
#843450

Health and Physical Education 120

Leadership

Through Physical Education and Recreation

TEACHER NOTES

Curriculum Development Branch
Department of Education
Fredericton, N.B.

January 1996

This supplement, titled **TEACHER NOTES** is developed by the HPE 120 Working Group and **Pilot teachers**, to assist new teachers to offer this course for the first time. Undoubtedly, as teachers offer this course to a number of classes, the bank of handouts, diagrams and reference articles will continually increase.

In the initial distribution of this document (January 1996) this supplement is made available in conjunction with the Course Outline document . Additional copies of that document may be ordered by quoting the following order number, (**#843440**). Additional copies of this supplement are also available by quoting the order number (**#843450**)

The materials provided here are from various sources, many of which are available through the **Catalogue of Instructional Materials**. Where possible, the order numbers for these materials have been noted for your convenience. If you are able to review updates to this catalogue electronically through the Internet, you will note that resources are being continually listed. Unfortunately these new listings are not easily known through the printed catalogue which is revised every 3 years with supplementary editions produced at best, annually. You may find however, that you have access to resources which serve your purpose more appropriately. These materials may be from your personal library, staff materials or your own school library. The resources here are to be viewed as examples of materials that supplement your teaching and student research.

In some cases, a complete resource for a single area of the curriculum could not be located and an attempt has been made to assist you here in locating a myriad of references from which you might select the most effective ones for your students.

The working group and the consultant are anxious to keep these kinds of references and resources current and therefore **invite you to contribute to the continuous update process.**

The information and direction provided here, relates to the six units referred to in the curriculum outline.

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UNIT I

LEADERSHIP PRACTICAL SUGGESTIONS AND NOTES

- I. Use "icebreakers" early into the course to develop cohesiveness of the group and to provide opportunities to develop leadership skills. Play different types of low organized activities such as:
 - A. **Co-operative games** - i.e., human knots (8-10 to a group, students put right hands into circle and grab someone's hand, then put left hands in to grab a different person's other hand. The objective is to unknot the human knot without letting go of grips. Usually one leader arises while others must become good listeners.
 - B. **Silent games** - i.e., Without verbal communications, have the entire class arrange themselves in a line by tallest to shortest. Then challenge them to try to arrange themselves alphabetically by middle or last name, or by birthdates, without verbally communicating.

The objective of these exercises is to impress upon the students how other means of communication can be effective.
 - C. **Combative games** - i.e., chicken fights, sock wrestling, snake pulls, tug-of-war.
 - D. **Communication games** - These help show the student how important it is to speak clearly, precisely and in a logical order. i.e., have someone define a diagram of 8 rectangles, arranged in a certain order, using only verbal communication. Then, do the same activity, but allow non-verbal gestures be used along with the verbal.
 - E. **Bodily contact relays** - i.e., pass the bag of potatoes (group member), piggy back switch, log rolling, snake crawl.
- II. Make up a low-organized activity and teach it to classmates.
- III. Classroom discussion
 - What is a team leader, class leader, school leader, community leader, political leader?
 - Why is there a need for leadership on a team, in a class, school or community?
- IV. Have the students observe different age groups and compile a list of characteristics of those groups we lead.
- V. Have the students observe each other leading an activity.

GAMES LEADERSHIP

Games leadership is a skill that can be learned and by following these basic steps, you soon will become quite adept.

- Start off with your best game – one that appeals to all students – one that is easy to explain and enjoyable to play. Your initial success will give you confidence to tackle more complicated games and also enhance the morale of the players.
- Know your game thoroughly – title, rules, boundaries of playing area, number of players, what is allowed and what isn't.
- Have all equipment readily available – balls, ropes, chairs, bean bags, etc.
- Use games that all can play and vary them – change from active games to quiet games to give the players a breather. Use the widest selection possible of various types of games and give all players a chance to play games they really enjoy.
- Make sure the space available is large enough to allow everyone to play.
- Check the game area for potential hazards. Remove all hazards that can be moved, and those that can't be moved (posts, large rocks) can be used as bases or "home".
- Don't wear a game out – quit while everyone is still having fun.
- Above all, never insist on anyone playing a game if they don't want to, or if they report that they feel ill, or are recovering from a recent illness or have some injury that could be aggravated. They can perform supportive roles such as scorekeeper, judge or umpire, or other tasks to be engaged in the activity in some manner
- Games played in or around water have their own set of rules for playing the game. Additionally, all the common sense safety rules applying to water safety must be observed and faithfully obeyed.

Source: Dan Corbin, Leadership in Recreation, 1979

EXPLAINING THE GAME

- Stand where you can be seen and heard by all.
- Insist on silence and undivided attention while you explain the game.
- Show enthusiasm in both your manner and voice.
- Make your instructions clear and as brief as possible.
- Speak slowly and distinctly so that all can understand.
- Be sure you know the game and explain it in steps, using demonstrations rather than a lengthy discourse. If any part is not understood have a small group demonstrate that particular part. New games may have to be demonstrated.
- Allow questions for clarification but don't let this drag out into a discussion about the game.
- Make use of your other leaders as judges or referees. Brief them beforehand on the rules.
- Allow noise and shouting during the game, but be sure you can get the groups attention and maintain control.
- Instill high ideals of sportsmanship and fair play and insist that the rules be observed.
- If the game obviously is not going well or is not understood – call a halt and clarify hazy areas and carry on with the game.

The following pages encloses a unique collection of quotes, poems or verse, that help bring out the full potential of leadership in all of us. (Spread a Little Sunshine, Jack Pearse)

If we succeed in giving the love of learning, the learning itself is sure to follow.

Sir John Lubbock

It is better to have one person working with you than three people working for you.

To teach is to learn twice.

Joseph Joubert

Good leaders take at least a little more than their share of blame, and a lot less than their share of credit.

When I'm getting ready to reason with a man, I spend one-third of my time thinking about myself and what I am going to say – and two-thirds thinking about him and what he is going to say.

Abraham Lincoln

Leadership is known by the personalities it enriches, not by those it dominates or captivates.

A leader is best when people barely know he exists . . . when his work is done, his aim fulfilled, they will say, "We did this ourselves".

Lao-Tse

Nothing is more confusing than the person who gives good advice but sets a bad example.

The question "Who ought to be a leader?" is like asking, "Who ought to be tenor in the quartet?" Obviously, the person who can sing tenor.

Henry Ford

Even the woodpecker owes his success to the fact that he uses his head and keeps pecking away until he finishes the job he starts.

Coleman Cox

The road to success is always under construction.

The impossible: what nobody can do until somebody does.

Chinese Proverb

Small deeds done are better than great ideas planned.

Peter Marshall

When I rest, I rust.

Martin Luther King

Consider the postage stamp, my son. It secures success through its ability to stick to one thing till it gets there.

John Billings

The only time you must not fail is the last time you try.

Charles F. Kettering

Coming together is a beginning, keeping together is progress, working together is success.

New boots . . . big steps.

Chinese Proverb

Success isn't how far you got, but the distance you travelled from where you started.

When your work speaks for itself, don't interrupt.

Henry J. Kaiser

To change and to improve are two different things.

German Proverb

Use what talents you possess; the woods would be very silent if no birds sang there except those who sang best.

Work to become, not to acquire.

If a person goes as far as he can see, he will be able to see farther when he gets there.

Even if you're on the right track, you'll get run over if you just sit there.

The rung of a ladder was never meant to rest upon, but only to hold a man's foot long enough to enable him to put his other somewhat higher.

Thomas Huxley

One of the greatest sources of energy is pride in what we are doing.

IT COULDN'T BE DONE

Somebody said that it couldn't be done,
But he, with a chuckle, replied
That maybe it couldn't, but he would be one
Who wouldn't say so till he'd tried.
So he buckled right in with a trace of a grin
On his face; if he worried, he hid it.
He started to sing as he tackled the thing
That couldn't be done – and he did it.

Somebody scoffed, "Oh, you'll never do that,
At least, no one ever has done it;"
But he took off his coat and he took off his hat,
And the first thing we knew he'd begun it.

With a lift of his chin and a bit of a grin,
Without any doubting or quiddit,
He started to sing as he tackled the thing
That couldn't be done – and he did it.

There are thousands to tell you it cannot be done,
There are thousands to prophesy failure;
There are thousands to point out to you – one by one
The dangers that wait to assail you.
But just buckle in with a bit of a grin,
Just take off your coat and go to it;
Just start to sing as you tackle the thing
That cannot be done – and you'll do it.

By: Edgar A. Guest
From "The Path To Home"
The Reilly & Lee Company

BE THE BEST OF WHATEVER YOU ARE

If you can't be the pine on the top of the hill
Be the scrub in the valley, but be
The best little scrub on the side of the hill
Be a bush if you can't be a tree.
If you can't be a bush be a bit of the grass
Doing something for somebody's sake
If you can't be a muskie then just be a bass
But be the liveliest bass in the lake.
We can't all be captains, some have to be crew
There is something for all of us here
There is big work and little for people to do
And the task we must do is the near
So if you can't be a highway then just be a trail
If you can't be the sun be a star
It isn't by size that you win or you fail
Be the best of whatever you are.

Daklas Malloch

DROP A PEBBLE IN THE WATER

Drop a pebble in the water: just a splash and it is gone;
But there's half-a-hundred ripples circling on and on and on
Spreading – spreading from the centre, flowing on out to the sea
And there is no way of telling where the end is going to be.

Drop an unkind word, or careless: in a minute it is gone;
But there's half-a-hundred ripples circling on and on and on
They keep spreading, spreading, spreading, from the centre as they go,
And there is no way to stop them, once you've started them to flow.

Drop a word of cheer and kindness: just a flash, and it is gone;
But there's half-a-hundred ripples circling on and on and on
Bearing hope and joy and comfort on each splashing, dashing wave
Till you wouldn't believe the volume of the one kind word you gave.

UNIT II
SPORT ADMINISTRATION
PRACTICAL SUGGESTIONS AND NOTES

SCHEDULING

- LEADER'S ROLE, TIME FACTOR, FACILITY FACTOR - MUST DETERMINE TYPE OF TOURNAMENT

A. CHALLENGE TOURNAMENTS

- 3 types, used over period of time with no facility restriction.
- very simple.

- | | | | | | | | | | |
|---------|--|--|--|--|--|--|--|--|--|
| 1 Tom | | | | | | | | | |
| 2 Bill | | | | | | | | | |
| 3 Sandi | | | | | | | | | |
| 4 Bob | | | | | | | | | |
| 5 Judy | | | | | | | | | |
| 6 Cliff | | | | | | | | | |
-
- | | | | |
|----|-----------------|---|----------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | <u>Ladder T</u> | - | Number of entrants down side |
| | | - | Use a board _ hooks, nails, tags names of compet.) |
| | <u>Rules</u> | - | Each competitor challenge 1 (2), up, provided that player has not issued challenge. |
| | | - | Win _, lose stay. |
| | * | - | variation = large field = flights 0.2 2 (more) ladders |
| | * | - | Interest may be kept up by offering prizes on special "sealed days". This keeps all contestants who are interested attempting to improve standing. |
| 2. | <u>PYRAMID</u> | - | Similar in operation to the ladder. |
| | | - | Board in form of pyramid with no. 1 at apex. |
| | | - | Each player is permitted to challenge in row above. |
| 3. | <u>BLOCK</u> | - | Not used often, same rules as ladder. |
| | | - | Can change # in front to challenge! |

B. ASSIGNED TOURNAMENTS

- Usually affected by time and/or facility combination.
- Most professional team sports, as well as amateur sports use round robin format for reg. season.

1. ROUND ROBIN
 - Try to limit to eight teams - above that game increase greatly!
 - Many teams = division format & playoffs.
 - To compute number of games multiply:

$$\frac{(\text{Number of teams}) \times (\text{Number of Team} - 1)}{2}$$

e.g. $\frac{6 \text{ Teams} \times 5}{2} = 15 \text{ games}$

- Even Number of teams:

1 - 6	1 - 5	1 - 4	1 - 3	1 - 2
2 - 5	6 - 4	5 - 3	4 - 2	3 - 6
3 - 4	2 - 3	6 - 2	5 - 6	4 - 5

- Odd Number of teams:

BYE - 7	BYE - 6	BYE - 5	BYE - 4	BYE - 3
1 - 6	7 - 5	6 - 4		
2 - 5	1 - 4	7 - 3		
3 - 4	2 - 3	1 - 2		

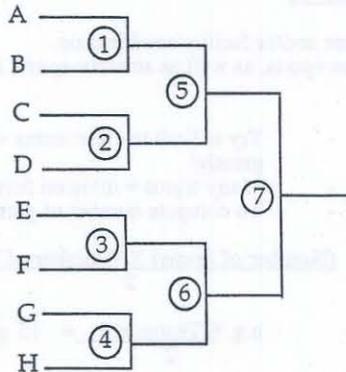
The Division Format is a common form of Round Robin Tournament. These are often used in a tournament involving more than 8 teams. Example:

Division A	Division B	
1	1	<ul style="list-style-type: none"> • play a round robin within your own division • top 2 teams from each division advance to Semi • Division A1 vs Division B2 • Division A2 vs Division B1 • winners of each play in Championship
2	2	
3	3	
4	4	

There are a number of different combinations which can be played depending on the number of teams, length of tournament and availability of facilities, etc.

