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# **Modern Day Cane Fencing**

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Modern Day cane fencing Syllabus offers a formal method of training in the old Victorian Martial art . It teaches the old Gentlemans and Ladies singlestick and cane fencing system.

It stays true to the original etiquette and rules of one of the oldest western Martial Arts.

It has been written by a qualified and accredited self defence Instructor, Martial Arts Instructor and British Fencing registered coach/

# Modern Day cane Fencing

GSDO UK Self defense

Written by James Swallow-  
gaunt 19/08/2016

**British Martial Arts & Boxing Association,**

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# Modern cane fencing

## Overview & Summary

### Overview

The Modern cane fencing has been developed by BMABA committee member, Former soldier, qualified & accredited self defence instructor, Martial artist, close quarter combat instructor and Registered British Fencing association coach and UK Grand Master J Swallow-Gaunt.

The system has taken the very effective Sabre Fencing and singlestick close quarter combat techniques taught to the Gentleman & Ladies since the Victorian era. The fencing elements are still used today by Olympic fencing athletes, cane fencing was taught in the original mixed martial art Bartitsu. Bartitsu was introduced by E.W Barton-Wright. He taught singlestick and cane fencing in his combat laboratory in the late 1800s.

This modern system stays true to the original etiquette of this gentlemen and ladies martial. It has been developed in alignment with the nationally recognised grading for British fencings Sabre fencing and is a great introduction and cross over to this Olympic sport as well as being a highly effective self defence system in its own right.

Adapted this system is a great inclusive self defence system that can be taught to students with disabilities or wheel chair users.

The system teaches practical techniques that do not require years and years worth of martial arts experience and uses the science of the human physiology to deploy effective breakaway techniques.

It also teaches students to control their emotions and fear to remain in a effective emotional response to carry out the techniques to defend themselves.

All of the understanding and defensive techniques make an extremely effective fighting system.

As well as teaching the techniques the system has been designed to give all students the understanding of the use of reasonable force and the UK laws regarding the use of reasonable force in self defence.

The system teaches situational awareness, avoidance, assertiveness and conflict management skills. All the techniques are defensive techniques and are not taught as an aggressive fighting technique.

## Assessment Of Fair Rights & Requirement

In this section you should aim to answer all of the below listed questions in context to your syllabus / style and it's instruction. **Note that although the answers given will be used when assessing your syllabus or style this page and it's contents WILL NOT be published in our show case in the interests of protecting your style/syllabus.** (Please remove this paragraph of text prior to answering the below questions)

### Gradings & Internal Progression

#### 1.) Does your style or syllabus incorporate a grading structure or system?

Yes we offer a grading system we feel this is the best way to assess a students progress and gives the student a great sense of achievement and confidence. Therefore ensuring they stay with the system and help them build on their skills

**1. a) IF YES, how do you propose to ensure gradings are assessed in a fair manor which reflects only the individuals participation and conduct? Please also consider and mention how gradings will be assessed if you are not grading the students, this relates to the style or syllabuses progression.**

#### Grading

Our grading is will be licensed and part of the BMABA grading integrity scheme, all certifications are ordered from the BMABA by the UK lead Instructor. Each grade has a syllabus to be taught in the clubs.

Our Grades are shown as coloured arm flashes instead of belts to suit the imagine of the style

To ensure that the GSDO system maintains its quality are grading are subject to IQA audits and therefore all documentation recorded has the correct information.

All Grading sessions are required to be pre planned and documentation is required to be sent to the UK Head Instructor a minimum of 72 hrs prior to the grading.

Club head instructors can grade up to Black flash

1<sup>st</sup> Dan to 3<sup>rd</sup> Dan need to be assessed by UK lead Instructors

4 Th Dan on wards are required to be graded by the founder of the system.

Grade Kyu

### **White flash-**

Novice, beginner.

### **White flashred tag 1<sup>st</sup> Kyu-**

Initial Grading within 4 weeks, when members become associated to GSDO UK and The BMABA

### **Grading requirements-**

Students must show they can resite the combat Lab (DOJO) rules on safety, The Gentlemans and Ladies Oath. They must have shown they have Respect for the main Instructor and others instructors in club( this covers Instructors from other clubs).

The Student must be able to demonstrate a knowledge of what safety equipment is worn in training. They show they are able to use the correct personal protective clothing Masks, Pads and gloves.

Students must achieve this Grading although there is no cost for this grading it is essential to be able to achieve the following grades.....They cannot move through the grading s until they have achieved this.

The this grading and is awarded when the instructor Decides they can;

- Students must resite the combat Labs rules and safety rules of cane fencing
- Students must resite the Gentlemans and Ladies Oath

Demonstrate: (with coach or partner)

- The Grip
- The Salute
- The On guard - Guard of Tierce & Quarte over leading leg and rear leg.
- Steps Forward and Backward
- Cuts to Head, Flank and Chest
- Direct Attack with lunge to Head, Flank and Chest
- Parries of Tierce, Quarte and Quinte with a Direct Riposte over leading leg and rear leg.

Describe:

- How to use your Sabre safely
- How to fence safely
- The Target Area
- An Attack and a Parry with Riposte
- Fencing Etiquette

### **Yellow flash 2<sup>nd</sup> Kyu**

This grading can only be taken after 18 weeks

This assessed grading and the students show they have a basic understanding of how to keep a safe distance, they must be able to demonstrate they understand their personal space and have a good grasp of situational awareness.

The student must be able to demonstrate that fighting is the last avenue to be taken if they can't resolve the attack through being aware, avoidance and being assertive using verbal commands, taking the opportunity to avoid the conflict, keeping distance and controlling movement.

Demonstrate: (with coach or partner). While following your partner's steps forward and backward:

- Maintain correct lunging distance
- Maintain correct distances and Cut to Head, Flank and Chest without a lunge
- Maintain correct distance and each time your partner pauses Cut to Head, Flank and Chest with a full lunge
- Each time your partner Attacks with a lunge to Head, Flank or Chest, Parry Tierce, Quarte or Quinte with a Direct Ripost

From a stationary position:

- Direct and Indirect hits with the point
- Successive Cuts to Cheek, Head, Flank and Chest using various combinations
- Indirect Cuts to Head, Flank and Chest

Describe:

1. Courteous and respectful behaviour and fencers 'Pledge of Honour' (cf. t.114, t.116, t.120)

The awarding of the belt must be done at the grading ceremony with the club present to show respect for the ranking.

### **Red Flash 3<sup>rd</sup> Kyu**

Students can only grade for red after 24 weeks.

Student must be able to demonstrate they have a good grasp of the law regarding self defence, the use of reasonable and proportionate force.

They must be able to show they can control space and distance from an opponent. They must be able to show they can defend themselves from direct strikes whilst showing they understand a proportionate and reasonable response.

Demonstrate: (with coach or partner)-While following your partner's steps forward and backward:

- Maintain correct distance and make successive Cuts to Cheek, Head, Flank and Chest using various combinations, without a lunge
- Maintain correct distance and each time your partner pauses, Attack with Direct and Indirect Cuts to Head, Flank and Chest, with a lunge

From a stationary position:

1. Cuts to Arm
2. Stop Cut followed by a Parry of Tierce, Quarte or Quinte with a Direct Riposte
3. Indirect Riposte following Parries of Tierce, Quarte and Quinte
4. Parries of Tierce, Quarte and Quinte with a Direct first Counter-riposte
5. Attacks to Head, Flank and Chest with step-lunge and Balestra-lunge

Describe:

- 'Priority of Attack'
- Indirect Actions - give three examples
- Duties of President and Judges
- Voting system of Jury and Responses of Judges

The awarding of the flash must be done at the grading ceremony with the club present to show respect for the ranking

### **Green flash 4<sup>th</sup> Kyu**

The student can grade for Green after 36 weeks

The student must be able to demonstrate they understand when throws can be effective or

when breaking the engagement is more suitable. They must be able to demonstrate a effective use of distance and control space and be able to demonstrate an understanding of balance and counter balance to execute a Parry riposte .

Demonstrate: (with coach or partner)-While following your partner's steps forward and backward:

- Maintain correct distance and when your partner pauses, Attack to arm with a lunge
- Maintain correct distance and as your partner makes a Balestra preparation and an Attack with lunge, Cut to arm with a step back and Parry-Riposte
- Maintain correct distance and as your partner pauses, Attack with a step-lunge and if your partner parries with a Riposte, Parry with a First Counter-riposte

From a stationary position:

- Direct and Indirect Attacks with Balestra step 6) Parries of Prime and Seconde



- Beats and Circular Beats

Describe:

- Corps-a-Corps
- Turning o Hard hitting and dangerous fencing
- Simultaneous Attacks

Students must be able to demonstrate these techniques from stationary and moving

### **Blue flash-5th Kyu**

Students can only grade for blue after 30 weeks

Blue belt must be able to show they can use a preemptive strike to either defuse the situation as a finisher or to correct distance and control of space. They must be able to demonstrate they can carry out effective techniques to stop an attack before it becomes an effective one.

They must be able to demonstrate they are able to read the signs of an attack

They must also be able to demonstrate a breakaway technique if the preemptive strike cannot not be used.

