



**National
Coaching
Certification
Program**

COACH WORKBOOK

CSPA Role: Coach 2

NCCP Context: Instruction Intermediates

Sections:

- A. Role of the Coach 2**
- B. Planning a Jump**
- C. Conduct a Safe Skydive**
- D. Making Ethical Decisions**

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

Partners in Coach Education

		
		
		
		
		

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How to be a better coach

© Scott Grant, CAC

Learn to listen, especially to the athletes – they are excellent teachers.

Help each athlete develop all of their capacities: physical, mental/emotional, and social.

Take a stand against doping and cheating in sport.

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Dear Coach,

The Coaching Association of Canada is pleased to offer you an interactive website that enables you to check your accreditation online. Go to www.coach.ca where you can:

- track your progress through the NCCP;
- update your coaching profile;
- print out copies of your coaching card or a transcript of your coaching courses;
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National Coaching Certification Program

Program Overview

The National Coaching Certification Program (NCCP) is a coach training and certification program for all coaches in more than 60 sports. The NCCP is moving towards a competency-based approach where coaches are:

- trained in NCCP outcomes relevant to the participants that they are coaching
- evaluated by demonstrating coaching outcomes to a specified standard

The core competencies of coaching are valuing, interacting, leading, problem-solving, and critical thinking. These competencies will be woven throughout all NCCP training and evaluation activities.

Who am I coaching?

The new structure of the NCCP is based on the participants' needs, which are identified within streams and contexts.

Community Sport stream

Initiation CSp-Init
Ongoing participation CSp-Ong

Initiation context

Participants of all ages are encouraged to participate in the sport and introduced to sport basics in a fun, safe, and self-esteem building environment regardless of their ability.

Ongoing participation context

Participants of all ages are encouraged to continue participating in the sport for fun, fitness, skill development, and social interaction.

Competition stream

Introduction Comp-Int
Development Comp-Dev
High performance Comp-HP

Introduction context

Children and/or adolescents are taught basic sport skills and athletic abilities in a fun and safe environment and are typically prepared for local and/or regional level competitions.

Development context

Adolescents and young adults are coached to refine basic sport skills, to develop more advanced skills and tactics, and are generally prepared for performance at provincial and/or national level competitions.

High performance context

Young adults are coached to refine advanced skills and tactics and are typically prepared for performance at national and international level competitions.

Instruction stream

Beginners Inst-Beg
Intermediate performers Inst-Intd
Advanced performers Inst-Adv

Beginners context

Participants of all ages, with little or no sport experience, are taught basic sport skills.

Intermediate performers context

Participants, who already have some experience and proficiency in the sport, are taught to refine basic skills and introduced to more complex techniques.

Advanced performers context

Participants who are experienced and already proficient in the sport are taught to refine advanced skills and techniques.

What do I need to be able to do?

Within each context, coaching outcomes are defined by the National Sport Organizations (NSOs) that clearly outline what you must be able to do in order to meet the needs of participants in that context. Contact your NSO to find out which context is relevant to you and what you need to do to achieve accreditation.

Coaching Outcomes

- Make Ethical Decisions
- Provide Support to Athletes in Training
- Plan a Practice
- Support the Competitive Experience
- Analyze Performance
- Design a Sport Program
- Manage a Program
- Sport-specific Outcomes (as determined by the sport)

How do I achieve accreditation?

Coaches can receive three types of accreditation in any of the above contexts:

In Training

Coach needs to be trained in additional outcomes.

Trained

Coach has completed training in designated outcomes.

Certified

Coach has been evaluated in designated outcomes and has acknowledged the NCCP Code of Conduct.



For more information go to www.coach.ca

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



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To obtain more information about training and education workshops for coaches and advice on coaching, visit the Web site of the Coaching Association of Canada at the following address: www.coach.ca



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Pre-Course Tasks

Prior to the course the candidates must complete the following sections in the workbook. They review the material found in the Coach 1 course and are:

- 1.2 The CSPA / CAC structure - Page 10
- 2.1 Goal Setting in Skydiving - Page 15
- 2.2 The PAF Plan - Page 18
- 2.3 Teaching a Skill - Page 20
- 2.4 Skill Analysis - Page 22
- 6.1.1 Coaches Role on a Coached Jump - Page 46

In addition the candidates need to arrive at the course with

- 1) A 5 jump program for coaching the 2-way RW endorsement for the A CoP – Including information from all five skill areas of the skills grid
- 2) A 3 jump program for coaching the group RW endorsement for the B CoP – Including information from all five skill areas of the skills grid



