



MARCHING

NEW ZEALAND

INTRODUCTION TO COACHING

‘Getting started...coaching marching’
Coach Resource Book

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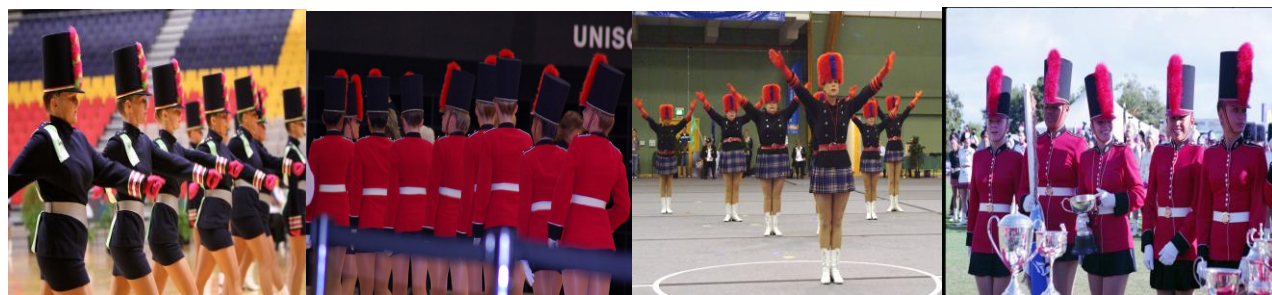
Objectives –

- Getting startedcoaching marching provides entry level information on coaching for those individuals wishing to get involved in coaching marching. It is designed for first time coaches and covers basics introductory coaching concepts
- It is not intended as a complete guide, but rather as a starting point from which a new coach can develop and progress through to Quick-start Quick-March, Level 1, Level 2 and Advanced coaching accreditation programmes.
- By completing this course participants will have developed an understanding of
 - The role, skills and qualities of a coach
 - Ethics and values of coaching
 - Effective communication skills and strategies
 - Skill learning and teaching utilising the Policy & Operations Manual (Technical)
 - Simple and basic sport safety and injury management
 - Season and session planning
 - Sport specific requirements of Team Officials and Administration
 - Welfare of Team members

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‘Getting started...coaching marching’

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MODULE ONE: The Role of the Coach

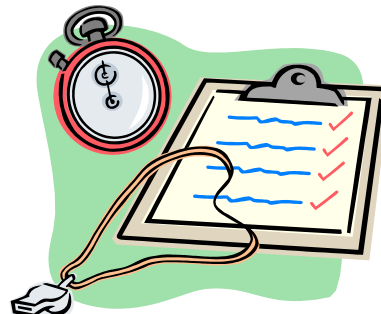
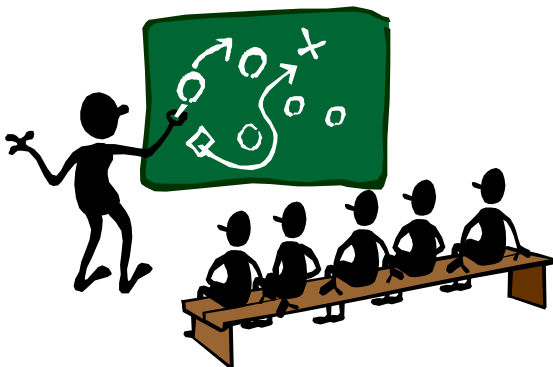
Who can be a Coach?

Coaching is for anyone who enjoys sports and genuinely cares about the all-round development of the individuals in their care. Coaching is not just about improving the athletes' physical performance, nor is it about winning. The development of the athlete as a 'whole' person is just as important as success in the sport. The physical skills you teach your athletes may only be used for a few years, but the attitudes and values they develop towards themselves and others will last a lifetime.

Why do people Coach?

Some common reasons are -

- To win
- To put something back into the sport
- To help others achieve
- Love marching and want to stay involved
- Enjoy coaching
- Find it a worthwhile spare time hobby
- For the recognition
- Share their knowledge with others
- To have total control
- The satisfaction of seeing improvement
- A natural progression
- No-one else can take the team
- Are now too old to play



The principles of Fair Play

A fair play coach believes and teaches that sport is an activity that develops character and shapes attitudes. Fair play is about playing hard, but playing fair, whether you are coaching, playing umpiring or standing on the sidelines. Teach your athletes to accept rules and decisions, and treat umpires, officials and opponents with respect

Fair play means abiding by the principles of **integrity, fairness** and **respect**

1. respect the rules
2. respect the officials and their decisions
3. respect your opponent
4. give everybody an equal chance to participate
5. maintain your self control at all times

Ethics of Coaching

A sports coach has a huge impact on an athletes' life, no matter the sport. They can provide a positive experience by adhering to professional standards whether they are coaching sport to win or just coaching casual recreational sport.

However, a negative experience could be damaging to the welfare of the athlete and the reputation of the coach and sport involved, as participants invariably view the Coach as a 'ROLE MODEL'.

The development of coaching ethics helps ensure professionalism in coaching and the Sport NZ Code of Ethics is based on 7 components

The Ethics of Coaching

The **7** components of the Code of Ethics are

1. **Respect** the rights, dignity and worth of every individual athlete as a human being
2. Maintain high standards of **integrity**
3. Be a positive **Role Model** for your sport and athletes and act in a way that projects a positive image of coaching
4. **Professional** responsibilities
5. Make a commitment to providing a **quality** service to your athletes
6. Provide a **safe** environment for training and competition
7. **Protect** you athletes from any form of personal abuse

1. **Respect** the rights, dignity and worth of every individual athlete as a human being
 - Treat everyone equally regardless of sex, disability, ethnic origin or religion
 - Respect the talent, development stage and goals of each athlete in order to help each athlete reach their full potential
2. Maintain high standards of **integrity**
 - Operate within the rules of your sport and in the spirit of fair play, while encouraging your athletes to do the same
 - Advocate a sporting environment free of drugs and other performance-enhancing substances within the guidelines of the NZ Sports Drug Agency and the World anti-Doping Code
 - Do not disclose any confidential information relating to athletes without prior consent
3. Be a positive **Role Model** for your sport and athletes and act in a way that projects a positive image of coaching
 - All athletes are deserving of equal attention and opportunities
 - Ensure the athletes time spent with you is a positive experience
 - Be fair, considerate and honest with athletes
 - Encourage and promote a healthy lifestyle – refrain from smoking and drinking alcohol around athletes
4. **Professional** responsibilities
 - Display high standards in your language, manner, punctuality, preparation and presentation
 - Display control, courtesy, respect, honesty, dignity and professionalism to all involved within the sphere of sport – this includes opponents, coaches, officials, administrators, the media, parents and spectators
 - Encourage your athletes to demonstrate the same qualities
 - Be professional and accept responsibility for your actions
 - You should not only refrain from initiating a sexual relationship with an athlete, but should also discourage any attempt by an athlete to initiate a sexual relationship with you, explaining the ethical basis of your refusal
 - Accurately represent personal coaching qualifications, experience, competence and affiliations
 - Refrain from criticism of other coaches and athletes
5. Make a commitment to providing a **quality** service to your athletes
 - Seek continual improvement through ongoing coach education, and other personal and professional development opportunities
 - Provide athletes with planned and structured training programmes appropriate to their needs and goals
 - Seek advice and assistance from professionals when additional expertise is required