2. A. SINGLE ELIMINATION (knockout)

- Is quickest method of declaring winner.
- Each entry eliminated after 1 loss.
- Elimination brackets built in powers of 2, i.e. 2, 4, 8, 16, 32.
- Simple if we have those numbers.



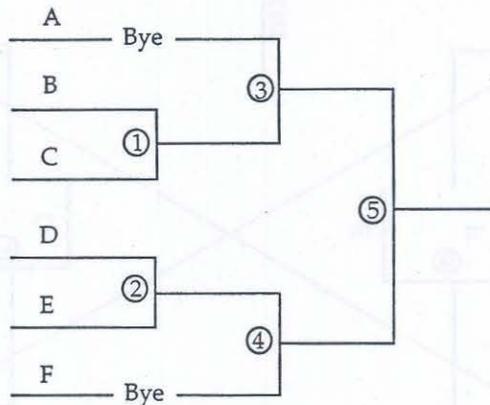
B. SINGLE ELIMINATION (with BYES)

- Used if entries not power of two!
- If not power of two, need preliminary round.
- Determining BYES

1. Take number of teams - Lower power of 2
= No. of Games played in preliminary round
(x 2 = no. of teams)

Example: 5 teams - 4 = 1 game in preliminary round

Shown below for 6 teams:



Set BYES up as follows:

- 1 Top of Top
- 2 Bottom of Bottom
- 3 Top of Bottom
- 4 Bottom of Top

Class Activity

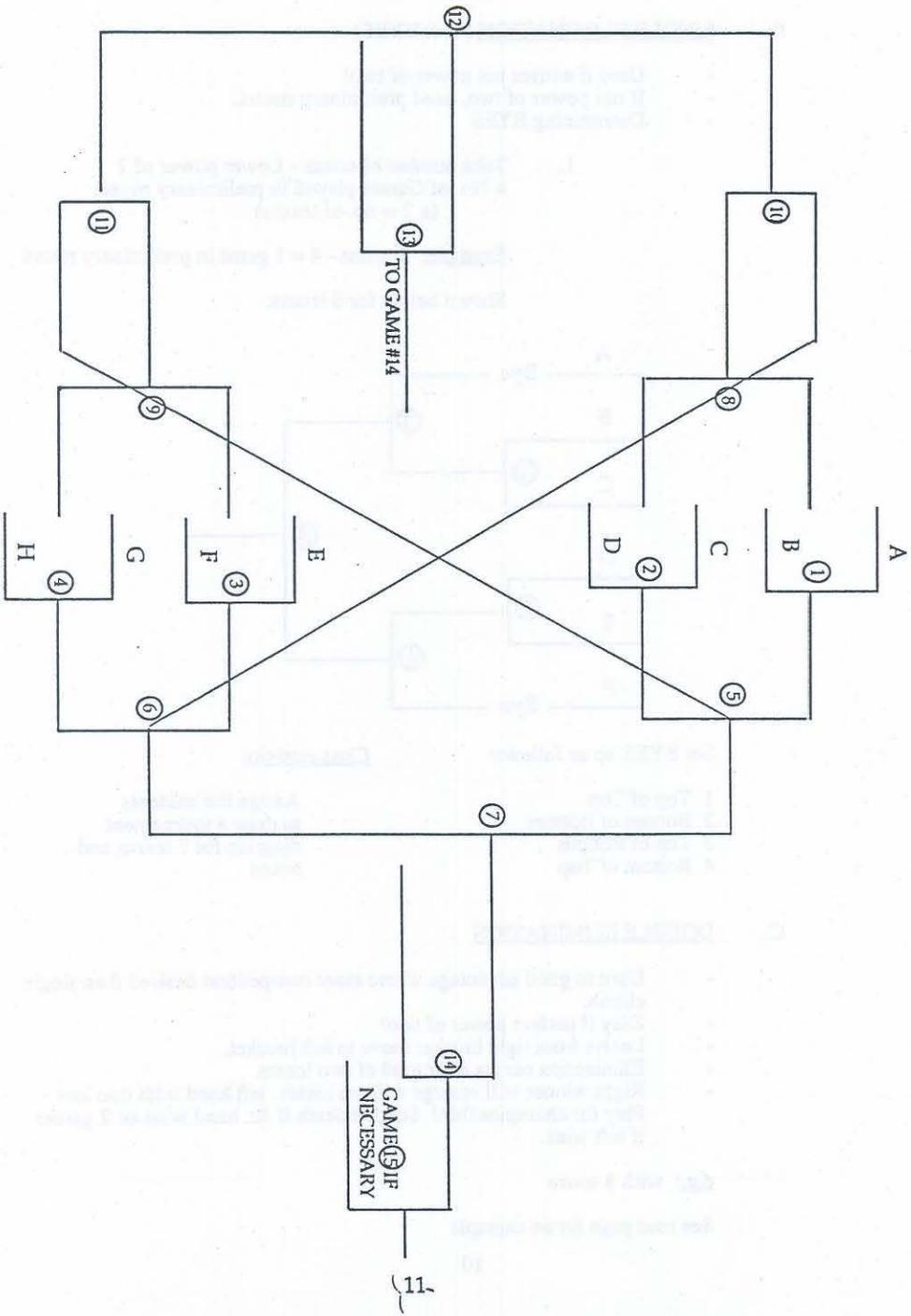
Assign the students to draw a tournament diagram for 7 teams and teams

C. DOUBLE ELIMINATION

- Used to good advantage where more competition desired than single elimin.
- Easy if perfect power of two!
- Losers from right bracket move to left bracket.
- Elimination occurs after total of two losses.
- Right winner will emerge with no losses, left hand with one loss - Play for championship! Sudden death if Rt. hand wins or 2 games if left wins.

e.g.: with 8 teams

See next page for an example



Sample techniques are found in *Techniques of Sport Scheduling*, John Meager, 1985 (unfortunately out of print) or from *Organizing Successful Tournaments*, John Byl, 1990 (#630260). Other samples are available upon request from the pilot teachers. See also, Chapter 28, *Leadership in Recreation and Leisure Service Organizations*, Edginton, 1990, (#630020)

UNIT III: TEACHING:PRACTICAL SUGGESTIONS AND NOTES

1. Be thoroughly familiar with all material to be taught.
2. Have a definite plan and procedure well in mind before you begin teaching. (material, group formations, etc.)
3. Begin and end your class on time.
4. Be dressed appropriately.
5. Arrange your class in such a way that all may see easily and move freely.
6. Stand in a position such that you may easily be seen and hear. The larger the group, the farther away the leader must stand.
7. Demonstrate most exercises and skills before teaching. Be sure the demonstration is accurate and can be seen to best advantage.
8. Analyze the exercise and skill carefully. Begin with starting position; then teach the exercise in its logical order.
9. Begin movement slowly and bring to desired tempo as soon as class understands it. (Some of the simple exercises can be taught in proper tempo to begin with).
10. Comment briefly on the purpose of the exercise or skill.
11. Speak distinctly and loudly enough to be heard. Use pleasant tones; avoid increasing tension.
12. Talk very little. Choose words carefully and teach to the point. Get groups into action quickly.
13. Make sure that each movement is taught accurately and in a tempo that produces results.
14. Stop working with the group as soon as they can carry the movement alone. An important part of teaching is to detect faults and make suggestions and corrections.
15. In teaching, use "cue" words rather than counting. They have more meaning for the individual. Ex: "Bend--stretch," or "Forward, side, and circle."
16. Use good signals to begin and end an exercise. Ex: "all ready-begin" and "and-stop" or "and-hold." Signals should be consistent and clear, pleasant and well-timed.
17. Use a whistle only when essential. An exercise program seldom requires the use of a whistle.
18. Determine the number of times to repeat an exercise by the strenuousness of the movement and physical condition of the individuals.
19. Move quickly from one exercise to another. No rest period is needed if the lesson is well planned so that the work is shifted from one part of the body to another and strenuous and less strenuous exercises are alternated.

20. Make teaching hints throughout so that persons may better understand what is desired and how to make corrections: (a) hints should be concise and positive, and suggest a way to improve; (b) learn to say the same thing in many ways; (c) avoid personal criticisms.
21. When teaching a game, select and teach the minimum essentials.
22. Start people playing the game as soon as possible.
23. Teach additional skills as the need arises in the playing situations. The leader must be alert to these and be clever in integrating teaching with the playing.
24. Build up game endurance gradually. Begin with shorter periods and work to the full-length game.

10 MYTHS ABOUT TEACHING AND WHY YOU SHOULD IGNORE THEM

How true are all those myths we hear about teaching? Not very, claims this veteran. (BY JOSEPH J. SOTTILE)

APPLES DON'T FALL far from the tree. You've probably heard that old maxim, and if you've ever walked through an orchard, you know it's true . . . for apples. In 20 years of teaching, I've heard many similar myths about our profession—and nearly succumbed to them, especially in the teachers' lounge, where my guard is down and my frustrations are up. See if you agree that these myths all have one thing in common: only a kernel of truth.

1. Never Smile till Thanksgiving.

Why not? My rule is to begin smiling on the first day of school. As my new students amble into class, I also shake their hands and introduce myself. This takes the apprehension out of Day One and sets the tone for the rest of the year.

2. Teachers should be in constant control of their emotions.

Phoey. The first week of school, I read my students Carol Hall's poem. "It's All Right to Cry." While this never produces a rash of teary-eyed kids, it does start an epidemic of shared feelings. When we watch the movie of *The Little Prince* or *The Velveteen Rabbit*, my students may note tears filling my eyes. And as I read Shel Silverstein's poetry, they see that it's okay – even for teachers – to laugh, giggle, or groan in school.

3. Once a vulture, always a vulture.

Don't believe it. Every child has a talent or interest that a thoughtful teacher can nurture into a table-turning sense of self-worth. Take Sam, for example. Sure, he'd been a troublemaker last year, but that was no reason for me to play out the same script with him this year – despite his former teacher's horror tales. So, Sam and I wrote a new script. I pointed out some things he did well: For example, he got good grades on spelling quizzes and was a whiz at spotting the principal at a distance. With that, Sam began to see himself as an "expert" in those areas. And his bolstered self-esteem slowly began to edge out his need to get attention by acting up.

4. Teachers know all the answers.

Students—and some parents—seem to believe this. (Even some teachers torment themselves with this expectation.) It means I'm supposed to know who really discovered America and where Beth's lost lunch money is, all the definitions in the Random House Dictionary and whether or not it's going to rain during Thursday's field trip. What a burden.

I let my students know right away that I don't know all the answers. Then, we hunt for them together. Some we carefully track down; some we stumble upon; and some we never find at all. But the kids get a lot more out of the chase than they'd ever get from my dispensing answers like a candy machine.

5. Teachers never make mistakes.

And they commute every day from Mount Olympus. My students quickly learn that I do make mistakes; in fact, they often see them first, especially when I'm writing fast on the board. And I don't try to cover up with the old. "I was just testing to see if you were paying attention." My kids are too smart for that. So, when Billy finds a mistake, instead of wasting time mentally kicking myself (or the textbook editors), I praise him for being on the ball. He feels good, so I feel good too—a lot "gooder" than if I never made a mistake.

6. Turkeys have turkeys.

Sometimes. But I've met many students who were cooperative and friendly, though their parents were difficult and demanding. Take Ronny's parents, for example. They'd often call me at school or show up unexpectedly. If they couldn't call or come in, they'd have Ronny deliver a stinging

note that deflated my good spirits. In their eyes, I could never do enough for their child. But Ronny came to like me despite what his parents said and did. Why? Because I treated him—and every child—like an eagle, not a turkey.

7. Nothing matters except the three R's.

To this I say, "Those who live by the grade book, die by the grade book." In my own classroom, we study the usual lessons. But we also have long discussions about rights, rules, and responsibilities; about feelings and emotions; about divorce and coping with death.

The discussions set a tone of caring that paid off handsomely at least once. Kelly came to me upset that her grandfather might die during upcoming surgery. What could she do? I suggested she write him a letter expressing her love for him and her appreciation for all the things they'd done together. And I gave her time to write the letter in class. Later, she told me how good the letter made her feel and how much her grandfather (who survived the surgery) appreciated it. But this might have been missed if all we ever talked about in class was academics.