They must be able to react quickly and create distance and control space

Demonstrate: (with coach or partner)-While following your partner's steps forward and backward:

1. Maintain correct distance and choose the moment to step forward with a direct feint deceive your partner's Parry and continue the Attack with a lunge
2. Choose the moment to begin Balestra Steps Preparation and as your partner moves away and Parries, Attack into the opening line with a lunge
3. Maintain correct distance and step forward as a Preparation Attack and: o If your partner Parries, Attack into the opening line with a lunge o If your partner Attacks, Parry-Riposte
4. Maintain correct distance and make a Compound Attack to your partner's arm with a lunge

From a Stationary Position:

- 1) Circular Cuts to arm and chest
- 2) Compound Ripostes and Counter-ripostes
- 3) Ripostes and Counter-ripostes with Balestra Steps and lunge

Describe:

- Second-intention actions
- Simple and compound actions
- Use of preparations

The awarding of the belt must be done at the grading ceremony with the club present to show respect for the ranking

### **Brown flash 6<sup>th</sup> Kyu**

Students can grade for Brown Belt after 40 weeks

Demonstrate: (with coach or partner)-While following your partner's steps forward and backward:

- Maintain connect distance and choose the moment to make a step forward preparation and:
  - o If your partner's arm straightens with the point in line, Beat Attack Direct with lunge
  - o If your partner fails to react, Attack with a Compound action with lunge
- Choose the moment to Attack with a lunge to draw your partner's Parry-riposte and parry with a forward Recovery and counter- riposte with lunge
- Maintain distance and when your partner Attacks, Parry and make a Compound Riposte

From a stationary position:

1. Compound Attacks with the point
2. Indirect and Compound Derobements with the point
3. Successive Parries

Describe:

- Use of "line" and Derobements
- Counter-offensive actions
- Fencing time: single and multi-time actions
- What is meant by "taking the initiative" and why is this important in a fight?

The awarding of the belt must be done at the grading ceremony with the club present to show respect for the ranking

### **Purple flash 7<sup>th</sup> Kyu**

students can grade after 52 weeks

Demonstrate: (with coach or partner)-While following your partner's steps forward and backward:

- Maintain step-lunge distance with your arm straight and point in line; as your partner attempts to step forward to beat the blade and parry, lunge and make a compound attack with the point
- With the point in line, move away from your partner's Balestra Steps preparation and deceive the attempt to beat and parry with a compound Derobement
- Maintain distance and as your partner begins a Balestra Steps Preparation, beat attack to head with a lunge using a circular beat
- Maintain distance and when your partner makes a compound attack with a step lunge, defend

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using successive parries with direct riposte

From a stationary position:

1. Remise, Reprise, Redoublement
2. Compound attacks beginning with point in line and ending with a cut
3. Circular Parries

Describe:

- 'Open Eyes' actions
- Feint Parries
- False preparations

They must demonstrate all techniques from moving and static drill then the instructor will choose 3 attacks to be defended in full scenario.

#### **after 65 weeks 8<sup>th</sup> Kyu**

Demonstrate: (with coach or partner)-While following your partner's steps forward and backward:

1. Maintain step-lunge distance and choose the moment to make a compound Attack using a Balestra lunge or Balestra Steps lunge depending on your partner's reaction
2. Maintain distance and as your partner steps forward with a feint either:
  - o Move away and defend using successful parries, or
  - o Counter-attack with lunge using a circular beat
3. Step forward to draw a stop cut to arm and parry-riposte with a lunge From a s

From Stationary position:

- With the sabre held in a low position, parry into Tierce, Quarte or Quinte when your partner attacks and make an indirect riposte
- Beat cut to arm with a step, beat cut to cheek with a lunge and beat cut to head with a Balestra Lunge and with increasing speed
- Stop cut, redouble-parry-riposte combinations

Describe:

1. Compound and double preparations
2. Your understanding of distance, timing and speed in fencing
3. Prise de fer actions

The Instructor will pick 8 attacks from a single attacker the student must show they can defend themselves effectively.

### **Purple and red tag after 75 weeks 9<sup>th</sup> Kyu**

Demonstrate: (with coach or partner)-While following your partner's steps forward and backward:

- Choose the moment to make a step forward preparation and
  - o Parry-riposte if your partner attacks
  - o Make a compound attack with a lunge if your partner parries
  - o Make a compound attack with Balestra Steps Lunge if your partner moves away
- Defend against your partner's attack using parries of Prime and Seconde and Quinte
- Attack with a step-lunge and
  - o if your partner parries and ripostes, then parry and hit with a first counterriposte while on lunge
  - o if your partner parries and ripostes with a step back, then parry with a forward recovery and hit with a compound riposte with lunge
  - o If your partner moves away, then hit with a compound reprise with forward recovery and Balestra Steps lunge

From a stationary position:

1. Set up a simultaneous attack situation with your partner and occasionally make a second-intention preparation with a parry-riposte
2. From a step-lunge distance, step forward and
  - o Attack to head with an explosive lunge if your partner does not move
  - o Cut to head with a step back if your partner steps forward
  - o Attack to head with Balestra lunge if your partner steps back

Demonstrate your ability to:

- Fence your partner for 5 hits and explain how all the hits were scored
  - Preside a fight for 5 hits
3. Give your partner a short "warm-up" lesson with mobility, involving direct and indirect attacks, single parries with direct ripostes and counter-riposte

The Instructor will pick 8 attacks from a pair off attacker the student must show they can defend themselves effectively.

### **Black Belt**

As a Purple belt black stripe of the system you need to be able to demonstrate a full knowledge of the techniques shown and learn them.

You also need to demonstrate an excellent knowledge of self defence and the use of reasonable and proportionate force and be able to teach this to students.

The student becomes the teacher they must be able to assist in the teaching all the techniques from the syllabus.

They need to be able to demonstrate they can assist in the teaching a lesson to a class and show they can assess the students.

The lead instructor will give the Black belt candidate a session to teach they will be briefed on the lesson they will be instructing they must prepare the session plan and cover a warm up, main session and cover health and safety and look at different learning styles.

They will also be required to plan and deliver a grading session and give feedback to students.

They must be able to demonstrate they can maintain and carry out the required administration to successful club.

### **Master**

By invitation only

To achieve this grade the candidate must show they can teach all of the techniques of the system. They must be able to show they can plan and teach a full grading topic.

They must show they can teach and coach a full syllabus, they must demonstrate knowledge and understanding to run a full grading system.

The candidates will be given a belt to grade and they must carry out the necessary planning for the full grading including drills.

They must demonstrate they can run a program without assistance.

### **Grand Master**

By invitation only.

Candidates must show and demonstrate they can manage and run their own club.

## **Appeals Policy and Procedure for grading**

**'Competent' or 'Pass' cannot be contested. 'Not yet competent' or 'fail' can be contested. Sources of disagreement may include:**

- the interpretation of the candidate's behaviour in relation to values/good practice,
- the assessor may miss some working practice which the candidate believes supports their claim to competence in a unit,
- the assessor may require more evidence that assessment criteria is being met than the candidate believes necessary.

Where candidates believe that they have grounds to appeal against the judgment of an assessor they should:

- advise the assessor of this and ask the assessor to consider taking appropriate action to rectify the situation,
- If this is unsuccessful the candidate should refer the matter to the IQA for consideration,
- If the candidate is still not satisfied with the process he/she should contact the Centre coordinator to implement a formal appeal.

The Appeal Panel:

- is independent of instructors,
- will be strictly neutral,
- will make use of evidence gathered during assessment,
- will be comprised of the Quality Assurance Coordinator and other appropriate assessors or Internal Quality Assurers, depending upon the nature of the appeal.

Candidates can ask for support(from mentors and others) to assemble their evidence for an appeal against a 'not yet competent' or 'fail' decision.

The appeal should be registered with the Centre Qualifications Coordinator within 21 days of the assessment decision being given to the candidate. The Coordinator will acknowledge receipt within 5 working days.(Unless out of the office, then immediately on return.)

The Appeals Panel will meet within 20 working days of the appeal being received by the Centre Coordinator to consider the appeal. If the Appeals Panel require further information or evidence the Centre Coordinator will gather this on behalf of the Panel.

The Panel's decision will be given in writing to all those involved in the Appeal.

If the Appeals Panel decision is not acceptable the person concerned can then appeal to the Awarding Organisation whose decision is final. Addresses are available from Head office 54 ward street, Penistone, Sheffield S36 6EP

All contacts regarding an appeal will be treated as urgent and confidential.

All records relating to appeals will be kept by the Centre for a minimum of three years.

**1. b) IF NO, could you please explain why your style or syllabus does not include an assessment or grading system and how you plan to (if at all) reward student's progress and recognise progression?**

Please delete this text and type your answer here.

**2.) What age range, gender and identify to you associate your style or syllabus with?**

Age Range: 8 years onwards due to the nature of the syllabus however we are part of the Martial Artist Against Bullying program so we will be working with children 6 years teaching personal safety not the syllabus  
Primary Gender (If Applicable): not applicable  
Primary Market: Young people, vulnerable adults, and any students that need safe breakaway training

## **Your Style or Syllabus Identity & Roots**

**1.) Please identify and explain the origin of your syllabus or style. Please also detail any styles or disciplines that it consists of and how it's incorporated.**

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The system has taken the very effective Sabre Fencing and singlestick close quarter combat techniques taught to the Gentleman & Ladies since the Victorian era. The fencing elements are still used today by Olympic fencing athletes, cane fencing was taught in the original mixed martial art Bartitsu. Bartitsu was introduced by E.W Barton-Wright. He taught singlestick and cane fencing in his combat laboratory in the late 1800s.

This modern system stays true to the original etiquette of this gentlemen and ladies martial .It has been developed in alignment with the nationally recognised grading for British fencings Sabre fencing and is a great Introduction and cross over to this Olympic sport as well as being a highly effective self defence system in its own right.

Adapted this system is a great Inclusive self defence system that can be taught to students with disabilities or wheel chair users.

The system teaches practical techniques that do not require years and years worth of martial arts experience and uses the science of the human physiology to deploy effective breakaway techniques.

It also teaches students to control their emotions and fear to remain in a effective emotional response to carry out the techniques to defend themselves.

All of the understanding and defensive techniques make an extremely effective fighting system.

As well as teaching the techniques the system has been designed to give all students the understanding of the use of reasonable force and the UK laws regarding the use of reasonable force in self defence.