6. Provide a **safe** environment for training and competition

- Adopt appropriate risk management strategies to ensure that the training and/or competition environment is safe
- Ensure equipment and facilities meet safety standards
- Ensure equipment, rules, training and the environment are appropriate for the age, physical and emotional maturity, experience and ability of the athletes
- Show concern and caution toward sick and injured athletes
- Allow further participation in training and competition only when appropriate
- Encourage athletes to seek medical advice when required
- Maintain the same interest and support toward sick and injured athletes as you would to healthy athletes

7. **Protect** your athletes from any form of personal abuse

- Refrain from any form of verbal, physical or emotional abuse towards your athletes
- Refrain from any form of sexual or racial harassment, whether verbal or physical
- Do not harass, abuse or discriminate against athletes on the basis of their sex, marital status, sexual orientation, religious or ethnic beliefs, race, colour, ethnic origins, employment status, disability or distinguishing characteristics
- Be alert to any forms of abuse directed towards athletes from other sources while in your care

As a Coach you should

- Be treated with **respect** and openness
- Have access to **self-improvement** opportunities
- Be **matched** with a level of coaching **appropriate** to their ability



City of Tauranga U/12 – Coach Tracy Tredinnock
NZ Championships – Rotorua 2010

The Impact of Coaches:

I have come to a frightening realisation.

I am the decisive element on the field. It is my personal approach that creates the climate for learning and personal performance. It is my daily mood that makes the weather bright or dreary.

As a coach, I possess tremendous power to make my athlete's lives miserable or joyous. I can be a tool of torture, or an instrument of inspiration.

I can humiliate ... or ... humour, hurt ... or ... heal.

In all situations, it is my response that decides whether the experience of sport is positive or negative and whether my athletes gain or lose self esteem.

(Hiam Ginott)

Who is **Hiam Ginott**?

Haim G. Ginott (originally Ginzburg) (1922–1973) was a school teacher in Israel, a child psychologist and psychotherapist and a parent educator. He pioneered techniques for conversing with children that are still taught today. His book, *Between Parent and Child*, stayed on the best seller list for over a year and is still popular today. This book set out to give "specific advice derived from basic communication principles that will guide parents in living with children in mutual respect and dignity."

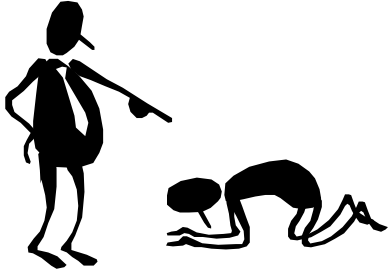
The following serve to illustrate Dr. Ginott's communications approach:

- Never deny or ignore a child's feelings.
- Only behaviour is treated as unacceptable, not the child.
- Depersonalize negative interactions by mentioning only the problem. "I see a messy room."
- Attach rules to things, e.g., "Little sisters are not for hitting."
- Dependence breeds hostility - Let children do for themselves what they can.
- Children need to learn to choose, but within the safety of limits. "Would you like to wear this blue shirt or this red one?"
- Limit criticism to a specific event—don't say "never", "always", as in: "You never listen," "You always manage to spill things", etc.
- Refrain from using words that you would not want the child to repeat.

Although this notion is rather astonishing it is fact, and the Coaches actions determine how they utilise this power. Your behaviour determines whether your athletes are frustrated or satisfied, or whether they feel success or failure. Your athletes' welfare is paramount at all times, and you must always consider the individuals human rights.

You must always be seen to treat your athletes equally and never be prejudiced in any way

Coaching Styles



1. THE COMMAND STYLE (THE DICTATOR)

- In the command style of coaching, the coach makes all the decisions.
- The role of the athlete is to respond to the coach's commands.
- The assumption underlying this approach is that because the coach has knowledge and experience, it is his or her role to tell the athlete what to do.
- The athlete's role is to listen, to absorb, and to comply.

2. THE CO-OPERATIVE STYLE (THE TEACHER)



- Coaches who adopt the co-operative style shares decision making with their athletes.
- Although they do recognise their responsibility to provide leadership and to guide young people toward achieving the objectives at hand
- These coaches also know that youngsters cannot become responsible adults without learning to make responsible decisions

3. THE SUBMISSIVE STYLE (THE BABYSITTER)



- Coaches who adopt the submissive style make as few decisions as possible. It's the "have a good time" approach.
- The coach provides little instruction, provides minimal guidance in organising activities and resolves discipline problems only when absolutely necessary.
- Coaches who adopt this style either lack competence to provide instruction and guidance and are too lazy to meet the demands of their coaching responsibilities or are very misinformed about what coaching is.
- The submissive coach is merely a babysitter, and a poor one at that.

Coaching Styles Evaluation

The **submissive style** is deemed to be “no style at all” and you are urged not to adopt it.

The **command style** has been prevalent in the past, and is commonly seen among professional, college and high school coaches. Many inexperienced coaches adopt this style because it is the one they have seen modelled by their own coaches or others. Some coaches adopt this style because it helps them conceal their own doubts about their capabilities. If they don't permit the athletes to question them, and can avoid explaining why they coach as they do, then their inadequacies won't be uncovered - or so they think.

The **co-operative style**, is the style that suits both the coach and the athlete

WHAT KIND OF COACH WILL YOU BE?

A GOOD COACH



Cheryl Lovett – Coach Glennette Under 12
NZ Champion U/12 Display Team – Wanganui 2006

A WINNING COACH

The Coach

Understanding the roles, skills and qualities of an effective coach is the first step to understanding the impact of being a coach, the diversity of roles and the characteristics needed.