8. The textbook must be covered.

And captains must go down with their ships. Experienced teachers concentrate on teaching the essentials and use leftover time for enrichment activities. Whether or not we teach the whole text depends on the text and the students' particular needs. Surely, if we don't get around to teaching how to identify dependent adverbial clauses, someone will do it for us next year. Remember, anyone can "cover" the text . . . all it takes is a brown paper bag.

9. Everything must be planned in advance.

If I knew exactly what I'd be doing from moment to moment. I'd quit teaching. Who wants to follow a detailed plan every second of the week? Half the fun lies in changing the routine to avoid ruts, or in guiding a class discussion down paths the students uncover.

For me, teaching is like following a map, but taking as many side roads as possible. You know where you want to go, and the trip is exciting, but you are not sure exactly when you'll get there or what new things you'll see along the way. Besides, being flexible keeps — from missing some of those "teach at moments" — and it makes fire drills easier to take.

10. Good teachers have no discipline problems.

Wishful thinking. The fact is, even good teachers do have discipline problems—they just handle them better. And where do they get that savvy? Partly from experience, to be sure. But also from practicing the methods they see working for other teachers, and from learning to reach individual student needs and the subtleties of classroom dynamics. I've learned to diffuse classroom disruptions with something I call "tabling". When two kids are fighting a private battle during a lesson, I ask them to table all hostilities until we have time to focus on the issues. The kids understand that tabling doesn't mean ignoring; they know we'll sit down later and talk. And often, our three-way talk draws in classmates who "can explain this better," until most of the class is involved in finding a positive resolution.

So, where would we be if we let the old myths drive our teaching? Probably still at square one. We'll be a lot better off if we shed the old myths and grab hold of one simple truth: Good teachers operate on what they learn each day about their students and about themselves, not on nutshell cynicisms.

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FAIR PLAY

FAIR PLAY . . . "Let's Get Back in the Game"

The concept of fair play is not an original one. Almost a century ago, the values of competitive fairness and integrity were developed with coaches and athletes on British playing fields. This approach to sport quickly spread through France and the rest of Europe, and eventually became a way of living based on respect.

Fair play demonstrates attitudes and behaviours in sport consistent with the belief that sport is an ethical pursuit. It does not include acts of violence, cheating, drug abuse, or any form of exploitation in an effort to win. When elements such as these are introduced, the true competitive spirit is lost, and there remains no purpose for sport.

According to the Commission for Fair Play, established in June of 1986 by the Honourable Otto Jelinek, Minister of State for Fitness and Amateur Sport, the following describes the ideals that should be adopted by all those who are involved with sport, in any capacity:

1. Respect for the rules;
2. Respect for officials and acceptance of decisions;
3. Respect for the opponent;
4. Concern for equal opportunity; and
5. Maintenance of dignity under all circumstances.

The rules of fair play apply in all circumstances. Having a fair play attitude means that you not only play by the rules of the game, but also by the principles of sportsmanship. Because there has been an erosion of sport ethics in recent years, perhaps because of today's achievement-oriented society, there is a need to "get back in the game".

Fair play thrives with the right attitude, sportsmanlike behaviour and a positive environment; and becomes evident when:

- coaches and participants respect the rules of the game;
- coaches, participants and spectators respect the officials and their rulings;
- opponents are treated with respect;
- the team does not take an unfair advantage over its competitors; and
- everyone involved with the game behaves in an exemplary fashion.

However, the pressure to disregard fair play increases when the true meaning of sport is forgotten, and when an inordinately high value is placed on winning. Regardless of the circumstances, the rules of fair play apply:

- there is no room for killer instincts or intimidation;
- the outcome of a contest should not be based on the psychological or physical harassment of opponents;
- deceit is never an acceptable means to the end, even when rules of the game are not technically broken;
- coarse language and insulting remarks directed at officials, fans, coaches or players clearly fall outside the boundaries of fair play;
- there are no "good fouls"; and
- a "winning at all costs" attitude is unacceptable.

The Commission's objective is to ensure that fair play can thrive, and that those who participate in sport have the right attitude.

One of the Commission's objectives is to promote sportsmanship. The advertising and promotional campaign will make Canadians aware of what fair play means and encourage all those who enjoy competitive sport to practice the principles of fair play. (The Commission's other goal is the reduction of violence in sport, an issue which is dealt with in a separate backgrounder.)

The fair play initiatives are designed to reach large segments of the Canadian population as well as more closely targeted groups. The messages will make everyone aware that integrity, sportsmanship and honesty are still the most important elements of any sport. Many of the advertising, promotional and educational initiatives will also invite the cooperation of all those involved with sport, including:

- ➔ participants (amateurs and professionals of all ages);
- ➔ educators;
- ➔ coaches;
- ➔ officials;
- ➔ parents;
- ➔ the media;
- ➔ spectators;
- ➔ sport administrators;
- ➔ the medical community;
- ➔ team owners;
- ➔ sponsors of sporting events; and
- ➔ all levels of government.

In recognizing that everyone involved with sport has an important role to play, suggestions are made in the following pages on how some of these groups can make fair play a reality. As a result of this team effort, it will become clear that fair play does stand for respect, integrity, honesty . . . the true cornerstones of sport.

PROMOTING FAIR PLAY

PARTICIPANTS

- √ cooperate with teammates, coaches, officials and opponents and treat them with respect;
- √ realize that without opponents, there wouldn't be a game;
- √ strive for excellence, have fun and develop your skills while accepting your limitations;
- √ do not try to gain an unfair advantage over opponents;
- √ know the rules of the game, and play by the letter and the spirit of the rules;
- √ officials are there to interpret the rules for you; accept their decisions; and
- √ do not use coarse language or insult opponents, coaches or spectators.

EDUCATORS

- √ teach children to have pride in their achievements and efforts, and in those of others;
- √ encourage participation from everyone, regardless of skill level;
- √ help children to understand the meaning of sportsmanship;
- √ remember that not all children have the same desire for athletic activities—never force a child to participate;
- √ ensure safety of playing areas and equipment;
- √ set a good example in your own activities;
- √ teach that the use of violence is not acceptable; and
- √ make students aware that the style of play they witness from some professional athletes is not necessarily fair or sportsmanlike.

COACHES

- ✓ set an example for players and spectators;
- ✓ teach the values of sportsmanship, practise them, and expect players to respect those values;
- ✓ be knowledgeable about your sport by attending clinics to keep up to date with new developments;
- ✓ never argue with officials and coaches in front of players or spectators
- ✓ maintain and follow the letter and spirit of the rules, and reprimand the offenders;
- ✓ respect and treat participants as individuals recognizing their different responsibility;
- ✓ discourage a "win at all costs" attitude.

(The Commission for Fair Play, in cooperation with the Canadian Council for Children and Youth, have available a free, three-poster series of Fair Play for Players, Coaches and Teachers.)

OFFICIALS

- ✓ maintain good relations with players and coaches;
- ✓ be knowledgeable about the rules of the game, and keep up to date on rule changes;
- ✓ match officiating to players' level;
- ✓ enforce penalties against players and coaches; and
- ✓ maintain a fitness level necessary to properly officiate the sport.

PARENTS

- ✓ if you are disturbed by sport violence, express your concern in writing to your newspaper editor, mayor and/or Member of Parliament;
- ✓ never force children to participate in sport;
- ✓ never publicly challenge the official's judgement;
- ✓ do not try to achieve your dreams by pressuring your child;
- ✓ inquire about who is coaching your child. Is the coach properly qualified in skill, injury prevention and the psychological development of youngsters;
- ✓ attend one of your child's practices. Does the coach treat the children fairly?
- ✓ talk to your child. Does he/she enjoy his/her team and sport? Is he/she learning that having fun, doing his/her best and sportsmanship are important?
- ✓ if you see a problem, address it immediately and notify other parents for their support;
- ✓ if a sport becomes violent on television, turn it off. Explain to your children that fighting and abuse are not an acceptable part of sport; and
- ✓ accept and promote fair play initiatives sponsored by your local, provincial and federal governments.

THE MEDIA

- ✓ report fair play issues and fair play situations;
- ✓ condemn problems in sport such as violence, unethical strategies, "good fouls", abusive language, and the use of drugs that make it possible to gain an unfair advantage over competitors;
- ✓ support officials' rulings; and
- ✓ emphasize the calibre of play rather than sensationalizing the violence.

SPECTATORS

- ✓ do not ridicule players;
- ✓ encourage fair and skillful plays;
- ✓ show respect for the officials;
- ✓ condemn the use of violence;
- ✓ maintain dignified behaviour; and
- ✓ if fighting breaks out when you are watching a game or match on television, turn off your set.

ADMINISTRATORS

- ✓ develop programs to emphasize fun and skill development;
- ✓ ensure that there are programs providing equitable opportunities for all players, regardless of age, sex, physical size or skill level;
- ✓ ensure that proper equipment and safe facilities are available;
- ✓ include education on sportsmanship and fair play in coaching courses;
- ✓ make it clear that violence on the playing surface and unsportsmanlike conduct are unacceptable;
- ✓ establish a fair play award; and
- ✓ condemn all violence by advertising your facility as a fair play area.

OTHERS

- ✓ as a sponsor of a sporting event, team or athlete – at any level – request that the principles of fair play be respected;
- ✓ as an advertiser, resist the temptation to resort to themes or images based on sport violence to promote products;
- ✓ as a medical practitioner, inform patients about the serious consequences of sport violence, and express your concerns publicly;
- ✓ as a team owner or manager, take a public stand against sport violence;
- ✓ as a municipally, provincially or federally elected representative, express your concern about violent outbreaks at sporting events, and speak publicly about fair play; and
- ✓ as a public speaker, incorporate fair play themes in your presentation.

**SAMPLE
MICRO-TEACHING EVALUATION SHEET**

NAME: _____

ACTIVITY: _____

	COMMENTS
Introduction - Motivation	
Voice - Enthusiasm	
Class Control	
Whistle	
Organization of Class	
Organization of Material	
Demonstration	
Participation	
Effectiveness of Drill	
Corrections	
Preparation and Confidence	
Appearance	
Mannerisms	
Other Comments	

**SAMPLE
MICRO-TEACHING EVALUATION FORM**

NAME _____ DATE _____

CRITIQUE BY _____ SUBJECT _____

ATTITUDE, positive	Excellent	Very Good	Good	Fair	Poor
ENTHUSIASM, demonstrated	Excellent	Very Good	Good	Fair	Poor
APPEARANCE, and DRESS	Excellent	Very Good	Good	Fair	Poor
POSTURE and CARRIAGE	Excellent	Very Good	Good	Fair	Poor

ORGANIZATIONAL ABILITY

Class formations, use of	Excellent	Very Good	Good	Fair	Poor
Leader position	Excellent	Very Good	Good	Fair	Poor
Use of time and space	Excellent	Very Good	Good	Fair	Poor
Use of equipment	Excellent	Very Good	Good	Fair	Poor
Use of other people	Excellent	Very Good	Good	Fair	Poor
Recognition of hazards	Excellent	Very Good	Good	Fair	Poor

COMMUNICATION

With group & individuals	Excellent	Very Good	Good	Fair	Poor
Voice control, volume, expression common language, everyday	Excellent	Very Good	Good	Fair	Poor
Technical language, subject	Excellent	Very Good	Good	Fair	Poor

INSTRUCTIONAL ABILITY

Personal Preparation	Excellent	Very Good	Good	Fair	Poor
Demonstration, self/others	Excellent	Very Good	Good	Fair	Poor
Sequence of material, logical	Excellent	Very Good	Good	Fair	Poor
Ability to adjust/adapt	Excellent	Very Good	Good	Fair	Poor

DISCIPLINE

Control of self, habits	Excellent	Very Good	Good	Fair	Poor
Control of group	Excellent	Very Good	Good	Fair	Poor

Best attributes, faults, general comments:	Excellent	5 x _____ = _____
	Very Good	4 x _____ = _____
	Good	3 x _____ = _____
	Fair	2 x _____ = _____
	Poor	1 x _____ = _____

UNIT IV

OFFICIATING PRACTICAL SUGGESTIONS AND NOTES

(The following excerpt is taken from:
Leadership in Recreation and Leisure Service Organizations,
Edginton, 1990) (#630020)

In recreation and leisure service organizations, sports programming is one of the most important components. The social outlet created as a function of friendly competition in community leagues is desirable and healthy. By the nature of the activity, however, the action can evolve into highly competitive, and sometimes emotional, play. Thus, it is mandatory that qualified and unbiased leaders serve as officials. Mueller and Reznik identify the purpose of officials in the following way.