The system teaches situational awareness, avoidance, assertiveness and conflict management skills. All the techniques are defensive techniques and are not taught as an aggressive fighting technique.

**2.) Please describe your personal and professional journey through all martial arts practices listed within this syllabus explaining how you discovered the styles, why they were effective for you & why / how they've been included in your teachings.**

As a child I was not the popular kid and being in a boarding school because my father was in the forces I struggled to find acceptance.

At a young age I started doing Karate but found this was something that relied on kicking and punching and found it hard and complicated. After a few years I started aikido which I found really exciting and easy to use due to the fact I was using the opponents own body weight and balance against them. I studied the art of Aikido late into my teens before I joined the Armed Forces. As a soldier my first experience of unarmed combat was when I was selected into display team. I thrived in this environment and quickly developed new skills. Before my first deployment to Northern Ireland my Aikido experience was re-ignited as we learnt new breakaway techniques as part of the NITAT training, these techniques were put into practice during the riots in Belfast in 1993 when someone attempted to snatch my rifle off me. Again when I applied for the elite special observation battery we again drilled in unarmed combat with the physical training instructors.

After leaving the Army I held a few jobs up to the last 5 years where I got involved with training and coaching sport with school kids. I was asked to get involved in delivering fencing which I did and set up a fencing club. I now work directly with British Fencing as an accredited coach and have taught foil fencing to over 10000 children in South Yorkshire. Because of my experience in the forces I had a number of parents asking me to run a fitness bootcamp where I incorporate self defence into the sessions I found that the response was huge.

I then invested a lot of time ensuring I had a great understanding in reasonable force I took a number of nationally recognised qualifications to ensure my knowledge was up to date.

I now teach breakaway to a number of private clients and I also teach military unarmed close quarter combat to private security contractors.

Since school I have been a keen fencer and I have been involved in developing strategies to develop fencing.



I am a fully qualified and registered fencing coach who works directly with British Fencing Association

### **Professional Duty Of Care To Contents & Lineage**

1.) It's important to us as a professional Association that supports instructors that we're able to confirm what you'll be teaching isn't 'stepping on toes' of other credible styles, syllabuses and governing bodies.

Please describe, in your own words, how you're able to demonstrate that this syllabus isn't encroaching on the remit of other governing bodies and / or any qualifications and experiences you may have with such governing bodies.

(For example; If you wish to include teachings of Judo, you'll need to be qualified via the British Judo Association or you'll need to be able to demonstrate what you're teaching isn't going to be encroaching the syllabus, teachings or criteria set by that body for Judo's instructions.)

The system does encroach on any traditional martial arts as it takes its skills from Fencing and old age styles

## Style / Syllabus Contents;

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### Spirit

All instructors, students and members are required to understand the Modern cane fencing system is purely a defensive discipline which must never be used to promote or provoke violence.

Aggression must only be used when faced with Aggression and the response must always be reasonable and proportionate.

The takes into account is aligned with UK law regarding self defence and the use of reasonable.

Our syllabus has been developed to ensure maximum effectiveness to ensure students can defend themselves.

The system can only be used to defend yourself, your family, property, prevent injury or the loss of life, prevent crime and defend others when it is needed.

### **Health and safety**

All Instructors must hold at least a level 2 in health and safety they must ensure they have taken steps to reduce the chance of injury to member at the club or any event hosted by GSDO.

Correct paperwork is required for all instructors and students.

Risk assessments need to be complete and reviewed and update every 6 months

### **Safeguarding and child protection**

At GSDO UK we are extremely serious about promoting the emotional well being of our members and students.

We believe that all members that join our system are given a safe place to learn, grow and achieve without any emotional concerns.

All Our instructors, club staff and volunteers hold a safeguarding qualifications and are aware of the GSDO UK safeguarding lead and deputy.

We have attached all our child protection and safeguarding policies this are to be adhere at all times.

All instructors are required to be grade vetted, all instructors, staff and volunteers are required to hold a current DBS, failure to hold a up to date DBS will result in the instructor not being able to teach.

### **Policies and procedures**

Attached are the full policies and procedures. They are to be adhere to fully. Any breaches will be fully investigated and could laid to immediate dismissal from the Grassiva Budo network.

### **Membership and insurance**

All students that attend our programs must hold an up to date membership. Membership includes association to the British Martial Arts and Boxing Association. Upon completing membership and renewal it is the instructors responsibility to ensure the students is registered to BMABA and the insurance portal is completed.

### **Clubs**

All clubs must ensure they have the current updated branding and they are kept well maintained and have a high level of cleanliness. They clubs are required to ensure they have up to date insurance. They are required to ensure all policies are adhere to and risk assessments are kept up to date.

Clubs are required to uphold the GSDO Oath and The spirit of GSDO is taught and all members are aware of both these foundation stones of our systems.

Clubs are required to ensure that all GSDO licenses and Database license are up to date and maintained correctly.

The needs to ensure they have the following structure in place for roles.

Head instructor,

Supporting instructor or instructors

Administration

Club safeguarding lead

Health and Safety lead

Although there is no requirements for these roles to be carried out by separate individuals, It is recommended.

### **Instructors**

At GSDO UK we operate a strict policy that all potential instructors are grade and experience vetted. This is to ensure the quality of delivery is maintained.

All instructors are required to ensure they hold the following minimum standards

#### **Head Instructor**

Hold a minimum of Black belt or recognised and accredited level 3 Self defence instructors qualification

Up to date DBS

Up to date level 2 health and safety qualification

Up to date first aid qualification

Up to date safeguarding qualification

All lead instructors are required to be fully versed in all the GSDO policies and procedures.

#### **Support Instructors**

All support instructors are required to hold a Purple Belt Black stripe

A level 2 health and safety qualifications

Up to date DBS

In date safeguarding qualification

An in date first aid qualification

GSDO carry out regular audits on their instructors and any instructor that does not maintain the minimum standards will lead to immediate suspension from teaching until they are resolved.

### **Social media**

Social media is a valued tool for GSDO and members that abuse social media policies will be removed from the GSDO network immediately.

Instructors, club staff and volunteers are strictly prohibited from friending or associating through any social media sites with students.

Instructors, club staff, volunteers, students and members will be encouraged to join the GSDO closed groups which they can receive up to date club news, offers and share GSDO experiences. These sites are monitored regularly and any inappropriate or post that affects the social or emotional well-being of members will be removed and will result in further actions.

### **How to teach Senshi No Ken Budo**

#### **Overview**

This manual will give you ideas and session plans to run a successful program to give your students the best learning experience.

This manual will ensure you have the necessary sessions and drills to ensure you can make sure your students become effective at the techniques needed to meet the grading Criteria.

We have already covered in the Instructor resource pack how to be an effective coach the program will give you guidance and a syllabus to ensure you can give deliver a full program.

### **How to deliver a engaging session**

You must ensure that your students enjoy the session and are engaged so they learn the techniques you teach.

We recommend you follow the guidance in the instructor resource pack and follow the plans we have put together. The session plans give you the required topics required to make sure your students make the minimum standards to defend themselves. You can however add anything that will add value to your program. However if you add extra techniques you must ensure you plan this into your session. At the end of each session take time to evaluate your session and measure how effective your teaching has been by assessing the acquired skills through questioning and observation.( follow the guidance given in the Instructor Resource pack)

When teaching ensure you have the correct competence to ensure your students are taught in the correct way.

#### **Planning.**

Follow the guidance we have supplied to ensure your session runs to achieve its aims.

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### **Health and safety**

The safety of your students is paramount and should be at the fore front of everything you do. Ensure you have completed the necessary Risk assessments and ensure you review them. If you feel that they are potential health and safety risks then do not continue. In this Instructor guidance we have included Risk assessment templates and information about what is expected from you in managing health and safety.

### **Delivering a session**

We have supplied you with a scheme of work to ensure you can deliver the required learning outcomes.

### **Where to start**

We recommend you follow the **IDEA** method when teaching

Introduction

Demonstration

Explain nation

Acquire

### **Introduction**

Start by introducing the topic you will be covering and what the students will achieve at the end of the session

### **BTEOTSYWBAT**

" Be The End Of The Session You Will Be Able To" example Strike and Block Explain to the students why and when you would use this technique so they understanding the point of the session.

### **Demonstration**

The instructor to demonstrate the techniques 3 times and in silence, If it is a technique involving an attacker and defender ensure, then get a volunteer from the students to assist you.

When demonstrating ensure your students are placed to see the demonstration, if needed change your position to ensure all the students can view the techniques.

### **Explanation**

In this part it is essential to ensure you students learn the new skill. You must break down the technique into small steps. By breaking down the technique into small steps it will give you the chance to ensure you students can carry out the technique i.e

#### **Snap kick with dominant leg**

- ensure you take up a good fighting stance
- Adjust the distance to ensure you can connect with the kick

- Bend the knees slight so they will act as springs and store energy for the kick
- Choose the target area you are going to contact
- Keeping your leading foot grounded to keep balance snap your rear leg forward and straighten your leg making contact to the target area with the heel of foot.
- Quickly return your kicking leg back to its starting position and get into a good defensive stance.

By breaking the technique into stages this allows you the students to follow a process.

Add in a drill such as calling out the numbers in order and gets the learner to carry out the technique correctly.

Start slowly and build up speed.

Get them to practice the technique.

#### **Acquiring the new skills.**

Use drills, pad work and sparring to ensure the students build up confidence

#### **The ideal program**

First you must warm up your students to minimise the risk of injury. We recommend the following format for the delivery of the Program.

Pick the grading you are working on or your topic for delivery example;

**Week 1** Run an Introduction sessions from the Provided i.e grabs

**Week 2** Run an acquisition session using the new skills use footwork or drills ensuring you use the new skills acquired.