Roles of a Coach

Roles of a Coach

- ♦ Mentor
- ♦ Advisor
- ♦ Demonstrator
- ♦ Teacher
- ♦ Psychologist
- ♦ Sports Scientist
- ♦ Instructor
- ♦ Planner
- ♦ Role model
- ♦ Coach
- ♦ Assessor
- ♦ Leader
- ♦ Counsellor
- ♦ Facilitator
- ♦ Educator
- ♦ Disciplinarian
- ♦ Fitness trainer
- ♦ Supporter
- ♦ Motivator
- ♦ Innovator
- ♦ First Aider
- ♦ Organiser



Skills of a Coach

'Skills of a Coach

- ♦ Organised
- ♦ Effective communicator
- ♦ Able to observe and analyse
- ♦ Able to keep athletes on task
- ♦ Safety conscious
- ♦ Able to work on improving athlete's performance
- ♦ Able to demonstrate sport specific techniques and skills
- ♦ Effective questioning techniques to develop athletes
- ♦ Is visionary and positive
- ♦ Good motivator



Qualities of a Coach

Qualities of a Coach

- ♦ Passionate
- ♦ Knowledgeable
- ♦ Great motivator
- ♦ Well planned
- ♦ Ethical
- ♦ Positive
- ♦ Patient
- ♦ Firm
- ♦ Great sense of humour
- ♦ Enthusiastic
- ♦ Well organised
- ♦ Self-motivated
- ♦ Thick skinned
- ♦ Committed
- ♦ Great communicator
- ♦ Fair minded
- ♦ Open minded
- ♦ Disciplined



✓ POSITIVE TRAITS TO ADOPT

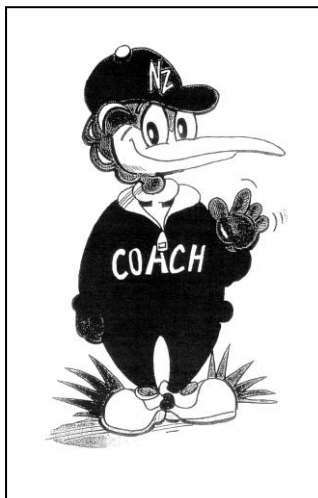
Excellent communicator
Have the respect of the athletes
Is visionary and positive
Is knowledgeable

✗ NEGATIVE TRAITS TO AVOID

Negative in training methods & feedback
Use of abusive or demeaning behaviour
Being dictatorial and over demanding
Egotistical; putting own goals ahead of the welfare of athletes

Summary

So to be a good coach you need to have



- A genuine concern to help others develop, both physically and mentally.
- A willingness to consider the needs and best interests of others before yourself
- An ability to listen and learn
- A commitment to competing well, rather than winning at all costs
- A good sound knowledge of your chosen sport
- A sense of fair play and sportsmanship

Coaching philosophy

All coaches operate under a coaching philosophy of some kind. It may be by instinct or it may be formally documented and well thought out. Developing a 'coaching philosophy' is a key part of the coaching process as this will guide you through your sessions. As a coach you presumably carry out your role based on your experience, knowledge, values, opinions and beliefs. This in itself is a philosophy and you likely do this unconsciously.

In developing a formal philosophy the coach can take three key components and to his or her best ability formulate a coaching philosophy document with the aim to be a better coach, to improve coach/athlete satisfaction and to achieve superior results. These three components are:

1. Knowing yourself, your strengths, weakness and areas requiring improvement
2. Knowing what you are up against and the obstacles you may encounter
3. Understanding your athletes, their personalities, abilities, goals and why they are in your sport

'Your' Coaching Philosophy

Influences

- ◆ Personal experiences
- ◆ Role models (those who have influenced you)
- ◆ Passion and level of involvement
- ◆ Own morals and standards
- ◆ Personal beliefs in relation to a coaches' role



MODULE TWO: Sport for Everyone

Sport is for people of any age, ability, gender or race to enjoy. It is important to remember that these people participate in sport for the same reasons – to improve their fitness, develop new skills, achieve goals, make new friends and have fun and so on. Everyone should have an equal opportunity to play sport

Why children play sport

A coach needs to be aware of why athletes are playing sport so there is a better understanding of what is important in terms of the participants needs. A Coach needs to be mindful of these determinants in order to help with communicating with the athletes.

Physical

to improve fitness levels, learn and develop new skills

Social

to interact with their friends and make new friends

Psychological

to play sport helps to develop self-esteem, motivation, confidence,

Because all children develop at different ages it is important that the coach understands that these physical changes can affect performance. For example – as a child becomes taller there may be a change in co-ordination and the child may take a step back in skill development. Behaviour problems may occur. Re-training of certain skills may need to occur in order to get used to their new body. Be aware of the psychological implications of children developing and maintain encouragement, understanding and patience as some athletes find it very hard. Girls go through puberty before boys and have a higher percentage of fat at this stage.

When coaching children the coach needs to take into consideration the varied levels of growth and development. The coach's first priority is not to develop the athletes as quickly as possible with large numbers of practise hours, but to focus on the athletes having FUN. Follow these characteristics for developing your athletes

- Use a broad range of activities during practise
- Give opportunities for unstructured play
- Focus on FUN
- Focus on developing skills, but do not focus on early specialisation
- Understand that all children develop and grow at different rates, so be patient and adaptable in your practises
- Give all children the equal amount of attention. Do not focus on the talented only!

All athletes need a healthy environment to gain the right sporting experience and a Coach has to supply that environment and that the sporting experience is safe, fair, fun, enjoyable, not time consuming, includes good fundamental skill-building and is challenging.

Why they join our sport

- To have fun
- Wear a Uniform
- Travel
- Friendship
- Lots of social time and activities
- A sense of belonging
- A sense of direction and control
- The thrill of competing, achieving and winning
- Achievement of goals
- Health and fitness
- Following their peers
- Parents 'drag' them along for discipline
- They think it's the thing to do because their Mother marched.
- Wearing 'Marching Boots'

AND

Why they leave our sport

- The time commitment
- Not being fair
- Cost
- Lack of and poor quality of skill development
- The 'pressure' to win
- Obesity and other health problems not befitting a marcher
- Poor quality of coaching
- Play technology is more inviting
- Negativity
- Non acceptance
- Just do not like it

Parents can have a major impact on how their children feel about sport, both good and bad. So it is very important to keep parents informed and develop a good relationship between yourself, team officials and parents/caregivers.

Parents want their children to be successful, and that's okay, as long as they know that success isn't the same thing as winning all the time.

Everyone is included

Athletes come in all shapes and sizes and at all levels of physical and mental abilities and some with forms of disability.

For athletes with disabilities the emphasis should initially be on inclusive purposes, but from Early Teenage communities increasing opportunities to explore competitive pathways should exist

They all join sport for the same reasons and they are to be coached all in the same way. A good Coach can adapt and be flexible with their approach to practise session and training methods. Treat all athletes equally and do not leave any athletes out, even if there is a physical or mental difference to other athletes. A coach needs to be aware that there may be a difference in fitness levels and should individualise the training session to accommodate for all athletes and for athletes with vision or sight impairments, the coach should make the environment safe.

HANDLING DISABILITIES

- In most cases handling children with disabilities or special needs is no different to handling any other children. It is just a matter of common sense.
- Some aspects of coaching have just got to be a little more pronounced.
- Be conscious of their disability/needs but don't hone in on it.
- Plan your sessions to accommodate e.g. wheelchairs on firm ground and hand signals or flags for hearing impaired

APPROACH

- Communicate clearly
- Access their individual strengths and weaknesses
- Set challenging and realistic goals
- Provide positive feedback when attempting a drill
- Focus on what they CAN do not what they CANNOT, on the ABILITY not the DISABILITY

TIPS FOR TRAINING

- Work in pairs and ranks
- Use demonstrations, rather than verbal explanations for athletes with hearing impairment
- Be particular with team placement, position where they can cope better with their disability
- Likewise, place next to an experienced athlete so they can follow if possible
- Spend individual time with them and make them feel important to the team
- Give work to do at home and if possible work with an experienced athlete

For more on athletes with disabilities refer to the Kiwi Marching Book

Athletes not only differ in age they have differing characteristics and needs also. Physical, social, emotional and cognitive characteristics are required to be coached at the appropriate level of development and for that age group community. .