The dualistic nature of games is such that each competitive side attempts through offensive and defensive maneuvers to restrict or place the opposition at a disadvantage. This type of conflict occasionally causes rules violations which may be relatively neutralized by compensatory adjustments made in the rules. Games must be officiated to identify these infractions and administer the appropriate equalizing action.

Many recreation and leisure service leaders will likely be asked at some time to officiate sports programs as well as to coordinate the recruitment, selection, and training of other persons charged with officiating responsibilities. The purpose of this chapter is to outline the fundamental precepts of officiating that can be used by the recreation and leisure service leader and the responsibilities pertinent to the successful officiating of recreational sports programs.

OFFICIATING PHILOSOPHY

The leader or official, whether officiating basketball, baseball, soccer, football, or another sport, should adhere to a basic philosophy that supports and encourages honesty, fairness, and integrity. There follows a philosophy statement that can be incorporated into the officiating of any sport.

"It is not who is right, but what is right that is important." Fundamentally true of life and particularly true when concerned with officiating—where judgment and courage are the all-important factors. There is a mistaken belief that the admission and correction of a mistake, whether it be rules or judgment, indicates officiating weakness. On the contrary, it is one of the very strong indicators of officiating strength. Officials who shy away from this precept, undermine the very foundation of officiating.

The official represents the integrity of the game. It is therefore the obligation of all connected with sports to accept and respect the official's decision. However, the official's obligation to the game is even greater. For, by his actions on and off the court he must earn—through unquestioned honesty, demonstrated ability, obvious devotion, and full understanding of the game—the confidence and respect of players, coaches, and fans.

Qualities of a Competent Official: (SEE - Modern Sports Officiating)(#790070)

1. Precise Knowledge of Playing Rules - Officials are expected to study rule and case books and participate in small study groups. Following each game, officials should critique their individual and group efforts.
2. Judgement - Judgement should be based primarily upon a thorough knowledge and understanding of the playing rules. Good judgement is a foremost qualification of the top-notch official because it permits correct, unhesitating decision-making under any game circumstances. It develops the respect and approval of players and coaches alike.
3. Good Mechanics - This refers to the routine procedures of what the official does and includes "signalling" and "positioning". Sharp, unhesitating and unhurried signals are necessary both to communicate decisions and to build the confidence of participants and observers in your abilities. Correct positioning is necessary to help you make the call.
4. Hustle - With the possible exception of good judgement, no quality commands more respect and approval than hustle. It includes: alertness, physical effort, dedication and enthusiasm.
5. Decisiveness - The decisive official converts a controversial decision into an accepted decision with decisiveness. This emphasizes the need for officials to "Sell the Call". The closer the decision, the greater the decisiveness needed. When there is a hesitant indecisive, or delayed decision made, one opponent or the other is sure to believe that the decision was incorrect.
6. Poise - Officials are expected to control their own emotions regardless of the circumstances. Confidence and calmness are the basic components needed for poise. During tense moments, gestures and movements become deliberate and almost slow.
7. Consistency - True consistency results from applying the correct rule interpretation to each separate situation. Proper judgement and interpretation are the sources of consistency.

8. Courage - This quality is related to integrity and objectivity. It is a personal quality, but it also is largely based on the officials ability and willingness to understand and accept officiating responsibilities. Two of the most unfavourable things that can be done are to: (1) avoid a decision where a decision is required and (2) to make a decision merely because the players, coaches, and/or spectators demand it.
9. Rapport - Rapport refers to the quality of relating effectively to others. A good official can show a humane and friendly nature without compromising performance. Rapport will usually develop if you: (1) demonstrate courtesy and respect for coaches and players (2) show a sense of humour at appropriate moments (3) are approachable and receptive to questions.
10. Objectivity - The official is not supposed to be influenced by external pressures. Most officials benefit from consciously recognizing their own susceptibility to being influenced to make a popular decision rather than a correct one. The best rule to follow is to "Call Them as You See Them".
11. Reaction Time - Assuming that the judgement is correct, decisions which are made quickly have a greater chance of being accepted without question.
12. Conditioning - Good conditioning is necessary for officials to (a) be where they should be (b) maintain alertness and good judgement (c) hold up one's end of the officiating team.

Appearance - Look sharp by following the officials' dress code to inspire the confidence and respect of players, coaches, and fans.

SEE - Modern Sports Officiating: A Practical Guide (790070)
- Psychology of Officiating (see CAHPERD/CIRA Publications Catalogue)

Preliminary, pre-game, game and post-game duties

Preliminary Preparation - If you follow the suggestions made here, you will be prepared in a general sense for the mental, physical, and emotional demands of your first assignment.

1. Watch as many games as you can, not as a spectator but as an official.
2. Participate actively in officials meetings.
3. Secure adequate officiating equipment.
4. Be sure that you are in good physical condition.
5. Volunteer your services at preseason scrimmages.
6. Concentrate on the basics first.

Pre-game Preparation - These suggestions will help you feel prepared specifically for each of your first officiating assignments.

1. If possible, know the teams and the playing areas.
2. If possible, plan to travel to the game with a fellow official.
3. Plan to be at the game early.
4. Be well rested and sharp.
5. Never anticipate an easy game.

At the Game - The following suggestions will help the inexperienced official to avoid trouble.

1. Do not try to oversell yourself.
2. Actively try to avoid the common mistakes frequently made by inexperienced officials:
 - (a) over-anticipating
 - (b) rushing your signals
 - (c) not enforcing the rules
 - (d) being out of position
 - (e) overreacting to complaints
 - (f) losing your poise

After the Game -

1. Discuss the game with fellow officials.
2. Keep your own "book" on your personal improvement.

OFFICIATING

CHECKLIST FOR OFFICIALS	CODE OF ETHICS FOR OFFICIALS
<ul style="list-style-type: none"> • Position. Always move for a better position. There is no magic spot. Be flexible. • Whistle. Sharp, crisp, and meaningful. • Voice. Strong (not blasting), pleasant, firm, but controlled. • Signals. Correct, clear, definite. Be dramatic, but not overly dramatic. • Talk. Keep talk to a minimum. • Anticipation. Always be ready for changes in movement. Keep up with or ahead of the play. • The Call. Don't talk with whistle in mouth. Move away from players when making call. Call what you see only; don't guess. • Concentration. Keep eyes on the play. Don't turn head. • Manner of Moving. Always look alert. Be on the constant move for a better position. • Other Officials. Cooperate with other officials. Teamwork is important. • Judgment. Let the players play. It is easier to blow the whistle than not blow it. • Courage. Don't be afraid to make the tough calls. • Appearance. Always look professional. Be friendly, but firm. • Poise. Maintain your self-control. By your behavior, instill confidence. 	<ol style="list-style-type: none"> 1. That I shall always maintain the utmost respect for the game of _____. 2. That I will conduct myself honorably at all times and maintain the dignity of my position. 3. That I shall always honor a contractual obligation. 4. That I will endeavor to attend local meetings and clinics so as best to know the laws of the game and their proper interpretation. 5. That I will always strive to achieve maximum teamwork with my fellow referees and linesmen. 6. That I shall be loyal to my fellow officials and never knowingly promote criticism of them. 7. That I shall be in good physical condition so as to be in the right place at the right time. 8. That I will control the players effectively by being courteous and considerate without sacrificing firmness. 9. That I shall do my utmost to assist my fellow officials to better themselves and their work. 10. That I shall not make statements about any game except to clarify an interpretation of the laws of the game. 11. That I consider it a privilege to be a part of the _____ Referee Association and I will strive to make my actions reflect credit upon that organization and its affiliates.

FIGURE 13.2. Officials' checklist. (Source: "Referee Guidelines," Willamalane Park and Recreation District, Springfield, Oregon, n.d., pp. 5-6.)

FIGURE 13.1. Code embodying an officiating philosophy. (Source: Adapted from the Southern Oregon Soccer Referee Association.)

Source: Modern Sports Officiating: A Practical Guide, Thompsom and Clegg 1985 (#790070)

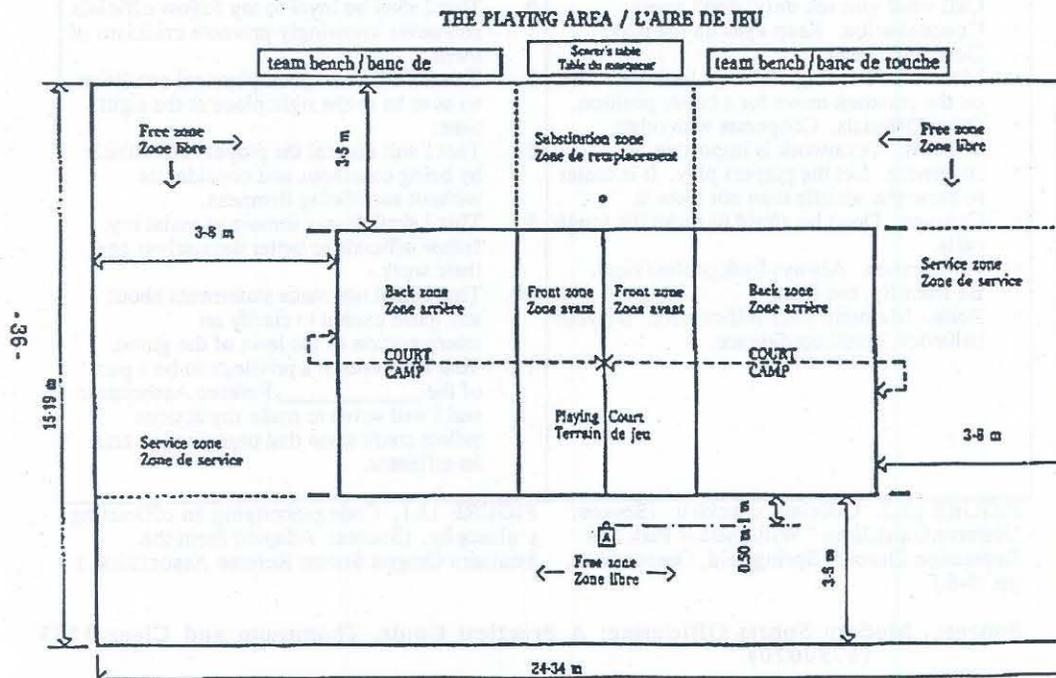
VOLLEYBALL has been chosen as a sample activity as the sport does not usually incorporate body contact and for the most part, recreational games do not require significant interpretation of the rules by the referee and player.

History

Volleyball was invented in 1895 in Springfield, Mass., by William C. Morgan, a YMCA instructor.

The Court Dimensions

The court measures 9 m x 18 m (30 ft. x 60 ft.), surrounded by a free zone of 2 metres (minimum), and free of obstructions to a height of at least 7 m.



Diagram/Fig. 1 R. 1/6.3

Equipment

The net is a mesh 1 m wide and 9.5 m long. An antenna is placed vertically, above the net on each end, directly over the side lines, 1.80 metres high. The net height is 2.24 m for women (7'4 1/4"), and 2.43 m for men (7'11 3/4"). Note: All girls, women, play at 2.24, while jr. high boys also play at this height. High school boys = 2.43 m. The ball is spherical and made of flexible leather - circum. = 65-67 cm; weight = 260 to 200 gms (about 2/3 lb.) (Tachikara of Baden)

Basic Rules and Regulations:

- 1- A team consists of a maximum of 12 players.
- 2- Uniforms are consistent in color and design, and should be numbered from 1 - 12; a captain must be designated.
- 3- Officials are usually designated as referee (1st official) and umpire (2nd official).
- 4- Player positions are titled (counter-clockwise from the server) right back, right front, centre front, left front, left back, and left back; OR, in the same order, 1, 2, 3, 4, 5, and 6.

<p>COACH/ENTRAÎNEUR</p> <p>TEAM/ÉQUIPE _____</p> <p>OPPONENT/ADVERSAIRE _____</p> <p>Original Line-up Substitutes</p> <p>Débutants Substituts</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">No. _____</td> <td style="width: 20%;">_____</td> <td rowspan="6" style="width: 60%;"></td> </tr> <tr> <td>No. _____</td> <td>_____</td> </tr> </table>	No. _____	_____		No. _____	_____	<p>SCORER/MARQUEUR</p> <p>NAME OF TEAM _____</p> <p>NOM DE L'ÉQUIPE _____</p> <p>Game/Joute No. 1 2 3 4 5</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 20%; height: 40px;">4</td> <td style="width: 20%;">3</td> <td style="width: 20%;">2</td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> <tr> <td style="height: 40px;">5</td> <td>6</td> <td>1ST SERVE</td> <td>1</td> <td></td> </tr> </table>	4	3	2			5	6	1ST SERVE	1									
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- 5- A coin toss decides first serve or choice of side.
- 6- All players' names and numbers and their starting rotation must be indicated on the score sheet before the match begins; coaches and captains must sign this sheet before beginning.
- 7- Line-up or rotation cards must also be filled out and initialed by the coach before each game.