**Week 3** Run a pads and sparring session using the new skills acquired

**Week 4** Run an observation sessions to check the new skills are acquired and have become learnt skills.

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## **Instructor Resource Pack**

### **Introduction**

The major goal of any sports coach or instructor is to maximize the potential of the individuals or performers, enabling athletes to achieve levels of performance to a degree that may not have been possible if left to their own endeavours.

The role of the coach can be complex and involved, yet exciting and rewarding. At any one time coaches fulfill the role of instructor, assessor, friend, mentor, facilitator, demonstrator, advisor, supporter, fact finder, motivator, counsellor, organizer, planner and the 'font of all knowledge'.

There has never been a more exciting time for sport and coaching in the UK. The government led UK Action Plan for Coaching is focused on recruitment and support of current and subsequent coaches. This system can provide high-quality sport opportunities for children, players and athletes at all stages of their development. They can be supported by qualified coaches working within a supportive structure at club, school, regional and national level.

There can be a pathway for every child in sport that provides them with the opportunities to pursue their dreams, guided by their choices and capabilities. Coaching will play a key role in the period ahead, providing exciting and rewarding pathways for many young people and adults in sport, as well as the extra edge that will help our athletes get to be the best in the world.

By the end of this unit you will understand the role, responsibilities and skills associated with being a successful coach. You will also be able to plan and lead (under supervision) coaching sessions and will have the knowledge and skills to review your planning and leadership and identify ways to improve your performance.

## **Section One - The Roles, Responsibilities and Skills of martial arts Coaches**

### **Part 1.1: Roles and responsibilities**

Coaching means different things to different people. For some, it is about providing enjoyable experiences through sport; for others it is about developing sport specific skills, for you it might be about competing and winning. Perhaps coaching is a way to help people achieve success and so develop important life skills such as self-confidence and control, mental toughness and commitment. It may be a combination of these things and indeed much more. People generally agree that coaches set exercises, practices and tasks to help learning and make improvements in performance. More experienced coaches realize they also have a responsibility towards the social, emotional, physical and moral development of their participants. They coach people through sport



rather than coaching the sport to people. Therefore, it is generally agreed, however, that coaching should be focused on developing people, on using the achievement of sports skills and the testing of them in competitive situations as a means of developing participants physically (to get fitter and stronger), socially (to work within a team, communication), emotionally (control anger and frustrations) and even morally (no swearing and no cheating). To achieve this, coaches need knowledge, to learn from a wide range of experiences, develop appropriate skills and apply all these in a way that is compatible with their values and beliefs. Coaches need: Knowledge, for example about techniques, strategies and rules of the game; training principles and how to develop fitness; how people learn and retain skills; how to plan programmes and sessions for maximum enjoyment and improvement; how to build mental resilience and knowledge of people – particularly the participants they are coaching

Skills for knowledge on its own is of no value to the practical art of coaching – for example, coaches need interpersonal, planning and problem-solving skills

- To reflect on and learn from a range of experiences to help them apply the essential knowledge and develop the all important skills
- A well thought out through coaching philosophy to govern the way they coach. This is based on their beliefs and attitudes about fair play and winning, their role, the importance of balance in people's lives, the extent to which they encourage players to take personal responsibility and much more

Performing many roles and developing many skills is not easy. This is part of the challenge of coaching. Learning to play different roles and demonstrating various skills effectively will ensure that you have a positive influence on your participants.

### **The coach as a role model**

Coaches are usually held in high esteem by their participants and often become important role models, particularly with children and young people. With such status comes a great deal of responsibility.

To be a good role model, you should always set an example to your participants in terms of dress, behaviour and attitude. Your professional relationship and attitude towards officials, spectators and others coaches must be of the highest standard. Think about the influence your behaviour will have on your participants, parents and other coaches. Try to be consistent and fair in what you say, what you do and what you ask of others.

One of the main responsibilities of a coach is that of health and safety. This is covered in more detail later in the pack. However as a coach it will be your responsibility to ensure that all health and safety measures are in place. The following safety precautions will prevent accidents from happening:

- Be prepared – plan your session and gain as much information as possible beforehand
- Carry the correct first aid kit

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## Part 1.2: Skills

### What skills do coaches need?

You can become a good coach (or you possess or can develop), the following essential qualities:

- An ability to bring out the best in people
- Enthusiasm and knowledge about one or more sports
- A desire to help participants achieve their potential by improving knowledge and expertise
- An open minded and fair attitude

Coaching knowledge on its own is of little value unless you can apply it to your coaching practice and use it to help your participants improve. In addition, good coaches need the personal skills of self-analysis and reflection to ensure they continue to develop their coaching effectiveness.

Coaches can develop these skills through varied experiences but only if they use these opportunities to reflect on what they are doing, why and how effectively they are doing them. This is where the process of critical analysis and reflection is important to every coach's continued personal and professional development.

Good coaches must be able to communicate effectively with participants, parents, officials and others involved in sport. Good coaches are always excellent communicators – they may not know everything but can organize and convey their thoughts well. Verbal and non-verbal communication is essential for success with the participants. Communication is covered in more detail later on in the pack. However, coaches also need to be well organized personally; able to organize and direct other people effectively; able to organize equipment and facilities safely; and able to demonstrate good leadership skills. A coach's role involves a large amount of decision making, particularly when choosing the right squads within a team/squad. Another example is choosing an appropriate captain and communicating effectively with that person. Although the coach is responsible for the final decision made, an effective coach will aim to get the group participating in as many decisions as possible without compromising the safety of the group, as discussions and feedback from participants can often aid the coach in making appropriate decisions. This is particularly useful when coaching more experienced groups. Improvisation means the ability to change plans on the spot, come up with new ideas and be flexible and adapting during activities. A good coach will be able to think quickly and come up with suitable alternatives should circumstances change, such as poor weather. You may already be thinking of other roles that you are called upon to play and the various skills you will need to fulfill them. You may need to be friend, a counsellor, publicity agent or a negotiator. Whatever role you play, recognize the importance and responsibilities it carries. If you need assistance in fulfilling a role or developing new skills, seek it. Be curious and search for solutions. Other skills a coach must demonstrate are: To ensure safety of area and equipment To plan a session that will involve everyone To see that all the athletes' needs are met

## The skills of a good coach

	Observer		Praise	
Enthusiasm		Perseverance		Observation
	Honesty		Fairness	
Approachable		Knowledgeable		Planner
	Communicator		Confidence	
Organization		Adaptability		Initiative
	Humour		Caring	
Patience		Decision Making		Listener

**TO FAIL TO PLAN IS TO PLAN TO FAIL**

## Section Two - Techniques Used by Coaches to Improve the Performance of Athletes

### Part 2.1: Goal setting

Goal setting can hinder progress if it is not thought out carefully (e.g. if you tell players they must win a game as their next goals, they may well react negatively towards the pressure of this target). This is an example of an outcome goal because it is concerned solely with results. Coaches should aim to avoid these types of goals and concentrate on those which focus on how the team performs (performance goals) and how the players perform certain tasks within a particular game (process goals). In the long term, it is more important for players to concentrate on the quality of their performance and process goals rather than to win matches using bad habits. Relying on outcome goals in sport can be self defeating and misleading. For instance, athletes may think they are successful if they win matches but their victories may be because of their opponents' poor play and not because of their own good play.

In team sports, players will be concerned with setting team goals as well as goals to improve individual skills. Listed below are some useful hints (using the cue SMARTER) for setting effective goals for your sessions, teams and individual. Goals should be:

- **S**pecific (e.g. we need to make more successful centre passes)

- **M** easurable (e.g. we need to increase the number of successful passes from 50-75%)
- **A** greed (e.g. do we all agree that we need to work towards this goal?)
- **R** ealistic (e.g. an increase from 50-75% might be realistic in training or over a few weeks but might be too great for the next match)
- **T** ime Phased (e.g. we need to achieve this goal by the next game in two weeks)
- **E** xciting (e.g. the goal is sufficiently challenging to be motivating and should result in more goal-scoring opportunities and perhaps even more success)
- **R** ecorded (e.g. the goal should be written down or displayed and progress monitored on the club board, and progress towards it should also be displayed)

## Part 2.2: Feedback

All participants like to know how they are doing. They need to feel progress for themselves but coaches can help them do this. Feedback is a technique which helps the learning process. It helps to reinforce good practice (which should consequently enhance confidence) and highlights how to improve further. Feedback should be given in a positive form. Too often coaches are inclined to focus on what the participants are doing wrong, which is very demoralizing.

Here are some tips for giving participants positive feedback:

- Give advice on how participants can improve between comments of praise and encouragement

- Build on what is good and show how they can improve further
- Make sure feedback is accurate and frequent. This helps the learning process and reduces the likelihood of reinforcing bad practice
- Make sure the level and amount of feedback you give is appropriate. Too much or too little may hinder their learning
- Give feedback when it is needed and when it seems appropriate within the session (e.g. it is possible to overkill feedback which can cause participants to lack confidence)

### **Provide feedback**

- First observe and analyse carefully
- Ask questions to encourage the participants' use of intrinsic feedback
- Provide information that can be used to improve performance (coaching points)
- Limit the amount of information given to 2-3 key points
- Keep it clear and concise

### **Part 2.3: Sports science techniques**

To support the coach there is a wealth of scientific information based on research conducted with participants.

Information is available to support the coach and participants in all areas of training and development including nutrition, biomechanics, psychology, physiology and medicine. There are a number of scientific methods and techniques to measure and analyse the participant's performance, for example, fitness testing.

Coaching comes when the coach has to analyse the scientific data and convert it into coaching and training programmes to help develop the participant. This process relies heavily on the coach's experience and knowledge of the event/sport and the participant concerned. By understanding this, a well designed training programme can be developed that will help a participant reach their full potential.