Age group communities

Coaching through communities is a sequential development of the process of how individuals (when ready) learn skills and tactics and the emphasis is placed on assisting athletes in their successful transition from one stage to the next from a physical, social, motivation and cognitive readiness viewpoint

| | | |
|-------------------|--|-------------------------------|
| Early Childhood | (Under 5years) | Open Free Choice |
| & | | |
| Middle Childhood | (6-8years) | Open Free Choice/Introductory |
| | Athlete centred learning with an emphasis on fun/enjoyment, full involvement and successful outcomes | |
| | | |
| Late Childhood | (9-12years) | Under 12 |
| | Athlete centred learning involving fun, enjoyment and challenge with managed risk | |
| | | |
| Early Teenage | (13-16years) | Under 16 |
| | Athlete centred learning with a high level of activity, an increased group building emphasis & greater personal decision making and responsibility | |
| | | |
| Late Teenage | (17-19years) | Senior |
| | Athlete centred learning with shared ownership of goals and objectives and shared responsibility and decision making. | |
| | | |
| Competitive Adult | | Senior – Masters |
| | Athlete centred learning with a competitive focus, shared ownership and responsibility, intensity, & team -group culture building | |
| | | |
| Social Adult | | Open Free Choice |
| | Athlete centred learning through consistent activity with a social, enjoyment, health and wellbeing focus | |

MODULE THREE: Communication

It cannot be stressed enough the importance of good communication skills. The ability to communicate effectively is imperative for the successful delivery of information to participants. Communication is not only the way you deliver the spoken word; your body language sometimes says a lot more than your spoken word. Therefore you have to work on both so that your voice is not saying one thing and your body language another. Your athletes will pick up on this, and will react accordingly.

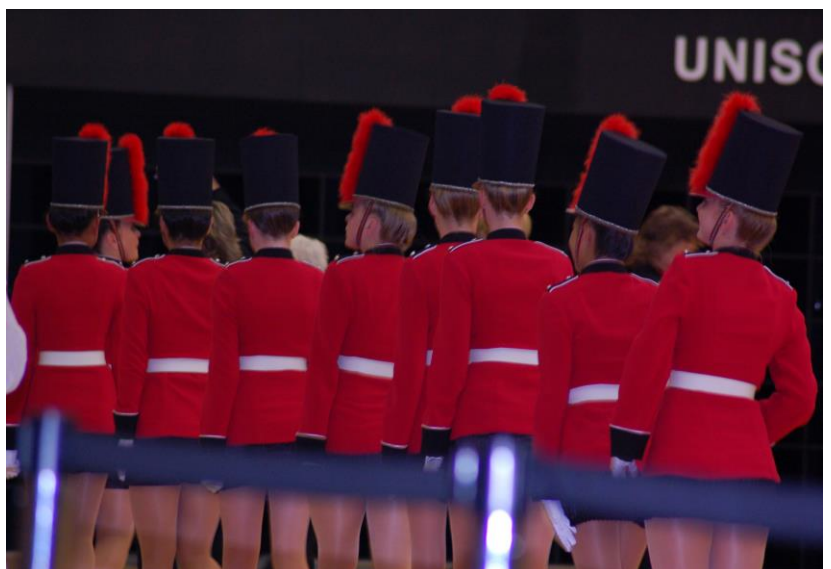
Without the necessary skills needed to communicate the following can occur

- Information can easily be lost
- Precious time is lost during practice
- Respect for the coach can diminish
- Weak communication can be the cause of disruptive behaviour

The coach needs to be aware of

- The athletes' intellectual ability and any specific educational needs
- Any hearing or visual impairments that may affect the athletes
- The athletes ethnic background
- The environment they are working in

New Zealand is a multi-cultural society. As a coach you should be aware of cultural differences in communicating with your athletes. For example – many cultures believe direct eye contact to be inappropriate. If you are unsure about how to communicate with an athlete from a different culture, ask somebody for advice.



Buckingham Guards U/16 – Coach June Page & Stacey Sime
NZ Championships Rotorua 2010

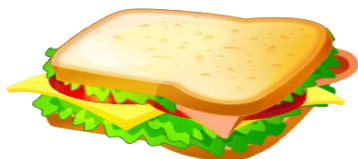
Types of communication

Verbal – clear, precise instruction on how to perform a skill

Non-verbal - utilising other athletes or demonstrate skills yourself as some athletes learn better through visual learning

Giving feedback – the “sandwich approach” – this means to layer positive and constructive responses that praises the athlete and enables advice to improve on a skill/play

An example of the ‘sandwich approach’



“Your arm-swings are great Lucy”

(Positive feedback)

“Next time try swinging them lower at the back”

(Constructive feedback)

I liked the way you kept your upper body still though; that was excellent”

(Positive feedback)

Important steps to take

VOICE - Constantly vary the tone of your voice

CLEAR - Speak clearly and keep all instructions clear and short. Never be long winded.

POSITIVE - Always be positive in your approach. This is sometime very hard to do if things are not going to plan. But if you are negative in your communication your athletes will switch off and you will not get your message across.

PRECISE - Be precise with directions and counts as they will do exactly what you tell them to do. Quite often if your athletes do not respond in the way you have directed, the cause is in the way you have explained it. So rethink your direction and start again.

FEEDBACK - Always give positive feedback on the way they have performed the drill.

