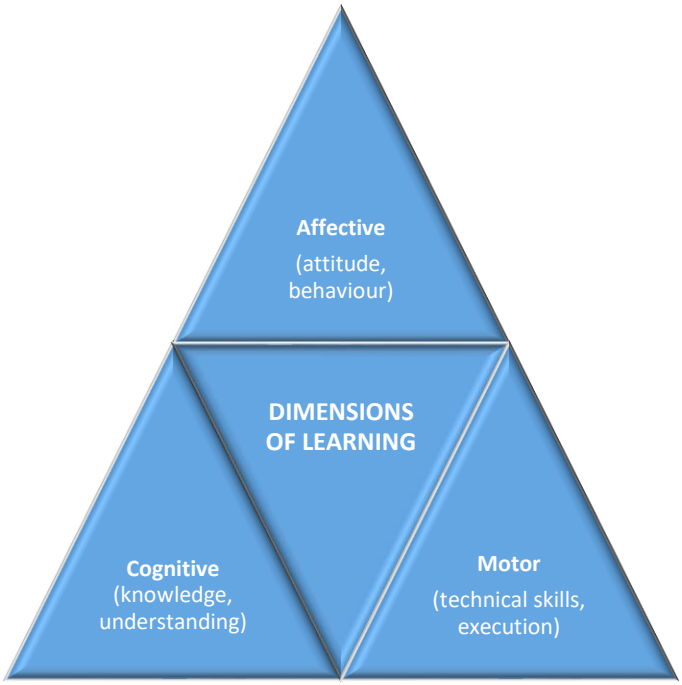
If the coach does not appreciate the distinction between performance and learning, there is a risk of incorrectly interpreting the extent of the athlete's progress, and the athlete's ability to execute a particular task consistently and independently.

In addition, when performance assessments are done, it is important to establish a distinction between the level of performance of a skill or the execution of a particular task in practice, and the level of performance when it is most important, i.e. in CoP evaluations.

[1] The definitions presented here are a synthesis of views expressed by several experts in motor learning and sport teaching, notably Lee, Target, Cathelineau, Siedentop and Rink.

2.5.2 DIMENSIONS OF LEARNING

Learning may be considered from three distinct dimensions: motor, cognitive, and affective.



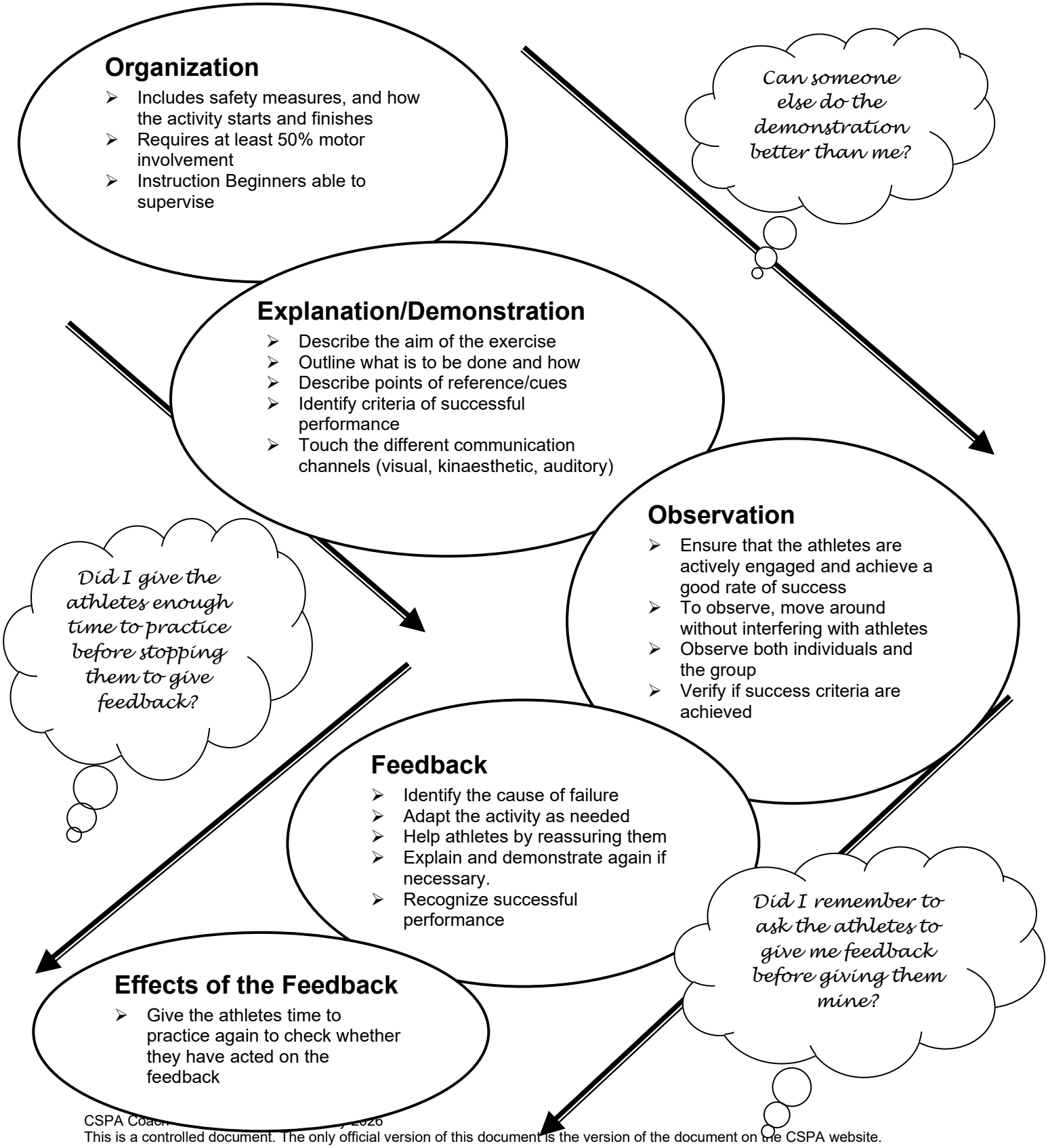
The affective dimension *concerns learning from the point of view of attitudes, values, and ethical behaviour. This dimension is closely linked to the self-esteem of athletes. Later on, we will consider how to recognize a lack of self-esteem in the athlete.*

The cognitive dimension *concerns learning from the perspective of the acquisition of knowledge, whether it be technical, tactical, or strategic. It is as much about what the athlete knows (or does not know) as what the athlete understands (or does not understand).*

The motor dimension *concerns learning from the perspective of the execution of skills, techniques, or any other form of motor performance*.

2.5.3 THE COACHING PROCESS

REPRESENTATION OF THE TEACHING PROCESS



2.5.3.1 ORGANIZATION

- Always think about how to begin and finish an activity or a drill.
- Always take into account the safety issues of the activity or drill.
- Organize the activity in a way that allows each athlete to remain active during at least 50% of practice time.
- Organize the activity in a way that enables athletes to progress at their own pace.
- Set up the environment in such a way as to allow yourself to move around and see every athlete without interfering.
- Ensure each athlete has the maximum possible amount of practice time (number of repetitions).
- Always plan for the equipment that will be used during the activity or the drill, prepare them ahead of time and make sure they are available at the time of the activity.

ASK YOURSELF THESE QUESTIONS BEFORE AND AFTER THE PRACTICE

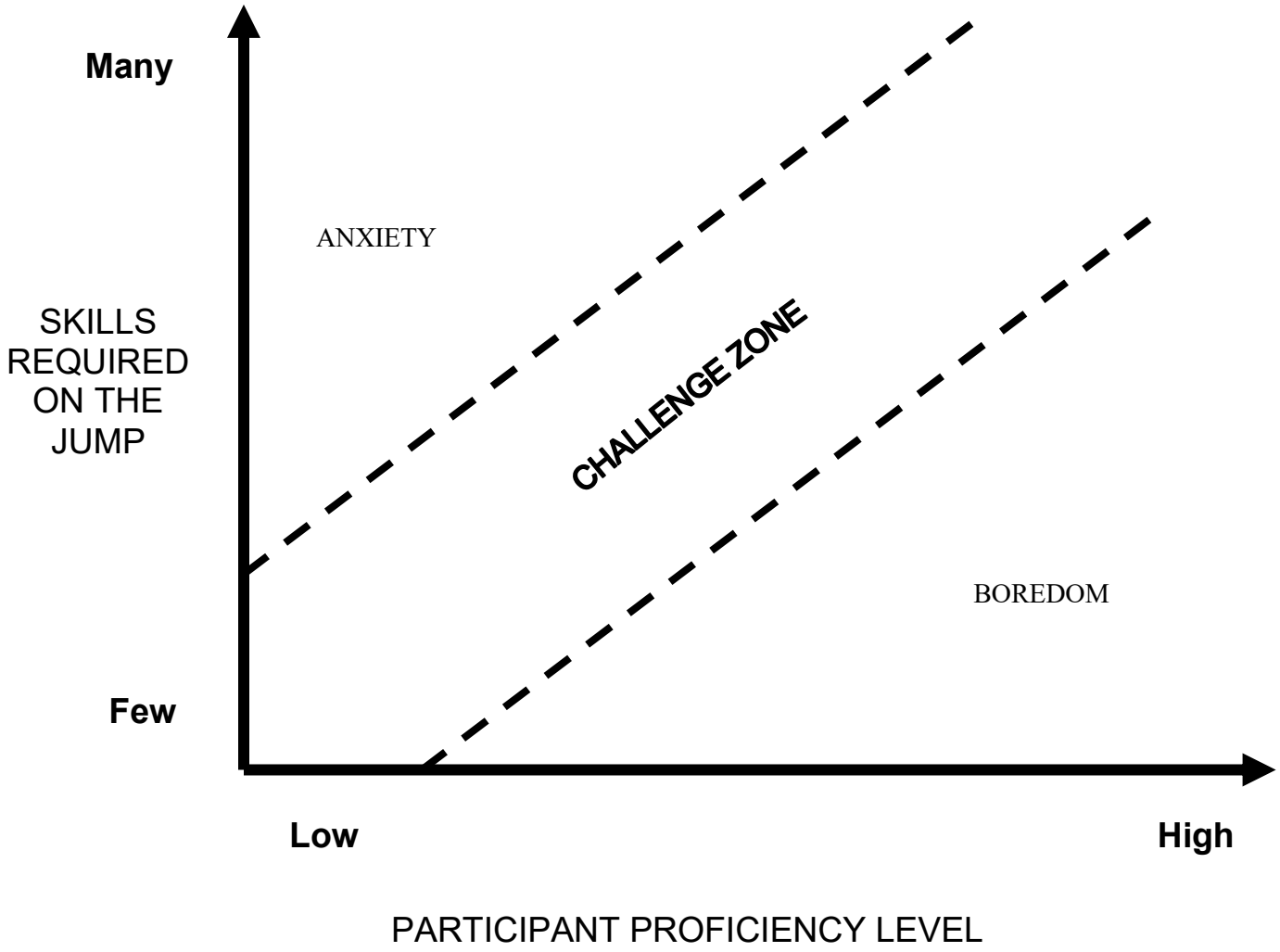
Did I set up the practice or the activity in a way that:

1. Enabled each of the athletes to be actively engaged for at least 50% of the time?
2. Allowed me to spend more than half my time with individual athletes?
3. Enabled each athlete to progress at their own pace, respecting the athlete's starting point?
4. Gave me sufficient time to observe the athletes?

2.5.3.2 THE CHALLENGE ZONE

Or: matching the difficulty of the activity with the skill level of the participant

When the requirements of an activity are too high for the participant's ability, they may become anxious or discouraged, and therefore may have difficulty learning. On the other hand, when the requirements are too low, the participant may quickly show signs of boredom or lack of interest. The difficulty level associated with the task must therefore be "optimal," i.e. the participant must feel that they have the ability to succeed but that the **activity represents a challenge**. In other words, the participant will be motivated to learn when challenged at the appropriate level, which implies that there must be a reasonable chance of either success or failure when they perform a task. ***As a general rule, if the participants' success rate is approximately 2 times out of 3, then the activity represents a suitable challenge.***



2.5.3.3 TRAINING PRINCIPLES

Based on the information provided throughout this document, some fundamental training principles can be formulated. Principles are general guidelines that apply all the time. As such, you should always make sure that they are respected in the activities you plan. The table below outlines key training principles, and presents a brief definition of each.

Principle	Definition and implication
Adaptation	Over time, athletes learn and become accustomed to the tasks and activities that they must perform in training, as well as to the conditions in which these tasks and activities are executed.
Specificity	Particular tasks or activities, performed in particular conditions, lead to particular adaptations, that are not necessarily transferable to other tasks or conditions.
Overload	The nature, intensity, duration, and frequency of the training tasks or activities must represent an adequate challenge for athletes, and force them to produce an effort.
Individuality	The demands of a task or activity must be adapted to the capabilities of the athlete to induce the desired training or learning effects.
Progression	The overload or challenge must be introduced in a progressive and logical fashion over time, from simple to complex, part to whole, and easy to more difficult.
Purpose	A training activity must have a clear purpose as far as its desired training or learning effects. The purpose determines the best activities, methods, and conditions to use in the practice. Participants must also have a clear purpose in mind when they perform a task.

PURPOSEFUL AND ADAPTED PRACTICE MAKES PERFECT!

2.5.3.4 EXPLANATION AND DEMONSTRATION

- Tell the athletes the object of the exercise or drill.
- Always give the athletes some cues or reference points (what they should look for or feel while performing). Effective cues are short, clear, simple and not too many (two or three).
- A cue is a precise piece of information that enables the performer to control a movement. It must be observable by the coach and easily understood by the athlete. There are two types of cues: external and internal.
    - An EXTERNAL CUE can be seen or heard by the athlete.
    - An INTERNAL CUE is perceived internally by the athlete (kinaesthetic sensations).
- Suggest to athletes that, *while executing the movement*, they should pay attention to or concentrate on (1) something external to their body (e.g., a target); or (2) the expected outcome of their movements, and not too much on how the movement is being performed or on what they feel. In motor learning, this type of instruction is called *external focus of attention*.
- Always show and tell the athlete what successful performance will look and feel like (how will the athlete know that they have succeeded?).
- Be sure to use appropriate words, movements, or visuals (if possible).

ASK YOURSELF THESE QUESTIONS DURING AND AFTER THE PRACTICE

Did my explanations and demonstrations enable me to:

1. Create a clear picture of *what* I wanted to see happen and *how*?
2. Describe the logistical and organizational aspects of the drill/activity?
3. Emphasize the most important aspects (reference points, external focus)?
4. Pass on information on the “why” of things (e.g., the reasons why a movement should be done in a particular way)?
5. Check for understanding?

2.5.3.5 Explanation and Demonstration - Practical Applications of Recent Research in Motor Learning

a) Key Points on Giving Instructions

Recent research in the area of motor learning has focused on the effectiveness of different ways of giving instructions. Among others areas of interest, researchers have tried to determine what athletes should focus on *during* the execution of a motor task: (1) on the way the movement or skill is performed (internal focus); or (2) on an external element or the anticipated effect of the movement (external focus). The key points from these studies are summarized below.

- **To promote learning, instructions should be given in such a way as to focus the athlete's attention on some external factor and/or the anticipated effect of their movement, rather than on the way the movement is executed**
- Focusing too much on the way to perform a particular movement, e.g., focusing on the position of the elbow and how to make a flick of the wrist at the end of the movement can be detrimental to motor learning. During the execution of the movement, it seems to be more effective to draw the athlete's attention to some external factor, (e.g., the target to hit, or the expected outcome of the movement like the particular trajectory to impart to a ball) rather than internal elements (e.g., feeling each phase of the movement during its execution). Research on this topic is known as "focus of attention".
- There is ample evidence to suggest that instructions whereby the athlete is asked to focus attention on some element external to their body have a positive impact on both short-term performance (i.e. during the practice session) and longer-term performance; this type of instruction therefore appears to promote both learning and retention of skill. In addition, instructions of this type appear to be effective for most sports skills, and whatever the level of the performer. Finally, the positive effects of this type of instruction on both performance and learning do not appear to affect negatively the *form* of the movements; in other words, the quality of the execution does not appear to suffer.
- **If possible, external focus should be directed towards an element, and anticipated effect, or an outcome which is far from the performer's body.**
- Current research suggests that the most effective approach requires the learner to focus on an expected outcome situated as far as possible from the athlete's body, but which can nevertheless still be directly linked to the movement itself.

b) Control Distractions

The athletes must be arranged with potential distractions behind them, for example:

- Sun in their eyes
- Reflections
- Activity in the street
- Other groups of athletes training
- Spectators

c) Choose a Good Vantage Point for the Athletes

It is important to ensure that the athletes have a good vantage point to watch the demonstration. Think of the best vantage points for the athletes in relation to the formation you have chosen **before** you begin the demonstration

If you need to, turn 90 or 180 degrees and do the demonstration again so that everyone can have several views of the demonstration, and have the opportunity to observe from the best vantage point. However, avoid doing the demonstration too many times as it may take too much time, and the athletes who have already seen it enough may “switch off”.