### **Fitness testing**

For the coach within a sport, factors such as strength and speed can be measured and ultimately improved upon. Fitness testing attempts to measure individual components of performance, with the ultimate aim of

maximizing the participant's ability in each component - resulting in improved performance. Of the many benefits of fitness testing, the major use for the coach is to establish the strengths and weaknesses of the participant. This is done by comparing test results to other participants in the same team or the same sport. By comparing results to other participants in your team, or on other teams, you can see the areas which need improvement, and the training programme can be modified accordingly. This way valuable training time can be used more efficiently. The initial testing session can give the participant an idea of where their fitness levels are at the start of a programme, so that future testing can be compared to this and any changes can be noted. A baseline is especially important if you are about to embark on a new training phase, or starting out on a new training year. Subsequent tests should be planned for the end and start of each new phase.

## **Sports psychology**

The increased stress of competitions/games can cause participants to react both physically and mentally in a manner which can negatively affect their performance. They may become tense, their heart rates race, they break into a cold sweat and they worry about the outcome of the competition/game. This has led coaches to take an increasing interest in the field of sport psychology and in particular in the area of competitive anxiety. That interest has focused on techniques which athletes can use in the competitive situation to maintain control and optimize their performance.

Once learned, these techniques allow the athlete to relax and to focus his/her attention in a positive manner on the task of preparing for and participating in competition.

Therefore as a coach, using the sport science disciplines as techniques to help aid performance are a must to ensure continuous improvement. Other techniques with sport psychology that coaches can use can be self-talk, imagery and motivation amongst others.

### **Part 2.4: Video analysis**

Video analysis of performance is a valuable tool used by coaches to improve performance. It is often difficult for a performer to recall all the details of their performance and for the large majority of sporting movement; it is hard to see ourselves performing an action. Video taping a performance provides a visual record that can be referred back to repeatedly. In training, it can provide an almost immediate source of objective feedback that can be watched repeatedly as well as slowed down for more detailed analysis. This method can highlight and reinforce key aspects of performance. The coach is able to direct the performer's attention to areas in need of improvement or those elements where strengths lay. Furthermore it can provide an important means of monitoring performance as it acts as a record of information. Videoing matches provides a highly valuable permanent record that can be viewed by participants and coaches.



### **Part 2.5: Notational analysis**

Notational analysis although representing a written form of observation and analysis can be carried out in a variety of ways. Depending upon the sport and the specific aspect of performance being observed the type of notational analysis used may vary. In netball and basketball a common form of notational analysis is to record the number of strikes taken and strikes converted. Extensions of this include style of strike and location on the mats/target area. In tournaments a point to point analysis may be recorded to identify winning and losing rallies/serves as well as the variation of shots performed.

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## Section Three – Planning a Martial arts Coaching Session

### Part 3.1: Health and safety

#### Why is safety important?

Some sports by their nature are more dangerous than others (e.g. contact sports such as rugby). In other sports you will probably have witnessed accidents such as participants colliding or falling over. Coaches should be responsible for taking every possible precaution to avoid accidents and injuries. However, sometimes accidents are unavoidable and coaches must therefore know what to do if they occur.

#### How to plan and manage safe sessions

In sport you can help create a safe setting by following some general guidelines on planning, facilities, surfaces and equipment, on what athletes should wear; good organization and communication:

#### Planning

- 1) Think ahead so your session plans can be safe as well as productive and fun (e.g. try not to have too many participants in a small space at one time. If large numbers are unavoidable, try to think of some suitable games or practices where participants will not be crowding one another)
- 2) Plan for time prior to the start of your session to check the court area (e.g. there are no obstacles on which participants may trip or slippery patches)

#### Facilities

- Barrier off dangerous areas. If these are hazards, make sure they are out of bounds
- If you are coaching in unfamiliar facilities, check for any unusual objects or potential hazards (e.g. uneven surfaces/pot-holes)
- Find out the health and safety requirements of your coaching venue. For indoor play, these will include emergency evaluation procedures and assembly areas



## Surfaces

- Be aware of dangerous surfaces and try to choose appropriate activities (e.g. if rain makes the surface slippery, avoid drills using speed and changes of direction; choose more static exercises such as shooting, or throwing and catching)
- Be aware that some surfaces are better quality than others (e.g. some old surfaces have loose gravel) and you may need to caution participants accordingly

## Equipment

- In contact sports , people often leave their belongings at the side of the playing area. Make sure these and any spare equipment (e.g. balls) are as far out of the way as possible at all times



## Students

- Encourage participants to wear appropriate clothing and footwear (e.g. some trainers do not have the right support for sideways movements and participants may be vulnerable to ankle injuries)
- Ensure participants take off any jewellery and watches. It is easy for these to get caught by others accidentally when involved in competitive sport
- Ensure that in some sports, nails are kept short and hair is tied back

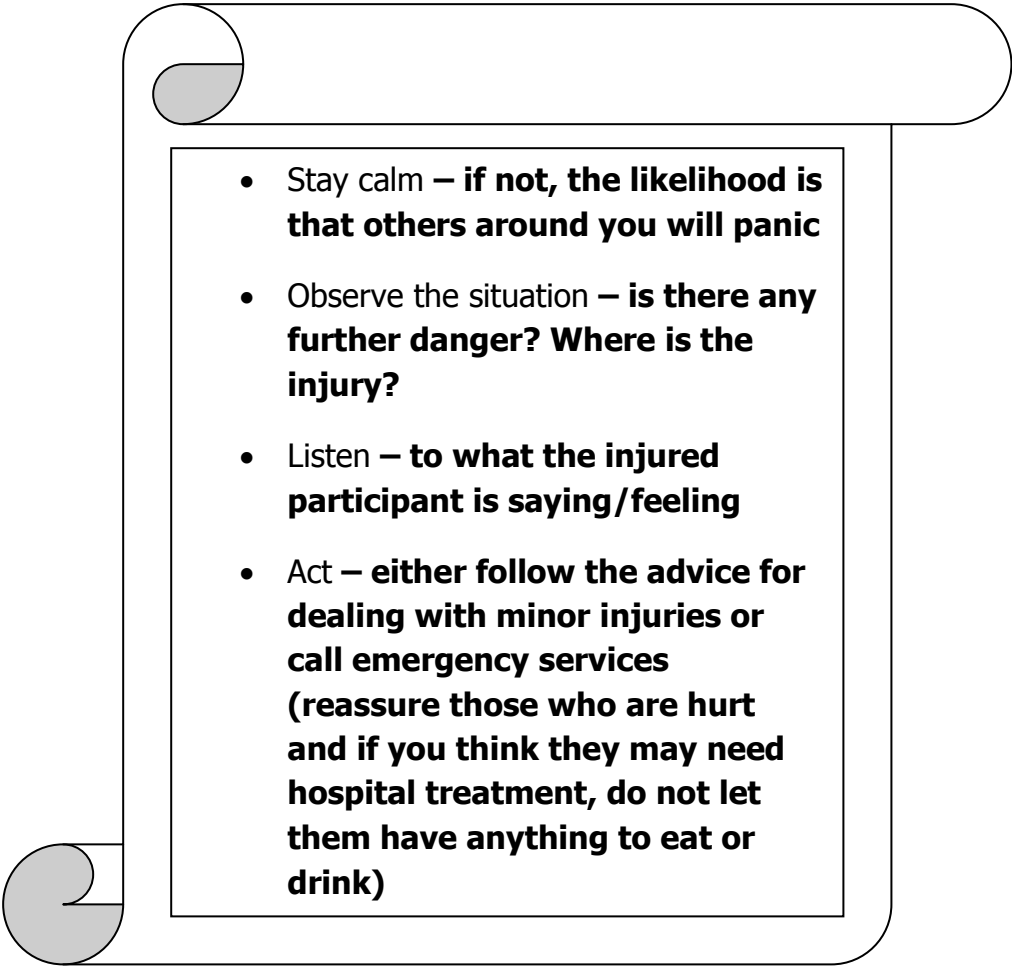
## Dealing with injury

Coaches are responsible for dealing with any injuries or illnesses that occur during their sessions – participants will seek their advice. It is important you know how best to help your participants in terms of injuries and illnesses should the need arise.

## First aid provision

When you are coaching, you should always have access to a first aid kit, preferably your own. In addition to standard contents, you are recommended to carry with you other items which may come in handy for participants within your sport, for example, plasters, blister kits, ice packs, tape.

Listed below are some general guidelines for what to do in an injury situation:

- 
- Stay calm – **if not, the likelihood is that others around you will panic**
  - Observe the situation – **is there any further danger? Where is the injury?**
  - Listen – **to what the injured participant is saying/feeling**
  - Act – **either follow the advice for dealing with minor injuries or call emergency services (reassure those who are hurt and if you think they may need hospital treatment, do not let them have anything to eat or drink)**

## Insurance

It is essential that all sports coaches and martial arts Instructors should be properly covered by insurance for any activity they lead. Generally, only those coaches qualified at Black belt or above will be able to become insured. If you are unqualified, you are advised to work with a qualified, insured coach, or ensure that the club, local authority or leisure centre employing you has adequate insurance cover that protects both you and

your participants. Many National Governing Bodies (NGB's) offer insurance to coaches either as part of their membership fee or within the price of the coaching qualifications. Sports Coach UK (scUK) also offers insurance which will cover you for any sports you are qualified in, and so may work out cheaper. All our Instructors must be registered with British Martial arts and Boxing association

### **Part 3.2: Planning a coaching session**

The key to successful planning is not just about coach-team interaction on court/pitch, it requires good planning and organization. There are many demands on a coach's time but time invested in planning a session, or course of sessions, is time well spent and will actually prevent time being wasted.