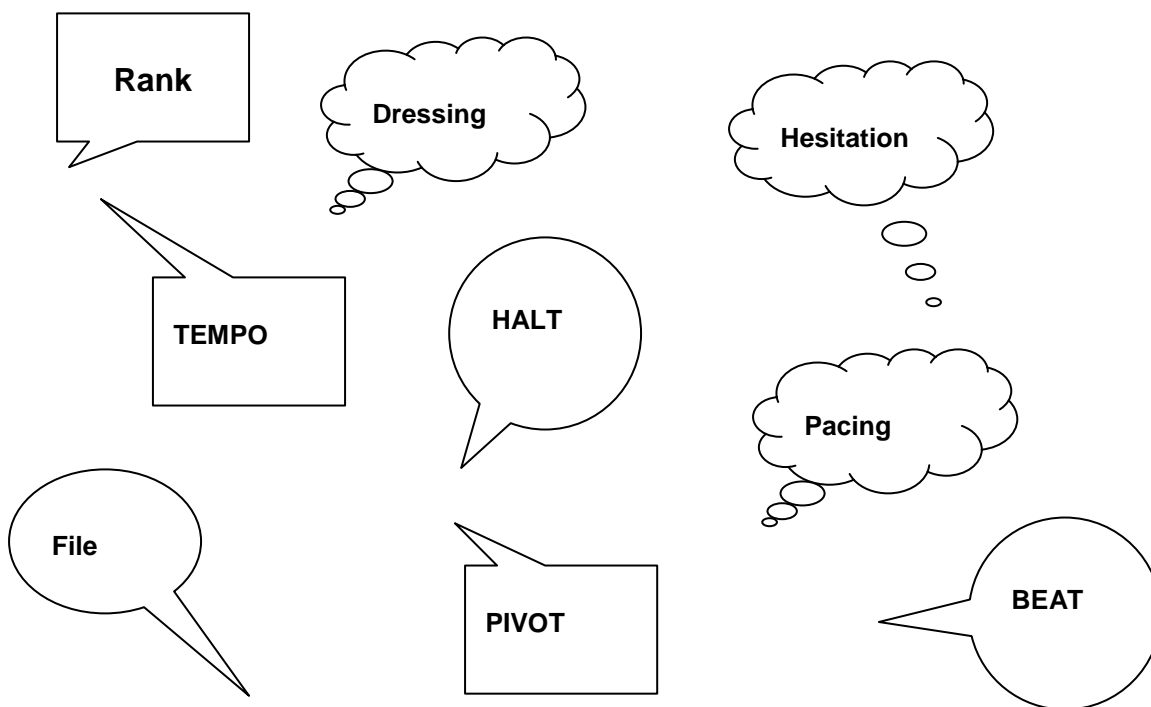
IDENTIFY - After giving positive feedback, positively identify any faults and show them what is wrong and how to correct any faults, one at a time.

PRAISE - At all time give praise even if they have not quite mastered the drill being attempted. They have attempted it and it will get better with praise and positive training.

MODULE FOUR: Skill Teaching & Learning

Skill teaching

Before a Coach can teach skills they first must learn them or up-skill them from an earlier marching career as a marcher. A coach too, needs to learn the 'marching jargon' like rank and file or pause and tempo or alignment and dressing



Definitions on all drills are included in the Drills Section 2 of the Policy & Operations Manual (Technical), as is all 'technical' requirements and information for coaching and judging. Learn to navigate your way around your Manual, highlight and page tag, memorise the sections and pages for quick reference.

Using the Policy & Operations Manual (Technical)

It cannot be stressed enough the importance of using the Policy & Operations Manual (Technical). This manual is designed to assist in all aspects of coaching and judging – coaches and judges have the same manual.

It is very important that your copy of the Manual is up to date and that you refer to it all the time. If in doubt on any aspect read the Manual for clarification, what you think and what it reads may be clearly different. Read and read again

There are 14 sections in the Policy & Operations Manual (Technical) covering -

- | | |
|---------------|--|
| Section 1 – 3 | includes all you will need to know about the contest area, competition details, the standard drills (that never change) and how your team will get on and off the contest area |
| Section 4 – 7 | specifically dedicated to individual grades; Under 12, Under 16, Senior and Masters. |
| Section 8 | if you are coaching an Introductory Grade Team, everything you need to know about this grade is in this section |
| Section 9 | Competitive teams display requirements |
| Section 10 | Senior teams Gala March guide (ON HOLD) |
| Section 11 | Uniform |
| Section 12 | This section gives the general requirements of judging and then breaks down each judging position |
| Section 13 | Contest Marker, Announcer, Sound & Music Co-ordinator |
| Section 14 | A small section covering non-competitive grades – Open Free Choice |



MODULE FIVE: Sport Safety

Ensuring all participants are safe in the coaching environment is extremely important and as a coach you are responsible for all athletes whilst they are at training or at game time.

Sport safety areas of responsibility of a coach -

Sport safety includes

- ♦ A safe environment is provided at all times
- ♦ All activities are well planned
- ♦ Understanding athlete injury/health issues
- ♦ Warning athletes of any risks
- ♦ Having clear rules and general conduct
- ♦ Accurate record keeping of athlete injuries/health

Safe practice in sports coaching - reducing risks

- ♦ Take into consideration the weather conditions and adapt if necessary
- ♦ Understand and follow child protection guidelines
- ♦ Plan and deliver well constructed sessions/activities
- ♦ Be aware of injuries/illnesses and medical history of your athletes
- ♦ Warm up/cool down appropriately to reduce injury risk
- ♦ Consider size and strength of athletes when partnering up
- ♦ Scan the coaching area for any hazards that could pose dangerous
- ♦ Check that all equipment is safe, with no defects that could pose dangerous
- ♦ Have a pre-organised emergency action plan ready to deal with emergencies
- ♦ Follow the rules of the game, many of these rules are designed with safety in mind – for example a 12 year old is not expected to march a senior length pace
- ♦ Check facilities and playing fields/grounds
- ♦ Be a qualified First Aider
- ♦ Know and understand your athletes

Causes of injuries

Sports injuries are not caused by one single factor. Often sports injuries are the result of a number of conditions and circumstances.

Causes of injuries

- ♦ Environmental conditions – weather, ground conditions
- ♦ Faulty or poorly maintained equipment
- ♦ The 'activity' being conducted
- ♦ Athletes being challenged beyond their ability
- ♦ Poor coaching
- ♦ Behaviour



SAFE EXERCISE

- When stretching and exercising always maintain the correct body alignment and posture.
- Muscles are like cold chewing gum, they will not stretch until they have been warmed up.
- Only stretch the muscles you are going to use at the time, and if doing display don't forget to stretch the back and neck muscles.

IMPLICATIONS IF SAFE EXERCISE IS NOT USED

- Shin splints - these can occur if too many mark times are performed on a hard service.
- Torn muscles - this can occur if drill is performed with cold muscles or too many jerky display movements
- Pulled back and neck muscles - these muscles quite often get forgotten when warming up, especially for display
- Pulled calf and thigh muscles - these can occur through not stretching, or dangerous display moves.
- Sprained ankles and knees - performing drill incorrectly or unsafe training grounds are the most common cause of these injuries

SAFETY CONSIDERATION FOR YOUNG ATHLETES

- Heat stroke/hypothermia – Young children are much more susceptible to these two conditions
- Growth spurts – Young children can seem sluggish or tired while going through ‘growth’ spurts and this can easily be confused with laziness
- Viral infections can lead to cardiac damage if young children over exert while infections persist.
- Muscles are not properly attached to bones in young children - therefore care should be taken while stretching or performing jerky display movements.

ENSURING SAFETY AND REDUCING RISK

- Use flat safe training ground
- If training on concrete switch to soft sole shoes for display
- Completely warm up before stretching
- Stretch twice if switching from drill to display
- Only repeat mark times a few at a time
- Eliminate too much repetition of any drill especially jerky display movements.
- Ensure marchers have the correct body alignment at all times
- Ensure all marchers know which muscles are used to perform the required drill
- Do not ask your marchers to perform drills beyond their ability

EXTREME HEAT OR COLD

- Dress appropriate
- Be sun-smart - use plenty of sun block and keep re-applying
- Frequently stop training for fluid intake
- Eat plenty of snacks
- Train indoor in extreme heat or cold
- Keep moving if cold weather
- Don't train on wet slippery ground
- Have shorter more frequent trainings

PRE-EXISTING HEALTH PROBLEMS

Be aware of these as they can greatly affect the performance of the athlete.