- 8- Proper serving order must be observed; upon the whistle for serve (by the 1st official), the player in the right back position (# 1), has 5 seconds to put the ball in play (within the serving zone, over the net without touching, inside the antennae, and inside the boundary lines).

At the instant the ball is served, all players on both teams must be in their proper rotation and position; after service is made, all players may play anywhere on their own court, OF COURSE returning to proper places for the next serve.

- 9- Opposing players (individ. or group) must not prevent the receiving players from clearly seeing the ball during service . . . "SCREENING".
- 10- Two time-outs (30 sec.) are permitted for each team per game.
- 11- Six substitutions are allowed for each team per game; a player subbing in can only be replaced on the floor by the same player he originally took off; once that is done, neither player may be subbed on or off again.
- 12- Game ends at 15 points, with a minimum difference of two (15-13, 16-14 or 17-15) or if tied 16-16, the first team to 17.
- 13- Matches are often two games, best-of-three, or best-of-five.
- 14- Upon completion of each game the teams are lined up at the back line, and signalled to change courts; they jog/run in single file, counterclockwise, to the other side, and are sent to the benches.

Following the final point of the last or deciding game, players are signalled to come to the centre, pass under the net, and shake hands.
- 15- NOTE: Before play is started each game, players line-up, are motioned to come on and take proper positions, and the rotations are then checked by the umpire (2nd referee).
- 16- Usually, two minutes are permitted to the teams in between games.
- 17- During time-outs, players must leave the court, speaking with the coach, at the side-line.
- 18- Each team is allowed three contacts of the ball during each rally; a block does not count as one of those three.
- 19- No player may play the ball twice in succession (block is exception).
- 20- During the first contact by a team, the ball may be contacted consecutively by several body parts.
- 21- The ball must be contacted cleanly and instantaneously (esp. with the hands/volley/set); it cannot be lifted, pushed, carried, thrown. "HELD BALL".
- 22- The ball may be played with any part of the body.
- 23- The ball may be played off the net, provided the team has not had 3 hits.
- 24- Players may not touch the net with any body part during a play at the net, and players may not reach over the net to play the ball (exception: BLOCKING). A block may be committed over the net provided the opposing team has had a chance play the ball 3 times, or as long as they are trying to direct the ball over. ("reaching beyond the net")

25- Players may step over the centre line, provided some part of their foot is ON or ABOVE the line.

26- BACK COURT players may not spike or block the ball in front of the 3 m. line (i.e. a back-row player may come forward to play the ball, but he must play it BELOW the level of the net). ("back row attack")

27- The ball is considered "IN" if any part of the ball is on or above the line.

28- The antennae are considered out-of-bounds.

NOTE: Check with the most recent rule books for small changes in rules.

SUMMARY OF DUTIES AND RESPONSIBILITIES OF VOLLEYBALL OFFICIALS

A. Before the match:

First Referee

- Checks/inspects equipment (court, net, ball, benches, score table).
- Checks on available time and calls the captains to centre for coin toss and short discussion.
- Controls the end of warm-ups and relays the time remaining to teams/coaches.
- Calls/signals teams to line up at end line, then proceed on to the court.

Second Referee/Umpire

- Works closely with the scorekeepers to ensure readiness to begin.
- Requests starting line-ups/rotation cards from coaches/teams and gives them to scorekeeper.
- Attends the coin toss.
- Informs the first referee when all is ready to go (holds up ball/rotation sheets).
- After teams have lined up and gone on to the court, he checks the rotations.

B. During the match:

First Referee

- Checks to see teams are quickly in place and then signals for serve.
- Will make most of the "calls".
- Signals all ball-handling faults (carry, double hit, four hits) (contact below waist, touched ball).
- Coinciding with the umpire, will call/signal ball out or in, back row attack, over the net, line violations, on the net, back row block, screen, double fault.
- Controls the action/procedure of the server and the serving team.
- ALWAYS ends the play phase or rally by making a call and indicating point or loss of serve.

Second Referee (Umpire)

- Before each serve, he positions himself on the side of the receiving team to check for overlaps/positional faults.
- Immediately upon the contact of the serve, signals an overlap infraction OR if there is none, proceeds toward the net/centre line to monitor the play.
- Positions himself on the defensive (blocking) team's side but not on the court.
- Follows the play, BUT mainly calls/signals 1) over the centre line, 2) on the net, 3) ball out/in, 4) illegal back row block/attack 5) definite 4 hits.
- Is responsible for handling time-out and substitution requests (working with the scorekeeper), and TIMING the 25 seconds.
- Watching the behavior of bench/coach/team.
- Always mimics/repeats signals of referee.
- Signals (no whistle) infractions to assist referee.

C. After the match

First Referee

- Signals completion of game match and indicates teams to shake hands.
- Shakes hands with captain/coach, and signs score sheet.

Umpire

- Checks scoresheet, fills in "necessaries", and signs scoresheet. Shakes hands; thanks scorekeeper.

PRACTICAL EVALUATION RATING FORM: LEVEL 1

	VERY GOOD	GOOD	AVERAGE	VERY POOR	COMMENTS
1ST REFEREE WHISTLE					
SIGNALS					
ATTITUDE, CONFIDENCE					
JUDGEMENT OF BALL HANDLING					
KNOWLEDGE OF RULES					
TEAM WORK					

	VERY GOOD	GOOD	AVERAGE	VERY POOR	COMMENTS
2ND REFEREE WHISTLE					
MOVEMENTS					
SERVICE RECEPTION					
NET, CENTRE LINE					
TIME-OUT SUBSTITUTIONS					
TEAM WORK					
GENERAL PERFORMANCE 1ST AND 2ND REFEREE					

GENERAL COMMENTS:

EVALUATOR

SUGGESTION: Mark each category out of 5 for 30 marks.
SOURCE: CANADIAN VOLLEYBALL ASSOCIATION

REFERENCES

1. Canadian Volleyball Association, Level I, Coaching Manual. Canadian Volleyball Association. (Distributed by Canadian Volleyball Publications, 1600 James Naismith Drive, Gloucester, Ontario, K1B 5N4)
2. Canadian Volleyball Association, 1989-90 Rule Book. Canadian Volleyball Association, Sept. 1989.
3. Clegg, Richard and Thompson, William A. Modern Sports Officiating, A Practical Guide, 4th edition. Dubuque, Iowa: Wm. C. Brown Publishers, 1988. (#790070)
4. Edgington, Christopher R. and Ford, Phyllis M. Leadership in Recreation and Leisure Service Organizations. New York: MacMillan Publishing Company, 1985. (#630020)

NOTE: Updated rule books are available from sport governing bodies.

Contact the Sport Branch for appropriate updated contact lists

UNIT V
COACHING
PRACTICAL SUGGESTIONS AND NOTES

FIVE TYPES OF COACHES

1. Idealists

- enjoy coaching and have deep convictions concerning the value of athletics and fair competition.
- more concerned with teaching values than taking advantage of a rule book.
- winning or losing is not the end of the world.

2. Rolling stones

- always searching for that "better job".
- move around a lot - no real loyalties to any school or community.
- no apparent goals in sight, except personal achievement.

3. Climbers

- main goal is to reach the top of their coaching profession.
- will do anything to win (ethics is only a word in the dictionary).
- they believe a winning record is the only way to the top.
- they use schools and youngsters for their own benefit.
- their team comes first; everything else is secondary (teaching, values, family, religion, etc.).

4. Ambitious coaches

- combination of first 3.
- must be ready to move when a situation presents itself.
- set reasonable goals for themselves.

5. Hangers-ons

- thrive on ego
- like the name "Coach".
- don't really like the job but don't want to lose their title.
- very afraid to give up coaching because they have been coaching so long.

G. Roles of the Coach

1. Teacher:

- possess a knowledge and keen interest of the sport
- should have been a participant of the sport involved
- to develop a knowledge of the sport, the coach must attend clinics and spend the time at his sport to gain experiences
- should be certified through NCCP
- There are three ways in which a teacher affects a students learning:

a) Image

- What you are speaking so loudly that I cannot hear what you are saying - (first impressions are important).
- Coaches create an image through their own physical make-up, personal appearance, language, behaviour and conduct. Because of the objectives of the athletic program, those of teaching attitude and behaviour, these lessons can best be demonstrated by personal example.

b) Verbal Communication

- How the coach talks, lectures, explains and demonstrates.
- Frequently, as a teacher, a coach talks too much. Verbal communication can lose its effectiveness when used unnecessarily.

c) Non-Verbal Communication

- Facial expressions and gestures of the coach showing anger, frustration, acceptance, disapproval or pleasure have a definite effect on the members of a team. Athletes learn very quickly to interpret and react to non-verbal communication.

2. Disciplinarian - Without some measure of discipline, there can be no teaching or learning. Punishment doesn't equal discipline. Youngsters must learn the importance of being precise in attention to detail, dependability, punctuality, personal conduct in practise, during the game, in school and the necessity of following rules.

Success and discipline do go together

Although youngsters would not admit it, they want and need discipline.

3. Salesperson - Attitude of modern day students has changed.

- Too many things are competing for the youngster's attention
- A coach has to sell his program to the students so they want to become a member of the team
- To the administration to help fund his program
- To the parents to get their support for his program
- To the community in order to create a better understanding of the role of athletics in a high school

4. Public Relations - Good public relations develop when the coach takes time to participate in community functions which may or may not be school related.

5. Guidance Counsellor - Athletes go to coaches for advice and guidance, or to ask about problem or concern. This happens because of the special rapport between the athlete and the coach. The coach should try to help the students see both sides of the problem and to recognize all possible solutions or courses of action.
6. Organizer - Sound organization is extremely necessary for a coach to properly run his program.
7. Example - Through example, a coach has an excellent opportunity to teach such traits as honesty, integrity, responsibility, and courage. Young athletes can easily pick out the hypocritical coach - the coach who stresses the importance of following rules, and then goes to great lengths to show the team how to take advantage of certain rules or official. Some coaches study the rule book so well, just to find out how far they can bend the rules to their own advantage. Also, a coach who stresses the importance of not smoking or drinking to keep their good health, should not do so himself in front of his athletes.
8. Psychologist - A coach has to try to understand the personality of a team as well as the personalities of team members, in order to be able to motivate them to perform well.
9. Judge and Jury - The coach has the responsibility of judge and jury because they are the one who must come up with answers when certain questions are asked. The coach is the one who must discipline an athlete, dismiss an athlete from the team, or decide whether the athlete will be allowed to come out for the team because of previous difficulties in or out of school. Good judgement, based on experience, is important.
10. Leader - Leadership is not so much leading as having the people led accept you. You must win the hearts of the people who you lead. The personality of the individual has to do it.
11. Mother/Father Figure - This role is played to varying degrees, according to the age of athletes and school situation. A coach who really cares could be the most influential person in a youngster's life.
12. Actor - Sometimes a situation calls for the coach to play out an acting role that is unusual to her personality (scold an individual or team, remaining calm when you feel like exploding, etc.).
13. Fund Raiser - Coach must play a role in the co-ordination of different fund-raisers.
14. Equipment Manager - The coach has the ultimate responsibility of purchasing, issuing, collecting, repairing and keeping inventory of equipment.
15. Trainer - Every coach should have a background in first aid and treatment of athletic injuries.

ETHICS IN COACHING

Ethical behaviour on the part of a coach not only involves observing the rules of a particular game, but more importantly, it involves a level of conduct according to the true spirit of the game, or the unwritten rules that are an integral part of every sport. The unwritten rules are normally concerned with the conduct of the coach or competitor. For example, in golf, it is not against the written rules to talk while an opponent is putting. However, it is expected that everyone will remain quiet at this time because it is in the spirit of the game to do so. A high school baseball coach should not yell at the pitcher of the opposing team to upset him, not because it is against the rules of the game, but because it isn't part of the game.

In all game situations, there are officials involved to see that the written rules are not violated. Observing the unwritten rules is another matter. This behaviour is governed by each coach's personal philosophy of coaching, and standards of ethical behaviour. There is a very fine line between game strategy and ethics. There are coaches who take great delight in studying a rule book to see how far they can bend certain rules without breaking them.