Most participants are quick to notice poorly planned sessions and will soon become bored and restless. Without a plan, it is difficult to identify the starting and finishing points or the best route between the two. There is no real focus in the coaching sessions and little to help sustain the participant's motivation or ensure a sense of achievement. In summary, effective planning means that sessions can:

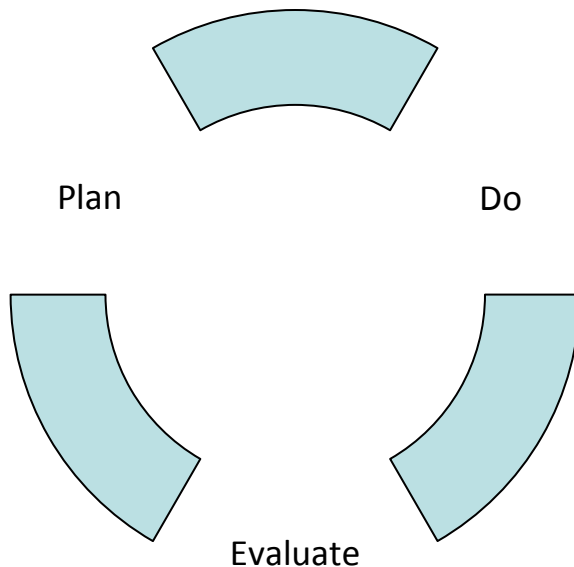
- Be safe and free from dangers
- Be tailored to suit the needs of individuals and the team
- Contain focused goals which help to motivate participants
- Ensure there is a greater probability of participants achieving their goals
- Be adapted to help participants learn and improve
- Run smoothly and keep to time
- Be enjoyable for you and your participants

There is much more to coaching than meets the eye. It is not just about turning up to supervise a session and shout instructions. To help your participants achieve their goals, you need to direct and guide their efforts, and challenge their ability. You should constantly evaluate their progress and contribution. This will help you and your participants to gain maximum satisfaction, fulfilment and enjoyment from the sessions.

Effective sports' coaching involves much more than simply knowing the technical and tactical skill of the game. This is the important 'what' of coaching but the 'how' of coaching is no less important. The how of

coaching involves the coaching skills such as how to plan a programme or session, how to demonstrate, and give instructions, analyse the game or specific techniques and provide feedback. These coaching skills are an extension of any simple strategic model: plan, do/deliver and evaluate.

### The planning process



### Guidelines for planning an individual session

When planning an individual session you should take into consideration how this fits into the bigger picture of the programme (this is the when?). Is the team/individual working towards an end goal (for example, a tournament – end of season)? Therefore how does the session relate to the last one or next one? You must also consider how many participants there will be, what facilities/equipment are available to you, the safety implications and how long the session is due to run for. A coach also needs to bear in mind the overall aim of the session, the age of the participants and how many there are, the mixed ability levels and their past experiences.

The next stage within the planning of a session is to consider the session itself. Therefore:

- Always start with a fun activity and always start on time
- Be prepared for uneven or a lack of numbers (be adaptable)
- Ensure there is fair activity time
- Finish on time and leave the space tidy. Allow time and organization for 'putting away'

- Remember it is the participants who count not the session plan. Be prepared to change it if it is not working! (Again be adaptable)!!!

### Part 3.3: Progression

The next stage in producing an individual session is to show progression. If the aim of the session is to score headers from a corner cross (within football) then you will want to practise not only heading skills but crossing kicks as well. Thus within a session plan the coach would need to consider progressing from a simple skill like;

- Practise a movement skill (e.g. Moving whilst keeping distance)
- Add a verbal command (e.g. Stop get away)
- Put in a small group practice (fighting pairs) emphasizing the same skills (e.g. have someone being the aggressor and some the defender )
- Add situation (e.g. have someone stand in front of the defender and set the scene they are in a corridor, and they have to get past the attacker using the skills taught)
- Move to a real life situation (e.g. have attackers becoming more aggressive and speed in the attacks)
- Practise within a conditioned drill action and response
- Use sparring

Progression ensures that there is continuity within your session plans and that the participants will be able to walk away having learnt not only the final aims of the sessions but all the skills and movements needed to execute them successfully.

<b>THE COACH WHO FAILS TO PLAN, PREPARES TO FAIL</b>
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### Part 3.4: Coaching points and personal goals

#### Coaching points

When planning a session it is important for the coach to identify what movements are needed to ensure that the drill is achieved successfully. Within the session plan, you do not need to write a lot of information. Write in bullet format and try not to write more than 3 points for each skill. By writing coaching points it will aid the coach/participants in numerous ways:

- It will aid the coach in his communication with the participants when instructing them on how to successfully complete the skill
- It will give the participants goals relating to achieving the skill
- It will help with the coach's observations skills and therefore corrections can be made to improve performance

Here are some examples:

Kicking a pad	<ul style="list-style-type: none"><li>• Back straight</li><li>• Kick with the heel of the foot</li><li>• Follow through with foot/leg</li></ul>
Throwing a strike	<ul style="list-style-type: none"><li>• Step into the throw</li><li>• Bring arm back to gain power</li><li>• Extend arm and fingers</li></ul>
Blocking a strike	<ul style="list-style-type: none"><li>— Arms in defensive position</li><li>— Get fore arms up to block</li><li>— Bring into body for protection</li></ul>

### Personal goal

In addition to setting session goals, you should also start to set yourself goals about the way you coach. These personal performance goals will help you work on the aspects of your coaching you want to improve. For example, you might set goals about the way you communicate with athletes (e.g. goal to give every athlete at least one piece of positive feedback during the session), how you organise the group (e.g. goal to give the instruction only once) or how you analyse movement and give feedback (e.g. goal to watch movement three times before offering feedback). Other examples of personal goals might include:

- Demonstrate more clearly
- Use of questions for understanding
- Develop drills (progression)
- Listen – allow time for a reply

- Use voice to motivate
- Use body language to motivate
- Observe individual needs
- Offer appropriate feedback to make a difference – improve technique
- Communicate clearly (could use a whistle)
- Position yourself better so everyone can hear and see you
- Praise more often
- Make sure everyone is involved

### **Part 3.5: Warming up and cooling down**

#### Warm up

**The warm up should be designed to prepare the body specifically for the requirements of the training session or game, by gradually and dynamically increasing the level of activity. The warm up also involves activities that prepare the body both physically and mentally for the session ahead.**

Raise body temperature/increased heart rate

**Activity increases blood flow to the muscles a participant will be using and gets them ready to work.**

**During your warm up ensure that you gradually increase the body's muscle temperature by performing some simple exercises such as jogging, skipping, sideways jogging and backwards running etc.**

#### Static stretching

**During the stretching phase, sports demand certain stretches for various parts of the body. Therefore ensure that participants fully stretch the muscles relevant to that sport. Hold each stretch for 8-10 seconds and do not bounce, but allow each muscle to relax within the stretch.**

#### Specific system movements

**Sprinting, jumping, throwing, landing and turning are all explosive movements commonly found in team sports. Therefore, effective preparation must involve a 'dynamic flexibility' warm-up, including a series of progressive movements related more specifically to the game itself. Once this stage is complete, participants should not only be physically ready to play but also mentally prepared.**



**Remember, while the warm up is important it should not last more than approximately ten minutes of a session**

### **Specific techniques**

Finally, when the participants are warmed, have a full range of movement and are dynamically flexible, then ball work and team drills (dependent

upon technique) are added to the previous movement skills and performed at the same intensity as the training session or competition to follow.

### **Cool down**

This is time given to a set of exercises that participants do after training or competition to help the body return to its normal resting level. At the same time, because the body is still raised and your muscles warm, it is an excellent reason to work on improving flexibility.

Cooling down is also important for eliminating waste products that have built up during activity, mainly in the legs. If the body, especially the legs, stops moving completely (i.e. the player sits down) then the collection of waste products collect in the lower legs. This gives rise to cramp, muscle soreness and a feeling of heaviness of the legs and slows down recovery. It is suggested that the participants reverse the procedure provided within the warm up and gradually decrease the intensity of the exercise that they perform, but hold the stretches for at least 20-30 seconds.

As the name implies, cool-down brings about a lowering of temperature, so it is important that participants put on some warm and dry clothing (tracksuits) to prevent cooling down too quickly and feeling chilled. Refuelling and re-hydrating should ideally take place throughout the cool down.

### **Part 3.6: Adapting coaching for children**

When coaching young children you need to pay particular attention to keeping information short and simple. Overloading on instructions will confuse them and they will be unsure as to the task. Remember to keep groups small and match their ability levels. A child born in September might be a lot taller, stronger and more

physically capable than a child born in June. It is important to reward effort and ability equally to ensure that each child feels success. Everyone enjoys being told they are good at something and praise within a sporting context is no different. However remember to praise rather than criticize. Always look for the good in an activity so the child will want to come back for the next session having enjoyed the first. Lastly, structuring the practice so every child has a good chance of feeling success is a responsibility for the coach within the planning of the session. When planning sessions for children you should: make sure your activities are suitable for their age, physical development and their ability Change the form of the drill to fit the children (e.g. modify the rules, court size, so they can cope with the task)

- 1) Make sure there are frequent breaks so they can have a rest and drink
- 2) Make sure you vary the exercises and keep each one short – children get bored very easily and do not concentrate for long on one activity
- 3) Teach them what they need and enjoy, as opposed to what you want them to learn

When coaching young children:

- Kneel down to their level when you are talking to them one to one – this will put them at ease
- Ask them to sit down (if you need their attention for a while) – they will not be so easily distracted and also gives them a rest

### **Part 3.7: Examples of modified games**

Modified games were established through NGB's. They provide the best foundation for young people to develop the physical, social and tactical skills required, in addition to developing knowledge and understanding of that game.

Examples of small sided and modified games from National Governing Bodies include:

- Mini basketball
- Short badminton
- TAG rugby
- High 5 netball
- Kwik cricket
- Mini soccer

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- Short tennis

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## **Section Four – Delivering a Martial arts Session**

### **Part 4.1: Effective coaching skills**

#### **How should the session begin?**

Having set goals for the session, it is important to discuss these with your participants at the start of the session so they know what they are trying to achieve. Sessions should always begin in a friendly manner and it is a useful time to recap on previous work. You can test the knowledge of your participants by asking them to tell you what they remember. Some of them may have been practising what they learned and you should acknowledge their efforts. Your participants should always start the session with a warm up.