Demonstration

Coach: _____ Observer: _____

		Demo 1		Demo 2	
1	Equipment was ready for the start of the demonstration	**Yes**	**No**	**Yes**	**No**
2	Organization of the athletes was appropriate	**Yes**	**No**	**Yes**	**No**
3	Demonstration gave a good general idea of the technique or movement	**Yes**	**No**	**Yes**	**No**
4	Demonstration directed the attention of the athletes to an external focus (target, outcome, expected effect)	**Yes**	**No**	**Yes**	**No**
5	Coach pointed out what should be avoided	**Yes**	**No**	**Yes**	**No**
6	Demonstration was repeated from different angles	**Yes**	**No**	**Yes**	**No**
7	Athletes were involved in the demonstration in an appropriate way	**Yes**	**No**	**Yes**	**No**
8	Instruction Beginner identified internal and external points of reference	**Yes**	**No**	**Yes**	**No**
9	Coach explained the reason for doing the activity/drill (link with previous practices, etc.)	**Yes**	**No**	**Yes**	**No**
10	Coach checked that the athletes had a good understanding of what needs to be done	**Yes**	**No**	**Yes**	**No**
11	Technical elements of the demonstration were executed correctly	**Yes**	**No**	**Yes**	**No**
12	Amount of information provided by the coach was appropriate (clear, short, accurate)	**Yes**	**No**	**Yes**	**No**
13	Coach emphasized safety aspects when appropriate	**Yes**	**No**	**Yes**	**No**
14	Coach's voice was loud enough and projected well enough	**Yes**	**No**	**Yes**	**No**

Comments: _____

_____

_____

_____

Overall assessment:

- ☐ Excellent performance
- ☐ Good performance, some adjustments required, but generally well done
- ☐ One or two serious mistakes, room for improvement, but acceptable
- ☐ Not acceptable, several serious mistakes

2.5.3.6 OBSERVATION

- Ensure that the athletes get involved in the activity quickly (rapid transition).
- Always ensure athletes have a clear understanding of the task at hand, in view of the instructions that were given.
- Always ensure that the activity or drill is appropriate for the skill level of the athletes, and that it is not beyond their current abilities.
- Always ensure that there is a good rate of success among the athletes, i.e. most of the athletes are able to achieve the desired outcome.
- Be actively involved in the supervision of the athletes, so that you get to see ALL the athletes during the activity. Scanning the activity and moving around to watch what is going on from different vantage points enable you to be actively involved. *(Note: During sport-specific workshops, find out about the best way of moving around and observing athletes without interfering with them).*
- Be sure to watch individual athletes so that you can be aware of the individual differences in performance, and can then provide individualized feedback.
- Find out if the athletes have fun, or if they are not bored or discouraged.

ASK YOURSELF THESE QUESTIONS DURING AND AFTER THE PRACTICE

Did my supervision enable me to:

1. Keep the athletes actively engaged in the activity?
2. See all the athletes as a group and individually?
3. Observe key reference points and success criteria from different vantage points?
4. Be sure everyone is safe?
5. Evaluate the athletes' degree of success in the execution of the activity or drill? (See *Challenge Zone* on page 58)

2.5.3.7 FEEDBACK

In this section, we will present several steps to enable the coach to give appropriate feedback.

First step: Success or Failure?

Before providing any feedback, the coach must first identify whether or not the athlete is succeeding in the activity.

Second step: Categories of Intervention

Once an evaluation of the athlete's performance is made and the coach has determined whether or not the athlete is experiencing success, an appropriate type of intervention must then be chosen.

Various types of interventions are listed in Table 1. The first type (inhibiting) is obviously not appropriate, and therefore should not be used. Among the other options, some are more effective when the athlete cannot perform the task successfully, and others when they can. These particular aspects are dealt with in the following pages.

Table 1
Five Types of Intervention [2]

Types of Intervention	Behaviours or Actions by the Coach
A. Inhibiting	1. Do nothing. 2. Shout, rebuke.
B. Repeating	3. Repeat instructions. 4. Demonstrate or repeat previous demonstration
C. Explaining	5. Explain how to do it right (verbal or reference point). 6. Question the athlete
D. Helping	7. Reassure, encourage. 8. Have the athlete start again
E. Adapting	9. Use different equipment or practice areas. 10. Reduce difficulty level or give more time.

General Comments about Feedback

- Timing is everything for giving feedback: the athlete needs to be open to hearing it, and near enough to hear you.
- Draw the athlete's attention to some element external to their body or to the anticipated effect of the movement rather than on the way the movement is being done.

[2] Adapted from Target, C. and Cathelineau, J. (1990). *Pédagogie sportive*. Vigot. Collection Sport et enseignement.

- Let the athletes practice without always interrupting them. The more you talk, the less they can practice!
- Repeating the same general comments, (e.g., “That’s great!”, “Keep going!”) is not enough. It’s not that it is bad, but effective feedback is more than simply general encouragement.
- To promote acquisition and development of skills, information given must be specific.
- To be useful, feedback must also be accurate. To be accurate, the coach must: (1) really know the skills the athlete is working on; (2) have a clear reference point as far as correct execution is concerned; and (3) be in the right place to observe the athlete’s performance.
- In the case of motor skills, a demonstration (i.e. non-verbal feedback or the execution of a very precise movement) is often useful feedback to give to the athlete.
- Feedback given to the whole group is often effective.
- Although feedback is important and contributes to learning, avoid giving feedback too often, or too much at any one time.
- Remember that it is always the quality and quantity of feedback that determines its effectiveness.

When providing feedback to athletes, coaches should aim at the following:

- **Positive feedback** should be offered more often than negative feedback.
- **Specific feedback** should be offered more often than general feedback.
- *A good balance should be struck between descriptive and prescriptive feedback (Note: **descriptive feedback that is both specific and positive** may influence the athlete’s self-esteem in a positive way*).

Third step: Saying the Right Thing

Thus far, we have seen that the coach must first determine whether the athlete is succeeding or failing, and then decide what kind of intervention is best in either case. We will now see what each type of intervention sounds like in words.

Types of Feedback

Types	Definitions	Examples
Evaluative	The coach assesses the quality of the performance; they make some kind of assessment or judgment	➢ That's fine! ➢ Good job! ➢ No, not like that! ➢ Not good enough!
Prescriptive	The coach tells the athlete how to execute the skill next time	➢ Throw it higher! (general) ➢ Get your arm higher! (specific)
Descriptive	The coach describes to the athlete what they have just done	➢ The build-up was too slow (general) ➢ Your legs were really extended (specific)

ASK YOURSELF THESE QUESTIONS DURING AND AFTER THE PRACTICE

Was my feedback:

1. Specific, not general, for example: "You did _____ perfectly!" instead of "That's fine!"?
2. Positive and constructive, not negative and humiliating?
3. Directly linked to the skill or behaviour to be improved?
4. Informative and relevant to the most important performance factors?
5. Balanced, i.e. it contained information on what has been done well, and also on what still has to be improved, for example: "Your _____ (movement) is better than last time. The next thing to do would be to _____ (add another level of complexity to the movement, or a particular piece to refine)"?
6. Clear, precise and easy to understand by the athlete, e.g. were the words I used simple?

OBSERVATION OF THE COACH'S FEEDBACK

Coach: _____ Number of athletes: _____

Length of time of observation: _____

Types	Definitions	Examples	
Evaluative	The coach assesses the quality of the performance, so the coach makes some kind of assessment or judgment	Positive ➢ That's fine! ➢ Good job!	Negative ➢ No, not like that! ➢ Not good enough!
Prescriptive	The coach tells the athlete how to execute the skill next time	➢ Throw it higher! (general) ➢ Kick farther!	➢ Get your arm higher! (specific)
Descriptive	The coach describes to the athlete what they have just done	➢ The build-up was too slow (general)	➢ Your leg was really extended (specific)

Type of Feedback	Occurrence (Check Mark)	Total	# / Minute
Positive Evaluative			
Negative Evaluative			
General Prescriptive			
Specific Prescriptive			
General Descriptive			
Specific Descriptive			

2.5.3.8 Feedback: Practical Application of Recent Research in Motor Learning

Key Points on Giving Feedback

Until recently, the vast majority of coaching publications recommended that, to be effective in helping athletes correct mistakes and improve performance, feedback had to be provided:

- As often as possible.
- As soon as possible after the execution of the movement or task.
- In the most precise manner possible.

During recent years, however, researchers have re-examined some of these recommendations on the grounds that they were based on studies of the short-term improvement of performance rather than on the effects of longer-term learning, which is clearly the ultimate aim of coaching.

While the recommendation regarding the importance of providing clear and specific feedback remains unchanged, the most recent data concerning feedback indicate that:

- **Feedback must require some reflection or cognitive effort on the part of the learner.** Feedback must be seen as supporting information that the learner is expected to interpret and use in an active way; as such, it should require some analysis and decision-making by the learner. Feedback must encourage the athlete to be an independent and autonomous learner, and look for solutions to the particular challenges posed by the practice. The longer-term objective is that the athlete becomes able to maintain and modify performance without the coach's intervention.
- **Very frequent feedback does not promote learning.** A comparison between intermittent feedback (after every two or three repetitions or even less frequently) and frequent feedback (after every repetition or attempt) shows that very frequent feedback does not promote learning. In other words, more is not necessarily better.
- **Feedback given during the execution of the task may lead to short-term performance improvement, but is not optimal for promoting learning.** Feedback provided while an individual performs a task appears to boost performance in the short-term, but actually degrades learning compared to feedback provided after the execution of the task. (*In this case, it is particularly important to understand the difference between performance and learning in order to get things in perspective).*
- **The least effective approach: frequent feedback during the execution.** The negative effect of the phenomenon described in the preceding paragraph is made even more striking when feedback is given very often while the learner is practicing: while it may lead to short-term improvement, it also tends to create dependency on this kind of feedback, which can impair longer-term learning.
- **In the short-term, "summary feedback" is not as effective as "instantaneous feedback", but it does lead to superior learning and retention of skills.** Summary feedback is a method of giving feedback after several attempts or repetitions of a task, in such a way as to give (1) an objective view of tendencies observed during the execution of a movement, for example by producing a graph showing how performance varies from

one attempt to another; or (2) information about the “average” performance achieved after several repetitions. Compared with “instantaneous feedback” (that is, feedback given after every repetition), summary feedback does not lead to rapid, short-term acquisition of new motor skills; however, it leads to superior long-term learning and better retention of skills.

- **To promote learning, feedback should only be given when the difference between the athlete’s performance and the desired result requires it.** Bandwidth feedback refers to the practice of providing feedback only when performance is outside an acceptable range of correctness, for instance, when it falls outside a range of + or - 25% of the acceptable “target result”. The “target result” can be either the form of the movement or the precision of the execution. Motor learning research indicates that using a relatively large bandwidth is beneficial for learning. This tends to (1) reduce the frequency at which feedback is provided; (2) promote summary feedback whereby the participant may be encouraged to compare less successful attempts with those that fell within the “acceptable range of performance”; and (3) develop a degree of autonomy and ability to engage in self-analysis of performance by the athlete. In this last case, the coach may ask the athlete to compare their self-analysis with the information given by the coach about correct or incorrect execution of the task.

Another aspect that has been studied recently is the nature of the feedback given to the learner. Among other things, researchers have sought to determine what participants should be told to focus on during the execution of a motor activity: (1) on the way the movement is performed (internal focus); or (2) on some external focus, or on the anticipated effects of the action (external focus). Major research findings in this area are summarized here:

- **To promote greater learning, feedback should direct the attention of the learner towards some external focus of attention or on the anticipated effects of the movement rather than on the way the movement is performed.** When a movement is being performed, focussing too much attention on the way it is being executed (for example, thinking about the exact position of the elbow, and the flick of the wrist at the end of the movement) may delay motor learning. During the execution of the movement, it seems to be more effective to draw the athlete’s attention to some external element, (e.g., the target to hit, or the expected outcome of the movement like the particular trajectory to impart to a ball) rather than internal elements (e.g., feeling each phase of the movement during its execution). Research on this topic is known as “focus of attention”. There is good evidence to suggest that the type of feedback directed towards an external focus of attention has a positive impact both on the short-term performance (during the session) and the longer-term, so it promotes both learning and retention of skills. Furthermore, feedback directed towards an external focus of attention appears to be effective for most sport skills, whatever the level of the athlete. Finally, the effectiveness of this type of feedback does not appear to have any negative effect on the movements themselves; in other words, the quality of execution does not seem to be negatively affected.

- **If possible, external focus should be directed towards an element or an anticipated effect that is far away from the performer.** Current research suggests that the most effective approach requires the learner to focus on an expected outcome situated as far as possible from the athlete's body, but which can nevertheless still be directly linked to the movement itself.

Examples of Situations that Refer to an Internal Focus of Attention	***Examples of Situations that Refer to an External Focus of Attention***
Concentrating on … • the force exerted by a certain body part during movements • keeping a specific part of the body in a certain position during movement • paying attention to the arms position during a golf shot • focusing on feeling the movement during a tennis shot	Concentrating on … • the force exerted on an object or implement during movements • keeping a specific object or implement in a certain position during movement • paying attention to the pendulum-like action of the club during a golf shot • focusing on the trajectory of a ball and its landing point during a tennis shot.

2.5.3.9 Intervention Skills

The most important intervention skills recognized by the majority of researchers are the following:

Planning

1. The content of the session must have some relation to the overall program.
2. The coach must know their stuff.
3. The objectives of the practice must be clearly defined.
4. The key elements of the practice and criteria for success must be clearly defined.
5. Exercises must be varied and progressive.
6. Exercises must be adapted to the level of the athletes.

Organization

1. Ensure there is enough appropriate equipment.
2. Choose the right formation for explanations and demonstrations.
3. Be stimulating and lively (have fun!).
4. Be sure that the practice area is safe throughout the session.

Giving Information

1. Explanations must be brief and clear.
2. Explanations must be complete (organization of the group, how the practice will go, the duration of the practice, etc.).
3. The context must be appropriate (quiet, respectful: the learner must be paying attention in order to learn, but must also be open to receiving and assimilating the explanation being given).
4. The coach must be in the right position during the explanation, i.e. in front of the group; the participants/athletes may be standing or sitting in a semi-circle in front of the coach.
5. The words used must be correct and adapted to meet the needs of the targeted group (do not use words or terminology that only you know).
6. Delivery must be controlled: speak slowly, loud enough and with enthusiasm; ask the participants/athletes if your voice carries well enough.
7. Demonstrations serve above all to create a mental picture of the movement. Obviously, this picture must be as accurate as possible, as it is the basis of all learning. A good demonstration has the following characteristics: the movement is well-executed, the timing is right, the demonstration is carried out in the right place, and everyone can see it.
8. Give clear instructions such as: “Make as many passes as possible in the time given, and keep moving!”
9. Ask questions to check whether your instructions have been understood, for example, “What must you do during this drill?”
10. Check that the participants/athletes have understood the object of the exercise before letting them go back into a game situation.

Observation

1. Pick your spot and move around to see all the participants/athletes. By maintaining good visual and auditory contact, it is possible to know what is really happening in the group. Constant scanning of the group is the basis for sound observation. Visual contact is the primary way of capturing attention. Although it is important to watch, you must also think about what is going on. You must learn to recognize signs of boredom, disagreement, tiredness, so that you can deal with them quickly.
2. You must learn to pick up indications or signs of sound execution - or the lack of it - and intervene quickly to correct the situation when you need to.
3. When you give feedback, remember the following criteria:
    - Specific, not general
    - Positive and constructive, not destructive or negative
    - Focus on behaviour that can be improved
    - Clear and informative
    - Sandwich approach: positive comments on what the participant/athlete is doing well, things to work at, encouragement or some other positive aspect

***Note**: Although feedback is important, it is important to allow participants/athletes to practice and perform without intervention or constant interruption.*

Conclusion

The competence of the coach can be assessed on the basis of the following criteria:

1. The ambiance created in the practice session.
2. The amount of motor activity of the participants/athletes.
3. The participants'/athletes' learning.

2.5.3.10 Creating a Positive Learning Environment: General Principles

1. Interact more with the participants/athletes who need it most

Feedback from the Instruction Beginners intended to inform and encourage athletes who may have limited skills, and who, by definition, find it difficult to execute the skills correctly.

2. Ensure that participants/athletes are actively involved

Too long a time spent organizing the group and the equipment, and, similarly, long periods of inactivity during the practices may lead to loss of interest by the participants/athletes and lead to a lack of discipline.

3. Adapt the degree of difficulty of the practices to the abilities of the participants/athletes

Practices must involve tasks that create a degree of uncertainty in the participants/athletes, i.e. they must have the impression, but not be absolutely certain, that they are able to execute the task correctly. This kind of task presents them with an interesting challenge.

4. Define what successful performance looks like

Without clear objectives to achieve and when they do not know how they are doing, participants/athletes live in a climate of uncertainty and ambiguity which may promote dependency on the coach, or loss of interest in the activity.

5. Give specific and constructive feedback

Coaches must give specific information that will lead the participants/athletes to think. It is better to avoid sharp criticism, as it is well known that this can have a negative influence on learning and the development of the person.

6. Do not allow a few participants to monopolize attention

It is important to recognize that certain participants/athletes condition the coach to react the way they want, and end up expecting all the coach's attention. Add to this phenomenon the fact that every coach likes some participants/athletes more than others and it is not surprising to discover that other people feel left out and badly treated when this occurs.

7. Improve the scope of feedback

When coaches give feedback to participants/athletes, they often use stereotypical messages, which often become repetitive and little more than habitual statements. Sometimes you need not give any feedback. The quality and credibility of the feedback are more important than the quantity.

2.5.3.11 TEACHING A SKILL IN SKYDIVING

When helping novice skydivers to learn a new skill or acquire new information you will probably be in a 1:1 situation. The recommended procedure is the same whatever you are teaching, whether you are teaching them how to complete a back loop, perform a canopy approach or pack their parachute. The process can be summarized by four steps (brackets are terms used in the generic CAC version of the Coaching Process).

Planning (Organization)
Presentation (Explanation / Demonstration)
Application (Observation)
Feedback (Feedback)

The acronym for this is called **PPAF.**

Planning - Pre-plan what you are going to do and how you will do it.

As the word implies before you walk into a teaching situation, you must fully prepare yourself. The general steps to follow are:

- Decide on the skills that will be taught and the behaviour demonstrated by the novice as your way of knowing if learning has taken place.
- Use the skill analysis principles (Section 2.4.7 Analyzing Performance in Skydiving) to dissect the skill into its component parts and phases with the supporting biomechanical principles.
- From the analysis, select four or five main teaching points with key words.
- Focus on the physical actions required for the performance of the skill rather than the theoretical aspects - keep theory out of skill learning.
- Select training aids that will help make the presentation more realistic.
- Decide where you will give the presentation.
- Decide where to position the novice so that they get the best view of any demonstration.
- Decide who will give any demonstration - you or an assistant.
- Ensure the novice gets to practice and demonstrate the motor performance.
- Write down the pass criteria for the final demonstrations.

In fact, the previous list provides the skeleton for a **lesson outline.** Lesson outlines have numerous advantages. They allow you to focus in on the key points, let you decide on how you will deliver the lesson; pinpoint the precise behaviour that you want to observe in the novice. They prevent digression and ensure that you remember everything that is important.

Presentation - Show and tell the novice how it is done.