Coach 2 - Schedule

Day 1	Module	Day 2	Module	Day 3	Module
9:00 – 9:30	1.1 Introduction and Overview (15 min) 1.2 CAC and CSPA Model [pre-course] (15 min)	8:30 – 9:30	2.5 Mental Training (60 min) [Assign Teaching Tasks for Coaching Jumps number 2 and 3 - Preparation for PAF]	8:45 – 9:00	Review of Day 2 (15 min)
9:30 – 10:30	1.3 Role of the Coach 2 (30 min) Pre – A CoP Pre – B CoP [pre-course]	9:30 – 9:45	Warm-up (15 min)	9:00– 9:45	7.1 Making Ethical Decisions (45 min)
10:30 – 10:45	Break (15 min)	9:45 – ~12:15	6.1 Coaching Jump #2 (1 hour / candidate) [Includes Lunch]	9:45 – 10:45	4.1 Safety in Skydiving (30 min) Leadership in Unusual Situations Safety for Small Group FS Equipment 4.2 Emergency Action Plan (15 min) 4.3 Risk Management (15 min)
10:45 – 11:30	2.1 Goal Setting and Self-directed Skill Development (45 min) Review of Coach 1 Material Seasonal Planning	12:15 – 12:45	3.2 Coaching the CoP Requirements (30 min) (<i>analysis later</i>) Manoeuvre, Style, Accuracy	10:45 – ~2:00	6.1 Coaching Jump #4 (1 hour / candidate) [Includes Lunch]
11:30 – 1:00	2.2 The PAF Plan (30 min) 2.3 Advanced Skill Teaching (30 min) Review of Coach 1 Material Chaining and Shaping 2.4 Skill Analysis and the Principles of Movement (30 min)	12:45 – 1:15	3.3 Coaching Safe High Performance Landings (30 min)	2:00 – 3:00	3.2 Skill Analysis of Jumps for CoP Requirements (60 min). Judging the: <ul style="list-style-type: none"> • Style • Manoeuvre • Free fly / CF / FS
1:00 – 2:00	3.1 Jump Planning (60 min) 1 on 1 - Recreational Skills Grid / SOLO Progression / FS Progression Group - Dirt diving / Load Organizing	1:15 – 1:30	Break (15 min)	3:00 – 3:15	Break (15 min)
2:00 – ?	6.1 Coaching Jump # 1 (1 hour / candidate) [Includes Lunch, Warm-up and Stretching]	1:30 – 2:30	3.4 The Coach 2 and CSPA's Endorsements (60 min) Sport Canopy EPR EJR Packing 2-way FS Group FS	3:15 – 4:15	Technical Information review (60 min) 5.1 Model for Group Exits 5.2 Box Position 5.3 Model for Turn Types 5.4 Model for Group Freefall 5.5 Maintenance of Fall Rate 5.6 Model for Accuracy Approach through Angle Control
		2:30 – ?	6.1 Coaching Jump #3 (1 hour / candidate)	4:15 – 5:00	8.1 Course Review and Reflection (15 min) 8.2 Interviews (60 min)



Section A: Role of the Coach 2

In Section A: Role of the Coach you will learn about

1.1 The content of the Coach 2 course and the evaluation standards and

1.2 review the CSPA and CAC / NCCP coaching models.

You will also explore

1.3 The roles and tasks of the Coach 2.

1.1 Introduction and Overview

The Course facilitator will ask you to introduce yourself to the other candidates and then conduct a brief overview of the course. They will cover

- Evaluation on the course
- How to become certified
- The privileges that go with the rating

1.2 CSPA and CAC Coaching Models

The Course Facilitator will ask you to refer to your answers to the questions you completed as part of pre-course task 1.2 about the CSPA and CAC models.

Note: The latest up-to-date information on CSPA and the rating system can be found on the CWC website – www.cspa.ca/cwc

1) CSPA and CAC Model **[pre-course]**

1. Place the following CSPA ratings into a schematic showing the progression sequence Coach 1 (C1), Coach 2 (C2), Jump Master (JM), Skydiving School Instructor (SSI), Instructor PFF (IPFF), Skydiving School Examiner (SSE), Ground Control Instructor (GCI), Tandem

2. Give three benefits of the association between CSPA and the CAC.



Privileges of the Coach 2 **[pre-course]**

Supervise

Assist

Verify

Qualify for



1.3 The Role of the Coach 2

a. Pre – A CoP

b. Pre – B CoP

1) In this small group exercise you will be assigned to one of two groups. Your group will be asked to generate a list of points that answer one of the following questions.

a) What is the overall global role of the Coach 2 with respect to a Pre - A CoP novice?

OR

b) What is the overall global role of the Coach 2 with respect to a Pre - B CoP novice?

- Your group will present your answers through the use of the board or a large piece of white paper
- You may make notes and list the key points in the two columns on the next page
- During the discussion stage of this exercise you will have the opportunity to complete the lists.

2) When the class has completed Task #1 above, based upon the group discussion take a few minutes to update or complete both the lists.



What is the overall global role of the Coach 2?