The fact is that sports can provide one of the greatest opportunities in school for a youngster to learn how to be dishonest, how to cheat, how to be hypocritical, and how to be unethical. On the other hand, athletic participation also provides one of the greatest opportunities to learn honesty, integrity, dignity, the need to obey rules and ethical behaviour. It is also a fact that ethical behaviour is not inborn in children. They must be taught right from wrong and in the athletic situation, it is the sole responsibility of the coach to do so. Can ethical behaviour be learned through sport? The answer is yes, but it is not automatic; it must be taught by the coach. There is no other way. To teach ethics, a good must be an ethical person. The coach, for example, who holds illegal practice sessions before the rules allow, is teaching dishonesty. "There are no degrees of honesty". A coach cannot be a little bit dishonest or a little bit unethical. They are either honest or dishonest, ethical or unethical.

Source: *The Coach*, John Sabock, 1979

Also see: Chapter 8, *Winners and Losers: Sport and Physical Activity in the 90's*.
Jill LeClair, 1992, (#630220 teacher's guide), and (#630230 student text)

The Role of the Coach (This is a discussion of The Eugene Sports Program-ESP)

THE VOLUNTEER COACH

Who Are You?

If you are like hundreds of other people in Eugene, you're a person who was in the right place (or wrong place?) at the right time.

The law of averages say you're probably a parent of one of the players; you're an average citizen who, for one reason or another, has agreed to act as a coach. You probably were talked into coaching by a kid, or you may be a person who enjoyed sports and would like to be involved.

Do You Really Understand Your Job as a Kid's Team Coach?

Many volunteer coaches seem to think that all they have to do is coach a winning team and they've done a good job.

Nothing could be further from the truth because you as a person will have a great influence on the kids of your team. They will notice how you dress, how you talk, whether you know the rules of your sport, whether you have a sense of humor, and a lot of other things will be impressed on their minds. **SO YOU SEE, YOU'RE NOT JUST THE AVERAGE PERSON WHO HAS "GRACIOUSLY" AGREED TO VOLUNTEER TIME - YOU'VE GOT A VERY IMPORTANT JOB ON YOUR HANDS.**

Is Being a Volunteer ESP Coach Worth It?

Sure, we could say absolutely! But we want to level with you. Sometimes it will be frustrating, heartbreaking, and discouraging, especially if your team never wins a game. Even if you win, you may be blessed with a group of smart alecks whom you just can't control. Some days everything will go just right, and on other days nothing goes right. That's the bad news.

ESP coaching can be worthwhile if you go into it with the right outlook.

Sure it's great to win, but not everyone can. Teaching kids how to lose on occasion can be one of the greatest opportunities for teaching kids about life.

If You Think Winning Is the Only Thing that Matters - Maybe You Should Volunteer for Something Else.

In the last few years an attitude that winning is the only thing has crept into youth sports. The purpose of youth sports is to instill those attitudes and characteristics that will help kids become better adjusted adults in the years ahead.

RESPONSIBILITIES OF AN ESP COACH

Liability

Many volunteer coaches never stop to think that they are responsible for the welfare of the youngsters they coach. Morally, a volunteer coach is held responsible for the psychological damage he or she may cause youngsters. In a sense, ESP is depending on the volunteer coach to see that proper attitudes are instilled. Volunteer coaches also accept responsibility for the safety of the youngsters they coach. If proved negligent, coaches could be held liable for physical harm incurred by players in their charge.

Medical Fitness

Prior to starting practice, an ESP coach should meet with parents and find out if any player has any physical problems, illnesses, etc. **DON'T TAKE A CHANCE OF SERIOUS INJURY BECAUSE YOU DIDN'T TAKE TIME TO FIND OUT ABOUT A PROBLEM.**

Safe Facilities

Slippery gym floors, inadequate wall padding under a basket, objects and equipment on the gym floor, etc., can result in a multitude of injuries. Look around and ask yourself, "Do things look safe?" If they do, you have no problems.

Plenty of Liquids

Contrary to what a lot of oldtimers think, water is not only good to drink during practice, it will help prevent heat exhaustion and dehydration. Medical research indicates that during exercise it is necessary to replace water loss.

How Many Practices and Games Should We Play?

Many coaches get wrapped up in the thrill of coaching and forget what is best for the kids. All ESP teams are limited to four sessions per week. Here are a few reasons why.

1. The physical strain of too many games and practices can affect the overall system of a youngster during adolescence.
2. The psychological strain of winning and losing can take its toll of the emotional growth of a youngster.
3. Kids have home, school and social responsibilities which can be affected by overemphasis.

Know the Rules

Agreeing to coach means you also agree to know the rules. Many games are simply lost because a coach did not take the time to learn the game rules, program policies, etc.

Discipline

Learning to abide by training, practice, and following rules teaches team discipline. A good rule to follow – be firm, but fair.

Emotional Control

Blowups only hamper an individual's success as an athlete and he or she soon learns this. Your example can be very influential in this area.

Cooperation

Working together as a team instills in kids the importance of learning to get along with others. Winning teams seem to have this quality – ENCOURAGE COOPERATION whatever the situation.

Loyalty

Being faithful to a team, a group, a cause is an important lesson of athletics. A person will not fail himself or herself when he or she has learned the lesson of being true to others.

Perseverance

The lesson not to give up is a valuable one learned when the going is tough. Young athletes can learn from slogans like "Quitters never win and winners never quit" and "When the going gets tough, the tough get going".

Care of Injuries

ESP coaches should always be prepared to handle minor injuries such as blisters, jammed fingers, scrapes, burns, etc. Every coach is advised to read up on basic first aid techniques. Always have the telephone number of the ambulance service, and always know where the nearest phone is located.

GETTING THE MOST OUT OF YOUR PLAYERS

Make certain as soon as you have picked your team at the beginning of the season that you let each child know he or she is an integral part of the team. Work players on their individual weaknesses, and make certain they practice their strong points.

Be sincerely interested in the players' personal problems, and be easy to approach. Have a close personal relationship with team members, but keep their respect.

Remember These Points Also

- Maintain discipline without being dictatorial. Be fair and lead rather than drive. Earn players' respect and confidence. Be more concerned with finding the right way than your own way.
- Know the character and respect the individuality of each player, and give each one the treatment that he or she earns and deserves. Do not invade your players' privacy.
- Develop the same sense of responsibility in all team members. Have one team, not regulars and subs, and never refer to any player in a manner that would be embarrassing to him or her.
- Use the "pat on the back" frequently, especially after any criticism. Approval is a great motivator. Make all criticism constructive and avoid sarcasm.

- Consider the team first, but never sacrifice a boy or girl to make an example. It is better to make the mistake of spending too much time with a problem player rather than not enough; however, there must be certain limits.
- Publicly praise your playmakers, rebounders, and defensive men, and privately give credit to your scorers.
- Be quick to give credit and slow to assess blame.
- Organize an offense that tries to equalize scoring opportunities.

Role of ESP

Eugene Sports Program was organized in 1953-1954 to provide sports activities for youngsters living in Eugene and the immediate surrounding area. In 1954, elementary school athletic programs did not exist, and junior high programs were limited to the best 8th and 9th graders. ESP filled the void and continues to do so today.

Purpose of Programs

ESP programs are designed to accomplish these goals.

1. Provide a source of fun and recreation that complements existing school and park district programs.
2. Provide a means by which kids can develop a better understanding of sports that will last a lifetime.
3. Give children an opportunity to develop their athletic skills through actual participation.
4. Learn good sportsmanship associated with winning and losing.
5. Learn team values in deference to individual needs.

Basic Philosophy

ESP believes participation in sports activities is an important part of every child's learning and growing years. ESP believes children should be given opportunities to experience a multitude of different activities with sports being one of them.

ESP Strengths

Eugene Sports Program is unique because the program is designed to meet the needs of the community. What makes ESP special?

Everyone Plays!

Any child can register regardless of athletic ability. ESP has no all-star teams. Thirty-five percent of the children enrolled in school play in one or more ESP programs.

Mandatory Participation!

ESP has strict rules that guarantee playing time for each child in every game. Each program is designed to provide at least two practice sessions and one game each week for 8 to 10 weeks.

Modified Game Rules

Regulation playing rules have been altered and scaled down to a level that physically allows kids to accomplish skills and techniques.

Neighborhood Teams

Whenever possible, ESP teams are organized so everyone has a place to play near his or her home.

Safety First

Top quality equipment and uniforms are provided.

Taken from; Edgington, Christopher and Ford, Phyllis, Leadership in Recreation and Leisure Service Organization, Maxwell MacMillan. (#630020)

UNIT VI: SPORTS MEDICINE

REFERENCE: THE SPORTS MEDICINE BOOK, by Gabe Mirkin and Marshall Hoffman, Little, Brown and Company 1978 (Chapter 10)

* THIS UNIT COULD BE INCORPORATED INTO THE COACHING UNIT

TOPICS:

1. When to see a Doctor - 6 concerns - P. 93
2. Immediate Treatment - What to do First - RICE - P. 94
3. How to tell what has been injured - 6 internal tissues - P. 95
4. How long will it take to recover? - 4 factors - P. 96
5. Muscle Soreness - definition, cause, treatment - P. 97
6. Pulled Muscles - definition, 9 causes, treatment - P. 97-99
7. Tennis Elbow
 - 2 types, 5 causes - P. 100-102
 - exercises for prevention and treatment
8. Muscle Cramps - definition, 5 causes - P. 102
9. Stitches - definition, 4 causes, prevention and cure - P. 103-104
10. Tendon Rupture
 - definition, cause, treatment - P. 106
 - 2 reasons why tendons are more susceptible to injury - P. 105
11. Tendonitis
 - definition, cause, treatment - P. 107
 - 2 ways to stretch Achilles Tendon - P. 108-109
12. Complete Fractures - definition, treatment - P. 110
13. Stress Fractures - definition, diagnosis, treatment - P. 110-111
14. Blisters - definition, treatment (Radical and Conservative) - P. 121
15. Shin Splints - definition, treatment
16. Cryotherapy - definition, types
17. Thermotherapy - definition, types
18. Ankle Wraps - use of cloth wraps

UNIT VI

SPORTS MEDICINE UNIT: COMMON ATHLETIC INJURIES

SAMPLE QUIZ (A completed sample with answers follows)

HOW TO TELL WHAT HAS BEEN INJURED

The six internal tissue structures of the body most frequently injured in sports include: 1. muscles 2. tendons 3. bones 4. joints including cartilage 5. ligaments 6. fascia (a seventh tissue - the skin, is external).

If you move your ankle, knee, hip, wrist, elbow, or shoulder, and it hurts to do so, you have a _____, _____ or _____ injury.

Injuries to the fascia, fibrous sheets that surround and protect muscles, tendons, and organs, are difficult to diagnose except by a doctor. Bone injuries are probably the most painful.

HOW LONG WILL IT TAKE YOU TO RECOVER?

The time it takes your injury to heal depends on several factors:

1. whether you received adequate early _____ (_____)
2. your level of _____ when you were injured
3. how badly you are _____
4. whether you _____ the injured tissue long enough for it to heal

WHEN CAN YOU RESUME YOUR SPORT?

As soon as your injured part stops hurting at rest, you can exercise it minimally. As soon as you can exercise without pain, you can start to increase the workload and intensity. If the pain returns, cut back the intensity of your workout.

MUSCLE SORENESS

Muscle soreness usually sets in _____ to _____ hours after exercise. All muscle soreness is not due to injury. If the soreness is widespread, it is probably due to the swelling of the muscle _____ which are stretched with each muscle contraction. On days when you are sore, exercise at a relaxed pace. There is/is no (circle one) medical treatment for muscle soreness.

PULLED MUSCLES

A pulled muscle is an acute _____ of muscle fibers and is characterized by sudden, localized and persistent pain in a muscle that is being stressed. Less than ___ percent of our muscles are commonly injured. When a muscle starts to tear, you develop a sudden sharp pain in the muscle and should stop immediately. Muscle pulls occur for all of the following reasons:

CAUSES OF PULLED MUSCLES

1. Insufficient warm-up - your muscles are stiff and tight and therefore susceptible to injury. Before playing a sport you should warm-up for at least _____ minutes.
2. Poor flexibility - every time you exercise hard, your muscles are slightly damaged. With healing, they _____ and are more susceptible to tearing unless you have restored flexibility by _____.
3. Overtraining - if you exercise intensely again before your muscles have had time to heal, you are much more likely to injure them.
4. Muscle imbalance - every muscle that moves a limb in one direction has an opposing muscle that moves it in another direction. If one muscle is much stronger than the other, it can overpower and damage the weaker one.
5. Mineral deficiency - lack of _____, potassium, magnesium, and other minerals can lead to muscle injury.
6. Structural abnormality - flat feet, unequal arm or leg length, or a deep curve in the back, have the effect of putting excess stress on a particular muscle making it more susceptible to injury.
7. Poor training methods - all training programs should include gradual increases in workload, speed, and resistance. Rapid increase in any of these factors often leads to more stress than a muscle can handle.
8. Trauma - stepping into a hole or being hit by someone can cause excess muscle stress and therefore an injury.
9. Lack of an adequate endurance program - endurance exercises thicken the muscles, _____, and ligaments and make them more resistant to injury. Every athlete should have a year-round exercise program.