With careful planning, the presentation should be simple. For simple skills, we use the **Whole Part Whole (WPW)** method**.** This involves:

Whole	Demonstrate the skill once without speaking (if possible)
Part	Break the skill down into its parts (individual actions) while describing them
Whole	Demonstrate the complete skill one last time - without speaking

Many Coach 1 candidates wonder, “Why does the first full demonstration occur without talking?” This is so that the novice focuses on the actions and it promotes visual learning. After all they will have to do them in the air without the coach's commentary. You will have lots of chance to talk the novice through the actions in the Part section of WPW.

Other aspects to consider during the presentation phase include:

- Be positive in your approach. Leave the negative behind.
- Keep theory out of your presentation / demonstration.
- Use the KISS principle when presenting a skill. That is Keep It Short and Simple!
- Remember to use your training aids.
- Follow your plan - this is the reason you prepared and wrote it down.

Training aids are invaluable in presenting skydiving skills to a novice.

The objective of training aids is to provide as much realism as possible with respect to the events of the jump with emphasis from the novice’s point of view and action. A list of potential training aids is:

video tape	hanging harness
floor mats	observation of others
freefall video	yourself (demonstration)
mechanics' creeper	graphics
prone harness	flip chart
ground-to-air video	aerial photo
aircraft mock-up	parachute equipment
aircraft	chalkboard
slides, photos	film

The following are examples of the use of training aids during the phases of the jump:

For **in-flight** skills, the aircraft itself is an excellent aid. It can be used during the teaching of all the skills in this section. When the plane is in use and cannot be made available, a mock-up is a good alternative; the mock-up should be an accurate representation of the jump plane. An air photo of the dropzone is useful for coaching spotting.

Coaching **freefall** skills is challenging to do on the ground. For some things, like body movements, lying on an exercise mat or creepers can help, for example turns, reverse arch, and track. [Note: You should be aware that arching from a prone position is a serious strain on the lower back. Athletes should stretch before being asked to do this.] A prone harness is also useful as it allows you to teach loops and rolls as well. Photos of the correct position and photo sequences of how it should be done convey a clearer image of what is expected than talking. A chalkboard, flip chart or prepared graphics can convey a sketch or model of what is expected. A videotape of the skill really shows how it is done. Review of the tape at normal speed and then in slow motion can be of benefit to the novice. An in-air tape of the learner's actual performance is useful for feedback as long as you stick to key points and avoid detailed analysis.

For **canopy control** skills, you will find several useful aids at the dropzone. Your novice has previous experience under a canopy; use this to advantage when presenting new skills. A suspended harness can be helpful but as a minimum have the novices physically move their hands and walk and turn when demonstrating canopy control. A training vest is a useful aid for practicing cutaways and activation. A chalkboard or flip chart might be useful in a discussion of a controlled approach (line and angle). An experienced jumper making approaches on the bowl may illustrate correct or incorrect technique. An approach pattern can also be paced out on the target area. Use the actual equipment at some point for a hands-on approach.

The best aid when teaching **equipment** skills is the equipment itself. This includes skills such as inspection, adjustment, safety check and packing. When teaching skills like emergency procedures or a different pull technique, you may want to use hanging or prone harnesses.

Application - Let the novice learn the skill through applied practice

To avoid any confusion the term should be **application through demonstration**. Clearly as a coach you will never know if the novice has learned anything unless they can show you the skill on the ground - skydiving is far too expensive to find out that in the air that there was little learning on the ground. In fact, we should be aiming for perfect performance on the ground within the limits of the simulation.

The novice should learn and demonstrate the skill using the **Part Whole (PW)** technique:

Part	Learn the component parts of the skill with the right positions and actions being clearly demonstrated
Whole	Put all the parts together and develop fluidity in the motion

A common question concerns why there is no initial whole for the application through demonstration phase, i.e. why PW and not WPW which is used in the presentation section. The answer is that as it is unlikely that the novice will be able to perform the skill perfectly the first time through, any overall demonstration initially would only lead to negative feedback that hinders motivation.

Other points to bear in mind in the application phase include:

- Use training aids.
- Allow lots of practice of the skill and supply positive, specific, and reflective feedback. Remember KISS - avoid having the student over-practice.
- Provide the novices with time to practice on their own before the jump.
- Ensure that the novice can perform the skill perfectly with no prompting prior to going to the plane.

The second step of application is on the actual parachute jump. The novice performs skills in the aircraft, in freefall, under canopy, or on the ground. The in-air practice should be broken into segments (e.g. exit, set-up, manoeuvre, opening, accuracy approach) with pre-arranged plans should a portion of the jump go awry (e.g. rolling a loop: recover stability and heading, set-up, pause and check altitude, proceed with next manoeuvre.) The planned activities should give the novice a challenge but with high chance of success (SMART goals).

During this phase, your job is to observe what the novice is doing. Accurate observation and skill analysis is necessary if you are to be effective in the feedback step. Concentrate on observing the major points and getting the big picture rather than dwelling on detail and missing skill sections. Make mental notes in the air and write them down once back to the packing area so that you are fully prepared for the debriefing.

Feedback - Provide positive comments and helpful hints to ensure that the novice learns the skill correctly.

The final phase of PPAF occurs both in the application phase and after the jump. The process for conducting a debriefing after a jump is covered in the workbook exercises.

When teaching a skill, the feedback should be **Positive and Specific.** Generally, if the feedback is also **Immediate** it does not give the athlete time to reflect on their own performance. Feedback should include the opportunity for **Reflective** thinking**.** This can be promoted through probing questioning techniques. Feedback tells the novice that they have been successful and provides confidence for the real jump. As the skill is being developed focus on any major problems, as the minor points tend to disappear as the major ones are fixed. After any performance comment on what they did well before going on to points for improvement.

Note: In skydiving it may be necessary to give **immediate feedback if it concerns a safety issue.**

Record Keeping

Records of what has been done are very important for an active jumper. Here are several reasons why.

Records:

- Remind you of events which you enjoyed, and interesting skydives in which you were a participant; you may want to repeat some of them one day.
- Help you to see improvements in your skills, to detect repeated errors, to see your progression over time.
- Form an accounting of the money you have invested in skydiving.
- Are a travel log of the places you visited, the types of aircraft in which you have flown and the people you have met.

As a coach working with novices, additional points are:

- The novice should fill out their logbook first, recording their impressions of the jump, and after this you should add whatever is necessary to ensure the logbook entry is accurate.
- Record their actions in the performance of their jumps in a factual manner. You or another coach may need this information for subsequent jumps to make your decisions about these same novices and their skill development programs.
- Keep your own records as you may want to remember the individuals that you coached, and the things that you learned from each other.

When making a record or written notes of an individual's performance during a jump, focus on the actions. Record what the novice did in as objective a manner as possible. Ensure that each of the key items has been included. When recording information in a novice's logbook, it is important to present each of their skills for that jump, as follows:

- Preparation
- In-flight: spotting, checked aircraft instruments, type of exit
- Freefall: actions, manoeuvres, activation
- Canopy Control: canopy check, manoeuvres, type of approach, landing
- Equipment Skills: learned to pack, did safety check, etc.

Ensure that you record skill performances, awareness levels, coaching provided and skills completed. As previously stated this information is of assistance to the next coach; it might be you and it might be someone else. Remember to make the entry as complete and objective as possible; your name will be on that jump.

Types of Records:

Logbooks: There are several types of logbooks available. Most have large spaces to record the events which happen in freefall, but few consider other types of accomplishments or any sort of training. These items are important to individuals who are developing their skills; they are important to individuals who do not make all their jumps at one dropzone. It is important to have accurate records of performance and training, when the dropzone has a large staff of coaches and instructors. When selecting or recommending a logbook for your skydivers, choose an edition which will provide them with the most complete records of all of their activities. Use the skill development model and make comments about all areas.

Your Records: while novices can benefit from information in their logbook, and the dropzone can benefit from information in their records, neither is in a form that is of much benefit to you. Your logbook will contain a record of the jumps that you have made, but is not likely to contain information about the novices who were on those loads. If you are serious about your activities as a coach, it is worthwhile to develop a set of records for these activities. These do not have to be very elaborate, but will help you to determine several things:

- the number of different individuals with whom you have worked
- the success each had with the various skills they attempted to perform
- their comments and concerns about the jumps and their results

From your records, and those of the dropzone, you will be able to identify those locations in the program where progress is too slow or too fast for the average novice. You may be able to identify a stage where a concerted effort to motivate the novice will help to retain them as a skydiver.

Preparing the classroom environment

Finally, it will be necessary to physically prepare the teaching environment. Some points to bear in mind are

- The room should be well lit, warm, and well ventilated.
- Distractions should be kept to a minimum and other people made aware that there should be no interruptions.
- If you are using the board, erase any extraneous information.
- Have your training aids out of sight until they are needed.
- There should be space for demonstrations both by you and the novice.

When giving demonstrations, the novice should be easily able to see what you are doing.

2.5.4 Mental Preparation

2.5.4.1 What Is Mental Preparation And Why Is It Important?

As a coach, athlete, or parent, you may have asked yourself one of the following questions at one time or another, or heard others discuss them:

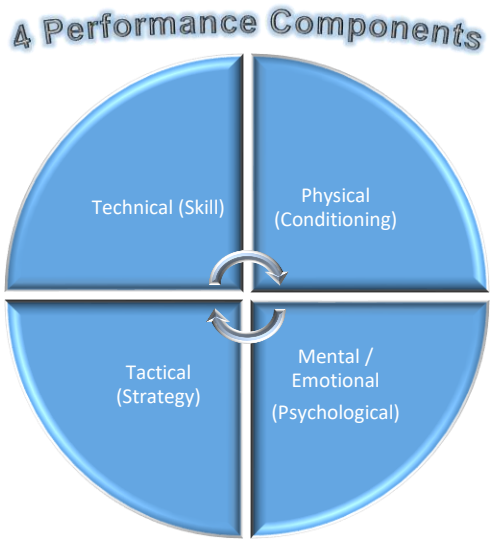
- Why do some athletes perform better than others who seem to have greater technical and physical abilities?
- Why do some athletes perform perfectly in practice, but fail to meet their expectations in competition?
- Why are some athletes able to put forward a best-ever performance at a very critical moment, while others seem to "choke" or perform well below their capabilities "when it really counts"?

By and large, the answers to these questions lie in the area of mental preparation.

Mental preparation is about training the mind to work with the body in a variety of sport situations, and training it *not to work against it*.

2.5.4.2 Performance Components

As illustrated in the chart below, there are four major components that influence sport performance; the ability of an athlete to do well is a result of adequate preparation in all four areas.



Failure to adopt a *balanced approach* or to address certain components may leave athletes with a deficit that results in less than optimal performance; one of the most common deficit areas is a lack of mental preparation. Successful coaches and athletes often report that purposeful and planned training in the area of mental preparation was instrumental to their accomplishments.

2.5.4.3 Ideal Performance State

Every athlete has an *Ideal Performance State* (IPS), that is a state in which they are completely prepared and poised for perfect performance; the IPS is a reflection of the athlete's preparation in all the key areas outlined in the previous diagram. Planning for and engaging in the development of mental training skills with the athletes you coach is therefore critical to helping them achieve their IPS at key competitions.

Mental Strategies Used by Successful Athletes (Weinberg and Gould, 1999)

- They concentrate wholly on the upcoming performance, blocking out irrelevant events and thoughts.
- They learn to regulate arousal and anxiety.

2.5.4.4 The Role of the Coach in the Area of Mental Preparation

The coach's responsibilities in the area of mental preparation include:

- Building a psychologically healthy environment with the athletes.
- Learning and teaching basic mental skills to the athletes as part of regular training, or finding someone who can assist in this area of preparation.
- Assisting athletes to integrate mental skills training into their performance preparation.
- Helping the athletes prepare for all possible events and situations.
- Mapping out a journey to success through goal setting with the athletes.

Although you can set up the framework, conditions, and process by which the athletes you coach can develop their mental abilities, the athletes will only be successful in the long term if you help them develop independence and self-direction in all areas of mental preparation.

A psychologically healthy environment is one that:

- Provides opportunity for fun and enjoyment through challenge and success.
- Allows for self-expression and shared humour.
- Encourages self-reflection as a means for effective learning.
- Recognizes that caring for the athletes' needs is all-important.

2.5.4.5. PSYCHOLOGICAL TRAINING IN SKYDIVING:

Psychological or mental training for the novice skydiver is an important aspect of your coaching role. On the Skills Grid there are a range of mental skills: Relaxation, Mental Rehearsal, Recall and Awareness, Concentration, and Anticipation. Additional information on these skills can be found in PIM 2A.

a. Stress

This results from an individual's perception of, and reaction to, a situation. Since stress is based on the view of an individual, the stress level for two persons in the same situation can be significantly different. Some factors which create or increase a person's stress level are:

- new, unknown experiences and activities, uncertainty
- a threat to personal safety
- the need to perform or to excel
- self-doubt
- a shortness or inadequacy of time to perform.

The physical environment may add to an individual's level of stress. Things in the environment which can do this are found in everyday life, and in skydiving. Examples of these are:

- loud noise
- cold temperature
- strong wind
- time delays (waiting)

Your task, as a coach, is to use this information about the causes of stress to help your novices minimize their stress level. You cannot change the physical environment, but you can help to change their perceptions of the situation.

b. Stress Control

It is accepted that high levels of stress diminish an individual's ability to perform. The same is true of very low levels of stress. Someone who is very relaxed might also be said to be performing at less than their potential. Therefore, there must be a range or level of stress which is optimal for any skydiver to perform at their best.

Your experience as a skydiver has led you to form the opinion that the majority of individuals who participate in the sport at the novice level have a higher than optimum level of stress. Available research supports this opinion. For this reason, the emphasis will be on techniques to lower the stress level. These are often called relaxation techniques. In a later coaching course, you will encounter material about the arousal techniques, those which help a person to increase the stress level.

Some skydiving specific techniques for stress control are given below:

- characterize the jumps as controlled situations, emphasize safety precautions
- highlight the novice's ability to control the situation and their degree of autonomy
- treat each novice as a unique individual, listen to their concerns
- maintain a steady flow of activities, minimize delays and rushing
- make the stresses of the environment attractive (e.g. play with the wind).

It is important to have a supportive, positive, success-oriented interaction with your novice.

c. Imagery

Imagery refers to the skill of systematically creating positive, vivid mental images, to using the senses to create or recreate pictures or feelings in the brain. The brain cannot distinguish between the actual performance of a skydiving skill and a vivid imagining of the same skill. In skydiving, the term mental rehearsal is used to describe this activity.

This is an important skill for a novice skydiver to develop. Time in freefall is short; practicing freefall skills only in freefall is very expensive. It is to the benefit of the individual to be able to practice these skills at other times. The same is true of exit skills, and those for a final approach to the centre of the target. Each lasts a very few seconds and occurs only once each jump. Your novices will want to be ready to execute the skill when the opportunity arrives; they will want to do this correctly. The probability of success is much greater if they are able to use the technique of imagery to develop the skill.

To develop this skill a quiet setting is required and the athlete must be relaxed. Imagery requires one to clear their minds of thoughts and then to image the skill being performed. It is important that the athlete knows the correct method and sequence (by video, demonstration, etc.) before imagery is used because the outcome of the actual jump will depend on the mental picture of how it is supposed to look. Note that this skill does not require any physical movement.

d. Psychomotor Skills

Psychomotor skills are useful for teaching the mind, the position and feel of the body when performing a skill. In essence you are trying to accomplish muscle memory for a particular skill while on the ground.

The skill is useful for teaching both basic and advanced manoeuvres and is taught by assuming the box and then moving to the skill position. The eyes are kept open and the coach corrects body position. After the position has been held for 3-5 seconds the body is relaxed. The coach calls for the box and the skill again while correcting body position. After 3-5 seconds, have the novice relax. Repeat this process 5 times in total. Now have the novice close their eyes as they are performing the skill. Repeat the skill 5 times again. As an Instruction Beginner it is your job to correct body position. By the fifth time the novice should have the proper body position for the skill. Take a 10 minute break and then try it again. As the novice improves you will notice that fewer corrections have to be made and the motion will be more fluid.

Have the novice practice imagery at the same time. When it is performed flawlessly, the novice is ready for a jump. The novice has now acquired "muscle memory" for that manoeuvre and when in the air they should perform the same skill.

2.5.4.6 PHYSIOLOGICAL TRAINING IN SKYDIVING

When you only work with novices for one or two jumps, it is unlikely that you will have any effect on their physical abilities. A few hours or a day is an insufficient period of time to have a lasting effect on novices' physical improvement.

This area cannot be omitted in its entirety simply because the novice's physical abilities will affect their success in performing each single jump. It is important that you understand the factors to evaluate when you look at the physical aspects of their performance. Then, if they are going to be skydiving over an extended period of time, you can provide them with advice on the types of training that could help their skill acquisition.

a. Energy Systems

The body, like a machine, consumes energy in order to perform activities. Unlike most machines, the body can operate on more than one energy system. These energy systems are:

- anaerobic a lactic system (activities lasting up to 10 seconds)
- anaerobic lactic system (activities lasting from 10 seconds to 2 minutes)
- aerobic energy system (activities lasting more than 2 minutes)

As well as the 3 energy systems, the body has several Performance Factors. Each individual, novice or expert skydiver, possesses some degree of each of these performance factors. The relative level of development of each factor will vary between individuals. The **Performance Factors** are:

- strength
- power
- agility
- speed
- flexibility
- balance

b. Nutrition and Diet

Proper diet can have a positive influence on your novice skydiver's performance; a poor diet will have the opposite effect. The long hours required to make a number of jumps in a day and the additional physical stresses provided from low oxygen levels at altitudes above 5,000' ASL plus colder temperatures will cause a higher than normal drain on your novice's energy systems. They must replace this energy; this requires nutrition. They must be sensitive to their body's needs for all 6 of the major nutrients, if they wish to perform to the best of their abilities.