Pre - A CoP novice

Pre - B CoP novice



3) To complete this session the Learning facilitator will ask you to list the major differences between the Coach 1 and Coach 2. Use the space below to list your answers.

Major Differences between the Coach 1 and Coach 2

4) What are the tasks performed by a Coach 2 on a normal jump when coaching a Novice?

Tasks:



Section B: Planning a Jump

In this section, you will be working towards planning a skydive that meets the standard of the Canadian Sport Parachuting Association (CSPA) and the National Coaching Certification Program (NCCP) – Instruction Intermediates Context. This includes:

- Knowing the skills and goals of your novice
- Helping them to plan their overall jump
- Teaching skills to them,
- Analyzing their performance,
- Providing useful feedback
- Improving mental skills.

In Section B we will also

- discuss your role in the CoP system
- consider safety routines, and how to deal with unusual situations
- analyze your drop zones Emergency Action Plan so that it would work effectively if an accident or injury occurs
- discuss technical information important to the novice.

2.1 Goal Setting and Self-directed Skill Development

1) Review of Coach 1 **[pre-course]**

1. As a Coach 1 you used the acronym SMART to help in goal setting
 - a. What do the letters stand for?

 - b. Briefly explain what each terms mean to you.

2. Outline the process you would use to determine the long term goals of a novice

3. Outline the process on how to set a goal for a specific jump for the novice



2) The Learning Facilitator will give a mini-lecture on Seasonal and Collaborative Goal Setting

Notes on the mini lecture on seasonal and collaborative goal setting



- 2) Use the space below to write down suggested goals for Johnny Jumper over the next six months developed from the small group exercise.

Male / 35 years old / 150 jumps / "B" CoP / 5 years in sport / 150 sq ft Saber / Jumps every second weekend / Thinks he can afford 50 jumps this year / Done 45 4-ways / Estimates he can do 4 way with 4 formations with jumpers of his level / there are several fun RW jumpers on the drop zone

Goals for the next six months

- 4) Use the space below to write down suggested goals for Johnny Jumper over the next six jumps developed from the small group exercise.

Goals for the next 6 jumps

- 5) Take a few minutes to reflect upon how your role in goal setting will be different as a Coach 2 than a Coach 1



2.2 The PAF Plan and the Jump Plan

1) Review of Coach 1 **[pre-course]**

1. Explain what happens in the four parts of the PPAF process

2. Name the six sections of a written PAF plan for teaching a skydiving skill



2) The Learning Facilitator will give a mini-lecture on a PAF plan and a Jump Plan

Notes on the mini-lecture on a PAF plan and a Jump Plan



2.3 Advanced Skill Teaching

1) Review of Coach 1 [pre-course]

1. Briefly explain how you would use the WPW system in teaching a simple skydiving skill.

2. In Coach 1 we discussed Motor Learning in Section 2.5 Teaching a skill: 10) Motor Learning – Practical Techniques (Coach 1 workbook page 32).
Give three examples of these techniques and indicate how they could be used in a Coach 2 coaching situation



2) The Learning Facilitator will give a mini-lecture on Chaining and Shaping

Notes on the mini lecture on Chaining and Shaping

3) Use the space below to make notes on the assigned skill that uses Chaining or Shaping

Notes on the assigned skill that uses Chaining or Shaping



2.4 Skill Analysis and the Principles of Movement

1) Review of Coach 1 **[pre-course]**

1. What were the 4 bio-mechanical principles you learned in Coach 1?

2. When performing Skill analysis
a. What are you looking for?

b. Where are you looking from?

c. How do you remember what you saw?



2) The Learning Facilitator will give a mini-lecture on skill analysis and the principles of movement

Notes on the mini lecture on skill analysis and the principles of movement

3) Complete a skill analysis exercise on the skills provided by the Learning Facilitator



3.1 Jump Planning

3.1a

1 on 1 - The Recreational Skydiving Skills Grid – Solo and RW Progression (30 min)

Notes on 1 on 1 - The Recreational Skydiving Skills Grid – Solo and RW Progression



3.1b

Group Jump Planning - Dirt Diving Techniques (Small group RW) (30 min)

Notes on

- 1:1 and Group Jump Planning
- Dirt Diving Techniques (Small group RW) using the PAKS system
- The use of Creepers



Review of Day 1

Use the space below to make notes on the key points that were covered on Day 1

Key points covered on Day 1 were:



2.5 Mental Training

1. **The Learning Facilitator will give a mini lecture on Focus Management Strategies.**

Topics covered will include

- a. Signs to help spot focus and anxiety problems
- b. Focus Shifts
- c. The object of focus
- d. Distracters

Notes on the mini lecture on Focus Management Strategies



2. Exercises on Focus Management

a. Shuttling (Internal – External Concentration)

Shuttling (Internal – External Concentration)

1. Participants are instructed to choose a partner.
2. The person who goes first must close his/her eyes, tune in to some sensation, feeling, or thought, and say something like “Now I am aware of a pain in my leg,” “Now I am aware of my breathing,” or “Now I am feeling silly.”
3. Then, the person opens his/her eyes and says “Now I am aware of . . .,” adding something that is happening outside himself or herself. For instance, he/she says “Now I am aware of the sunlight” or “Now I am aware of your eyes.”
4. Repeat the process — first an inside statement, then an outside one — for a few minutes without a break. If the person gets stuck, the partner should help out by asking “Now I am aware of . . .?”
5. The partner does the concentration exercise.
6. Later, the exercise is repeated with the eyes open all the time.