TREATMENT

There is/is no (circle one) medication that will make your muscle heal faster. The immediate treatment for a muscle pull is _____. Discontinue the ice and elevation (unless there is _____) after 24-48 hours. After 48 hours apply heat to the muscle pull. Heat _____ the blood vessels and increases the blood supply, which brings increased amounts of nutrients to the injured area. The long-term treatment is to strengthen the injured muscle so that it will stand up better to stress.

PULLED MUSCLES - WHEN TO START EXERCISING AGAIN

Most pulled muscles heal in 2-14 days. The older you are the longer it takes to heal. Wait until your muscles stop hurting at rest before you try to exercise. Then exercise at a relaxed pace. A pulled muscle will always feel tight when it is healing because the healing process causes it to _____.

MUSCLE CRAMPS

Muscle cramps are painful sustained _____ of all of the fibers in a muscle. They can last for just a few seconds or continue for several hours. Any muscle can cramp. A cramp can be so severe that it can _____ a bone. They usually occur during intense exercise and some of the causes include:

- a) _____ deficiency
- b) low levels of minerals such as potassium and magnesium
- c) an injury or strain on a muscle
- d) an obstruction of the muscle's _____ supply by sustained muscular contractions
- e) _____ - breathing too fast when it is not necessary, which prevents the body from using calcium

TREATMENT

- eat fruits, vegetables, and grains to upgrade low levels of minerals in the body. _____ is the mineral lost during hard exercise, therefore an athlete should eat _____ before a strenuous workout.
- the treatment of a cramp is to _____ and squeeze the muscle.

TENDONITIS

Cause - an inflammation of the tendon fibers which swell because of tight muscles (even when it is not being exercised). Tendonitis is one of the worst _____ problems in sportsmedicine.

TREATMENT - the treatment for all tendinitis is the same.

- a) stop all hard and fast exercise until pain disappears
- b) the only successful treatment is _____
- c) stretch slowly and gently and hold stretches for _____ sec.
- d) _____ injections may be necessary if the athlete has continual pain and no relief with stretching
- e) as a last resort, an Orthopedic Surgeon can operate but athletes are best advised to follow their rehabilitation program carefully to allow the injury to heal.

TENNIS ELBOW

Tennis Elbow is usually caused by excessive strain on the muscles of the forearm which attach to the elbow. The pain is usually where the muscles attach below the elbow. There are two types of tennis elbow:

- a) Forehand tennis elbow - this type puts strain on the wrist flexors which attach on the inner side of the elbow.
- b) Backhand tennis elbow - this type stresses the muscles that extend the wrist and attach to the outside of the elbow. In tennis the cause is usually poor backhand technique.

Causes: For tennis players these include: 1. using a heavy racket 2. playing on grass or cement where the ball moves faster 3. using heavy tennis balls 4. having too much tension on the strings 5. using an oversized grip 6. holding a pen or paintbrush or screwdriver too tight, etc.

Treatment: The most effective treatment is rest followed by strengthening the injured muscles. Steroid injections help to reduce inflammation but can cause permanent damage to the tendons if over-used.

STITCHES

Stitches are a form of muscle cramp characterized by a sudden sharp pain in the upper part of the abdomen. Some possible causes of stitches include:

- a) cramping of the diaphragm due to lack of blood supply
- b) gas which distends the colon (the last 3 feet of the intestinal tract)
- c) eating just before exercise
- d) an intolerance to milk or wheat

PREVENTION AND CURE FOR STITCHES

A person who develops stitches should not eat 3-5 hours before exercise. They should also avoid milk for _____ hours.

Cramping of the diaphragm is prevented by strengthening your diaphragm and abdominals by doing at least 2-days per week of cardiovascular work as well as bent-knee sit-ups. Include more fibre in your diet by eating more _____ and _____.

TENDON INJURIES

Tendons are more susceptible to injury than muscles for 2 reasons:

- a) tendons have a smaller cross section and bear more strain
- b) tendons are located in areas where they can be injured easily.

A tendon rupture is a separation of a tendon from a bone or muscle, or a complete tear in the tendon itself.

Cause - tendon ruptures are usually the result of sudden violent contractions where sudden bursts of speed are required. You generally can hear the pop and the pain is so severe that the athlete usually writhes in pain and holds the affected muscle in a contracted position. Consult a doctor immediately and apply RICE. Tendons usually reattach themselves within a few days to a couple of weeks.

Achilles Tendon - This tendon is subjected to more force and is ruptured far more commonly than any other tendon in the body. It may be necessary to tie the tendon back in place with surgery.

COMMON ATHLETIC INJURIES

REFERENCE: THE SPORTSMEDICINE BOOK (1978)
LITTLE, BROWN AND COMPANY, LTD., TORONTO (PUBLISHERS)
GABE MIRKIN, M.D. AND MARSHALL HOFFMAN (AUTHORS)

WHEN TO SEE A DOCTOR - You should see a physician for:

1. All traumatic _____ injuries because they have the potential of becoming permanent and debilitating if proper treatment is not received. The injured joint should be immobilized as much as possible until treatment is received.
2. Any injury accompanied by severe _____. This is the body's way of talking to you, and you had better listen.
3. Any pain or injury in a joint or bone that persists for more than _____. These tissues are the ones in which the most serious injuries occur.
4. Any injury that doesn't heal in _____. Sometimes an injury may not heal because the athlete does not rest it.
5. Any injury that you feel should be checked. Trust your own intuition.
6. Any infection in or under the skin with signs of pus, red streaks, swollen lymph nodes or fever. Untreated infections can be very serious but can be quickly relieved if they receive antibiotics very early.

WHAT TO DO FIRST

- The immediate treatment for almost all athletic injuries is the same for muscles, joints, bones, and tendons. It is a 4-part program abbreviated _____.
- a) _____ - it is necessary because continued exercise or other activity could extend the injury.
- b) _____ - it decreases the bleeding from injured blood vessels because it causes them to _____.

- c) _____ - it limits swelling which, if uncontrolled, could delay healing. Following trauma, blood and fluid from the surrounding tissues leak into the damaged area and swell the tissue. Swelling is sometimes useful since it brings antibodies to kill germs, but if the skin is not broken, swelling only delays healing.
- d) _____ - raising the injured part to above the level of the _____ uses gravity to help drain excess fluid.

EXERCISES FOR THE PREVENTION AND TREATMENT OF TENNIS ELBOW

When you first develop pain in your elbow, stop your activity. After 2 to 7 days the pain should disappear and you can start the following exercises, which should be performed twice a day:

1. Lay your arm flat on a table, letting your hand extend over the edge, your palm facing up. With a 5-lb. weight, flex your wrist 10 times.
2. (as above) with palm facing down. Repeat both exercises until you tire.

BONES AND FRACTURES

There are two types of fractures:

- a) A Complete Fracture - where the bone is severed completely
- b) A Stress Fracture - where the bone is cracked, but not separated

Complete fractures - They are the most painful of all athletic injuries. The jagged edges contain a rich supply of _____ and when they rub against each other, or any other tissues, they cause extreme pain. Complete breaks can take _____ to _____ months to heal.

Stress fractures - They are slight cracks in the surface of the bones. The most common sites for stress fractures are the bones of the feet, _____ and _____. Usually, _____ to _____ weeks are needed to allow them to heal. The only successful treatment is _____ A stress fracture usually hurts when you _____ it with your finger, from above or below. X-rays are usually not sensitive enough to pick up small cracks in bones.

Bone Bruises

- The application of a sudden force to a bone such as banging your leg or foot on the floor can cause bone bruises. Bone bruises cause _____ under the outside covering of the bone. They may be painful but usually heal within a few days.

SAMPLE QUIZ ---ANSWER SHEET

HOW TO TELL WHAT HAS BEEN INJURED

The six internal tissue structures of the body most frequently injured in sports include: 1. muscles 2. tendons 3. bones 4. joints including cartilage 5. ligaments 6. fascia (a seventh tissue - the skin, is external).

If you move your ankle, knee, hip, wrist, elbow, or shoulder, and it hurts to do so, you have a JOINT , LIGAMENT or CARTILAGE injury.

Injuries to the fascia, fibrous sheets that surround and protect muscles, tendons, and organs, are difficult to diagnose except by a doctor. Bone injuries are probably the most painful.

HOW LONG WILL IT TAKE YOU TO RECOVER?

The time it takes your injury to heal depends on several factors:

1. whether you received adequate early TREATMENT (P.I.E.R. _____)
2. your level of CONDITIONING when you were injured
3. how badly you are INJURED _____
4. whether you RESTED _____ the injured tissue long enough for it to heal

WHEN CAN YOU RESUME YOUR SPORT?

As soon as your injured part stops hurting at rest, you can exercise it minimally. As soon as you can exercise without pain, you can start to increase the workload and intensity. If the pain returns, cut back the intensity of your workout.

MUSCLE SORENESS

Muscle soreness usually sets in 8 to 24 hours after exercise. All muscle soreness is not due to injury. If the soreness is widespread, it is probably due to the swelling of the muscle FIBERS which are stretched with each muscle contraction. On days when you are sore, exercise at a relaxed pace. There is/is no (circle one) medical treatment for muscle soreness.

PULLED MUSCLES

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CAUSES OF PULLED MUSCLES

1. Insufficient warm-up - your muscles are stiff and tight and therefore susceptible to injury. Before playing a sport you should warm-up for at least 10 minutes.
2. Poor flexibility - every time you exercise hard, your muscles are slightly damaged. With healing, they SHORTEN and are more susceptible to tearing unless you have restored flexibility by STRETCHING.
3. Overtraining - if you exercise intensely again before your muscles have had time to heal, you are much more likely to injure them.
4. Muscle imbalance - every muscle that moves a limb in one direction has an opposing muscle that moves it in another direction. If one muscle is much stronger than the other, it can overpower and damage the weaker one.
5. Mineral deficiency - lack of SODIUM, potassium, magnesium, and other minerals can lead to muscle injury.
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TREATMENT

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Muscle cramps are painful sustained CONTRACTIONS _____ of all of the fibers in a muscle. They can last for just a few seconds or continue for several hours. Any muscle can cramp. A cramp can be so severe that it can BREAK _____ a bone. They usually occur during intense exercise and some of the causes include:

- a) MINERAL _____ deficiency
- b) low levels of minerals such as potassium and magnesium
- c) an injury or strain on a muscle
- d) an obstruction of the muscle's BLOOD _____ supply by sustained muscular contractions
- e) HYPERVENTILATION - breathing too fast when it is not necessary, which prevents the body from using calcium

TREATMENT

- eat fruits, vegetables, and grains to upgrade low levels of minerals in the body. POTASSIUM is the mineral lost during hard exercise, therefore an athlete should eat BANANAS _____ before a strenuous workout.
- the treatment of a cramp is to STRETCH _____ and squeeze the muscle.

TENDONITIS

Cause - an inflammation of the tendon fibers which swell because of tight muscles (even when it is not being exercised). Tendonitis is one of the worst RECURRING problems in sportsmedicine.

TREATMENT - the treatment for all tendinitis is the same.

- a) stop all hard and fast exercise until pain disappears
- b) the only successful treatment is STRETCHING
- c) stretch slowly and gently and hold stretches for 10 sec.
- d) STEROID injections may be necessary if the athlete has continual pain and no relief with stretching
- e) as a last resort, an Orthopedic Surgeon can operate but athletes are best advised to follow their rehabilitation program carefully to allow the injury to heal.

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STITCHES

Stitches are a form of muscle cramp characterized by a sudden sharp pain in the upper part of the abdomen. Some possible causes of stitches include:

- a) cramping of the diaphragm due to lack of blood supply
- b) gas which distends the colon (the last 3 feet of the intestinal tract)
- c) eating just before exercise
- d) an intolerance to milk or wheat

PREVENTION AND CURE FOR STITCHES

A person who develops stitches should not eat 3-5 hours before exercise. They should also avoid milk for 48 hours.

Cramping of the diaphragm is prevented by strengthening your diaphragm and abdominals by doing at least 2-days per week of cardiovascular work as well as bent-knee sit-ups. Include more fibre in your diet by eating more FRUIT and VEGETABLES.

TENDON INJURIES

Tendons are more susceptible to injury than muscles for 2 reasons:

- a) tendons have a smaller cross section and bear more strain
- b) tendons are located in areas where they can be injured easily.

A tendon rupture is a separation of a tendon from a bone or muscle, or a complete tear in the tendon itself.