- Dehydration increases the effects of hypoxia

- It is important to eat during the day in order to keep the brain functioning (the brain requires glucose).
- Proper nutrition and hydration will contribute to better decision-making under stressful conditions.

c. Hydration

As skydiving usually takes place in warm summer weather, it is all too easy to forget to re-hydrate regularly throughout the day. As a coach, it is important to ask your novice if they have had lots of water or ion replacing solutions. Novices do not yet have their on-dropzone routines set up and may not know where they can keep food and water.

d. Warm-Up & Stretching

Some general comments pertaining to the warm-up and stretching programs:

- Warm-up with movement activities.
- Warming up is more important than stretching, and must be done before any stretching.
- To warm up, work through the full range of motion for each joint.
- The goal is to promote blood flow, movement in joints (hips, shoulders, knees).
- If it causes pain, stop!
- Allow time after a meal before warming up.

2.6 THE WRITTEN PLAN FOR A SKILL PRESENTATION - THE PPAF PLAN

The sequence of activities for teaching a skill can be summarised by the following six activities:

1. Decide the goals / skills of the jump which are consistent with the Skills Grid developmental model make sure they are SMART.
2. Use the principles of skill analysis to analyse the moves or phases of the skill.
3. Decide on the main teaching points and select the appropriate presentation technique including how you will demonstrate any skills in the presentation.
4. Design the appropriate drills for skill application / demonstration by the novice.
5. Prepare / locate the appropriate training aids.
6. Prepare the classroom environment.

Once you have thought about all these aspects it is best to write out a plan. The preparation and use of the lesson plan or outline is very important. It really makes you think about why the material is important, what you are going to teach, how you will do it, etc. It allows you to focus and decide on the exact content of the main teaching points. You can pre-plan how the novice will show you that they have learned the skill and what the pass criteria will be. It prevents digression and ensures that you remember everything. Finally, it makes you look professional.

Remember that once written, the PPAF Plan can be used with other novices. They should be constantly updated and amended with all the secret stuff you will learn as a coach. Lesson plans are not static and it is not "cool" to stop using one once you gain some experience. Professional pilots use a checklist every time; so should you. Keep using your lesson plans.

A good lesson outline will have six sections. The following works well:

Section	Content
1. Goals	• What the novice will be able to do (outcome) • The skills that will be taught
2. Introduction - Includes estimate of time involved	• State what the goals are • Explain why they are important (the sell)
3. Training Aids	• Select aids to make it as realistic as possible
4. Main Teaching Points (MTP)and Presentation Strategies	• Restrict the number (KISS) • Each MTP is PPAF • Have pre-analyzed the skill so you can teach the parts correctly • Decide what you will demonstrate and how and from where the novice will observe

5. Novice's Demonstrations of Learning	• Decide how they will demonstration their learning • Include the pass criteria in the plan • Make notes on the type of feedback you might have to provide
6. Summary	• Here you highlight the correct key points, key words so they leave the training session with the correct information and skills

1. Goals

These should be written in such a way that you are able to decide whether they have been achieved. To be effective the outcomes must:

- Involve action (doing) rather than an inanimate concept (knowing or understanding).
- Be based on defining the new performance that will be expected of the student after the learning session.
- State under what conditions the new behaviour will be demonstrated.
- State the expected performance standard.

The key is to constantly ask: **What will the student be able to do after the session?**

2. Introduction - Includes estimate of time involved

Motivation is a key part of learning so sell the coaching session to them. What the novice is learning should make sense and have meaning. A good way of setting up the coaching session is to quickly give them a:

- **What** - Simply state what it is they are going to learn: e.g. back loops
- **Why** - Back loops are part of the progression sequence which is teaching them to control their body in all three axes. It is skydiving so of course they are also fun. Some skills relate to safety and these are always a good motivator to pay attention and learn.

When working with novices there will be a time limit for an effective briefing and skill teaching. 15 to 30 min is a reasonable amount of time. You can always give the novice more time to practice the skill on their own.

3. Training Aids

It should be clear from learning theories that the use of realistic training aids is essential for effective learning. The aim is to provide your novice with a clear picture of the must know information, emphasised from the novice's point of view and action. When considering the use of teaching aids, you should keep in mind that whenever possible the real thing should be used. If it is not practical to have the real thing in class, then an accurate model or mock-up is next best. Make sure they are available and that you know how to use them. Different training aids are discussed in Section 2.5.3.11 *Teaching a Skill in Skydiving*)

4. Main Teaching Points (MTP's) and Presentation Strategy

Skill analysis shows itself in two different ways. In order to teach skills to your novices, you must analyse the skills so that you can present the material using the correct technique. In addition, in the feedback stage of the teaching process, you will need to analyse the student's performance so that you can correctly critique the actions. The principles of skill analysis were discussed in Section 2.4.7.

Once you have decided on the main teaching points, you will have to decide on how best to present the material. If there are several Main Teaching Points, divide the plan up into separate sections. You should teach skills through Whole-Part-Whole. Utilise psychomotor skills (Section 2.5.4.5. *Psychological Training in Skydiving:*) to enhance muscle memory.

5. Novice's Demonstrations of Learning

In this section you write out what the novice will do to show you that they are able to do the skill. This is done Part-Whole. It is also important to think about what constitutes a "perfect performance" on the ground. The novice should be able to do the skill in real time and include any safety aspects such as altimeter checks and the wave and deployment especially in the final demonstration.

6. Summary

In this section you provide them with your version of the key points. This is the correct version so that they go away from the training session without any poor habits or wrong information.

2.7 SAFETY AND LIABILITY

2.7.1 Leadership in Unusual Situations on the Skydive

Coaches and instructors must be able to work with each other as a team, in addition to working with the pilot, manifest, and dropzone operator. This is never more important than when things are starting to go wrong. Having your load ready, getting your novices back on the dropzone, helping with every step of the jump, performing at the 100% level is expected all the time; this is most important when there is an unusual situation or problem.

The following section deals with potential problems and the actions you should take as a Coach 1. The problems are discussed with reference to the five phases of the jump as outlined on the Skills Grid.

Preparation:
Make sure novices feel comfortable about asking you for help, should they encounter a problem while working with their gear or getting ready for a jump. Take care in answering the questions, and remember to be positive. This type of problem may seem simple to you and it is important to be sensitive to the issue at hand. Ensure that pin checks are completed prior to boarding the aircraft.

In-flight:
Weather can sometimes force you to alter the plan for the jump. Since jump activities are conducted under VFR flight rules, your pilot is not allowed to fly above a broken or overcast cloud ceiling. They are permitted to operate above cloud level in scattered conditions provided that they maintain horizontal and vertical separation from any clouds.

If the weather deteriorates to the extent that exiting at the planned jump altitude and spot would be a violation of VFR minimums, then a change in plan must be made. A jump below the ceiling, with your novice performing a shorter freefall, can still be done. This should only be considered where the jump can be completed safely from the altitude available. While consulting with the pilot can assist your decision, an extended discussion should be avoided.

If you decide to make the jump at a lower altitude, advise your novice of the changes in the tasks. Be conservative when you do this; for example: if you are making a freefall only 2/3 as long as the planned freefall, limit the tasks to roughly 1/2 of those planned; reduce the number of tasks rather than the number of repetitions. Deliver your information in a positive manner, highlighting things like the ease of spotting from a lower altitude or having just one task to do, rather than stressing "can't do what was planned" or "have to hurry". If, due to low cloud or high winds, the jump has to be cancelled, ensure that your novice is seated comfortably for the descent. Then share some positive thoughts with your novice about making the jump later in the day or the following day.

An equipment problem in the aircraft such as a strap coming loose, or whatever, should be brought to your attention promptly by the novice and dealt with. The only case where they would

take immediate, independent action to exit the aircraft is if they saw the main or reserve parachute going out the door. Your novices should also advise you if they see a problem with another person's gear.

An aircraft problem will require your novice to listen to the pilot's commands, then to follow instructions as quickly as possible. There are only two alternatives:

- prepare for an emergency landing, or
- exit from the aircraft.

For an emergency landing, the novice should get into a kneeling position or if time permits sitting position; have them tuck their head to their knees and clasp their hands behind their neck. Do up the seat-belts.

For an Emergency Exit you will call out: "This is an emergency, go! Reserve", in response to which they would exit as quickly as possible. As soon as they are clear of the aircraft they will pull their reserve immediately if the altitude is below 2,500 ft. If above the normal opening altitude and the problem is minor, the pilot may give you a jump run during a gliding descent; in this case the novices could exit over the spot and use their main.

Since some form of aircraft failure or another is a real possibility, the novice must be properly prepared. As this topic was covered on the First Jump Course possibly some time ago, a review of the subject is appropriate. Key points to cover are:

- instructions come from the pilot; no independent actions
- below about 1,500' AGL expect to land with the aircraft
- if asked to leave, do it promptly; activate the main or reserve as dictated by the situation
- be ready to move but do not shift around unless told to go
- opening the jump door and going on your own is a very reckless action

An exit problem may result from improper set-up or from making the wrong launch actions. Your novices should be able to position themselves correctly. In positioning yourself, be prepared to adjust your position to compensate for your novice.

By watching all of your novice’s movements, you can anticipate their departure; let them make eye contact and cue the "ready, set, go". Be ready to leave the step without a nod or exit motion, while not launching until you see a little space between their hands and the plane.

An incorrect launch is a problem which your novice must resolve. If the set-up was incorrect, you must be able to observe the problems. Once the launch is underway, your task is to get yourself into the airflow with your novice. Use a wide stance and some positive curve. Knowing that you are very solidly positioned on the air, you can stay close and observe their actions in recovering stability.

Freefall:
A stability problem can occur on exit or at any time during the freefall. Your novice's actions are the same, regardless of cause. The novice should:

- relax, and check their box position
- emphasize the arch and spread, if spinning counter hard
- pull at 3,000' whether stable or not

From the launch, your action is to position yourself correctly in the air. Stay close so that you can observe their actions while the novice regains control, but remember to keep a safe distance and stay away from above anyone in case they decide to pull. A Solo certified skydiver should be able to regain stability on their own. They also should be aware that they must not sacrifice altitude for stability so remember to stay of being directly above at any time.

A visual problem can result from breaking or losing goggles. If the goggles are broken, your novice's first action is to get the goggles off clear of their face. They should proceed with the freefall exercises if possible; otherwise signal their intention to pull. They should then activate their main.

An instrument problem may occur if the altimeter is tilted so that your novice cannot read it. In this situation they can try to fix it by quickly reaching in to turn towards themselves. If the instrument is still not readable, or is broken, they should look at the ground to estimate the altitude. If they are quite high (just exited the a/c), they can continue with the jump for a few seconds only (following the plan), then pull.

A pull problem may be experienced for various reasons. The novice should:

- relax
- feel for the bottom corner of the container and locate the handle
- try again (second pull). If this does not work, look at the reserve handle and pull

Canopy Control:
A canopy malfunction may occur for any number of reasons. Regardless of cause, your novice's actions are the same:

- check, take a deep breath
- decide (OK or Go to Reserve)
- act: cutaway and activate the reserve.

A canopy malfunction is any inflated shape that is not square or is not there at all.

Once the novice’s main is activated, they are on their own until landing. However, if they experience a malfunction, you should watch their actions. Then you should follow them to the landing point while keeping an eye on the cutaway main. You can help the novice to pick up their gear and walk back together. Someone at the dropzone should arrange for pick-up if you are some distance away. You could follow the main (do not try to catch it) if both of you can easily make the dropzone.

If a novice is injured as a result of landing, look after them. Ensure that first aid is provided, that the gear is collected and brought back, that, if necessary, an ambulance is called, that your novice is kept warm and dry. You do not have to administer the first aid yourself, but you should ensure that a qualified person is recruited and supplied with the necessary material.

Post Jump:
A novice with an attitude problem is often difficult to deal with. These individuals have several characteristics including a failure to listen to what you have to say, setting unrealistic goals, opening low consistently and then saying your opening was high, etc. It is important to identify these attitudes early and to deal with them. Sit down with the individual and discuss their problem. Identify the risks of their attitudes and explain that if their attitude continues, it will compromise their safety, and the safety of others. It is also your responsibility to mention this problem to a senior instructor/coach so that an eye can be kept on this individual.

To summarize, the procedures for unusual situations must be prepared in detail for your dropzone. It is a process that should involve not just the chief instructor, but all of the staff, including the pilots. The actions should be practiced on some occasion, whether during your initial training as a coach or an early spring refresher or whatever. Any problem which you identify that is not included here should be brought to the attention of the staff at your dropzone. Should you feel inclined, a letter to the CSPA office, describing the situation, will help others to gain from your experience.

2.7.2 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 all dropzones.

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

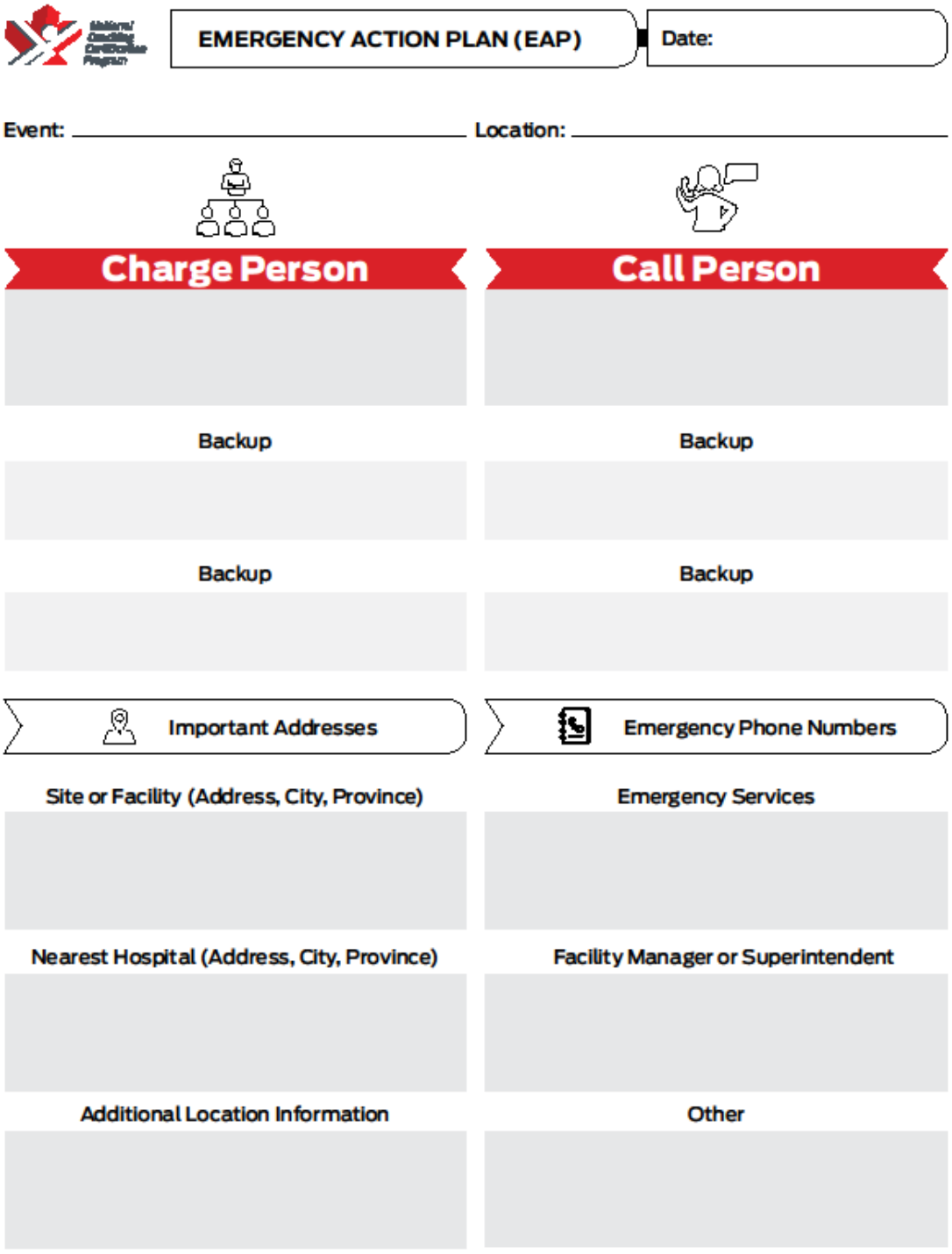
1. Designate in advance who is in charge in the event of an emergency (this may very well be you).
2. Have a cell phone with you and make sure the battery is fully charged. If this is not possible, find out exactly where a telephone that you can use is located. Have spare change in the event you need to use a pay phone.
3. Have emergency telephone numbers posted (facility manager, fire, police, ambulance) as well as contact numbers (parents/guardians, next of kin, family doctor) for the participants.
4. Prepare directions to provide Emergency Medical Services (EMS) to enable them to reach the site as rapidly as possible. You may want to include information such as the closest major intersection, one-way streets, or major landmarks.
5. Have a first aid kit accessible and properly stocked at all times (all coaches are strongly encouraged to pursue first aid training).

6. Designate in advance a “call person” (the person who makes contact with medical authorities and otherwise assists the person in charge). Be sure that your call person can give emergency vehicles precise instructions to reach your facility or site.

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

- is not breathing
- does not have a pulse
- is bleeding profusely
- has impaired consciousness
- has injured the back, neck or head
- has a visible major trauma to a limb

2.7.3 Emergency Action Plan Checklist



EMERGENCY ACTION PLAN (EAP) | **Date:**

Event: _____ **Location:** _____

Charge Person	Call Person
Backup	Backup
Backup	Backup

Important Addresses	Emergency Phone Numbers
Site or Facility (Address, City, Province)	Emergency Services
Nearest Hospital (Address, City, Province)	Facility Manager or Superintendent
Additional Location Information	Other

The medical profile of each participant should be up to date and located at the manifest

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

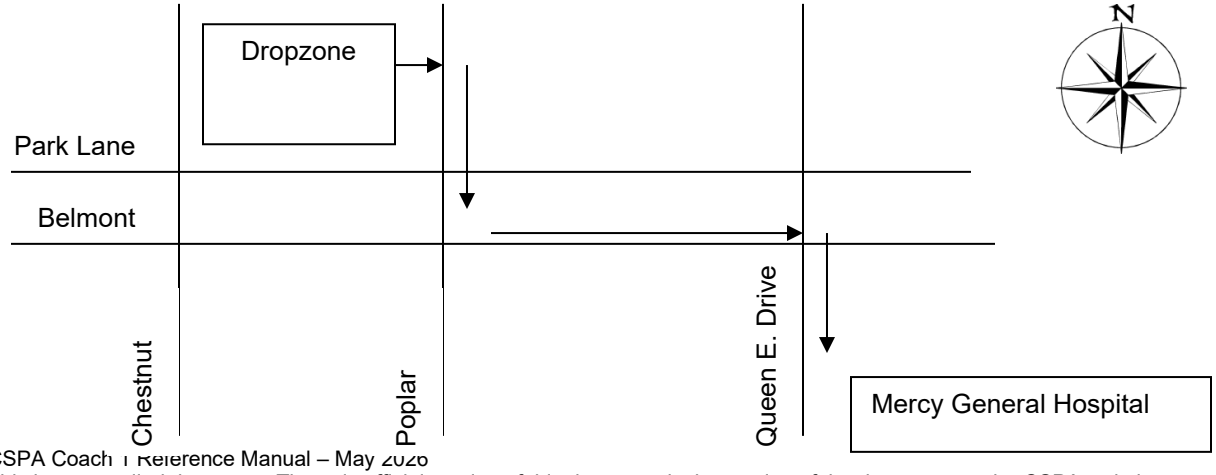
2.7.4 Sample Emergency Action Plan

Contact Information

Attach the medical profile for each participant and for all members of the coaching staff, as well as sufficient change to make several phone calls if necessary. The EAP should be printed two-sided, on a single sheet of paper.