Note: *This exercise on shuttling is based on Syer & Connolly, 1984.*

b. Visualization exercise for improving focus

Visualization Exercise for Improving Focus

- Sit back, get into a comfortable position and close your eyes.
- Think of a particular skill in your sport.
- Imagine yourself performing that skill.
- Focus externally on developing a clear and detailed image of yourself performing the skill.
- Focus on the sounds you might hear as you perform the skill.
- Focus internally on the sensations or feelings as you perform the skill.
- Finally, once you have a clear image of yourself performing and feeling the skill, choose an external cue to focus on and which is associated with the outcome of the skill.

For example, **choose the back of the rim of a basketball net, the bottom right or left corner of the soccer net, the bull’s-eye on a target, the mitt of the catcher.**

As you perform the skill in your mind’s eye, shift your focus to this external cue as you perform the skill.

c. Recognizing, Stopping and Replacing Thoughts



Recognizing, Stopping and Replacing Thoughts

1. Sit quietly, close your eyes, relax, and recall any situation that evokes negative thoughts that have affected your sport performance.
2. Sense the feelings and actions that accompany these thoughts.
3. Think “**stop**,” and immediately replace negative thoughts with more appropriate ones. Sense the feelings and actions accompanying these thoughts.
4. Think about how the feelings and actions differed and how this experience relates to the competitive situation.



d. Replacing Negative Thoughts with Positive Thoughts

<p>What are the negative thoughts running through your mind <i>prior</i> to a performance in which you are anxious you might not do well?</p> <p>List them below</p>	<p>What words might you use to stop these thoughts?</p> <p>List them below</p>	<p>Write down positive thoughts to replace the negative thoughts.</p> <p>List them below</p>
Empty space for student input	Empty space for student input	Empty space for student input
<p>What are the negative thoughts running through your mind when you are experiencing difficulties <i>during</i> sport performance?</p> <p>List them below</p>	<p>What words might you use to stop these thoughts?</p> <p>List them below</p>	<p>Write down positive thoughts to replace the negative thoughts.</p> <p>List them below</p>
Empty space for student input	Empty space for student input	Empty space for student input



3. The Learning Facilitator will give a mini lecture on Anxiety Management Strategies. Topics covered will include

- a. Definition of Stress
- b. Common causes of negative anxiety
- c. The relationship between arousal and performance
- d. Individualized Zones of optimal functioning

Notes on the mini-lecture on Anxiety Management Strategies



4. Exercises on Anxiety Management

a. Mind to Body control

Mind-To-Body Control

The technique for mind-to-body control is as follows:

- Select a quiet environment.
- Get into a comfortable position, and close your eyes.
- Low lighting or a dark area may help you as you perfect this technique
- Concentrate fully on taking two or three deep breaths (don't hyperventilate but breath under control).
- Become aware of your breathing. While breathing out, repeat a word or phrase, like a mantra – e.g. “slow, easy, calm, relaxed.” Breathe in . . . out, and repeat; continue for 10 to 20 minutes.
- Adopt a passive attitude — allow any distractions that enter the mind to pass through. Let thoughts that arise slip through your mind like the credits at the end of a movie. They are there, but you pay little attention to them as they scroll by.
- Allow relaxation to occur at its own pace.
- Over time, the relaxation response will occur more quickly



b. Combining Emotional and Attentional Control

Combining Emotional And Attentional Control And Energizing For Performance**Key Points**

- Emotional and attentional control exercises are mutually dependent.
- Some techniques may be used for gaining emotional control, increasing focus, and energizing.
- Relaxation and focusing skills can be combined into one routine.

Emotional Control

Phase 1: Get into a comfortable position. Take three deep breaths. Now, focus on feeling and listening to your breathing every two or three breaths.

Phase 2: Invoke the relaxation response using the mind-to-body approach.

- Focus on controlling your breathing.
- Focus on your relaxation words e.g. “calm, easy, relaxed.”
- Focus on repeating your “mantra”.

Focus And Energize

Phase 3: When you are feeling relaxed and calm, visualize yourself performing your sport. You may be performing a particular move or a sequence of moves. You may be practicing or performing in a competition. You may be scoring a point or a goal, making that perfect save, or saving tackle.