Asthma, Diabetes, Epilepsy, Heart Conditions; are all conditions you may experience in your team and you must be conversant with the correct first aid procedure.

EMOTIONAL SAFETY

As well as planning for the physical safety of your athletes, you should also consider their emotional safety – that is your athletes self images. Self image refers to how people see themselves and this is influenced by their environment, their life experiences and also by the reactions of others. For example peers, parents and in this instance the coach. As the coach you should encourage your athletes and ensure they feel good about themselves. Remember your athletes self esteem must stand aside from their sporting performances.

FIRST AID



All Coaches should have an up to date First Aid Certificate and be prepared at all times to administer any first aid assistance.

All teams should also have their own first aid kit at practise and game day that should also include the contact numbers of parents/caregivers and a list of any athletes with special health/injury issues, blankets, water and a cell-phone.

INJURY MANAGEMENT

Injury management involves **identifying, treating** and **recovering** from an injury. The sooner you rest and treat the injury, the less time you will be in pain or discomfort, and the sooner you will be able to return to your activity

Assessment

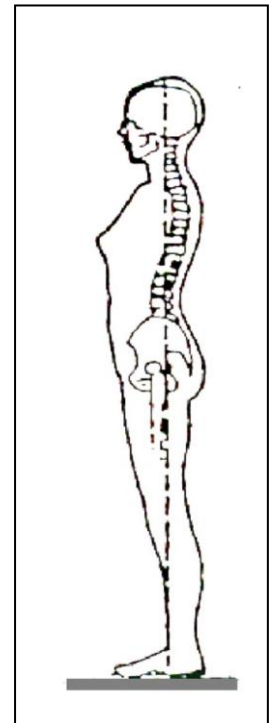
Injuries need to be evaluated as soon as possible using D.R.A.B.C. (Danger, Response, Airway, Breathing, Circulation). If emergency treatment is not needed, T.O.T.A.P.S. is an effective tool for further assessment. These guidelines do not apply for assessing head injuries, concussion, or suspected spinal injury

Treatment

A soft tissue injury such as a sprain, strain or bruise (identified using T.O.T.A.P.S) should immediately be treated with the R.I.C.E.D. procedure. Avoid the H.A.R.M. (Heat, Alcohol, Running, Massage) factors for 72 hours after the injury.

Rehabilitation

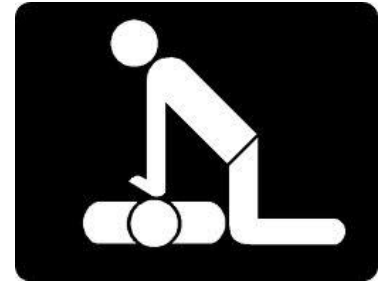
Rehabilitation focuses on restoring the player's sport-specific abilities to prevent re-injury and encourage the best possible performance. Rehabilitation has three phases:



DR. ABC

Danger - **R**espond – **A**irway – **B**reathing - **C**irculation

When you approach the scene of an accident or emergency, follow the DR ABC Action Plan



Danger

- ♦ To you, to others, to the casualty and only proceed if it is safe to do so

Respond

Is the casualty conscious?

- ♦ Gently shake the casualty and ask: 'Can you hear me?', 'What is your name?'
- ♦ If the casualty is conscious, check for and manage bleeding and other injuries
- ♦ If the casualty is unconscious, they should be turned on the side.

Turning an unconscious casualty on the side to clear and open the airway

- ♦ Kneel beside casualty, place the casualty's farther arm at a right angle to the body,
- ♦ Place the nearer arm across the chest, bend the nearer knee up.
- ♦ Roll the casualty away from you. Support the casualty in this position until airway and breathing have been checked.

Airway

Clearing the airway

- ♦ With the casualty supported on the side, tilt the head backwards and slightly down.
- ♦ Open mouth and clear any foreign object (only remove dentures if loose or broken).

Opening the airway

- ♦ Place one hand high on the casualty's forehead; support the chin with the other hand.
- ♦ Gently tilt the head backwards, lift jaw forward and open the casualty's mouth slightly.

Breathing

- ♦ Look for the chest rising and falling., listen for the sound of breathing
- ♦ Feel with your cheek. If the casualty is breathing, ensure they're in a stable side position.
- ♦ Check for and managed bleeding and other injuries.
- ♦ If the casualty is not breathing, turn onto the back and commence EAR (expired air resuscitation), giving 5 full breaths in 10 seconds.

Circulation

- ♦ Feel the pulse at the neck (carotid pulse)
- ♦ If pulse is present, continue EAR at the rate of 15 breaths per minute. Check breathing and the pulse after 1 minute, then after every 2 minutes
- ♦ If pulse is not present, commence CPR (cardiopulmonary resuscitation)
- ♦ Check breathing and the pulse after 1 minute, then after every 2 minutes. If the pulse returns, continue EAR. If breathing returns, turn the casualty to a stable side position. Check for and manage shock, bleeding and other injuries
- ♦ Seek medical aid.

T.O.T.A.P.S. - An effective injury assessment tool

Talk – **O**bserve – **T**ouch - **A**ctive movement - **P**assive movement - **S**kill test

Talk

- ♦ Ask the athlete what happened?
- ♦ Where does it hurt?
- ♦ What kind of pain is it?

Observe

- ♦ Look at the affected area for redness or swelling
- ♦ Is the injured side different from the other side

Touch

- ♦ Touch indicates warmth for inflammation, and also assesses pain.

Active movement

- ♦ Ask the injured athlete to move the injured part without any help

Passive movement

- ♦ If athlete can move the injured part, ask them to move it through its full range of motion

Skill test

- ♦ Did the active and passive movements produce pain
- ♦ If not, can the athlete stand and demonstrate some of skills from the game carefully
- ♦ If an injury is identified, remove the athlete from the activity immediately



R.I.C.E.D.

Rest - **I**ce – **C**ompression – **E**levation – **D**iagnosis

The R.I.C.E.D. method of injury treatment can relieve pain, limit swelling, protect the injured tissue, all of which help to speed healing

Rest

- ♦ Rest reduces further damage - stop activity as soon as injury occurs.
- ♦ Avoid as much movement of the injured part as possible, to limit further injury don't put any weight on the injured part of the body.

Ice

- ♦ Ice cools the tissue and reduces pain, swelling and bleeding.
- ♦ Place ice wrapped in a damp towel onto injured area - don't put ice directly on bare skin.
- ♦ Hold ice pack firmly in place with a bandage.
- ♦ Keep ice on the injury for 20 minutes every two hours for the first 48 hours.



Compression

- ♦ Firm bandaging helps to reduce bleeding and swelling.
- ♦ Ensure that bandaging is not so tight that it cuts off circulation or causes tingling or pain past the bandage.
- ♦ Bandage the injury between ice treatments.