Emergency phone numbers:	**9-1-1 for all emergencies**
Cell phone number of coach:	(xxx) xxx-xxxx
Cell phone number of assistant coach:	(xxx) xxx-xxxx
Phone number of home facility:	(xxx) xxx-xxxx
Address of home facility:	**ABC Skydiving Centre** 123 Park Lane, between Chestnut St. and Poplar St. City, Province/Territory XXX XXX
Address of nearest hospital:	**Mercy General Hospital** 1234 Queen Elizabeth Drive City, Province/ Territory XXX XXX
Charge person (1st option):	Suzy Chalmers (coach)
Charge person (2nd option):	Joey Lemieux (assistant coach)
Charge person (3rd option):	Angela Stevens (parent, nurse, usually on site)
Call person (1st option):	Brad MacKenzie (parent, cell xxx-xxxx)
Call person (2nd option):	Sheila Stevens (parent, cell xxx-xxxx)
Call person (3rd option):	Stefano Martinez (parent, cell xxx-xxxx)

Directions to Mercy General Hospital from ABC Skydiving Centre:



Sample Emergency Action Plan (p.2 of 2) - Roles and Responsibilities

Charge person

- ❑ Clear the risk of further harm to the injured person by securing the area and shelter the injured person from the elements
- ❑ Protect yourself (wear gloves if they are in contact with body fluids such as blood)
- ❑ Assess ABCs (checks that airway is clear, breathing is present, a pulse is present, and there is no major bleeding)
- ❑ Wait by the injured person until EMS arrives and the injured person is transported
- ❑ Fill in an accident report form (AIM)

Call person

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

How to react to an incident [3]

- Always call for help. Does not matter if the incident is minor or severe. Never approach any potentially injured person alone.
- First thing you do is ask: ARE YOU OK?
- This may sound very stupid, but most of the information that you will need will be determined by the response.
- If the person is unable to answer, have the person that came to assist you phone 911 right away. This person will also summon the most senior medical responder at the dropzone
- Keep the attendants to 4 or six experienced people, and have one person keep the crowd away.

Example of Emergency 911 Information

- Hello, I am Johnny Freefaller, the Coach 1 at the (Happy-go- lucky dropzone) at (Moose) airfield (land location)
- I need assistance with a (19-year-old female) who sustained (back/leg/head) injury.
- The patient sustained a (low impact/high impact) injury during a parachute activity
- The patient needs emergency/urgent/non-urgent response because: then state the general condition.
- Be specific: The patient is unconscious/ the patient is incapacitated but able to talk/the patient is immobile/the patient is in severe pain/the patient is walking around but seems confused, the patient is bleeding etc.

- How to React after an incident:
- Keep notes of everything that happened and times
- Be prepared to give statements to the dropzone officer, EMS, RCMP and CSPA
- Fill out an AIM report
- Debrief with all persons involved
- Stay clear of the media, and refer any statements to the designated dropzone officer

[3] Dr. Werner Oberholzer, Skydive South Sask, 2007, with permission

2.7.5 Steps to Follow When an Injury Occurs

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

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

Step 2: Do a first assessment of the situation

If the participant:

- is not breathing
- does not have a pulse
- is bleeding profusely
- has impaired consciousness
- has injured the back, neck or head
- has a visible major trauma to a limb
- Cannot move their arms or legs or has lost feeling in them

If the participant does not show the signs above, proceed to Step 3

Step 3: Do a second assessment of the situation

- Gather the facts by asking the injured participant as well as anyone who witnessed the incident
- Stay with the injured participant and try to calm them; your tone of voice and body language are critical
- If possible, have the participant move themselves. Do not attempt to move an injured participant.

Step 4: Assess the injury

Have someone with first aid training complete an assessment of the injury and decide how to proceed.
If the person trained in first aid is not sure of the severity of the injury or there is no one available who has first aid training, activate EAP. If the assessor is sure the injury is minor, proceed to step 5.

Step 5: Control the return to activity

Allow a participant to return to activity after a minor injury only if there is no:

- Swelling
- Deformity
- Continued bleeding
- Reduced range of motion
- Pain when using the injured part

Step 6: Record the injury on an accident report form (AIM)

2.7.6 First-Aid Kit

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

Content	Use
Medical record	° important information in case of an emergency
Disinfectants	
• soft antiseptic soap	° all skin lesions
• antiseptic cream	° laceration requiring cleaning before a dressing can be applied
• antiseptic solution	
• peroxide	
Dressings	
• ocular	° cover and close the eye
• aseptic (sterile gauze, 50, 75, 100mm rolls)	° dry compression
• adhesive bandages (“Band-Aid” type and butterfly closures)	° protection of minor lesions
• elastic bandages (100 and 150mm)	° compression
• triangular bandages and safety pins	° multiple uses but primarily to act as an arm support in case of a fracture
Drug products and ointments	
• zinc ointment	° scratches or blisters
• xylocaine spray	° sore burns
Other useful items	
• cleaning solution for foreign bodies	° dislodge foreign bodies
• scissors	° common use
• tongue depressor	° multiple uses
• body temperature thermometer	° check body temperature in case of trauma
• chemical cold bags (unless you have access to ice)	
• plastic bags	° for ice cubes
• phone number list (cell phone, pen, quarters, paper, participants’ emergency records)	° ensure quick response
• tools	° minor repair of equipment
• adhesive tape (37.5mm)	° support wounded joints

First Aid at the Dropzone [4]

The Coach 1 should be familiar with the basic medical requirements to participate in skydiving activities. See your dropzone or the CSPA recommended medical waiver. There are four main organizations in Canada that teach first aid. Take a course from a reputable organization. The Coach 1 on any dropzone has to observe any novice during the contact for any medical (physical/mental) condition that may be present - if any doubt exists, this should be referred to the designated dropzone officer. The ethical/moral obligation of any Coach 1 should be to prevent any harm. The only error would be not to act - no harm can be done to obtain any second opinion.

What to look for?

Any suspicious behaviour should prompt the coach to ask for verification from the designated dropzone officer, and include (but not limited to) the following:

- Potential drug use/abuse - does the novice leave on occasion and is witnessed to take any medication? Does the novice get unusually anxious and return later and appear relaxed or more agitated? Are there any indications of needle marks or pills/tablets present?
- Does the novice talk about or brag about drug use/getting high/smoking etc. to other novices?
- Does the novice present to the dropzone smelling of alcohol?
- Does the novice walk with a limp, or do they favour an ankle or a knee?
- Obvious injuries to the extremities or neck that results in restriction to normal movement.

What to do?

The coach is not only responsible for the well being of the novice, but also represents the sport of skydiving, and the other members present at the dropzone. When in doubt - ask. Ask the designated dropzone officer, and do not doubt your instinct. You have been involved in this sport long enough - if something appears to be not right, it probably is not. Do not allow any person to risk further harm to themselves or others. If you are apprehensive to confront the novice, ask a senior skydiver that is present on the dropzone. Ask the novice, in a non-confrontational matter (Are you hurt? Have you injured yourself previously? Did you take any medication or drugs? When was the last time you took any alcohol? Do you think you should skydive today, you appear unwell etc.)

[4] The following information provided by Dr. Werner Oberholzer, Skydive South Sask. Used with permission and thanks.

2.7.7 COACH LIABILITY

Introduction

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

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

These three topics - negligence, liability, and risk management - are discussed below. This section concludes with a ten-point “personal risk management plan.”

Negligence

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

In general terms, negligence refers to behaviour or action that falls below a “reasonable standard of care.”

The law in Canada demands that we behave in a particular way so that others who might be affected by our actions are not exposed to an unreasonable risk of harm. The standard of behaviour the Instruction Beginner is expected to meet is what is termed an “objective” standard. As adults and as coaches, we are all credited with the same general intelligence and sensibility, and thus the law expects each of us to behave in a reasonable fashion when confronted with similar circumstances.

The law does not expect a coach to be *perfect* in their behaviour, only that the coach is *reasonable* and act as other reasonable coaches would act in the same circumstances.

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

A coach's conduct is negligent when all four of the following conditions occur:

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

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

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

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

The responsible and prudent Instruction Beginners familiar with written policies that govern them, are aware of unwritten norms and practices, know something of the case law as it applies to coaches, and have learned to trust their intuitive judgment and common sense.

Liability

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

While negligence refers to conduct, liability refers to the responsibility for consequences of negligent conduct.

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

Liability can also refer to responsibility for the consequences of conduct that fails to meet a predetermined legal standard other than the standard of care in a negligence situation. In addition to the liability that can arise from negligence, liability can also arise when a law is broken or when a contract is breached. The prudent coach ensures that these types of liability are avoided by adhering to laws and complying with contractual agreements.

In summary, an understanding of the legal meaning of *negligence* answers the coach's question:

How does the law expect me to behave?

The follow-up question is:

How can I be sure that my behaviour will meet this expectation?

The answer to this question lies in *risk management*.

Risk management

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

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

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

A word of caution for coaches: there is no template, formula, or checklist for managing risk. The law expects coaches to provide a safe environment for participants, but what that means for a

coach's conduct will vary with the circumstances, including the age and skill level of participants and the environment in which the coaching activity occurs.

2.7.8 The Coach's Personal Risk Management Plan

The informed and prudent coach protects themselves by implementing a personal risk management plan. This plan helps the coach on two fronts: first, it will promote a safe program and help to prevent injuries from occurring, and second, when an injury cannot be prevented, it will help to protect the coach from liability claims.

Coaches can, and should, practice their own personal risk management by following this ten-point plan:

1. Be familiar with and adhere to applicable standards, both written and unwritten, as well as internal policies and rules governing the facility, the sport, and your program.

2. Monitor your participants' fitness and skill levels, and teach new skills in a progressive fashion

3. If you do not have access to medical personnel, keep adequate first aid supplies on hand; ideally, you should be trained in administering first aid.

4. Be aware of the Emergency Action Plan for the dropzone. Have access to, at all times, emergency contact numbers and participants' medical profiles.

5. Inspect facilities and equipment before each jump and take steps to ensure deficiencies are corrected immediately, or adjust your activities accordingly to avoid the risk.

6. Ensure that "waiver of liability" agreements have been signed.

7. You may be covered by the liability insurance policy of your employer (if you are remunerated for your coaching services) or your organization (if you are a volunteer coach). Confirm that this is the case. If it is not, obtain your own insurance.

8. Do not be afraid to stop or withdraw from any activity that poses unreasonable risks.

9. Trust your common sense and intuition!

10. Actively pursue your own training, professional development, and coaching certification.

NB: Legal Questions and Answers (FAQ) on liability are provided in the appendices.

2.7.9 LEGAL QUESTIONS AND ANSWERS (FAQ)

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

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

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

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

An important distinction between criminal law and civil law is that there is a different 'standard' of proof, where the standard of proof refers to the certainty with which something must be proven. In criminal matters, guilt must be proven 'beyond a reasonable doubt' (a fairly high standard), while in civil matters, fault must be proven 'on a balance of probabilities' which means with a certainly that is greater than 50 percent. This is a lower standard of proof than the criminal standard. Thus, a person charged with a criminal offence could be found not guilty, while the same allegation made under civil law might be upheld.

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

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

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

Depending upon the circumstances of a coaching activity, paid and volunteer coaches could be held to the same or similar standard. However, coaches who are paid and coaches who are not paid will usually have different duties, obligations, and scope of authority. This will influence the

standard of care to which they will be held. This standard is not dictated by whether or not they receive payment for their services, but rather is dictated by the scope of the coach's responsibility and the nature of the relationship between the coach and the participant. The standard of care is constant in that it is always a reasonable standard; however, what is reasonable will vary according to the circumstances in which the paid coach and the volunteer coach find themselves.

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

Yes and no. Children are required by law to go to school and when in school they are under the authority and care of school officials, including teachers. Thus, a teacher has a statutory duty to stand "*in loco parentis"*, a legal term meaning that they stand in the place of a parent with respect to their students. As such, teachers have duties and responsibilities equivalent to that of a 'prudent parent', and must behave as a parent would behave in caring for their child. Coaches who are not in a school setting do not stand *"in loco parentis"* in the same way that teachers do, and are not required to meet this statutory duty.

However, both coaches and teachers have specialized skills and knowledge and have a responsibility to provide a reasonable standard of care. The standard of care for anyone is determined by written standards, unwritten standards, case law, and common sense. The coach who is also a teacher will be held to written and unwritten standards that govern coaching (such as coaching manuals, rules of the sport, coaching code of conduct) as well as written and unwritten standards that apply to teachers (such as teacher manuals, school board policies, and duties imposed by statute upon teachers). The coach in the school setting must fulfill both roles and must adhere to standards that apply to both coaching and teaching activities.

4. How would a judge describe a "reasonable and prudent person" when referring to a coach?

A coach will be held to an objective standard of behaviour that is what an average and reasonable coach would do, or not do, in the same circumstances. *Black's Law Dictionary* defines 'reasonable care' as that degree of care which a person of ordinary prudence would exercise in the same or similar circumstance. A coach has special skills and knowledge and is not the same as a 'person of ordinary prudence', thus the reasonable standard for the coach will be that standard expected of a reasonably prudent coach having similar knowledge and skill and finding themselves in similar circumstances.

Keep in mind that the standard is objective, meaning that it is determined not by what a coach *did* or *did not* do in a situation, but by what a coach *ought* to have done, or *ought not* to have done. It might be tempting to believe that if a coach obtains less training and gains less knowledge, they will be held to a lesser standard. This is not the case, as the circumstances may well require a coach of greater knowledge and skill, and *that* will form the benchmark against which the coach's conduct will be measured.

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

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

6. What is jurisprudence?

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

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

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

There may also be situations where your activity is subject to two or more codes at the same time, such as if you are coaching at the Canada Games. Unless the codes specify clearly which one might take precedence, or "trump" the others, then all may apply simultaneously. This can create difficulties if any of the terms in different codes are contradictory.

8. Is special liability insurance a requirement for coaches?

Special liability insurance is not a requirement for coaches, but is highly recommended as a risk management measure. Ideally, organizations that employ or engage coaches should include the coach as an insured party under their general liability insurance policy. Coaches should confirm this is the case and if it is not, the coach should insist that the policy be revised accordingly. As a last resort, an individual coach can purchase their own insurance, but this may be difficult to obtain and expensive.

9. What happens if I am uninsured? Are my personal assets at risk?

The purpose of liability insurance is to cover the costs that an individual might have to pay in the event they are sued, or are required to compensate another person for loss or damage. Insurance may also cover the costs to defend oneself or to otherwise respond to an allegation of wrongdoing, even where such an allegation may prove to be untrue.

The vast majority of coaches never find themselves in situations where they need insurance. However, if they do and they are not covered by an insurance policy, then they will be personally responsible for paying these costs. This could mean tapping into savings and other personal assets.

It is also important to note that insurance policies and coverage vary widely and a given insurance policy may not cover all of the coach's circumstances or all financial obligations.

10. What are my responsibilities if an accident occurs? Must I accompany a participant to the hospital?

The coach's responsibilities begin long before an accident occurs. The coach should have an Emergency Action Plan that identifies who does what in the event of an accident, and should have on hand all the necessary information to contact emergency and medical authorities as well as parents/guardians, and to inform medical professionals of the medical history of the injured person.

A coach does not necessarily have an obligation to accompany a participant to the hospital; it will depend on the nature and severity of the injury, whether or not there is another responsible person available to accompany the participant, and whether the remaining participants can be properly supervised should the coach be required to leave. The coach will have to make informed decisions about these matters depending on the circumstances; the Emergency Action Plan provides guidance for this decision-making, which is why it is so important to have prepared in advance.

11. What are the most commonly occurring cases where coaches require legal assistance?

Coaches most frequently need legal assistance to deal with employment matters such as employment contracts and termination. They also seek assistance to deal with allegations of harassment and misconduct matters. On occasion, coaches require legal assistance when implicated in a lawsuit from a person who has been injured and is seeking compensation.

12. What are the key preventive measures a coach can take to protect themselves?

The competent, informed and prudent coach practices their own personal risk management as described in the NCCP materials. A ten-point plan is presented there that lays out an array of risk management techniques accessible to all coaches. A coach protects themselves through gaining knowledge about negligence and liability, and applying techniques to identify and control risks in the coaching environment.

SECTION 3: CONDUCTING A SAFE SKYDIVE

3.1 LEADERSHIP FOR A NORMAL JUMP

The following are some statements which present in summary, the type of leadership which you must provide during the phases of each skydive. In the paragraphs that follow, these statements are supported with additional information for each phase.

- Planning: direct goal setting, provide good pre-jump presentations and practice of the appropriate skills for the next skydive.
- Preparation: Observe the novice's physical rehearsal, relaxation techniques, mental preparation, warm-up, and concentration.
- In-flight: work with the pilot and other skydivers to complete the flight while ensuring your novices apply in-flight skills and prepare for their skydives.
- Freefall/Canopy: observe your novice's demonstration of their skills.
- Post jump: provide feedback and direction that will aid the learning of the attempted skills and acquisition of new skills.
- Equipment/Technical Knowledge: assist the novice in acquiring equipment and technical knowledge skills.