As you perform:

- Focus on the **image** of your performance. Carefully add detail to the performance. Focus externally as if **watching your body perform**.
- Focus on the sounds you might **hear** as you perform.
- Focus internally on getting the **“feeling”** as you perform the skill.
- Run through your successful performance several times until you can **see** and **feel** it.
- Shift your focus to an important external cue in the environment

Phase 4: As you perform the skill in your mind’s eye, use a positive phrase or power word to describe the performance as you **see** and **feel** yourself perform successfully.

Phase 5: Run through the skill a number of times seeing yourself perform it successfully. As you perform successfully, notice the contrast in energy level from the first part to the last part of this exercise.

Debrief: *You will have noticed by now that skills of emotional and attentional control are mutually dependent on each other. In other words, to relax one needs to focus. In order to focus it is important to relax. In order to visualize, one needs to focus and in order to focus on excellent performance, visualization is a great asset.*



3.2: Coaching and Evaluating the CoP Requirements (30 min)

a) Manoeuvre Series

b) Style Series

c) Accuracy / Line Control

1. The Course Facilitator will conduct a structured discussion on evaluating the CoP Requirements
2. The Course Facilitator will the give a mini-lecture on coaching the CoP requirements

Notes on the structured discussion on Evaluating and the mini-lecture on Coaching and the CoP Requirements



3.3 Coaching Safe High Performance Landings

1. The Course Facilitator will conduct a structured discussion on how to coach safe high performance landings

Notes on the structured discussion on how to coach safe high performance landings



3.4: The Coach 2 and CSPA's Endorsements

Part 1 - Main Packing; Sport Canopy A and B; Emergency Procedures Review– A / B / C; and Exhibition Jump Rating

The Course facilitator will conduct a structured discussion on the above endorsements

Notes on the structured discussion on the Main Packing; Sport Canopy A and B; Emergency Procedures Review– A / B / C; and Exhibition Jump Rating



Part 2 - The 2-way and Group Relative Work Endorsement

The Course facilitator will conduct a structured discussion on the above endorsements

Notes on the structured discussion on the 2-way, Group Relative Work Endorsement, and RW progression



Review of Day 2

Use the space below to make notes on the key points that were covered on Day 2

Key points covered on Day 2 were:



4.1: Safety in Skydiving

- a) **Leadership in Unusual Situations**
- b) **Safety for Small Group RW**
- c) **Equipment**

1) In this small group exercise you will be assigned to one of two groups. Your group will be asked to generate a list of points that answer one of the following questions.

a) Identify safety concerns in each area of the skills grid as it specifically relates to the novice skydiver

or

b) Identify safety concerns in each area of the skills grid as it specifically relates to small group RW

- Your group will present your answers through the use of the board or a large piece of white paper
- You may make notes and list the key points in the spaces provided on the next two pages
- During the discussion stage of this exercise you will have the opportunity to complete the lists.

Notes on safety concerns in each area of the skills grid as it specifically relates to the novice skydiver and to small group RW



Notes on safety concerns in each area of the skills grid as it specifically relates to the novice skydiver and to small group RW (continued)

2) Based upon the group discussion take a few minutes to update or complete both the lists.



3) The Course Facilitator will conduct a structured discussion on the routine maintenance of equipment and other safety issues that apply to equipment

Notes on the structured discussion on the routine maintenance of equipment and other safety issues that apply to equipment



4.2: Emergency Action Plan

1. Read section 4.2 of the reference manual – pages 78 to 82
2. The Course Facilitator will provide you with a copy of the drop zones Emergency Action Plan (EAP). In the space below note down the strong points of the plan and any potential weaknesses

Strengths and weaknesses of the drop zone Emergency Action Plan (EAP)



4.3: Risk Management

The Course Facilitator will conduct structured discussions and mini lectures on risk management; types of insurance; what to do if an accident occurs: and the legal process

Notes on the structured discussions and mini lectures on risk management; types of insurance; what to do if an accident occurs: and the legal process



5 Technical Information

5.1 Model for Group Exits

5.2 Box position

5.3 Model for Turn Types

5.4 Model for Group Freefall

5.5 Maintenance of Fall Rate

5.6 Model for Accuracy Approach through Angle Control

1) The course facilitator will assign you a reading exercise from PIM 2B. Use the spaces below to make notes on the key points

2) Using the manuals as reference, the Course Facilitator will review the key points on this technical information

Notes on technical information for the Coach 2



Notes on technical information for the Coach 2 (continued)

3) Take a few minutes to complete your notes on the technical information.



Module C: Conduct a Safe Skydive

6.1.1 The Coached Jumps

Review of Coach 1 [Pre-course]

- 1) Answer the following questions on the role of the Coach from the Coach 1 course and your recent experiences

1. List at least six aspects that must be covered when briefing a novice prior to a jump?

2. List at least eight the responsibilities of a coach during the in-flight / freefall / canopy control portions of the jump?