Elevation

- ♦ Elevation helps to stop bleeding and reduce swelling.
- ♦ Raise the injured area on a pillow for comfort and support.
- ♦ Keep the injured area raised as much as possible.

Diagnosis

- ♦ Consult a medical professional (such as a doctor or physiotherapist) especially if you are worried about the injury, or if the pain or swelling gets worse.
- ♦ If the pain or swelling has not gone down significantly within 48 hours, also seek treatment.
- ♦ An accurate diagnosis is essential for proper rehabilitation of moderate to severe injuries.

H.A.R.M

Heat - **A**lcohol – **R**unning – **M**assage

When treating sports injuries, avoid Heat, Alcohol, Running, and Massage as these can increase bleeding and swelling at the site of the injury. Alcohol could also mask the pain of the injury.

Heat

No sauna, spa, hot water bottle, hot shower, liniment rub. Heat will cause further swelling leading to further tissue damage and longer healing time

Alcohol

Alcohol increases swelling leading to further injury of tissue and longer recovery time

Running

This goes hand in hand with RICERS Rest

Massage

Massage will increase the blood flow to the area causing swelling, and will also flush out blood which is initially required for healing. Massage is appropriate after the acute stage of injury, about 3 days, when it will aid in strong and healthy new tissue being formed and will decrease the severity of scar tissue.

The BIG question - Heat packs or ice?

Ice straight after a muscle injury to reduce inflammation

Ice will reduce swelling, reduce blood flow to the area and reduce pain and should be used immediately after an injury along with RICER and HARM to prevent further damage and encourage a FAST AND HEALTHY RECOVERY

Heat to relax stiff and sore muscles

Heat increases blood flow to an area, decreases pain and muscle spasm and increases the flexibility in the muscles. it can be used to relax muscles and relieve stiffness and pain.

Heat should not to be used on an acute injury as it will cause further swelling leading to further tissue damage and a longer healing time

For more information on sport injury management and prevention refer to the ACC website www.acc.co.nz/sportsmart



MODULE SIX: Planning

Being a good coach involves being a good manager and a good organiser. Time at practice is precious and the more time you spend organising, means more time for learning and having fun. Planning may seem like a big task but it will certainly make your life easier in the long term.

The planning process involves **5** stages in a continuous cycle

The APPLE planning cycle

The 'APPLE' planning cycle



Assess



Plan



Prepare



Lead



Evaluate



Assess

Before your session starts you need to know everything about your athletes, so at the beginning of the season it is important to learn

- Previous experience of the athletes
- What injuries are present in the team
- What is the goal of the athletes
- What physical and tactical skills are present in the team
- What are the fitness levels of athletes and what needs to be developed
- How can you modify games, skills for the different abilities with the team



Plan

- SMART goals for season, session, individual athletes – Specific, Measureable, Achievable, Realistic and Time bound
- Focus on the process of the goal not the end result
- Evaluate goals after a pre-determined time frame



Prepare

- Session introduction, warm up , skills/fitness, cool down, review
- Make it motivating
- Include all athletes in drills
- Make it Safe
- Easy to organise
- Has a logical flow



Lead

- Give clear instructions
- Ask the athletes questions to ensure they understand
- Give a demonstration or get an athlete to demonstrate to the team



Evaluate

- Complete a diary after each session
- Have a mentor
- Video and self analyse
- Use a self evaluation questionnaire

Planning a marching season

When planning for the season -

- Make a list of what's needed for the season
- Set your team practise times, and if necessary book facilities
- Decide on what extra help will be required from your parents/caregivers
- Decide on a system for notifying marchers of practise and competitions and if they should be cancelled
- Ascertain what information of your marchers you require
- Prepare a list of key contact people and numbers
- Consider whom your team officials will be

There are many templates for writing up your marching season plan – use what is best for you. It may just be a month by month list of things to do and when or a more complicated plan with goals /results/timeframes.

Planning a coaching session

When planning a coaching session it is important the coach is prepared. Ask yourself these questions –

- What do I know about my marchers? (technical ability, fitness levels etc)
- What will I be working on today?
- What is my goal of today's session?
- Plan what equipment will I be using?
- How will I progress the skills/drill/game?
- How can I improve for next time?

COMPONENTS OF A COACHING (TRAINING) SESSION FOR MARCHING

1. WARM UP AND STRETCHES

Remember, muscles are like chewing gum they will not stretch until you have warmed up. The quickest way to warm up is to mark time swinging your arms. This warms up the muscles as well as a cardiac warm up.

2. SIMPLE SKILLS

All simple skills already learned should be revised and new ones learned. Particular attention should be paid to these skills as if they are not taught and learnt correctly the team will never be able to perform the more difficult skills correctly

3. COMPLEX SKILLS

Once the simple skills have been learnt and the marchers are fairly confident at performing them you can start to put together the complex skills. To save time try to teach these skills incorporating them into a technical drill movement.

E.g. If a halt mark time 10 is a movement in your technical drill routine, then train this count while training mark times.

4. FORMATIONS

If you have incorporated some of your complex skills into some of your technical drill movements your team will have already learnt some movements and it will be a case of teaching the new movements and incorporating the ones already learnt. The technical drill movements will determine where you place your marchers in the team

5. DISPLAY

Each coaching session should include display as it is only with repetition that your team will be proficient at performing it. Start with a basic display and keep adding to it as your team improves.

6. WARM DOWN AND STRETCHES

It is just as important to conclude your coaching with a warm down, stretch and shake it all out, as it is to start with a warm up.

7. FEEDBACK

Always end your coaching with positive feedback from you as their coach and ask for feedback from your marchers as to how they interpreted the session.

REASONS FOR WARMING UP

When warming up the coach has to consider the limited time that is available to warm up effectively and it is very important that they encourage and use a warm up routine in a coaching session and before a game because –

- Warming up increases blood flow to working muscles, tendons and ligaments reducing the risks of injury creating elasticity
- There is an increase of oxygen delivery to muscles
- An increase in blood flow to the heart
- Promotes sweating which will reduce heat in the body, allowing more energy to be spent on performing the exercise instead of using energy to get rid of heat
- Increases nerve impulses and reaction time

TIPS

- Establish 'set up' and 'put away' systems for marchers to take part in
- Make warm up / warm down routines part of the session practise – have a consistent programme for them
- Set up areas and equipment in advance for specific elements of the programme
- Use more experienced marchers to assist the less experienced
- When addressing the marchers the coach should be looking into the sun, not the marchers
- When coaching do not wear sunglasses
- Look straight ahead and maintain eye contact with the group when talking



Masters Miltonette Royal Majors – Coach Melva Gyde
CNIS Regional Championships – Manawatu 2007

MODULE SEVEN: Team Administration

The Rules of Participation outline the requirement of a team and the responsibilities of the Team Officials in it.