Planning Phase

As a coach, your first task is to get to know your novice. After introducing yourself, determine their skills by asking a few questions about what they have done, looking at their logbook, talking to previous instructors or coaches, and perhaps having them demonstrate an exit or the last skill they performed. From the information you collect and a quick review of the tasks in the progression program, you will identify the skills which you would like them to perform; they should have at least one required skill for each phase of the jump. (See Section 2.3 *Dive Planning through Goal Setting and the Skills Grid*)

Teaching the new skills is the next step. (See Section 2.5 *Teaching a Skill*) Give the novice a short break while you prepare for the lesson. This is usually a good time to review your manual and notes; check with the senior person (coach, instructor or dropzone operator) if you are unsure of any details. Gather your training aids and then teach the new skills. Ensure that you review previously taught skills for other phases of the skydive. This is much more professional than "teaching by the seat of your pants".

Together, practice the jump until your novice is completing their tasks without prompting or major errors. The final practice or two should be completed with gear on, including helmet and goggles; your novice should lead the practice, talking about what they are doing for each step. You can help novices by keeping them focused on their actions and the general sensations they will experience. Here is also a chance to review the skills from the preparation phase of the Skills Grid: physical rehearsal, relaxation techniques, mental preparation, warm-up, and concentration.

In-flight

Your tasks during the climb to altitude will be affected by the seating arrangement used at your dropzone and by the composition of the load. Look at the seating possibilities; compare benefits against difficulties for each arrangement. If there is another coach or instructor on the load, sharing or division of responsibilities is needed.

Here's the list of activities which you must monitor, share or perform: Remember that the novice is quite capable of jumping on their own. A key word to remember is monitor.

- pilot briefing: altitude, jump run, spot, other passes
- equipment checks before boarding
- load the aircraft: load sheet, tickets
- proper positioning in the aircraft
- during the climb: watch the winds, cloud conditions, observe in-flight skills
- verbal review/relaxation activities with novice, positive dialogue
- pin and handles check before jump run; also mental rehearsal
- check the spot as the novice spots.
- follow the novice out observing the setup and launch

For the exit, ensure enough time is given for the novice to get set up correctly. The key to a successful jump is a relaxed and controlled exit. Take a few extra seconds to achieve this. Be ready to launch as quickly as possible. Watch the novice's actions as they move into position. Make eye contact, give them a nod and smile that everything is ok, (you are ready). After the nod, your novice will rock forward then step back from the aircraft as trained. As you see them separate from the plane, launch from the aircraft in a wide stance on the airflow, beginning to adjust your position for any incorrect actions by the novice, and then go to and set up in your observation position.

Freefall

There are two locations from which you can observe your novice's performance in freefall.

- The first location is from the ground. With the use of telemeters or powerful binoculars, it is possible to see arm and leg movements, but difficult to assess the tilt or twisting of the torso.
- The second location is "in-air" at a safe distance from the novice. This provides the best position for observation of their actions. When in the air your ideal observation position should be 90 to 270 degrees off the novice's heading, about 5 to 10 meters away and about a meter above. You are an observer and should not be in the novice's "picture" for the skydive.

Once in your observation position, watch your novice's actions as they apply the information from your earlier teaching presentations. Observe:

- correct body position freefall activities: correct actions, variation within repetitions
- altitude awareness: watch for altimeter checks

At the same time you'll be:

- monitoring altitude - adjusting for differences not included in novice's tasks (e.g. if they are doing turns, you look after the fall rate and levels). A key word here is anticipate.
- looking after your own safety.

It is imperative that you track away from the novice before activating your parachute. Your novice already knows how to pull, therefore at 4,000' TRACK. Once open, check the canopy altitude of your novice.

Note: You are an observer of the skydive, not a participant. It is not your responsibility to indicate break off altitude to the novice or solve any unusual situations.

Canopy Descent Phase

After you have located the novice, observe any canopy problems they may be dealing with and skills that are being practiced. Fly a pattern approach to the landing area and after landing watch your novice's final approach as you will generally land first. If coaching from the ground, you can easily observe your novice's final approach and landing technique.

Post Jump

Mentally review the jump noting points for the debrief while descending, while you wait for them to land, while walking back to the packing area and while packing, then write them down. Ensure that your novice has a few quiet minutes to collect their thoughts about the jump before you begin the post-jump debriefing.

It is important to assess their memories and their views of their performance. The feedback should support the novice's memories of the jump; it should emphasize what was done correctly and it should identify only a limited number of "errors", with the emphasis placed on how to do it right next jump. Avoid detailed analysis, extended discussions, or lengthy explanations of how it was wrong. The key is to be positive, and show correct actions rather than dealing in negatives. Identify any skills that still need refining and indicate any new skills which will have to be learned before the next jump. (Section 2.4 *Analyzing Performance*)

The task of filling in the novice's logbooks and making appropriate entries in the dropzone's training record is shared with your novice. Ensure that the logbook entry that is entered about the novice contains objective information about the jump and the quality of each of their skills. In this way you help yourself or the next coach who works with this novice (Section 2.5.4.11 *Record Keeping*). If items are required for licensing purposes, ensure that they are properly filled out and witnessed.

Equipment Skills

Ensure that each equipment skill is taught in a professional manner so that your novices can develop their skills correctly. When they are working with their gear, watch how they do it. See that they apply the skills as you have presented it to them.

Technical Knowledge

While the actual skydiving skills are your main concern, you should make use of the reference material that is available to your novice, primarily PIM 2A but also PIM 1 and PIM 2B. During those times when you are waiting for manifest to call your load, for the winds to drop, or the clouds to clear off, get out your Parachutist Information Manuals. Go over a sub-section or two with your novice, or a small group of novices. Get a group of three or four together in the classroom to talk about landings, free fall manoeuvres, or the theoretical model of freefall control or canopy flight. Direct your novices to read the relevant sections in the PIMs, when they have time.

3.2 SKYDIVING COACHING TIPS

In-Flight Skills

Pilot Briefing and Aircraft Seating

Provide novices with the possible scenarios for the jump and have them run through with you, what should happen in respect to these activities. This lets you iron out any problems and avoids wasting time at the aircraft. Remember you are a coach and not an instructor. Suggestion is much more appreciated in this role than is direct instruction.

Spotting

There are a number of things you can do to maximize the learning potential of this skill. The first one is LET THE NOVICE SPOT!! In the aircraft remember to advise the pilot to give a longer run in and to open the door a little earlier to allow the novice time for spotting. If the novice calls the spot and it is within reason (e.g. you can make it back safely even if you had a round) follow them out. Trial and error is required for a novice to polish their spotting skills. If the spot is way off, correct it before the climb out in order to avoid a bad situation.

Exits

Demonstrate these on the mock-up before proceeding to the aircraft to save time.

Intentional Unstable Exit

For this skill have the novice hang onto one of their legs with both hands while leaving the aircraft. DO NOT hang onto your novice's leg, flip their foot or have any contact with your novice as they leave the aircraft. More than one incident has occurred because of those kinds of inconsiderate actions. This is an intentional unstable exit, not a surprise one!

Throwing a WDI or Rate One Turn

This skill is best practiced first at lower altitudes (2,000’ - 3,000’) to allow the novice a good chance of visually locating and following the WDI to the ground. An accuracy load or a short free fall delay jump (4,000’) would be an excellent occasion for this. An alternate for this is to perform a rate one turn while on the climb to altitude.

Free Fall Skills

Back Loops

This skill should be demonstrated and taught on the horizontal plane (or have student lie on a table) and NOT standing up. Take the novice through the initiation, follow through and starting box position while they are lying face to earth. Avoid teaching the use of arms to initiate the loop as this prevents the novice from becoming aware of their legs, and the legs are what do the work in most skydives. Also most novices require the arms to be in the box for lateral stability. If taught to use their arms in a back loop, a common problem with novices is rolling about the lateral axis. If possible utilize a table that allows a person to bend their legs under the table, for demonstration of initiation of the back loop.

Another good practice facility for this is the swimming pool. The novice can perform the manoeuvres underwater while a second person can assist with the rotation. Most freefall manoeuvres can be perfected in the pool.

Front Loops

A front loop requires a very aggressive initiation. Ground teaching of this skill is best done using a small stool or table. Coordination of the initiation is critical. Have the novice arch on a small stool and demonstrate the initiation position. Sometimes a front somersault can also be performed if the coach catches the stool as the novice rolls. Be careful in regards to the novices head with this exercise as it could strike the ground. The pool is also an excellent training ground for the front loop.

Barrel Rolls

This is a simple skill to teach if you do it in the horizontal position. Have novices lie down and practice movements of their appendages as they roll. You will have to assist in the roll motion. Watch for coordination of the arms and legs as the novice rolls. Coordination is the key here. It is best if the novice straightens their legs first and then proceeds with the arm motions. This method will prevent the 45 to 90 degree off heading finishes.

Delta

Teach this skill by initial demonstrating a shallow delta. Have the novice lay on the ground (or a creeper) in the box position and have them initiate and then return back to the box. A delta's only purpose is to close large distances that have both a horizontal and vertical change. Positioning the arms and the legs will aid in a shallow delta to a steep one.

Backslide

Practice as above for delta.

Canopy Control Skills

Rear Riser Turns and Spirals, and Front Riser Turns

Stress safety and the fact that the air must be clear of other skydivers before performing this manoeuvre - LOOK around you. DO NOT spiral below 2,000' due to possible AAD activation and collision with other jumpers.

Landing Approach

The purpose of this skill is for novices to get an idea about how to apply a landing pattern. Use a diagram of the landing area to describe where and when they should be on downwind, base and final. The purpose here is the pattern and following it without doing S turns on final, not how far away the novice lands.

Line of Flight Controlled Approach

This skill is meant to teach the novice how to hold a line on an accuracy approach. The objective is to land on the wind line of the target. With more experience, the novice can control their descent

rate using brakes; however, it should be stressed that the canopy should be allowed to fly at about 100 feet in order to get a good flare.

Set-Up Assessment

The purpose of this skill is for the novice to gain judgment as to when to turn onto final, so that no S turns are required on final. This is an important skill for later on in skydiving as it prevents the hazard of jumpers circling around the target area and prevents the novice from cutting off other jumpers on final approach.

Equipment Skills

Remember to be systematic when teaching packing and performing an equipment inspection.

Technical Knowledge

Technical knowledge should be taught in between jumps if there is time, or more preferably during weather break or when jumping is not occurring. Remember to apply PPAF and KISS. The information contained in PIM 2A is an excellent resource for technical knowledge.

SECTION 4: MAKING ETHICAL DECISIONS

4.1 AN INTRODUCTION TO SOLVING ETHICAL SITUATIONS

4.1.1 General Considerations

As a coach, you will deal with a wide range of issues. Depending on the type of issue with which you are faced, you may experience a variety of emotions/feelings and thoughts.

Sometimes, you may feel that an action/behaviour is wrong. At other times, you may suspect or even know that a behaviour is illegal. In other instances, you may feel unsure about a situation and a decision, since there seems to be a number of alternatives that could be acceptable. If you ask yourself this type of question, the issue most likely has ethical implications.

Often, a conversation with the person(s) involved is all that is necessary to adequately deal with the situation. However, at other times this will not be sufficient, and you may have to make a more formal intervention or refer the matter to some other level of authority.

4.1.2 Values and Ethics: What Are They?

Our values represent a set of deeply held beliefs upon which our thoughts and actions are based; we refer to our values in evaluating our own actions as well as the actions and decisions of others. In coaching, our core values are expressed as a series of principles defined by the **NCCP Code of Ethics** (see Step 3). A code of ethics defines what is considered good and right behaviour.

An ethical dilemma arises when there is a conflict between two or more values we wish to maintain

Ethical issues arise when our values and the corresponding ethical principles are compromised in some way. When this happens, the decisions are often sensitive and difficult to make. In these situations, the quality of the decisions made by the coach depends on a number of factors including:

- an understanding of the facts of the situation
- an awareness of their own values, and of the various factors that can influence their decision
- the use of appropriate benchmarks to analyze the situation and understand what is involved
- the ability to apply a rigorous decision-making framework to the situation at hand

This module deals with each of these factors as part of an ethical decision-making process.

4.1.3 Ethical Decision-Making Process

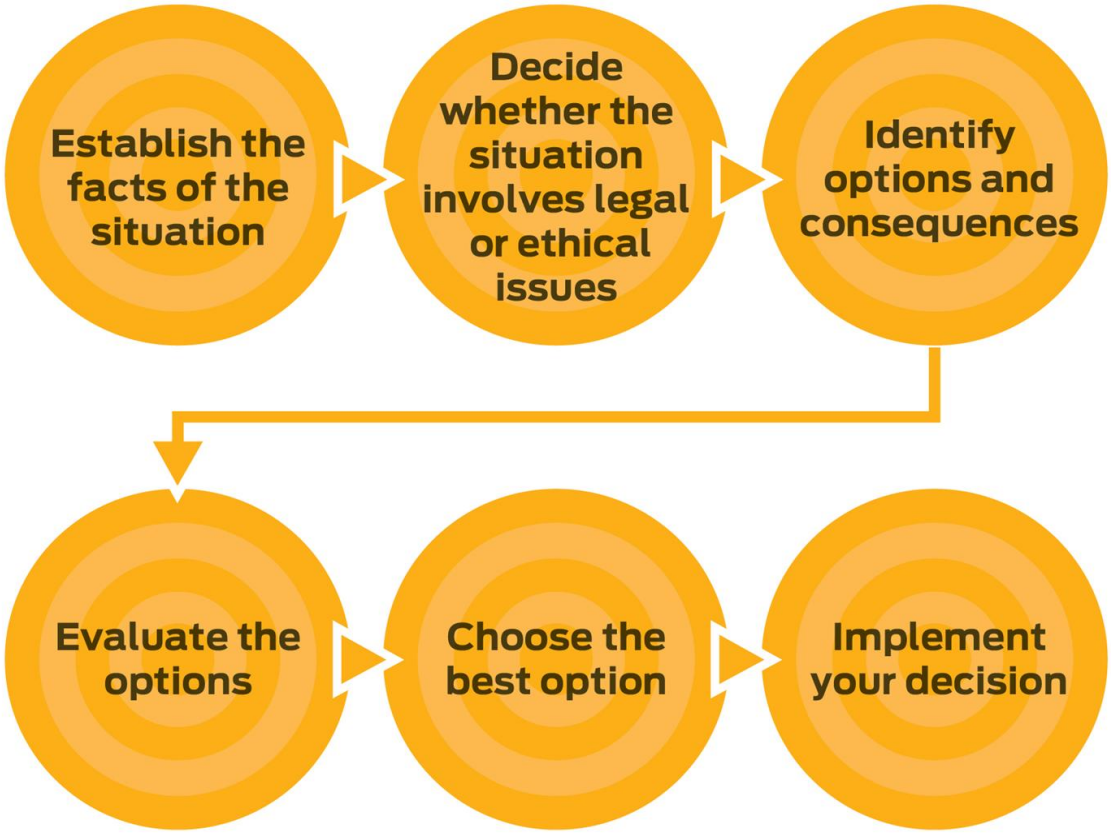
This document outlines a process that will enable you to make thoughtful and responsible decisions in situations presenting ethical or moral dilemmas. To this end, a series of steps will be proposed, each emphasizing certain questions. These steps are summarized in the diagram on the following page.

If you follow this path and answer the questions to the best of your knowledge, you will:

1. Ensure you have a thorough process to enable you to make sensitive decisions;
2. Have solid arguments to justify your decisions from an ethical point of view; and
3. Feel confident to fully assume the consequences of your decisions, knowing that *"it was the right thing to do under the circumstances".*

Note*: The process described in the following sections applies to situations that do not require an emergency response by the coach. In the case of crucial and urgent situations, for instance when a person is injured or if there is an imminent risk for the safety of people, the duty of the coach is to take whatever measures they feel are necessary in the short term to manage the situation, and to protect the individuals concerned. These particular aspects are dealt with in the "Planning a practice" module, in sections of the* Reference Material *that cover risk factors, emergency action plan, and coach liability.*

4.2 ANALYSIS AND DECISION-MAKING PROCESS FOR SITUATIONS THAT HAVE ETHICAL IMPLICATIONS



Ethical Decision-Making Process

STEP 1 - ESTABLISH THE FACTS OF THE SITUATION

When faced with any situation or problem in coaching, your first task is to establish exactly what has happened (or is happening) and who is involved in the situation before trying to figure out what you will do about it.

At this stage, ask yourself the following questions:

- What has happened or what is happening? When and where did certain events occur? Get the facts from all the parties involved, and look at the situation from both sides if there is disagreement or conflict.
- Who is (or might be) involved in or concerned by the situation?
- What do the parties involved have to say about the situation (i.e. what are all sides of the story)?

STEP 2 – DECIDE WHETHER THE SITUATION INVOLVES LEGAL OR ETHICAL ISSUES

Once the facts have been clearly established, the next step consists in determining whether or not the situation has legal implications. Two useful questions to ask yourself at this stage are:

1. Has anyone been harmed by the action or decision of another, and if so, in what way?
2. Does the action or the situation contravene an existing law?

Examples of Situations That Have Legal Implications

- **Actions that are criminal or quasi-criminal** - These are wide-ranging and could include theft, assault, sexual assault, other sexual offences, possession of narcotics, underage drinking, driving without a license or insurance, forgery, fraud, vandalism, etc.
- **Actions that breach a contract** - These could include someone acting outside the scope of their delegated authority, violating agreed-upon rules relating to the use of a facility or equipment, or failing to meet other contractual obligations.
- Actions or information indicating there are **reasonable grounds to believe that a child may be in need of protection**.
- **Actions that are discriminatory** - Actions of a government, organization or individual that are contrary to the *Canadian Charter of Rights and Freedoms*, the *Canadian Human Rights Act*, or any provincial human rights legislation.
- **Actions that constitute harassment** - Harassment is a form of discrimination and is contrary to human rights laws: in its extreme form, harassment may be a criminal offence.
- **Actions**, even those that are not intentional, that could constitute **negligence**, as legally defined.

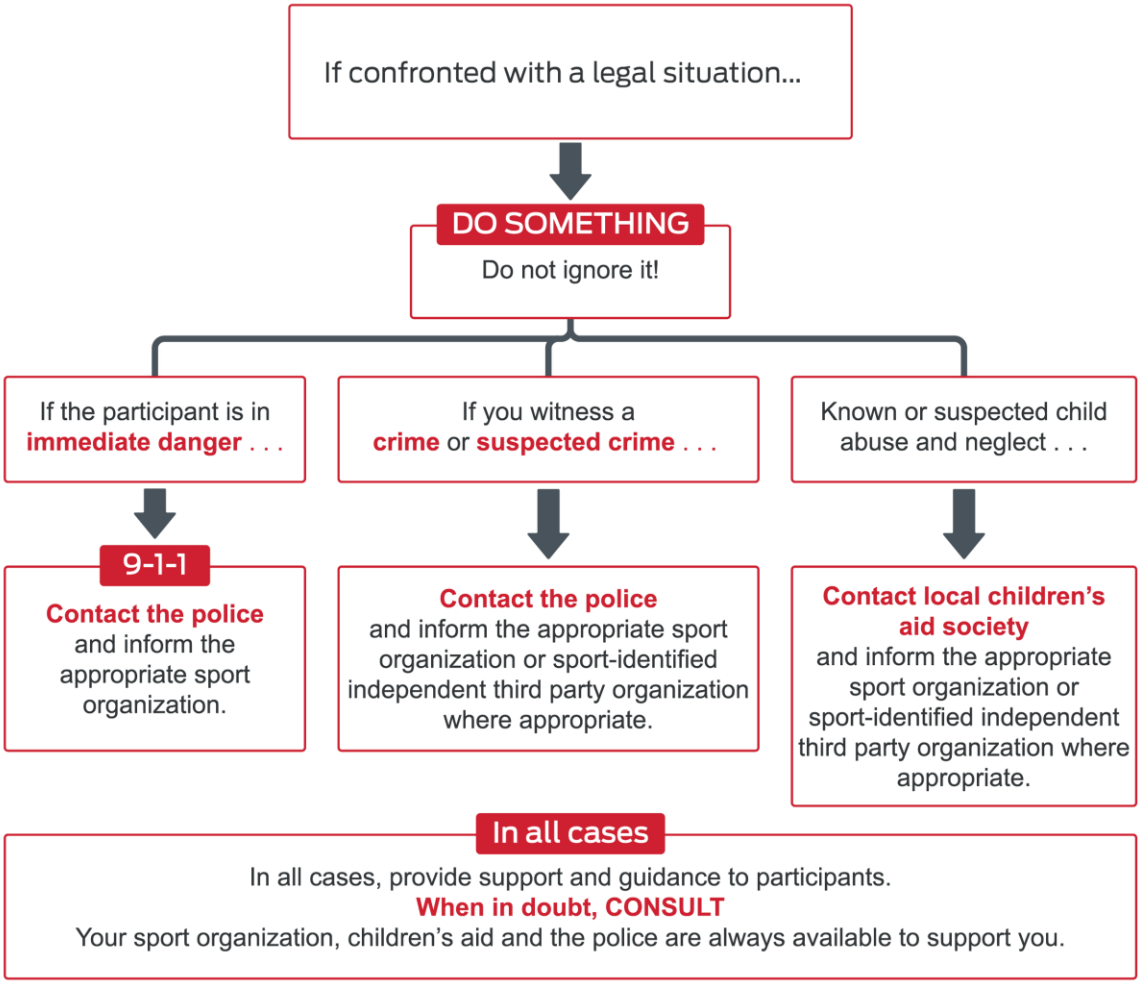
Actions to Take in Situations That Have Legal Implications

A coach occupies a position of authority and, accordingly, has important legal responsibilities. When a coach is confronted by a legal situation such as those described on the previous page, we have a duty to do something about it.

This would involve:

- **Reporting the situation to the police**, where the coach is aware of or reasonably suspects criminal or quasi-criminal activity.

- **Reporting the situation to child protection authorities**, where a coach suspects that a child has suffered physical or emotional harm, or is in circumstances where a risk of such harm exists.
- **Reporting the matter to the employer or to the organization** having authority over the persons involved in the conduct, for all other legal matters.



Situations That Have Ethical Implications

Law and ethics are related and overlap, but they are not identical. Conduct that is illegal is always unethical. Yet, some forms of conduct may be unethical even though they are legal. The law therefore represents an absolute minimum standard of behaviour, while the standard for ethical behaviour is somewhat higher.

When the coach encounters a situation that does not violate any law but nonetheless raises moral questions, they must make decisions about how best to respond. Under these circumstances, ethical principles are often called upon.

When Can a Coach Know that a Situation has Ethical Implications?

Ethical conduct can be described as a behaviour that meets accepted standards or principles of moral, professional or just conduct. Unethical behaviour is the contrary, i.e. actions or decisions that are immoral, unprofessional or unjust.

Once you have determined that the situation is *not* of a legal nature, it is important to determine whether it presents an ethical issue.

Specific to the coaching context, all CSPA and NCCP coaches are expected to understand and align with the NCCP Code of Ethics. See Step 3 below.

STEP 3 - IDENTIFY OPTIONS AND CONSEQUENCES

Because they often relate to sensitive issues, ethical situations may generate some degree of emotional reaction. As a result, some individuals may have a tendency to react quickly and spontaneously, and to make quick decisions. Sometimes, this may affect their judgment and the quality of the decisions they make.

Having determined that the situation does have some ethical implications and identified some potential ethical issues (based on the statements listed in the previous step), you should now identify *options for decision or for action*, and assess *potential consequences in each case*. This

reflection represents an important step in the ethical decision-making process because it shows that you care about what might happen to others.

Start by asking yourself: ***"What could I do in this situation?"*** In the process of answering this question, think about a variety of options. The first one to consider should be "not making any decision" or "taking no action". This would be the least demanding option, and it could be thought of as representing one end of a continuum of possibilities. As a second step, consider the other "extreme" of the continuum, and think of the most comprehensive or liberal action you might take in the situation. Then, identify several intermediate options. Do not rule out any option at this stage, even though at the outset it may appear an unlikely choice.

Continuum of Options for Decision or for Action

Once several options for decision have been identified, think about ***"What might happen if …"*** This will enable you to assess potential consequences that may result from each option. In many ethical situations where a "Yes - No" decision must be made, the following questions are likely to arise:

- What might happen if the coach *chose not to make any decision* or *took no action*?
- What might happen if the coach's position were *favourable* to the situation, question, or issue at hand?
- What might happen if the coach's position were *not favourable* to the situation, question, or issue at hand

NCCP CODE OF ETHICS

The NCCP Code of Ethics is found here: https://coach.ca/sites/default/files/archive/2020-03/NCCP_Code_of_Ethics_2020_EN.pdf

What is a Code of Ethics?
A code of ethics defines what is considered good and right behaviour. It reflects the values held by a group, and outlines the expected conduct of members while they perform their duties. It can also be used as a benchmark to assess whether certain behaviours are acceptable.

Why a Code of Ethics in Coaching?
Core coaching values have been formalized and expressed as a series of principles in the NCCP Code of Ethics. These principles can be thought of as a set of duties and responsibilities regarding participation in sport, coaching athletes or teams, and administering sports.

The NCCP Code of Ethics can help coaches to evaluate issues arising within sport because it represents a reference for what constitutes “the right thing to do”.

The golden rule of the NCCP:

NCCP Code of Ethics

Purpose of the NCCP Code of Ethics

The National Coaching Certification Program™ (NCCP) Code of Ethics provides ethical standards that reflect the core values of the coaching profession in Canada, and guides sport coaches to make balanced decisions to achieve personal, participant and team goals. The NCCP Code of Ethics applies to every coach in Canada—from the first-time coach to the head coach of a national team. The NCCP Code of Ethics is used to guide the conduct in sport that stipulate acceptable and non-acceptable behaviours and associated repercussions.

Core principles and ethical standards of behaviour

Coaches value Leadership and Professionalism, Health and Safety, and Respect and Integrity. For each of these core principles, there are associated ethical standards of in-person and on-line behaviour expected of every NCCP coach and NCCP Coach Developer in Canada, whether on or off the field.

1 - Leadership and professionalism

This principle considers the inherent power and authority that a coach holds.

Ethical standards of behaviour

- Understand the authority that comes with your position and make decisions that are in the best interest of all participants
- Share your knowledge and experience openly
- Maintain the athlete-centered approach to coaching so that every participant's well being is a priority
- Be a positive role model
- Maintain confidentiality and privacy of participants' personal information

2 - Health and safety

This principle considers the mental, emotional, physical health and safety of all participants.

Ethical standards of behaviour

- Recognize and minimize vulnerable situations to ensure the safety of participants
- Prioritize a holistic approach when planning and delivering training and competition
- Advocate for, and ensure appropriate supervision of participants, including the Rule of Two
- Participate in education and training to stay current on practices to ensure the continued safety of your participants
- Understand the scope of your role and skills and call upon others with specialized skills when needed to support your participants

2 - Respect and integrity

This principle considers respect and integrity, which are the rights of all participants.

Ethical standards of behaviour

- Provide equitable opportunity and access for all
- Establish a respectful and inclusive sport environment where all participants can raise questions or concerns
- Obey the rules and participate honestly and respectfully
- Be open, transparent and accountable for your actions
- Maintain objectivity when interacting with all participants

Rule of two:

The goal of the Rule of Two is to ensure all interactions and communications are open, observable and justifiable. The purpose is to protect participants (especially minors) and coaches in potentially vulnerable situations by ensuring more than one adult is present. There may be exceptions for emergency situations.

While the Rule of Two does not often apply in an adult sport, it is important to understand how the process works.

Work as a team. A coach should have another coach or screened adult (parent or volunteer) present when interacting with participants.
Remain open to the public. Have a training environment that ensures all situations are open, observable and justifiable.
Plan transportation. Have at least two adults present when traveling with a participant(s), and refer to your club travel policy.
Be sensible. Be considerate of the gender of the participant(s) when selecting coaches or volunteers.
Transparent communication. Ensure that all communications; including virtual training are sent to the group and/or include parents or guardian, without one-to-one messaging. All messaging should be necessary, administrative and/or sport-specific.

More information: **coach.ca/responsible-coaching-movement**

Contact

Questions related to the NCCP Code of Ethics design may be directed to the Chief Operating Officer at the Coaching Association of Canada. Send an email to coach@coach.ca or call 613-235-5000 ext. 1. For complaints related to Registered Coaches or Chartered Professional Coaches, refer to the Coaching Association of Canada's Code of Conduct.

STEP 4 – EVALUATE THE OPTIONS

As part of a thoughtful decision-making process, you should now assess the pros and cons of each option for decision. Below is a list of criteria that can help you perform such an assessment. These reflect the principles and the values of the NCCP Code of Ethics, and are classified into two categories based on whether they relate primarily to the **outcome** (or result) of the decision, or the **means** (or process) used to reach a decision.

Criteria That Relate Primarily to the Outcome

- The option promotes the achievement of a positive outcome for the majority of the individuals concerned.
- The option minimizes the negative implications that may follow.
- Potentially negative implications affect the fewest people possible.
- The option does not represent a risk for the physical, intellectual, emotional or social development of a person.
- The option does not represent an obstacle to the achievement of a person's or a group's goals.
- The option seeks to protect the interests of others who might be in a vulnerable position.

Criteria That Relate Primarily to the Means

- The option is fair and respects the rights of everyone regardless of athletic potential, sex, race, language, age, religion, etc.
- The option takes into account and is consistent with all established rules and principles.
- The option is consistent with successful decisions or actions taken in the past in similar situations.
- The option respects the authority of people in a position of responsibility.
- The option is based on credible information.

STEP 5 – CHOOSE THE BEST OPTION

Making Decisions That Are "Just and Reasonable"

We are now reaching a crucial phase of our process, i.e. the one where a decision must be made. At this stage, it is important to bring together key elements of the previous steps and reflect on how to make "the best possible decision under the circumstances".

In Step 4, we used certain criteria to assess the merit of a variety of options for decision or for action. Based on these criteria, a solution that is "just and reasonable" can therefore be defined as one that is:

- The "right thing to do" with regard to the duties and responsibilities of the person making the decision
- Made "the right way"
- Consistent with the values and behaviours outlined in the NCCP Code of Ethics

However, despite the availability of such criteria, not all ethical decisions are clear-cut. In some instances, a coach may experience some difficulty in making a decision because there appears to be **more than one reasonable solution.** Sometimes, making a decision will even involve sacrificing one value for another. To rank options that seem reasonable with a view to "making the best possible decision", we will now consider the following aspects:

1. What factors could possibly influence decision-making?
2. How can one prioritize principles or values in which they strongly believe, but that seem in conflict in the situation at hand? In other words, what do you do when you are confronted with an *ethical dilemma*?

Factors That Can Influence Decision-Making

The decisions we make can be influenced by many factors that we may or may not be fully aware of. When taking a position or making a decision in a situation that has moral or ethical implications, it is important to ensure that we remain as objective as possible.

Many of the previous steps were aimed at ensuring a high degree of objectivity. As you get closer to the making of your decision, it may be useful to consider certain factors that may influence you. This can help you to (1) become aware that certain factors might indeed be influencing you, and (2) assess to what degree they might drive your actions or decisions.

For the purposes of our ethical decision-making process, we will consider two potential sources of influence:

1. Internal factors
2. External factors

Internal Factors of Influence

Internal influences are those that are intimately associated with the individual who is faced with making the ethical decision.

Personal Values

- Have you experienced a similar situation before? If so, what did you do and how did things turn out?
- How would your family have viewed such a situation?
- What did you learn from your education about the kind of situation you are now faced with?
- How might spiritual or religious background/values impact on your evaluation of the issue?
- How did you learn to view the situation at hand?
- How might your level of experience impact on your ability to make an objective decision?

Personal Circumstances

- Does the decision have the potential to impact on your employment status? (Does your decision impact on someone who has an interest in the team but also controls your employment status?)
- How might your decision impact on the development of your coaching career?
- How might your decision impact on your reputation in the club/sport/situation? (Will your decision alter peoples' views of your coaching approach?)

External Factors of Influence

External influences are those that arise from society, or from the environment in which the individual who is faced with making the decision lives.

Economics and Politics

- How might your decision impact on the economic situation of your team/club? (e.g., types of sponsorship - tobacco).
- What are the political influences and/or ramifications of your decision? (gender issues)

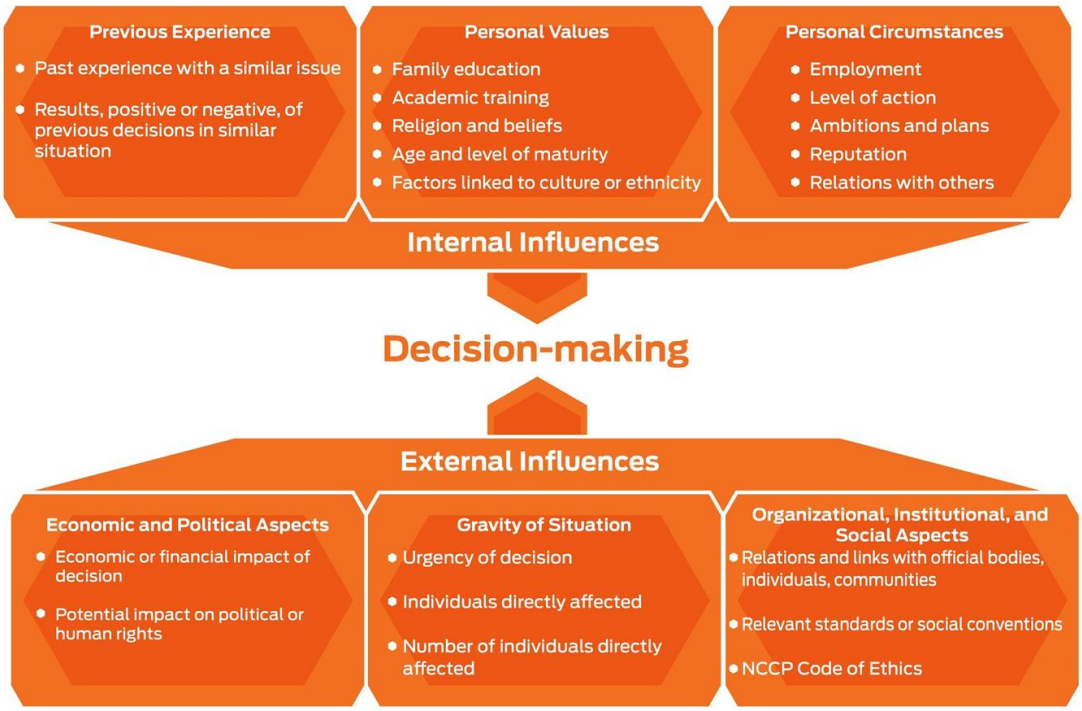
Severity of Situation

- How immediate is the need to make a decision? (e.g., is the safety of an individual at stake?)
- Would delaying the decision be potentially harmful?
- Who and how many people will be affected, and in what way?

Organizational and Institutional

- Do the values of the coach match those of the administration or the decision-makers in the club setting?
- Does the decision impact on others in other organizations and how will the decision affect relationships?
- Do the coach's values match those of the community?
- Does the coach have values that contrast with wider societal values?

What Influences How You View a Situation and the Decisions You Make?


Previous Experience
Past experience with a similar issue
Results, positive or negative, of previous decisions in similar situation
Personal Values
Family education
Academic training
Religion and beliefs
Age and level of maturity
Factors linked to culture or ethnicity
Personal Circumstances
Employment
Level of action
Ambitions and plans
Reputation
Relations with others
Internal Influences
Decision-making
External Influences
Economic and Political Aspects
Economic or financial impact of decision
Potential impact on political or human rights
Gravity of Situation
Urgency of decision
Individuals directly affected
Number of individuals directly affected
Organizational, Institutional, and Social Aspects
Relations and links with official bodies, individuals, communities
Relevant standards or social conventions
NCCP Code of Ethics

Moral Dilemmas and Ethical Decision-Making

As mentioned previously, certain ethical situations may generate strong feelings or doubts because there seems to be more than one reasonable solution. Sometimes, making a decision even involves sacrificing one value for another. When there are two potentially right solutions, such situations are referred to as **ethical dilemmas - a conflict between values we wish to maintain.**

The challenge in ethical decision-making is to determine which value you will maintain in your course of action.

Examples of possible conflicts between values, or ethical dilemmas, are provided below.

Team Rules vs. Parental Rights and Authority

A Team has a standing policy of curfew being set at 10:00 PM at away competitions. All parents give sign-off approval on this and other policies at the beginning of the year. One parent who often travels with the team routinely allows their son/daughter to stay up past this hour.

Team Rules vs. Winning the Competition

A Club has a strict policy of no swearing when on clubhouse grounds. The pre-established penalty for such speech is a one-competition automatic suspension. The day before the championship competition, the leading athlete has a temper tantrum during practice and mouths off using foul language to another athlete on the team.

Duty to Do No Harm Principle vs. Athlete's Will/Rights to Play

An athlete has been experiencing chronic knee pain as a result of a growth spurt. The athlete is begging you to be allowed to play in a key competition, and the parents support this athlete in their eagerness to play

Questions to Help You Prioritize Principles and Values When Faced with an Ethical Dilemma

Sometimes, it is relatively easy to determine which value should take priority (e.g., safety of athletes in your care) but in others, it is not as clear (e.g., amount of playing time for each athlete).

When someone is faced with an ethical or moral dilemma and is forced to choose between two values, it is normally their most deeply held beliefs that will dictate the course of action.

Having thoroughly determined the pros and cons of the various options for decision using the criteria proposed in Step 4, and having reflected on some factors that may influence your decision-making, you can resolve an ethical dilemma by asking yourself the following questions:

- Which criteria (or value) do you consider the most important from those listed in Step 4?
- What does the NCCP Code of Ethics suggest in this type of situation?

- Is there another value in which you strongly believe, and that you would seek to maintain at all costs? If so, which is it?

Do No Harm Principle

Even though it is a sensitive issue to suggest a ranking of your values, the NCCP nonetheless considers that, above all, it is the duty of all coaches to ensure the decisions they make and the actions they take will result in no harm, physical or other, to the athletes.

Questions That May Help You to Validate That Your Decision is "Just and Reasonable"

Having gone through all the previous steps, you may still want to validate one more time that your decision is really "just and reasonable", by asking yourself the following questions:

- Would you make this decision in all similar cases?
- If you feel that you cannot apply your decision to all similar cases, what might be a reasonable and justifiable exception? If so, in which circumstances? Do such circumstances apply in the present situation? What leads you to believe that an exception might be justified in this case, but not in other situations?
- Is the decision consistent with previous decisions that have been made in similar situations in the past, and that have resulted in a positive outcome?

Going through this last series of questions should enable you to be confident that you have made the best possible decision under the circumstances, and give you additional arguments to fully assume the consequences that may unfold when the decision is announced or implemented.

STEP 6 – IMPLEMENT YOUR DECISION

In Steps 1 to 5, you have been through a thorough reflection process that has made it possible for you to make a "just and reasonable decision" in response to an ethical situation. The question now arises: *"What to do next?"*

Putting your decision or plan of action into effect requires that you consider a number of things, particularly if it involves dealing with individuals or groups of people. Consider the following questions as you establish an action plan:

Choose your path. Exactly what is it that you are going to do? Plan carefully the steps you are going to take.

Think about what may happen. Consider the likely outcomes of the decision and how will these consequences be managed?

Identify who needs to know. Consider carefully who needs to be informed of, or involved in, the implementation of the action plan or decision.

Determine if you can deal on your own with the person involved. Is it appropriate to seek an ***informal resolution*** in this situation? In issues not involving a contravention of the law, it is often best to try and deal with the issue informally and directly with the individual involved. We often refer to this as adopting the *conservative approach.* It has the advantage of conferring responsibility for actions upon the party involved and allows them to resolve the situation while maintaining their own sense of dignity and self-respect. It also establishes a degree of trust between parties involved. Approach the individual, and inform them of your observations or what has been shared with you. Give them a chance to respond, and a chance to do the good or right thing.

Warn, do not threaten. This is an important concept when dealing with a situation at an informal level. This entails informing the individual of the logical consequences of what can happen if a situation is not resolved, rather than threatening the person with an "end of run" right out of the gate! This is plan B. Keep plan B in your back pocket.

Think about what you might do next if the informal resolution does not work. In the event an informal resolution does not work, carefully consider what to do next. Inform the individual that you now have to follow up with "plan B". Consider who should be contacted, and what level of authority you should now involve in this situation.

General Coaching Tips
When in doubt or faced with an ethical dilemma, think about the “do no harm” principle.
Never "second-guess" yourself on decisions made with integrity, intelligence, thoroughness, and based on accepted values.
Make sure you are clear about your coaching values, and that you can talk about them in a way that is clear, simple, and easily understood by everyone.
Cross-reference your coaching values and principles with the NCCP Code of Ethics.
Pay attention to what is important to kids in establishing your ethical standards.

References

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Acknowledgements

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Appendix 1 - Sample Code of Conduct for Athletes

During training and sport events (if applicable), we want to observe the following:

1. Athletes having fun and **enjoying themselves**.

2. Practice sessions and activities that, by design and by implementation, promote **self-esteem** in athletes.

3. Athletes learning **the fundamental technical abilities** of the sport.

4. Athletes making **new friends** by demonstrating **positive attitudes** and **tolerance.**

5. Athletes having **fair and equal opportunity to participate** in practice activities and games/competitions, regardless of skill level. Consequently, parents of children who are more skilled should not expect that their child receive greater attention and/or playing time.

Our *code of conduct* can be summarized as follows:

1. **Listen**: Listen carefully to those who are talking to you.

2. **Respect**:
   - Others (coaches, team-mates, officials, opponents, parents).
   - The equipment and facilities loaned to you for your use.
   - The environment.

3. **Work: Give your best effort at all times, both individually and as a team.**

Coach's Responsibilities:

1. Be the program leader and be aware of all that is happening in the program.

2. Plan and lead fun, safe, and purposeful practice sessions.

3. Involve parents in the program, and clearly communicate what is expected of them (parents entrust their children to the program leaders during practice sessions and competitions, and should not intervene with their children during these times).

4. Create an environment that will promote all the values identified in this code, in training and in competition.

Appendix 2 - Sample Code of Conduct for Parents

As adults, we increasingly want to define our rights and responsibilities. Take a few moments to reflect upon our rights and responsibilities as parents of children involved in organized sport. Do we have a code of conduct that guides our behaviour and expectations?

Our Rights

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

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

Our Code of Conduct as Parents

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

Examples of behaviours that demonstrate respect:

For ourselves	**1. Accept a mistake made by a player or an official without yelling at them**
	2. _____
	3 _____
For others	**1. Do not yell instructions to the players during the game**
	2. _____
	3 _____
For the environment	**1. Establish a respectful atmosphere among the spectators**
	2. _____
	3 _____

Reflect on these guidelines and what your role might be as a parent in upholding this code.

Appendix 3 - Sport as a Discrimination-Free Zone

Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.

- Canadian Charter of Rights and Freedoms

One of your shared responsibilities with participants and parents is to ensure that discriminatory behaviour on the bases described in the charter and in the NCCP Code of Ethics is not tolerated in your sport environment.

Discrimination occurs when an individual or group is treated unfavourably or unequally because of *prejudice* or *stereotyping*.

Prejudice is the use of prejudgment, or having a preconceived opinion about someone.

A **stereotype** is the broad, often inaccurate, belief about the characteristics of a cultural, ethnic, or racial group, used to describe an individual thought to be a member of that group.

Harassment is comments or conduct that should reasonably be known to be unwelcome to another, and can include actions such as jokes that isolate a particular group or groups, verbal slurs and insults, and condescending or intimidating behaviours.

What can I Do to Create a Discrimination-Free Zone with My Team?

There are many influences on participants that affect their ability to treat each other fairly and with respect. For example, the participants may have been exposed to racist or sexist behaviour all around them at school, at home, and at play. The best thing you can do as a coach is to watch what you say and do, to intervene if someone on or around your team acts in a discriminatory way, and to encourage the participants and their parents to intervene themselves if they see or hear this type of behaviour.

Addressing how participants want to be treated and how they are going to treat others is a great starting point for building a team code together, which will go a long way toward preventing discriminatory behaviour before it happens.

What Can I Do if I Witness Discriminatory Behaviour?

Understand clearly that not responding is actually interpreted by others as a response; this passive response can indicate that you are OK with what was said or done. A passive response, although leaving you at little personal risk, does nothing to change or stop the behaviour from happening again.

An aggressive response usually seeks to shame the person who has shown the discriminatory behaviour. This type of response usually escalates the situation and does not model respect for others.

Choose a Positive Response to Intervene Effectively

Passive response "doing nothing" **Not recommended**	• Goal is to ignore the behaviour • Sometimes an attempt is made to rationalize the behaviour • Assumes the other person will not stop/change the behaviour even if an intervention is made • Considers time on task and/or personal safety as more important *Examples: Laugh along with a discriminatory joke, or saying nothing when a discriminatory remark is made*
Aggressive response "confronting" **Not recommended**	• Goal is to stop the behaviour in the short term • Comes across as judging the person, not the behaviour • Usually results in the other person wanting to retaliate • Often based on a sense of superior authority, strength, or numbers • The safety of the person whom you are confronting is also at risk now *Examples: "I can't believe you said that. How ignorant can you be?" "Don't you know that what you are saying is wrong?"*
Positive response "seeking change" **Recommended**	• Goal is to stop the behaviour in the short term and to change the behaviour in the long term • Names the behaviour as unacceptable • Points out what is needed in the situation • Does not judge the other person • Is based on modeling respect *Example: "Please do not say that; it is hurtful. How about treating that person as you would like to be treated, and as we agreed to treat one another as team members?"*

By choosing a positive response and intervening when you witness discriminatory behaviour, you are modeling respect for others, and attempting to educate for change.

What Is Inclusion?

Inclusion is the welcoming and providing of full access to teams and programs for participants with a disability in your community.

Inclusiveness means active involvement of participants with a disability in all aspects of the team or sport program. It does not mean that the focus of the team or sport program should be on the participants with a disability, but rather that they should play just as integral a role as any other member of the team or, participant in the program.

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

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

Course Landing Evaluation Form

Candidate: _____
Jumper's Name: _____
Landing Pattern: _____
Line Approach: _____
Angle Approach: _____
Flare: _____
Stand-up: _____
Accuracy: _____

Candidate: _____
Jumper's Name: _____
Landing Pattern: _____
Line Approach: _____
Angle Approach: _____
Flare: _____
Stand-up: _____
Accuracy: _____

Candidate: _____
Jumper's Name: _____
Landing Pattern: _____
Line Approach: _____
Angle Approach: _____
Flare: _____
Stand-up: _____
Accuracy: _____

The Coached Jumps

Coach Jump #1 - In Air Skill Analysis

The candidate acts in an observer role demonstrating skill analysis of the freefall and canopy control segments of the jump only. Debrief procedures deal only with skill analysis. The observer simply states what happened and why (if possible) in freefall and under canopy. The LF / evaluator will demonstrate major (easily observed) errors in the freefall and canopy tasks. This is a jump for the candidate to practice / learn in air skill analysis.

Aim

- The candidate will demonstrate in air skill analysis

Outline

- The LF tells the candidate that they will be performing one free fall task and one canopy control task.
- There is no need for the candidate to teach these tasks
- The candidate has no coaching role in the plane but does spot to evaluate their ability in this area
- The candidate is expected to have an observation plan
- The LF or an evaluator will demonstrate major (easily observed) errors in the free fall and canopy tasks
- The candidate will act in an observer role demonstrating skill analysis of the free fall and canopy control segments of the jump only
- The candidate conducts a debrief which only deals with skill analysis. They simply state what happened and if possible why (using principles of movement and skill analysis)

Evaluation

The candidate is evaluated using the Coach Jump #1 Evaluation Tool, on:

- Spotting ability
- Exit
- Freefall flying ability and observation position
- Skill analysis of freefall and canopy control
- Debrief format
- Quality of feedback
- Canopy control - line of approach

Task Assignments

- Free Fall: Front Loop, Back Loop, Barrel Roll, Delta, Delta Backslide
- Canopy Control: Rear Riser Turns, Set-up Assessment, Front Riser Turns

Coach Jump #2 - Freefall PPAF and Skill Analysis Debrief

After teaching the skill, the jump begins at the airplane with pin checks (no goal setting or briefing is required). The candidate spots. The LF / evaluator performs major errors with one minor error and also performs a canopy skill (with errors). The candidate provides debrief of in-flight, freefall and canopy control. This jump also uses one of the other candidates as a ground coach. The ground coach provides a separate freefall (binoculars) and canopy control debrief. The rationale is that most Coach 1s actually work from the ground and this skill has been underplayed in previous courses.

Aim

The candidate will:

- PPAF one skill area
- Provide In-flight Supervision
- Conduct Freefall and Canopy Control Skill Analysis
- Debrief the Jump
- Act as a Ground Coach for Canopy Control for another candidate

Outline

- The candidate teaches an assigned freefall skill. There is no need for goal setting of the jump or formal briefing
- The jump begins at the airplane with pin checks
- The candidate spots
- The LF/ evaluator performs major errors with one minor error and also performs a canopy skill (with errors)
- The candidate will debrief the in-flight, freefall and canopy control sections of the jump
- Another candidate will be a ground coach
- The ground coach will provide a separate freefall (binoculars) and canopy control debrief

Evaluation

The candidate is evaluated using the C1 Jump #2 modified evaluation form, on:

- PPAF (Teaching Task Evaluation Tool)
- In-flight Supervision
- Freefall skills
- Observation position for freefall and canopy control
- Skill Analysis of freefall and canopy control
- Debrief format and content
- Canopy control - line of approach

Acting as a ground coach the candidate is evaluated on:

- Skill Analysis

Task Assignments

- Free Fall: Front Loop, Back Loop, Barrel Roll, Delta, Delta Backslide
- Canopy Control: Rear Riser Turns, Set-up Assessment, Front Riser Turns

Coach Jump #3 - Complete Coached Jump from Hello to Good-bye

The candidate is provided with a profile of a solo jumper. From the profile and questioning the candidate helps the jumper to plan an appropriate jump. Two new skills will be planned for the jump and the candidate must prepare two written PPAFs for these skills. The LF / evaluator evaluates the overall dive plan, and tests one PPAF delivery (the second PPAF may be used as backup). The LF will introduce minor unusual situations.

Aim

The candidate will perform the role of:

- A coach from "hello to goodbye"
- A ground coach.

Outline

- The candidate will be provided with a profile of a solo jumper.
- From the profile and questioning the candidate helps the jumper to plan an appropriate jump.
- Two new skills should be planned for the jump though all areas of the Skills Grid should be discussed
- The candidate must prepare two written lesson plans (PPAFs) for these skills.
- The LF / evaluator evaluates the overall dive plan, and test one of the PPAFs (the second may be used as backup)
- The candidate spots.
- The LF / evaluator performs major errors with one minor error
- Introduce unusual situations for the candidate to deal with
- Also perform a canopy skill (with errors).
- The candidate will debrief the complete jump.
- Another candidate will be a ground coach and provide a separate freefall (binoculars) and canopy control debrief.

Evaluation

The candidate is evaluated using the Conduct a Safe and Enjoyable Skydive - Coached Jump #3 Evaluation Form, on:

- All aspects of the Coached Jump
- Their ability to deal with unusual situations
- Canopy control - line of approach

As the Ground Coach, you are evaluated on:

- Skill Analysis

Task Assignments

- Free Fall: Front Loop, Back Loop, Barrel Roll, Delta, Delta Backslide
- Canopy Control: Rear Riser Turns, Set-up Assessment, Front Riser Turns

APPENDIX – A COP – FREEFALL PROFICIENCY - MANOEUVRES

Novices are required to perform in freefall, a back-loop, front-loop and barrel roll on the same jump. Coaches and novices are invited to check PIM 2A for a detailed explanation and support material for the execution of these maneuvers. The current section provides information on the performance conditions the Coach can evaluate:

- One back-loop, one front-loop and one barrel roll must be completed within the same jump.
- Exit altitude must be sufficient to allow time to execute the maneuvers and proper stabilization for a safe deployment. Deployment altitude should be adequate based on the novice experience (e.g. 5000').
- The maneuvers can be performed in any order.
- During front and back loops, a full rotation must be completed. Over rotation does not imply an unsuccessful maneuver if the novice stabilizes prior to initiating the next maneuver. The difference in heading between the start and stop of a loop must be under or equal to 90°.
- The barrel roll could be done in any direction (left or right) and a full rotation must be completed. Over rotation does not imply an unsuccessful maneuver if the novice stabilizes prior to initiating the next maneuver. The difference in heading between start and stop of a barrel roll must be under or equal to 90°.
- The novice must return to a stable position within 5 seconds of completing each maneuver. If they are unable to recover within the allotted time, the attempt is deemed unsuccessful. The performance must be directly observed by the signing authority (coach).

REVISION HISTORY

24-Mar-08 - Updated page references to be automated fields. (SM)

11-May-08 (SM) - general formatting improvements, additional space between paragraphs,
- changed Jumpmaster to Jump Master
- updated page number references within the manual to be automatic page references

- added section on First Aid
- added Appendix - CoP Requirements Checklist
- added Appendix - Coach Jump evaluation

3-Jun-08 (SM) - corrected header/footer text, page numbering system

24-Jun-08 (SM) - corrected header/footer text, page numbering system; changed “radio instructor” to “Ground Control Instructor” page 19.

24-Jan-10 (SM): Removed references to IB, Instructor B, IA, Instructor A, CA, Certificate Administrator, LE, Logbook Examiner

24-Jan-10 (SM): removed gender references (“he”, “him”, “his”) wherever possible, and replaced with the plural generic form.

Check 5-day to 10-day change

March 2019 – Updated Skills Grid (and remove numbered stages references throughout), updated currency requirements, updated headers/footers, removed First Aid section, changed Course Conductor to Learning Facilitator

April 2026 – Revisions throughout, in order to support the change to the NCCP Make Ethical Decisions eLearning module. Removal of Learning Styles, update to EAP form, and inclusion of Mental Skills.

May 2026 – Addition of Appendix - A Cop – Freefall Proficiency - Manoeuvres