3. What are the six steps to a debrief?



4. Why do we want to hear the novice's version first?

5. Why do we state three things the novice did well?

6. Why do we need to keep records?

7. What are the characteristics of a logbook entry?



6.1.2 Coach 2 Role on the Novice's Jump (30 min)

1) The Course facilitator will conduct a structured discussion on the differences between the role of a Coach 1 and a Coach 2 on a jump

Notes on the differences between the role of a Coach 1 and a Coach 2 on a jump



2) Briefing for the Jump

Before each of the four coached jumps the Course Facilitator will conduct a group briefing on the outcomes, responsibilities, safety aspects, evaluation criteria, etc. for each jump.

You may use the space below for notes on the key points of each jump.

An overall outline of the jumps can be found in this workbook - pages 49 to 57. The evaluation score sheets are also included. **Please use them during the jumps so that you do not forget to cover an aspect that is being marked. If you are unclear about the evaluation criteria on any of the lines, ask you Course Facilitator before the evaluation**

Notes on key points for the coached jumps #1 to #4



Notes on key points for the coached jumps #1 to #4 (continued)

A large empty rectangular box with a black border, intended for handwritten notes.



Coach 2's role on the Novice's Jump

The following sections outline the role of the Coach 2 on the 4 evaluated coached jumps. It also provides the scoring sheets for the evaluations. Prior to each jump the learning facilitator will discuss the "rules for the jump"

The evaluation sheets for each jump are attached directly to the C2 Candidate File.

Coach 2 Jump #1 - In Air Skill Analysis and Debrief

Outline

- The novice (facilitator / evaluator) will
 - Line up and spot the airplane
 - Perform the level control skills set and one canopy control task from the skills grid. There is no need for you to teach these tasks.
 - Demonstrate major (easily observed) errors in the free fall and canopy tasks.
- The Coach 2 will
 - Have no coaching role in the plane. The jump starts with spotting the jump run.
 - Be expected to have an observation plan for the free fall and canopy control skill.
 - Conduct a debrief where you give a skill analysis of the free fall and canopy control segments of the jump that identifies what happened and why.
 - The debrief must follow the standard 6-step format.
 - Note: It is useful to make notes before the debriefing session.
 - You will initiate break off at 4000' and track away. Normally the novice pulls by 3500'. This is a standard role as the novice will have little to no ability to track. This role reversal allows the facilitator / evaluator to assess the coach's track and deployment skills on this jump.

Maintenance of Level: the Coach 2 should park in place, providing a stationary reference point for levels drill. C2 will correct only if required to re-set for the novice.

Canopy Skill: the C2 should assign a Canopy task off the skills grid. The C2 will observe from their canopy.

Evaluation

You will be evaluated using the Evaluation Tool: Coach 2 Jump #1: On in air skill analysis and debrief, specifically the:

- Exit
- Freefall flying ability and set-up position
- Ability to provide adequate separation for opening - tracking
- Skill analysis of freefall and canopy control
- Debrief format
- Quality of feedback
- Personal Canopy Skills: Control of line and angle of approach

Task Assignments

- Free Fall: Maintenance of Levels
- Canopy Control: See Skills Grid



2) Coach 2 Jump #2 – In-flight Coaching, in Air Skill Analysis, and Debrief

Outline

- The novice (facilitator / evaluator) will
 - Line up and spot the airplane
 - Perform the skills set and one canopy control task from the skills grid. There is no need for you to teach these tasks.
 - Demonstrate errors in the free fall and canopy tasks.
- You will
 - Write a PAF plan and teach the novice a new skill (**this is not formally evaluated as it is a practice exercise for Coached Jump 3A; however the evaluation tool 3A: PAF Plan and Teaching Ability will be used to provide formative feedback**)
 - Act as a Coach in the plane to observe or coach mental rehearsal, relaxation techniques, verbal review, and handles / pin check
 - Observe the novice's (facilitator / evaluator) spot
 - You will debrief the in-flight, freefall and canopy control sections of the jump.
 - Note: There is no need for goal setting for the jump or a formal briefing

Introduction to Tracking – C2 coaches and evaluates CF/Novice tracking technique

Canopy Skill: the C2 should assign a Canopy task off the skills grid. The C2 will observe from their canopy.