#### **What should the session include?**

Planning the content of a session should be straightforward once the goals are established. The drills and exercises you use should help participants achieve targets. As you become more experienced, you will find planning becomes easier. Try experimenting with new ideas so you can add to your repertoire of skills and drills. This will provide variety for your participants. As a general rule, sessions should include a combination of reinforcing what participants already know/can do, new challenges and competitive exercises.

#### **How should the session end?**

At the end of the session, it is a good idea to recap on what participants have learned or achieved. Always finish on a positive note – this will encourage them to practise what they have learned and look forward to the next session. Coaches should encourage players to cool down at the end of the session.

#### **Provide instruction and explanation**

Most coaches are good at giving instructions and explanations but need to consider what is being said (the content – there is a tendency to want to give too much information) and how it is said (the way the information is conveyed – speed, volume, tone, body language, has much more impact than the words used).

**Mehrabian (1968) examined the relative impact of different components of the message and found that: Words contributed just 7%; Paralanguage (the way it is spoken) 38%; Non-verbal communication (gestures, expressions) 53%**

Coaches need to:

- Plan in advance what to say
- Gain the players' attention
- Gain and maintain eye contact
- Keep words simple
- Check your non verbal messages
- Check for understanding

Ways of giving information	Ways of receiving information
<b>Telling:</b> to explain, instruct, organize, give feedback  <b>Showing:</b> to demonstrate, role model	<b>Asking:</b> to check for understanding, focus attention, accelerate learning through active involvement  <b>Listening:</b> to check your understanding, encourage participants' self-analysis and use of intrinsic feedback  <b>Observing:</b> to analyse techniques and skills, check for understanding

### Observing and listening

A good slogan for you as a coach would be to watch and listen more than you speak for good observation and listening skills are essential to the effective coach. If 90% of information conveyed is non-verbally, think how much you can learn about your participants, their motivation and understanding, just by watching their expressions, gestures and body language? Asking questions and really listening to the response is also key. However listening is a skill in itself and most people (especially coaches) are relatively poor listeners. They tend to half listen, assume they know what is being said and interrupt or finish the speaker's sentence. They are often busy formulating what they are going to say next rather than truly listening.

## **Providing demonstrations**

People notice non-verbal information (e.g. body language, facial expressions and gestures) more readily than verbal information – the actual words spoken. This means that in coaching, body language is very important (e.g. your calm and positive reaction towards mistakes should encourage the athletes to do the same). It also means that demonstration is an extremely powerful coaching tool although it must be used appropriately.

Demonstration plays an important part in the learning process but to be effective, should be used at the right time and set up in the right way. Demonstrations should be used when there is a need for a visual picture of what is required – a technique, a tactic, a practice, a movement. This visual picture is often more effective than a lot of verbal explanation.

Demonstration is particularly important in the early stages of learning a new technique or practice when participants need to understand what is required and what it should look like. It is also a very powerful tool with younger participants who are particularly good at mimicking. Ensure that the demonstration is at an appropriate level for the ability of the participants. There is no point demonstrating the shooting action with a full sized football into a full size goal when you are working with young children.

The demonstration needs to be an accurate replication but does not necessarily need to be performed by the coach. It is often better to use a competent participant from the group. To be effective, demonstrations need to be well planned in advance to ensure you have identified the key features to be highlighted and determined exactly what will be used to complement the visual picture. Good demonstrations don't just happen.

Here are some guidelines for giving demonstrations:

- 1) Position the group so all can see the demonstration clearly and hear what you have to say (e.g. make sure no-one is behind you or looking into the sun)
- 2) Gain the participants' attention before starting and focus their attention on specific coaching points
- 3) Make sure the demonstration is simple enough for the group to copy
- 4) Do not demonstrate too many things at once – pick out one or two coaching points
- 5) Repeat the demonstration at least twice
- 6) Check for understanding and the key points
- 7) Let the participants have a go and give them sufficient time to practise
- 8) Use participants to demonstrate whenever possible

It is also worth remembering that unplanned demonstrations can also occur. Less experienced participants can learn a great deal from observing, copying and practising with more experienced and skilful participants. There is some value therefore in encouraging younger or less experienced participants to watch or join in with their more talented peers. However they can also pick up bad habits so make sure they model the best possible practice.

## **Part 4.2: Reinforcement**

### **Controlling and organizing a group**

There are five skills which you need to master:

- Stopping the group
- Bringing the group around
- Giving explanations
- Observation and ongoing help
- Discipline

- **Stopping the group**

At any time during a session it is important to be able to gain the attention of the group quickly and decisively but not harshly. Use one clear word "STOP" or a whistle. There are good reasons why everyone should stop dead at the "STOP". The main reasons are for safety and saving time.

- Think twice before stopping an enjoyable, purposeful activity. You should have something valuable to say or set up
- Practise the skills of voice projection, work on tone as well as volume
- Direct your voice to the furthest person but be aware of people to the side of you who may be out of earshot
- Only stop the group when you are in a position to coach
- Normally you should be in a position where you can direct your voice to everyone and can see everyone
- The method of stopping a group depends on the nature of the group. You would not use the same method to stop a group of young children as you would to stop a group of adults

- **Bringing the group around**

Experienced coaches avoid bringing the group around if their instructions are very brief, but if instructions are going to be longer than two sentences, or if the area is bad acoustically (echoing), it is wise to bring the group together.

- Stop the group first and then wait until you are sure that everyone is listening. Ask the group to gather round
- By moving to a position and taking up a certain stance it is often obvious where the group is to move to
- When everyone is round make sure you can see everyone. Adjust your position or ask one or two of the groups to move
- Think of the equipment they are using and instruct accordingly
- It may be wise to sit a large group of active youngsters down to ensure they are attentive. Make your actions appropriate to the group

### **Giving explanations**

People can only concentrate on a few things at any one time and in sport will often understand far more from a demonstration.

Remember: - A demonstration is worth a thousand words!

- Think ahead and identify the key points to be made, for example, three important rules to the activity or three coaching points for a particular execution of movement
- Demonstrate: you do not have to demonstrate a skill, use someone in the group who can give a good demonstration. It is much easier to explain an activity while it is ongoing

By setting up an activity with a few while the others are working, the coach avoids trying to get an activity going under the stress of many watching. When the activity is going well the rest of the group can be stopped and shown the procedure.

1) The best positions from which to see a demonstration differ according to what is to be seen

- **Observing and ongoing help**



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The most important skill to learn is that of deciding what a group needs.

- Having set a group to work the coach should stand back and watch
- Always check everyone in the group has understood and is active before joining in or moving to help an individual or small group
- The coach should keep directing praise, advice or discipline around the whole group while working with an individual or small group
- The coach with a good knowledge of an activity may wish to give tips to individuals or small groups while the whole group continues play

- **Discipline**

If sessions are interesting and active there will be little chance of misbehaviour. Each situation is different and the response of the coach will depend very much on the relationship with the group.

- Try to remain calm under all forms of stress
- Be consistent and fair
- Set your standards and stick to them
- Try to spot potential trouble and step in
- At times of high tension, try to diffuse any possible conflict by removing the person from the situation and talk calmly to him or her (a child feels as though they are missing out on the fun if forced to sit out for bad behaviour)
- Don't let her/him lose face in front of friends
- Avoid confrontation at all costs

#### **Part 4.3: Communication**

Effective communication is vital in coaching – it involves giving and receiving information; talking and listening. You need to send the correct messages to your participants and also encourage them to let you know how they are doing. Here are some guidelines for good communication with your athletes:

- It is important to ask questions and to listen carefully to answers
- Make sure you have their attention before you start to speak

- Try to gain and maintain eye contact with them
- Make sure the pitch, level and tone of your voice is comfortable and interesting
- Make sure your body language complements your comments
- Use simple words and try not to give too much information at a time
- Consider the age, experience and talent of your participants and adapt your words and manner accordingly
- Encourage your participants to ask if they do not understand
- When you gather the group together for a discussion, make sure everyone can see and hear you

### Recap

Your ability to communicate effectively and share information is a vital ingredient of effective coaching. Remember:

- Listening, is as, if not more, important than telling
- The impact of your non verbal behaviour on what you say
- Well structured questions can facilitate learning
- Demonstrations should be set up carefully, focus on two or three key points and be repeated
- Feedback is most effective when it is clear, concise and positive, contains helpful information and reinforces intrinsic feedback

### Part 4.4: Coaching styles

People coach in different ways. This tends to vary from a very hands on approach (i.e. do this, do that) to a more hands off approach (i.e. helping players to learn for themselves). No one style is right or wrong. Effective coaches use different styles to suit the needs of their participants and the situation (e.g. if children are in danger, you will not ask them if they think they should move out of the way and why – you will tell them to move).

Autocratic or bossy coaches are those who make all the decisions and will:

3. Tell participants what to do

4. Demand obedience
5. Frequently use the phrase 'I want...'

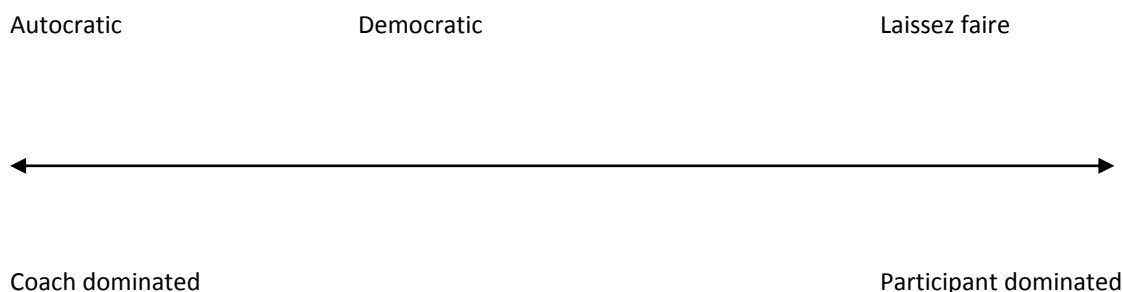
Within this leadership style the coach is in complete control of the session. The participants are given strict instructions that they must stick to and have no input into the session. This is a totally coach dominated way of running a session.