Cause - tendon ruptures are usually the result of sudden violent contractions where sudden bursts of speed are required. You generally can hear the pop and the pain is so severe that the athlete usually writhes in pain and holds the affected muscle in a contracted position. Consult a doctor immediately and apply RICE. Tendons usually reattach themselves within a few days to a couple of weeks.

Achilles Tendon - This tendon is subjected to more force and is ruptured far more commonly than any other tendon in the body. It may be necessary to tie the tendon back in place with surgery.

COMMON ATHLETIC INJURIES

REFERENCE: THE SPORTSMEDICINE BOOK (1978)
LITTLE, BROWN AND COMPANY, LTD., TORONTO (PUBLISHERS)
GABE MIRKIN, M.D. AND MARSHALL HOFFMAN (AUTHORS)

WHEN TO SEE A DOCTOR - You should see a physician for:

1. All traumatic **JOINT** injuries because they have the potential of becoming permanent and debilitating if proper treatment is not received. The injured joint should be immobilized as much as possible until treatment is received.
2. Any injury accompanied by severe **PAIN** _____. This is the body's way of talking to you, and you had better listen.
3. Any pain or injury in a joint or bone that persists for more than **2 WEEKS** _____. These tissues are the ones in which the most serious injuries occur.
4. Any injury that doesn't heal in **3 WEEKS** _____. Sometimes an injury may not heal because the athlete does not rest it.
5. Any injury that you feel should be checked. Trust your own intuition.
6. Any infection in or under the skin with signs of pus, red streaks, swollen lymph nodes or fever. Untreated infections can be very serious but can be quickly relieved if they receive antibiotics very early.

WHAT TO DO FIRST

- The immediate treatment for almost all athletic injuries is the same for muscles, joints, bones, and tendons. It is a 4-part program abbreviated **PIER OR RICE**.
- a) **REST** _____ - it is necessary because continued exercise or other activity could extend the injury.
- b) **ICE** _____ - it decreases the bleeding from injured blood vessels because it causes them to **CONstrict** _____.

- c) COMPRESSION- it limits swelling which, if uncontrolled, could delay healing. Following trauma, blood and fluid from the surrounding tissues leak into the damaged area and swell the tissue. Swelling is sometimes useful since it brings antibodies to kill germs, but if the skin is not broken, swelling only delays healing.
- d) ELEVATION - raising the injured part to above the level of the HEART uses gravity to help drain excess fluid.

EXERCISES FOR THE PREVENTION AND TREATMENT OF TENNIS ELBOW

When you first develop pain in your elbow, stop your activity. After 2 to 7 days the pain should disappear and you can start the following exercises, which should be performed twice a day:

1. Lay your arm flat on a table, letting your hand extend over the edge, your palm facing up. With a 5-lb. weight, flex your wrist 10 times.
2. (as above) with palm facing down. Repeat both exercises until you tire.

BONES AND FRACTURES

There are two types of fractures:

- a) A Complete Fracture - where the bone is severed completely
- b) A Stress Fracture - where the bone is cracked, but not separated

Complete fractures - They are the most painful of all athletic injuries. The jagged edges contain a rich supply of NERVES and when they rub against each other, or any other tissues, they cause extreme pain. Complete breaks can take 1 to 3 months to heal.

Stress fractures - They are slight cracks in the surface of the bones. The most common sites for stress fractures are the bones of the feet, HANDS and LEGS. Usually, 4 to 15 weeks are needed to allow them to heal. The only successful treatment is REST. A stress fracture usually hurts when you PRESS it with your finger, from above or below. X-rays are usually not sensitive enough to pick up small cracks in bones.

Bone Bruises

- The application of a sudden force to a bone such as banging your leg or foot on the floor can cause bone bruises. Bone bruises cause BLEEDING under the outside covering of the bone. They may be painful but usually heal within a few days.

(END OF QUIZ SAMPLE)

BLISTERS

DEFINITION - localized collections of fluid in the outer part of the skin. They are usually the result of persistent rubbing against the skin.

TREATMENT - 2 methods of care are:

CONSERVATIVE

- do not cut or puncture
- protect with a do-nut pad
- if puncture is necessary to prevent tearing, use a sterile needle. Drain and cover with a pressure pad

RADICAL

- (for torn blisters/quicker recovery)
- cleanse the blister (soap and alcohol)
- apply antiseptic and a mild ointment
- lay the flap of skin back down
- cover with a sterile dressing
- within 2-3 days remove the dead skin (perhaps longer)
- be sure to see a doctor if your blister gets infected
- leave the skin on to cover the blister after cutting the skin in 2 halves to release fluids

SHIN SPLINTS

- A burning or dull ache in the shin and radial side of the arm caused by
 1. faulty posture
 2. falling arches
 3. muscle fatigue on overuse by repetitive contact on hard surfaces (tibialis anterior and brachioradialis)
- most noticeable in stopping, starting, and going downhill
- similar in symptoms to a stress fract.

TREATMENT

1. find the cause
2. gradual stretching
3. ice massage before practice and until the pain begins to diminish
4. heat - whirlpool, balm, ultrasound
5. stretching - toe raises on an incline
6. taping

CRYOTHERAPY

Treatment for acute soft-tissue injuries is as easy as I-C-E.

The next time you stub your toe, pinch your finger, sprain your ankle or strain your back, remember: help is as near as your refrigerator.

Though it may not seem as sophisticated as other medical remedies available today, few treatments are more versatile in the healing arts than ice.

As long ago as 400 B.C., Hippocrates recognized the therapeutic qualities of ice. He praised its anesthetizing effects and recommended the use of ice and snow for first aid treatment of a variety of ills.

Today, this form of treatment is called cryotherapy (cry'oh-ther'ah-pee) – the therapeutic use of ice or other cold applications. Physicians (especially sports medicine specialists), physical therapists and athletic trainers favor cryotherapy as the treatment of choice for acute injuries to muscles, joints and ligaments – collectively called soft tissues.

For example, ice is safe and effective for the treatment of contusions (bruises), muscle spasms, minor burns and blisters. Also, ice can be self-administered, is relatively cost-free and has virtually no side effects.

The healing qualities of ice and cold

Therapeutic uses of ice are continually being discovered. Local hypothermia – the reduction of temperature in a specific area of the body – produces several physiologic changes beneficial to injured soft tissues.

When ice or other cold applications come in contact with your skin, blood vessels in the area constrict; that is, they become smaller. This helps control bleeding within the muscle, which minimizes the hematoma (bruise) that results. In addition, cold therapy offers several other benefits. For example, when used as a method of first aid, cryotherapy:

- limits swelling in the injured body tissues.
- relieves muscle spasms.
- relieves pain.

Cryotherapy produces an anesthetic effect. In fact, cryotherapy is used for this purpose in certain surgical procedures. It also can be used to relieve discomfort at the site of an injection.

ATHLETIC INJURIES

Cloth ankle wrap

A cloth ankle wrap can give some protection to the ankle at little expense to the athletic program. The athlete can be taught to apply his own wrap over an athletic sock. Each wrap should be 1 1/2 to 2 inches wide and 96 inches long to ensure complete coverage and protection. The purpose of this wrap (Fig. 16-34) is to give mild support against lateral and medial motion in the ankle. It is considered good technique to keep the roll on top and allow it to unwind from the bottom, which offers more control to the operator. Make sure that the athlete wears his socks and that they are pulled tightly, so that the roll may be applied smoothly to decrease the possibility of blisters.

Position of the athlete: The athlete sits on a table, extending his leg and positioning his foot at a 90-degree angle. To avoid any distortion, it is important that the ankle be neither overflexed nor overextended.

Position of the trainer: The trainer stands, facing the sole of the athlete's foot.

Procedure:

1. Start the wrap high on the instep and move it, at an acute angle, to the inside of the foot.
2. From the inside of the foot, move the wrap under the arch, coming up on the outside and crossing at the beginning point, where it continues around the ankle, hooking the heel.
3. From here, move it up, inside, over the instep and around the ankle, hooking the opposite side of the heel. This completes one series of the ankle wrap.
4. Complete a second series with the remaining material, encircling the ankle.

Reference: Arnheim, Daniel and Kluft, Carl: Modern Principles Of Athletic Training. Third Edition, 1973.

THERMOTHERAPY (HEAT)

DEFINITION - the therapeutic use of heat.

USES:

1. relief of pain
2. improve circulation
3. relaxes muscles
4. lowers blood pressure

PRECAUTIONS:

1. do not use within 1st 48 hours
2. when top skin layers have been removed
3. when loss of feeling accompanies the injury
4. around genitalia and eyes

TYPES OF HEAT

- a) **MOIST** - use of waterproof heating pads in a wet towel
- use of hot, wet towels
- b) **INDIRECT** - use of an infrared lamp which gives even heat with no pressure
- c) **DRY** - use of ultrasound for deep penetration about 3"

Other forms of cryotherapy

A newer form of cryotherapy is called cryokinetics (cry'oh-kin-et'iks). This technique combines ice therapy with exercise to rehabilitate the injured area while healing takes place. Cryokinetics has proven to be an effective treatment for many soft-tissue injuries, such as tennis elbow. But it should be used only for minor injuries and under professional supervision.

Some experts recommend cold or ice whirlpool treatments 24 hours or more after an injury. Besides the beneficial effects of cold, the whirlpool provides buoyancy, which enables you to perform range of motion exercises. Some rehabilitation experts also recommend treatments of contrasting temperatures involving temperatures involving exposure of the injured area to cold and warm temperatures for alternating short periods of time.

A cautionary note

Cryotherapy is a simple treatment but can be potentially dangerous. For example, frostbite can occur if skin is exposed too long to supercooled ice packs or ice bags, or to excessive spraying of ethyl chloride. Other potential problems are nerve damage or masking of a fracture.

Cryotherapy is not appropriate for individuals who are either hypersensitive (extremely sensitive) or hyposensitive (abnormally insensitive) to cold. Also, if you have peripheral vascular disease, a collagen disease, any form of cold allergy or suffer from Raynaud's phenomenon (a vascular disorder involving constriction of blood vessels in the fingers, toes, ears and nose upon exposure to cold or emotional stress), you should avoid cryotherapy.

Ice massage is one form of cryotherapy that you use at home. Fill a paper cup with water and store in a freezer. When needed, peel back the top of the cup and massage the ice (in a circular motion) over the affected area.

Common forms of ice therapy

The desirable effects of cold can be achieved in a variety of ways. Here are several forms of cryotherapy that you can use at home:

Ice massage - Rub ice cubes of any size in a circular motion on the affected area. Do this for 7 to 10 minutes in areas of the body with small amounts of fat (your elbow, for example) and approximately 20 minutes in areas with more fat tissue (on a buttock, for example). Few side effects are associated with ice massage. You also can repeat the massage several times a day.

Ice bags - Fill a plastic, fabric or rubber bag with cube or crushed ice and apply it directly to the affected area for 10 to 30 minutes, depending on the type of injury and amount of fat tissue present. Generally, the cooling effect is more penetrating and longer-lasting than with ice massage.

Cold immersion - For sprains, bruises or other soft-tissue injuries of the hand, foot or elbow, immerse the injured part of the body in ice slush (made by adding cube or crushed ice to a bucket of water) for 10 to 20 minutes. This method of cryotherapy is commonly used by athletes to reduce post-game swelling and inflammation.

Cold packs - These are commercially prepared, sealed plastic pouches that contain a refreezable gel. Cold packs, which you can store in a freezer, are clean, dry and retain their flexibility. The gel crystallizes at very low temperatures. Therefore, cold packs usually do not freeze solid, so that they are easier to apply. When used properly, cold packs can lower your skin temperature to 50 degrees Fahrenheit within 10 minutes. Important: Cold packs should be wrapped in a towel. Do not apply them directly to your skin.

Chemical "snap packs" - These are sealed plastic pouches that resemble cold packs but contain two chemical envelopes. When squeezed, the two chemicals mix. A chemical reaction then ensues, which produces a cooling effect. "Snap packs" are practical and convenient for use at athletic events. However, their degree of cooling is relatively poor compared with that of other cryotherapy methods.

Also, several chemical refrigerant sprays are available without a prescription. Generally, these sprays provide a cooling sensation, but their effects are not as penetrating as those of ice.

Ethyl chloride, a chemical refrigerant spray available only by prescription, often is used for the initial treatment of acute soft-tissue sports injuries. Though it provides instant topical relief, this spray is not as penetrating as ice and should be used judiciously. Its anesthetic effect can mask pain and deceive you into thinking your injury is not as severe as it might be. Returning to vigorous activity could worsen the injury.

A new listing within the Catalogue of Instructional Materials in supplementary support of this area is as follows:

Sports Injuries: Basic Principles of Prevention and Care, P.A. Renstrom, Human Kinetics, 1993 (#630240).