Evaluation

You will be evaluated using the Evaluation Tool: Coach 2 Jump #2, on:

- In-flight coaching
- Exit
- Freefall flying ability and set-up position
- Ability to provide adequate separation - tracking
- Skill analysis of freefall and canopy control
- Debrief format and content
- Quality of feedback

Personal Canopy Skills:

- Control of line and angle of approach

Task Assignments

- Free Fall: Tracking
- Canopy Control: See Skills Grid



Coach 2 Jump #3 & Jump #4 - Complete Coached Jump

A: PAF Plan and Teaching Ability

B: Coaching Ability on the Jump

Outline

- This is a complete skydive from “Hello to Logbook”. For evaluation purposes, it is divided up into two sections
 - A: Plan the entire skydive and Teaching of skydiving skills utilizing a written PAF Plan
 - B: The supervision of the complete jump, including briefing, in-flight, freefall, and debriefing.
- The novice (facilitator / evaluator) will
 - Role play a novice throughout the jump
 - Line up and spot the airplane
 - Perform the skills set and one canopy control task from the skills grid.
 - Demonstrate errors in skill learning, in free fall, and in the canopy tasks.
- You will
 - Plan the jump of the novice using a profile and interview technique
 - Write a Jump Plan
 - Select and teach two new skills (SMART goals) - though all areas of the skills grid should be discussed in the briefing
 - Prepare two written PAF Plans for these skills.
 - Conduct a full pre-jump briefing
 - Act as a Coach throughout the jump phase
 - Debrief the complete jump up to recording the results in the logbook
- Another candidate will
 - Be a ground coach and provide a separate freefall (binoculars) and canopy control debrief of the novice’s jump.

Evaluation

You will be evaluated using the Evaluation Tools

A: Coached 2 Jump #3 - PAF Plan and Teaching Ability, on:

- Writing a PAF Plan for a skydiving skill
- Teaching a skill

B: Coached 2 Jump #3 - Coaching Ability on the Jump, on

- All aspects of the role of the Coach 2 on the novice’s jump

Personal Canopy Skills:

- Control of line and angle of approach

Task Assignments

- Free Fall: See Skills Grid, based on Logbook Entry
- Canopy Control: See Skills Grid, based on Logbook Entry



6.1.3 Warm-ups and Stretching; Physiological Skills; and Nutrition and Hydration

1) The Course facilitator will briefly review what you learned in Coach 1 about Warm-ups and Stretching

You will then run through a warm up and stretching regimen

Notes on: Warm-ups and Stretching



2) The Course facilitator will conduct a mini-lecture on physiological skills needed for skydiving

Notes on: The mini-lecture on physiological skills needed for skydiving



3) The Course Facilitator will conduct a structured discussion on the key aspects of nutrition and hydration for a skydiver during a weekend of jumping.

Notes on: The key aspects of nutrition and hydration for a skydiver during a weekend of jumping.



6.4 Skill Analysis of Jumps for CoP Requirements

As a group you will watch typical jumps that are submitted for the freefall skills evaluation for the CoP's. The Course Facilitator will guide you as you apply skill analysis principles to the manoeuvres, discuss prescriptive feedback, and decide on pass criteria.

Notes on the skill analysis of jumps for the CoP requirements



Section D: Making Ethical Decisions

7.1 Making Ethical Decisions

The learning facilitator will review the process for making ethical decisions that was developed during the Coach 1 Course.

You will then use the process to discuss a situation that may occur when you are acting as a Coach 2

Consider the following Ethical Situation

Read the following:

Jumper:

The jumper has 52 jumps and weighs 170 lbs.
They have only made one of the coached jumps required for the B CoP.
They jumped two weeks ago and jump three or four times a month
Normally jumps the drop zone gear which is a Sabre 170
Today all the drop zone gear has been assigned to other jumpers until sunset

Coach 2

Has been a certified Coach 2 for one year
Is a very active skydiver and does tandems

The Situation

The Coach 2 has found alternate gear for the jumper – it is a 150 Stiletto with an AAD - and has convinced the jumper that this is OK
With 15 minutes before the estimated take off time you observe that the Coach 2 is running through the jump with the jumper
To you, the novice seems visibly nervous and seems to be having problems remembering the jump sequence.

As the observing Coach 2 – What would you do?



Step 1: Establish the Facts of the Situation

- a) Using the first column in the worksheet on the next page, write down the facts in this situation. You can ask the LF for clarification if necessary
- b) Review your answers with the other candidates.

Step 2: Determine the Ethical issues involved in the situation

- c) Use the second column of the worksheet on the next page to identify the ethical issues. In this situation.
To help answer the points, put the question at the end of this statement:

E.g. is there a reasonable doubt that the situation might impact on, or be related to, *safety of certain individuals?*
- d) Again review your decisions with the other candidates.

Step 3: Identify potential decisions that could be made or actions undertaken, and consider what might result in each case.

- e) As a group you will be asked to identify some possible options. Then a vote will be taken in which you select 2 of the possibilities for further discussion
- f) Collectively decide upon two of the possible options and then complete column 3 of the worksheet on the next page, where you identify possible consequences of these choices.