Democratic or guiding coaches are those who:

- Provide leadership
- Offer guidance
- Share decision making
- Guide participants towards selecting and reaching personal goals

Democratic coaching has some similarities to autocratic, as the participants are given instructions and the coach has some control over the group. However at different stages of the session the coach can take a step back and let the participants have some input and make some decisions. This is a very flexible leadership style, which can adapted depending in the group and activity.

Laissez faire is the opposite style to autocratic leadership. The laissez faire approach requires little or no input from the coach, who will often sit back and let the group take responsibility, make decisions and try out different skills. Laissez faire coaching can be used in activities such as team building and problem solving and is excellent for encouraging group interaction.



Your personality, coaching philosophy and the group you are working with, will often influence your coaching style – different situations may dictate a different coaching style. It may be a hands on style in which the coach

is actively directing an activity or a more hands off approach in which the coach is sensitively shaping and guiding participants. You will frequently adopt one style over another because it seems to suit you. Nevertheless, is this style effective with all your participants in every situation? Can you change if necessary?

### **Practical coaching tip**

Where safety is a critical factor, giving direct commands may be most effective – at least in the first instance.

The coach must know what to do and be very confident when giving commands – this will instill trust and confidence. Assessing possible risks before an activity will help avoid potentially dangerous situations; coaches can then plan and organize sessions accordingly.

#### **Part 4.5: Evaluations**

One important stage often overlooked by coaches is evaluating the session. This is important because it forms the basis of future planning. It helps you to evaluate your progress as a coach and gives you feedback on the progress of your participants. You should make notes as soon as possible after the session so you have an accurate record – do not rely on your memory.

Your evaluation should include:

- What went well and why
- What went badly and why
- What improvements you could make to your coaching
- What changes you need to make to your next session (e.g. in terms of planning, equipment)
- What the athletes enjoyed/disliked
- Were there many periods of non-activity?
- Did I praise and encourage?
- How the athletes behaved/responded/contributed
- Were the activities too easy/difficult for the group?
- What do I do with the group next time?

It is also important that a coach obtains feedback/evaluations from the participants. This feedback can be used constructively by the coach to improve his or her skills and future performances. Here are some examples of questions a coach could ask their participants:

- Did you all enjoy the session?
- Did you achieve your aims/goals for the session?
- What did you learn something from the session?
- Did you think the session was well organized?

- 
- How do you feel the session could be improved?
  - Do you have any other comments?

Feedback can not only be gained through verbal questioning at the end of the session, but can also be collected through a short evaluation sheet, by

watching a video of the session, or from information discussions with others at some other point afterwards.

### Peer reviews

A peer observer can provide greater objectivity for your observations.

Even someone unfamiliar with coaching may still be able to complete an observation checklist for you. With some guidance, the observer may learn to ask you questions that help you reflect more deeply, analyse more carefully and action plan more thoroughly. If the observer is another coach, he or she may be able to make other observations and perhaps even ask some questions to help you reflect on why you did what you did.

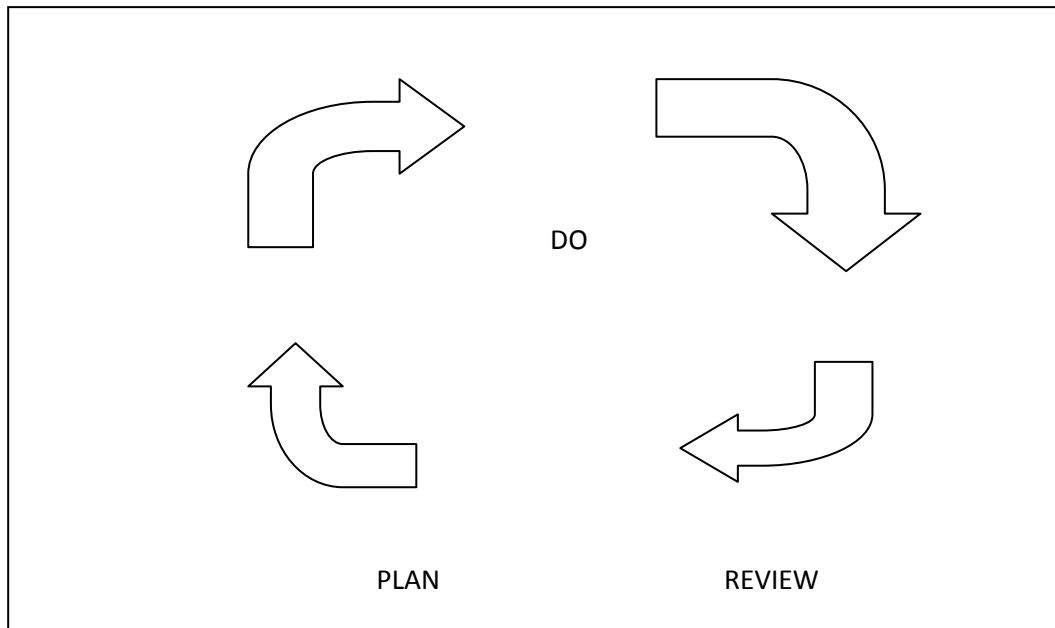
### Part 4.6: Action planning

#### Analysis and reflection

Most people engage in some kind of self-analysis and reflection – for example, after an interview, an accident, an argument or a competition. A review of what happened takes place and an assessment of whether things might have been done differently (especially if things went wrong). This process allows the coach to learn from experiences and ultimately perform better in the future. As coaches, you are aware that participants often learn as much if not more from their mistakes than their successes.

Self analysis and reflection are a crucial part of the learning process (shown below):

- **DO:** have some experience (e.g. run a coaching session, attend a course)
- **REVIEW:** stop to examine and reflect on what happened, how it went, how you felt
- **CONCLUDE:** determine what you learnt from this
- **PLAN:** determine what you will do differently and put this into practice before the next experience



The stages identified in the following list may help you to adopt a more systematic approach.

- Describe the situation
- Determine what went well and why?
- What did not go so well and why?
- What improvements need to be made?
- How are you going to do this?
- Action plan!!!
- Monitor

### **Action planning**

Having gained better insights into the way you act as a coach and then invested time in trying to determine why you act in that particular way, you may then be in a position to identify the sort of changes you want to make. These changes should move you closer to the sort of coach you want to be.

Changing the way you act in certain situations is not easy. It will take time. Just like your participants, there will sometimes be rapid improvements but many plateau where there are few if any gains.

Action planning and goal setting to help you make these changes will increase the likelihood of the changes taking place – just as they do with your participants. Remember it is important to think through precisely what changes you want to make (your coaching goals) and then determine the best route (action plan) to help you attain your goals. Creating and doing the plan is an essential part of increasing your effectiveness as a coach; it helps to guide your development, gauge your progress and motivate you along the way.

Earlier in the pack, you were reminded about how to set effective goals by using the SMARTER mnemonic.

**Specific, Measurable, Agreed, Realistic, Time-Framed, Exciting and Recorded.**

When you are determining your personal development as a coach, you need to identify your long term goals (what sort of coach you want to become), the medium term goals that will help you to realize this long term goal and then a number of progressive shorter term goals to help you achieve these. All these need to be expressed as SMARTER goals so you will need to be creative in the way that you set them so they are measurable. 'To get better at...' will simply not provide either direction or motivation to help you make that improvement. Process goals will be needed to help you; process goals are ones over which you have control.

For example, you might set goals about the way you communicate with participants (e.g. goals to give every participant at least one piece of positive feedback during the session), how to organize the group (e.g. goal to give the instruction once only) or how you analyse movement and give feedback (e.g. goals to watch movement three times before offering feedback). Try to set yourself a personal coaching goal before every session you take – and remember when you review your session afterwards, to monitor and record how well you achieved this goal and what you will work on next session.

## **Part 5: Glossary**

**Action plan** A plan that identifies not only the goal to be attained but also the more specific action that is required to attain the goal

**Coaching skills** This refers to the how skills required by coaches (e.g. to give instructions, demonstrations, provide feedback, set up and organize a practice)

**Coaching style** This describes the characteristic way a person coaches – his/her leadership, communication and management style (e.g. bossy, democratic, questioning, reflective who speaks infrequently, talks all the time)



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**Extrinsic feedback** This refers to any additional information about performance from an external source (e.g. the coach, video playback, umpire, other players)

**Intrinsic feedback** This refers to all the information about the movement constantly available to the athlete (e.g. through eyes, ears, muscles, joints, tendons)

**Non-verbal** This behaviour or communication can refer from anything from posture, gesture, and expressions to paralanguage. These all send a significant message that can be more powerful than words

**Outcome goals** These are goals that focus on the end result. They may be product goals (e.g. winning, making selection) or performance goals (e.g. achieving a specific time in a training run, achieving a certain % success rate). They can make useful long term goals

**Process goals** These are goals that focus on how you perform an element of performance, the way you do things rather than the finite outcome. They are ideal for intermediate and short term goals and where skill improvement is a key factor. They are much more under the athlete's control than outcome goals

**Reflection** A framework on which to structure your thoughts on an experience so learning is maximized

**SMARTER goals** These form the criteria on which effective goal setting is based; the goals should be specific, measurable, agreed, realistic, time-framed, exciting and recorded

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