The appointment of Team Officials is the sole right of the Coach, hence considerable thought be given to such appointments. Getting to know your parents and their skills will help you make the correct appointments

APPOINTMENT OF TEAM OFFICIALS



TEAM MANAGER

When you appoint a Team Manager you must be specific as to the duties you expect this person to perform over and above those required for the positions outlined in the Rules of Participation which are;

- they will be responsible for making all Team travel and accommodation arrangements as required by you as the Team Coach
- assisting with any other team matters of non-coaching nature (except those concerning the welfare and control of the behaviour of Team members)

The Team Manager will oversee, and /or be responsible for organising the team's fund-raising activities, as agreed by way of consensus majority, after consultation between the Teams Coach, Chaperon, Manager and Treasurer. When booking accommodation and transport etc, it is really up to the two of you how much you expect the Manager to do, but remember your key role is to coach the tea, not to manage it.

TEAM CHAPERON

It is very important that this person has a good rapport with the marchers and is someone you can trust to work with you and not against you. It would be best that you as the Coach get to know all your parents/caregivers first before appointing someone to this position. The key responsibility of the chaperon is the welfare of the marchers and this has to be the paramount consideration when making the decision to appoint the Chaperon

The Chaperon is responsible for:

- the welfare and control the behaviour of the team at all times (except when the team is in the hands of you as the Coach or is on the contest field or on a display area)
- they are to see that the team is ready, neatly and correctly dressed when required by you as the Coach

The team cannot compete without a Chaperon or a replacement Chaperon and at competitions that person must be seated on the chairs made available on the competition area.

It is up to the two of you to decide whether the Chaperon alone looks after uniforms or not.

There is no rule that requires the Chaperon be at every coaching session but it is advisable if she cannot, then a replacement or at least one parent/caregiver should be arranged to attend.

TEAM TREASURER

The Team Treasurer is responsible for maintaining appropriate records and books of account - the team's income and expenditure. They are to;

- receive and bank all team monies
- to operate a cheque account with 2 signatories and pay all team accounts

With the appointment of the right people as your Team officials leaves you as coach to train the team which should be your sole responsibility



REQUIREMENTS OF THE TEAM

TEAM REGISTRATION

Before your team can participate in any competition organised by your local Association all marchers and team officials must be registered with Marching New Zealand. Your Association will supply you with a Team Registration Form for completion and all new registrations for Under 12 and Under 16 Grades must be signed by a Parent or Guardian and be accompanied by a birth certificate or statutory document to verify date of birth.

Any marchers over the age of 12 for Under 12 Grade or over the age of 16 for Under 16 Grade, as at 1st October, but qualify to march in these grades due to being in school year 8 for Under 12 Grade or school year 12 for Under 16 Grade must supply proof of school year from their school. This can be a letter from the school or a current school report that shows the school year.

FINANCIAL RECORDS



Your team treasurer will be required to meet obligations to the Association Committee. The Association treasurer will talk with you and your Team treasurer and outlined these requirements which will include submitting regular bank statements to the Association, informing them of any funding applications and an annual audit of the team's accounts

TEAM MEETINGS

As a collective your team officials and supporting parents/caregivers need to meet and make team decisions



TEAM REPORTS

Your Coaching Co-ordinator will explain to you how the Association Committee operates and why your team needs to report each month to the Association Committee, when this report is required and the content expected to be contained in the report

COMPETITION ENTRY FORMS

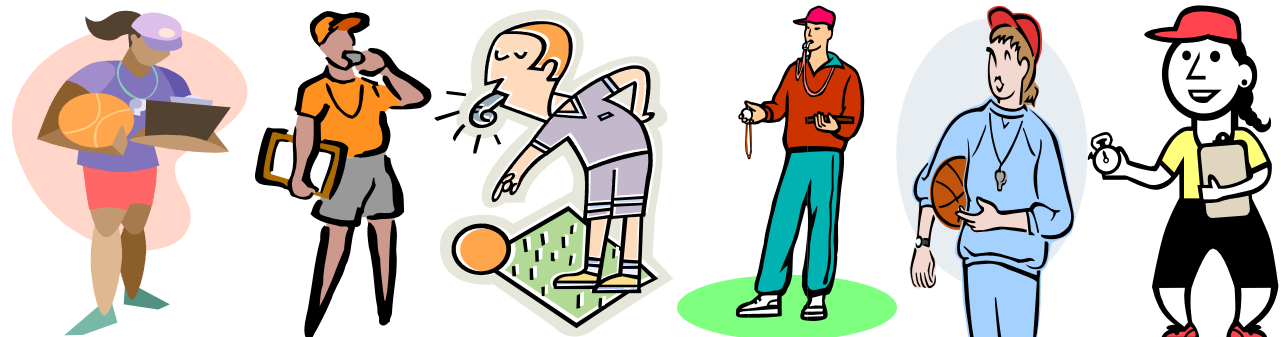
Your Coaching Co-ordinator will explain to you where to obtain and how to complete entry forms for competition days both within your local Association and when your Team will travel to another Association



ASSOCIATION COACHING CO-ORDINATOR

Your 'liaison person' is the Association Coaching Co-ordinator. They will be able to help with any on the field and off the field issue you may face. The Coaching Co-ordinator holds regular monthly meetings and will cover topics of interest in your coaching and will also combine meetings with the judging panel where you can learn the importance of and the incredible value judges sheets are and how to understand them and interview a judge

SUPPORT NETWORK



It is important that you look for local support networks of coaches and the local Sport trust is a good starting point, they may even have an already established coaching network which meets regularly for Coaches Breakfast.

Always maintain contact with your Coaching Co-ordinator and your Association Committee – they are all there to help and assist you with everything and if they cannot they will direct you to someone who can.

COACH MENTOR

Remember at the beginning we talked of a Coach you admired, maybe they could be approached to be your Mentor. Don't be afraid to ask, they will be honoured.



Skellerup Senior – Coach Raewyn Shaw
NZ Championships Rotorua 2010

MODULE EIGHT: TEAM WELFARE

Team Welfare is very important and it is up to you as the Coach and your appointed Chaperon to decide what is unacceptable behaviour and from this an established list of 'team rules' should be drawn up and given to all the marchers and parents/caregivers.

It is very important that you are then consistent with these rules and do not keep changing them to suit the situation or marcher. Remember all marchers must be treated the same, all marchers must be disciplined in the same way. If you have a discipline problem that you or your Chaperon cannot handle then go to your Coaching Co-ordinator for help, who in turn will go to the Association if necessary if she cannot advise you. Never put off handling discipline, as it will escalate and become a major problem in your team.

A good and caring Coach = A good and happy Team



Masters – Broadway – Coach Sue Webber
NZ Championships Wanganui 2006

Acknowledgment & References

Marching New Zealand sincerely appreciates the people and organisations that contributed both directly and indirectly to the development of this resource, especially Julie Price (Advisor for Sport Development) at Sport Tasman.

Also to Sport NZ and the coach education programme /on-line resources

Sport NZ website www.sportnz.org

Australian Sports Commission www.ausport.gov.au

ACC website www.acc.co.nz/sportsmart

MNZ Rules of Participation www.marching.co.nz