Worksheet – Analyzing an Ethical Situation

Column 1- Step 1	Column 2 - Step 2	Column 3 - Step 3
The facts of this situation	Ethical issues	Options for Possible consequences
	<ul style="list-style-type: none"> <input type="checkbox"/> Safety of certain individuals <input type="checkbox"/> Well-being or health of certain individuals in the short or long term <input type="checkbox"/> Respect for established principles, rules (rules of the team; the game etc.) or policies of an organization <input type="checkbox"/> Obligations, loyalties, or responsibilities of the person(s) concerned <input type="checkbox"/> Appropriate use of power by the individuals in a position of authority <input type="checkbox"/> Objectives and goals sought by the group or by an individual <input type="checkbox"/> Behaviours or practices that are generally considered acceptable or that are expected under the circumstances at hand (standard of behaviour) <input type="checkbox"/> Fairness and equity <input type="checkbox"/> Confidentiality of information and privacy <input type="checkbox"/> Respect of people 	<p>Option no. 1:</p> <hr/> <p>Consequences</p> <p>Option no. 2:</p> <hr/> <p>Consequences</p>



Step 4: Identify the Pros and Cons of each potential decision that could be made

- g) Use the criteria found in the table below to analyze the strengths and weaknesses of the two possible options that were chosen. Indicate whether it would respect the corresponding criterion by writing YES or NO in the appropriate box. Write N/A (not applicable) if the criterion does not seem to apply in the present situation. Leave the space blank if you are not sure. Add up the number of criteria to which you have answered YES. Repeat this process for the other options.

	Option 1	Option 2
Criteria related to the <i>OUTCOME</i> of the decision. The option promotes ...		
The option promotes the achievement of a positive outcome for the majority of the individuals concerned.		
The option minimizes the negative implications that may follow.		
Potentially negative implications affect the fewest people possible.		
The option does not represent a risk for the physical, intellectual, emotional or social development of a person.		
The option does not represent an obstacle to the achievement of a person's or a group's goals.		
The option seeks to protect the interests of others who might be in a vulnerable position.		
Criteria related to the <i>PROCESS</i> by which the decision is made. The option promotes ...		
The option is fair and respects the rights of everyone regardless of athletic potential, sex, race, language, age, religion, etc.		
The option is consistent with successful decisions or actions taken in the past in similar situations.		
The option respects the authority of people in a position of responsibility.		
The option is based on credible information.		
The option takes into account and is consistent with all established rules and principles.		
<i>Total – Criteria to which you have answered YES</i>		



Step 5: Making a Decision: Selecting the Best Option

- h) Complete the table below for the option in step 4 that generated the most yes votes. This crucial phase is intended to link together all the preceding steps and lead to a final reflection which will enable you to make the best possible decision in the circumstances, i.e. a decision that will be “just and reasonable”. To help you decide between possible solutions that all seem more-or-less acceptable, we are going to consider the following aspects of the situation:
- Factors that can influence your decision-making
 - Questions that can help us prioritize the principles we hold but seem to be in opposition in this case

Internal Factors of Influence Personal Circumstances	In this situation, this factor comes into play (YES or NO); if yes, describe how
Could the decision have an impact on your role as a coach on this drop zone?	
Could the decision have an impact on your coaching career?	
Could the decision affect your reputation in the club, in the sport, or at the drop zone?	
External Factors of Influence	In this situation, this factor comes into play (YES or NO); if yes, describe how
Could the situation have an effect on the finances of the club or drop zone?	
Could the decision undermine personal relations between some people?	
How important is it to make an immediate decision?	
Could it be detrimental to delay making a decision?	
Does the decision potentially call into question differences in values between you and the club or drop zone management?	
Can the decision bring into play professional standards of CSPA?	



Making and Validating Your Decision

- i) It is now time to make your decision and use the table below to validate it. The CF may ask you to discuss your decision with another candidate.

Possible Factors of Influence in this Situation

Past personal experiences	Personal values	Personal circumstances
Economics and politics	Severity of situation	Organizational, institutional, and social aspects

The value(s) I want to preserve in this situation:

My decision:

In my opinion it is the best decision because ...

I have validated my decision and it is “just and reasonable”



Step 6: Design an Action Plan to Implement the selected decision, and Plan to manage its consequences

- j) In the space below complete the Ethical Decision Making exercise by designing an action plan. The following questions may help you in this activity
- **Think about what may happen.** Consider the likely outcomes of the decision and how the consequences will be managed.
 - **Identify who needs to know.** Consider carefully who needs to be informed of, or involved in, the implementation of the action plan.
 - **Determine if you can deal on your own with the person involved.** Is it appropriate to seek an *informal resolution* in this situation by warning instead of threatening?
 - **Think about what you might do next if the informal resolution doesn't work.** In the event an informal resolution does not work, carefully consider what to do next. Inform the individual that you now have to follow up with "plan B". Consider who should be contacted, and what level of authority you should now involve in this situation.

My action plan is:

