

#843440

HEALTH AND PHYSICAL EDUCATION 120

## LEADERSHIP

THROUGH PHYSICAL EDUCATION AND RECREATION

COURSE OUTLINE

Curriculum Development Branch  
Department of Education Fredericton,  
New Brunswick E3B 5H1

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## PREFACE

Continuing technological development in today's society is increasing recreational time and is placing a strain on the full time professional leader. This creates a need to utilize volunteers to adequately assist in the planning, delivery, evaluation, revision and re-organization of recreational programs and to address individual and group needs.

The vision for this course is to have students successfully. plan,. organize and administer their own recreational programs and programs developed for others, with direction from teachers who assist in providing opportunities for the development of student's personal leadership skills. It is believed that when students take leadership responsibilities and the ownership of their own recreational programs, overall participation in physical activity increases and program quality improves. The student's leadership potential is developed when appropriate initiatives serve to harness and reinforce skill development around leadership roles. The emphasis of the course focuses on personal planning, performance and personal evaluation and reflection.





## RATIONALE

Health and Physical Education 122 (1979) was the first leadership course of its kind to be implemented in the Canadian school system. From this, Health and Physical Education 120, "Leadership Through Physical Education and Recreation", has evolved.

This course is not intended to be an activity course where varsity athletes can hone their skills. Rather, this course seeks to use Physical Education and recreational activities as a tool for creating concrete leadership experiences, and developing leadership potential.

## IMPLEMENTATION GUIDELINES

The committee responsible for the development of this syllabus has attempted to prepare a course with the following features:

- a) The course will be a "selective-elective" course for students with special interest in utilizing physical activities to develop leadership skills which will enable them to translate these interests into dynamic personal involvement in their communities.
- b) Students will have successfully completed the pre-requisite course Health and Physical Education 110.
- c) Students be required to apply for admission to the course, and applications be screened by a committee representing the physical education staff, the guidance staff, and school administration.
- d) The number of students in the course be kept to a maximum of twenty-five, depending on facilities, equipment and qualified staff available.
- e) The course be a full credit course of 110 to 120 hours. Normally, two-fifths (2/5) of this time will be spent in a class-room setting, with the remaining time (3/5ths) spent on practical work in the gymnasium, on the playing field, or in other activity settings.
- f) Additional time (recommended minimum of 30 hours) outside of regular school hours will be required for course projects. Students should be made aware of this fact before enrolling in the course.
- g) The project method, involving both the school and community, will be used as an integral part of the course.

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## GOALS

The goals of the course are as follows:

1. To increase awareness in students of the place and need for leaders in our communities;
2. To study various administrative and programming techniques which will -provide the student with the knowledge- to. successfully assume a leadership role;
3. To assist students in the understanding of "effective leadership" and how to become better leaders. i.e. How to listen, communicate, evaluate, constructively criticize, handle conflicts, organize self and programs, study and practise qualities of effective leaders;
4. To assist students in building greater self-confidence and self-esteem through the development of good communication and leadership skills;
5. To provide an opportunity to increase their leadership skills and abilities through experience and deliberate practise;
6. To allow for student ownership and control over aspects of the programs developed, allowing for appropriate decision making and personal growth from successes and failures.

## OBJECTIVES OF THE COURSE

The aim of Leadership Through Physical Education and Recreation is to provide students with the opportunity to develop leadership skills. While the course is concerned with the acquisition of knowledge (cognitive) and skill learning (psychomotor), it is hoped that the leadership opportunities experienced in the course, will also develop an awareness of the need for dynamic, professional, and volunteer leadership (affective) within the community.

The following objectives of Health and Physical Education 120 are continually applied to skill development in the ability to plan appropriately, the ability to implement the plan and the ability to evaluate, revise and re-organize the plan.

These objectives include:

Development of knowledge and understanding of:

- a) the concept of leadership - definition, styles, and opportunities.
- b) the characteristics of leaders and leadership roles.
- c) the characteristics of those we lead.
- d) the skills required of leaders in sport and physical activity especially as they relate to coaching, teaching, administrating and officiating. Administrative skills also include psychomotor skills necessary to support these.
- e) the care and prevention of athletic injuries. The ability to apply skills in First Aid and Cardio-pulmonary Resuscitation are essential.
- f) the characteristics of cooperative leadership and team building.
- g) the concept of a comprehensive school health model. Students will incorporate the connections between curriculum, environment and social support within the planning, implementation and appraisal phases.

Acquire and apply the skills associated with:

- a) Administrating - scheduling athletic and recreational events, budgeting and fund raising, conducting and planning meetings, organizing and the training of volunteers.
- b) Teaching - planning unit and daily lessons, using audio visual aids, developing communication skills, keeping of records, etc.

c) Coaching - organizing season and daily plans, budgeting and fundraising, demonstrating techniques, analyzing skill and its development, motivating goal setting, modeling a healthy lifestyle.

d) Officiating - refereeing and minor officiating (scoring, timing, judging, etc.).

Development of an awareness and appreciation of:

a) the need for and value of leaders in the community.

b) the need for participation in leadership opportunities within the community.

c) the strengths and limitations of those whom one might lead.

d) the value of sport and physical activity to the community.

e) the value of cooperation with others and the benefits of working well with others.

f) the need for a healthy lifestyle.

This course is comprised of six inter-related units, as follows:

Unit I	Leadership Theory
Unit II	Sports Administration
Unit III	Teaching Theory
Unit IV	Officiating
Unit V	Coaching
Unit VI	Sports Medicine

At the end of each Unit in this guide, a section on Resources is provided. A student text is not prescribed, however extensive teacher resources with supportive information, guidance and direction are indicated from many different sources. The key resources, CIRA Post-Secondary Student Leadership Program (1994)(#630050) and Successful Coaching, (Human Kinetics 1993) (# 630210) support this guide. Resources that are currently listed in the Catalogue of Instructional Materials will be shown in this document (as above) with the appropriate order number. In some cases, resources have been identified and are not available to our system. Consider contacting the pilot teachers and working group members to access these items.

In lieu of a set of "must have" teacher resources, the working group has produced a supplement to this document titled "TEACHER NOTES". This supplement is an excellent source of information collected from multiple resources and will be attached to this course outline in the original distribution. Additional copies of the "TEACHER NOTES" can be accessed by the following ,(#843450)

## EVALUATION

The **HPE 120 Leadership Through Physical Education** course, because of its varied nature, lends itself to several different types of evaluation. The term "evaluation" includes all available methods of obtaining information regarding the process of developing students' leadership skills.

There are two important principles that must be identified in evaluation:

1. That evaluation be a systematic process – it cannot be an unplanned, unstructured endeavour.
2. That evaluation be conducted within the context of the objectives identified for the program, course, unit or lesson.

The close relationship between teaching objectives and evaluation should be fundamental to any process of student evaluation. Only with clearly defined and stated objectives is it possible to judge the extent of progress. These objectives should be fully understood by students before teaching and evaluation take place.

It is important to incorporate within the evaluation model, attention to selfevaluation as well as reciprocal evaluation. Students are encouraged to develop skills in the planning and performing as well as the evaluation of their own leadership.

Because of the emphasis on obtaining the minimum of thirty extracurricular hours of leadership, there should be a relative allotment for evaluation purposes.

The following criteria formulates the evaluation model:

The student must satisfy the commitment to 30 hours of extracurricular involvement. This may be accomplished through sport or recreation but not restricted to these types of activities. Evaluation should include attention to the development of a plan, its implementation and evaluation of the plan and its ability to address participants needs.

No more than 20% of the final mark may be allotted from the "beyond the classroom" component and therefore no more than 80% of the grade is to be allotted from class mark, unit tests and exams.

A final exam should not be worth more than 40% of the final grade as the emphasis of the course is on the harnessing of developed skills.

## UNIT I: LEADERSHIP "THEORY"

### 1. Definition

Leadership is the ability to intentionally provide positive influences on the lives and behaviors of others. The leader should possess qualities that are sought for and admired by followers. A leader must initiate an activity, under the group's needs, and carry the activity through to completion.

### 2. Characteristics of a Leader (may include some or all of the following)

Loyal	comforting	considerate
supportive	flexible	cheerful
teamworker	well-mannered	thoughtful
supervisor	genuine	respectful
decision-maker	affectionate	helpful
problem-solver	kind	good-listener
responsible	patient	truthful
planner	eager	sincere
organized	negotiator	reliable
encouraging	motivated	trustworthy
delegator	evaluator	humorous
goals-oriented	communicator	dependable
helpful	honest	understanding
warm	accepting	committed
pleasant	giving	creative
caring	energetic	sensitive

(adapted from: Elementary Health Education Program, Calgary Board of Education Self-Awareness, Acceptance and Relating to Others, Grade 4, 1985)

### 3. Types of Leadership

- a) Autocratic – Activities of the group are tightly controlled by the leader who dictates the specific work path a group may follow, as well as the techniques which may be employed. Often, this type of leader will stay away from active participation, establishing an impersonal role rather than a friendly or hostile one.
  
- b) Democratic - This type of leadership implies that individual group members are consulted in the decision-making process by the leader. The leader suggests alternatives and establishes a work path that the group can follow. The leader provides whatever assistance is necessary and encourages individuals in their undertakings.



- c) Laissez-faire - Leadership, laissez-faire style, is characterized by a minimum of control or structures. The leader gives the group complete freedom in decision-making. No attempt is made to influence the behaviour of the group directly, or to affect the selection of projects or the methods of work used by the group.

#### 4. Leadership Roles

- a) Building comradery and cohesiveness
- b) Identifying and defining goals
- c) Developing methods and procedures to achieve goals
- d) Organizing the work of others
- e) Motivating others
- f) Evaluating the work of others
- g) Representing the group
- h) Developing group members
- i) Establishing the group atmosphere
- j) Promoting the ideals of the profession

#### 5. Characteristics of Those We- Lead

The dynamics of different groups pose different needs~ These needs will be discussed within the course in relation to the following groups; preschoolers, elementary school children, adolescents, peers, adults, senior citizens, students or adults with disabilities. (See Leadership in Recreation - Corbin)

#### 6. What It Takes to be a Leader

The leader must be a: director, decision-maker, good listener, resource person, negotiator, facilitator, role model and teacher. (CIRA Post Secondary Student Leadership Guide)(#6300S0). Gack Pearse- Lead On)

C.A.M.P.

C - Cooperation - a lot can be accomplished on our own, but no one can do it all alone.

A - Attitude - An effective, productive leader must have a positive attitude and must believe in what they do.

M - Maturity - Maturity has a lot to do with commitment and responsibility.

P - Preparation - Success in anything can be measured by how prepared we are to reach it.

## 7. Communication: Key to Leadership

Communication is essential and integral to positive leadership. Communication emphasizes speaking and listening. Effective communication is the result of a combination of factors, style of communication, non-verbal communication, and the application of the above skills.

Types of Communication:

1. verbal (speech)
2. non-verbal (kinesics, voice, touch, appearance) 3. electronic (TV, radio, computer, fax)
4. symbols (road-signs, logos)
5. written (newspapers, books, journals)

## UNIT I: LEADERSHIP RESOURCES

CIRA Teachers Guide to the Student Leadership Development Program, Secondary (1985)(#070430), Elementary (1990)(#070130), Post-Secondary (1993) (#630050)

Edington, Christopher R. and Ford, Phyllis M. Leadership in Recreation and Leisure Service Organizations. New York: MacMillan Publishing, 1985. (#630020)

Pearse, Jack. Lead-On... Counsellor. Huntsville, Ontario: Jack Pearse Ltd., 2nd Printing, 1986.

Pearse, Jack and McCutcheon, lane. Spread a Little Sunshine. Cober Printing Ltd., Kitchener, Ontario, 1987.

Corbin, H. Dan.,. Leadership in Recreation Prentice-Hall1970

Rohkne, Karl. Maxwell MacMillan Publishing

1. The Bottomless Bag - Currently listed in Catalogue of Instructional Materials (#020270)
2. The Bottomless Baggie (#020280)
3. Cows tails and Cobras 11: A Guide to Games, Rope Courses and Adventures Curriculum (#020260)
4. Silver Bullets: A Guide to Innovative Problems, Adventure Games and Trust Activities (#020290)

## UNIT 11: SPORTS ADMINISTRATION

The proper organization and administration of the program along with the role of the participant and coach is the determining factor in attaining success. It is the "Behind the Scenes" work which forms this foundation for success!

The majority of this unit is spent dealing with the organizing of competitive or non-competitive tournaments. These tournaments are categorized two ways:

1. Extended Tournaments: Le. Ladder, Pyramid Type tournaments
2. Assigned Tournaments: (A) Round Robin Tournament, (B) Elimination Tournaments  
Le. Single Elimination, Single Elimination with Consolation, Double Elimination

This unit can be one of the more enjoyable units for the students to participate in. Various scenarios can be portrayed when putting together "mock" tournaments. Time factors, number of participants, classification of teams/participants, as well as facility restrictions lend greatly to the decision-making and enthusiasm of the students in determining the type of tournament used.

This, along with carrying out such tasks such as selling tickets, budgeting and fund raising, organizing security and minor officials, scheduling game officials, the running of a canteen, etc., gives those involved a real understanding of some of the tasks that must necessarily be completed if one is to run a successful event.

### ADMINISTRATON REFERENCES

1. Leadership in Recreation and Leisure Service Organizations, Christopher R. Edginton, Phyllis M. Ford, Chapters 27 & 28. (#630020)
2. Techniques of Sport Scheduling, John W. Meagher, 1985.
3. Organizing Successful Tournaments, John Byl, Human Kinetics, 1990, (#630260)@ \$26.50
4. Basketball Canada Publications    Contact Basketball Canada
  1. How to organize a tournament
  2. How to organize a league
  3. How to prepare a trainers kit
  4. How to develop media relations
  5. How to develop level 1 officials
  6. How to time and score (a FIBA book)

## UNIT III: TEACHING "THEORY"

### 1. What is Teaching?

Teaching has been defined as both "an art" and "a science". Basically, it is the presentation of material for learning. It is impossible to teach everyone everything. Teachers must present the material to the best of their ability and try to ensure that the communication of the information is complete.

### 2. Steps to Ensure that Learning does Occur

- a) Know your material well (drill yourself beforehand).
- b) Be prepared - write out a lesson plan, know how much you want to cover, what order will you present it, what equipment will be needed, what information you will relay, how much practise time you'll allow.
- c) Let students learn material. Let them practise.
- d) Reinforce the information presented.
- e) Evaluate yourself and your students.

### 3. A. The Lesson

Each lesson should be a single, complete unit of learning.

Each lesson should contain something new.

The lesson should be adapted to the abilities of the student.

It should have a clear beginning, a good presentation and a conclusion.

The lesson should require a measurable standard of achievement.

The National Coaching Certification Program: Theory Level I and 11 are good sources for information to support this section. Also, chapter 9 , titled "Teaching Sport Skills" found in Successful Coaching (Rainer Martens, Leisure Press (# 630210). The key areas of focus in that chapter refer to:

- . How to introduce a skill
- . The correct manner to demonstrate and explain skills including ways to link them to previously learned and mastered skills
- . Practicing the new skills ie. the whole versus the part practice as well as features of good practice versus poor practice
- Providing feedback and correcting performance errors or practice errors

Within the chapter from Successful Coaching (#630210) you will find a rather good checklist of teaching practices to evaluate teaching effectiveness.

### 3 B. Lesson Plan

The lesson plan is an instructional plan that every teacher must use to ensure effective teaching. The format to be followed includes the following:

- . Teacher's Name: Subject/Grade Level: Date: Topic/Unit:

- Objectives:

This is a statement of what you hope to accomplish and what the student will be able to do at the end of the lesson (performance objective).

e.g. The student shall demonstrate the proper methods of performing a chest pass in basketball, in a game-like situation.

- Introduction

- a) Changing time for students - free time.
- b) Attendance
- c) Announcements - Be brief.
- d) Class Formation - select a formation that will lead into the next activity.

- Activities
  - a) Warm-up (10 min. total)
  - b) Conditioning (if necessary)
  - c) . Review
  - d) New Material - e.g. a skill
    - (i) explain skill
    - (ii) demonstrate
    - (iii) emphasize major points
    - (iv) breakdown major points
    - (v) have each student attempt each point (Part Method)
    - (vi) practice whole skill
    - (vii) evaluate and make corrections (praise)
    - (viii) questions
  
- . Closing – review skill taught, announcements, etc.
  
- Materials
  
- Evaluation

#### 4. Developing an Inclusive Physical Education Environment

Ensure that the opportunity for students/participants of all abilities can participate within class.

Ensure that activities are appropriate and individualized if necessary.

Ensure that expectations are realistic yet challenging.

Involve the support of parents/guardians, instructional assistants, students and administrators in the planning and operation of class.

Resource: Movins to Inclusion. Active living Alliance for Canadians with a Disability, 1994, a binder of 9 individual doclets for specific disabilities is in every school. The comprehensive tie back binders are available through your District PE Supervisor/Coordinator or the District Students Services Administrator. A 7 minute video is available as well.

This complete binder is listed in the Catalogue of Instructional Materials (#070340) The individual specific tieback binders are available on loan through the consultant.

## "TEACHING" - Practical Suggestions

This unit has been designed to provide the student with enough theory to enable that student to teach a skill or several skills to his peers. Some practical suggestions are:

1. Micro Teaching - 3-4 students/class

Each student teaches a specific skill that is decided upon by the student and the teacher.

2. Micro Teaching - 3-4 students/class

Each student, upon consultation with other group members, teach a skill of their choice.

3. If appropriate and opportunities exist, arrange for students to go to schools/recreation centres within the community, to apply their skills.

4. Teach an entire lesson - warm-up and 3-4 skills for the rest of the class for a full period.

**Note:** A progressive sequence of experiences which builds confidence is essential. Start out with simple tasks, provide significant feedback. Positive experiences lead to a transfer of leadership confidence.

### RESOURCES for UNIT 111- TEACHING THEORY

Curriculum & Instruction. The Secondary School Phys. Ed. Experience, Deborah West, Bennett Lombardo, 1994.

Successful Coaching. Rainer Martens, Leisure Press, 1990(#630210)

Playground Manual, Recreation and Parks Association of New Brunswick, Fredericton, 1995 (#630120)

The National Coaching Certification Program: materials from course Theory I and Theory 11.

Post-Secondary Student Leadership Program, CIRA, 1994 (#630050)

Teaching Physical Education, Mosston and Ashworth, 1991 (#630030)



## UNIT IV: OFFICIATING

This unit will be concerned with the following aspects of Sports Officiating:

- a) The fundamental aim of sports officiating
- b) The essential ingredients for effective sports officiating
- c) The qualities a competent sports official should possess
- d) Preliminary preparation; pre-game, game, and post-game duties e)
- Rules of officials
- f) Mechanics officials (volleyball/basketball/soccer)
- g) Practical evaluation of officials
- h) Written evaluation of officials
- i) "Checklist" and "Code of Ethics for Officials"
- j) Fairplay Code for players/coaches/officials

### A. The Fundamental Aim of Sports Officiating

The officials overriding goal is to promote the normal progress of a contest with as little interference as possible. The competent official should be concerned with preventing rule infractions before they occur. Infractions can be in two ways: (1) by establishing a subtle but unquestioned influence over the game and (2) by actively preventing specific infractions.

When the officials "influence" is felt from the start, the game progresses as it was meant to progress. This influence can be established by (1) being in a position to call the play at all times and (2) by reacting immediately to rule infractions, especially early in the game.

### B. Essential Ingredients for Effective Officiating

1. Officials must know the rules and be able to interpret them
2. Officials must enforce the rules intelligently.
3. Officials must show integrity.
4. Officials must build sound human relations.
5. Officials must be primarily concerned with the safety of the individual athlete.

C. Dualities of a Competent Official (SEE - Modern Sports Officiating (#790070))

The following are 12 qualities of a competent official:

1. Precise knowledge of the rules
2. Judgement
3. Good Mechanics
4. Hustle
5. Decisiveness
6. Praise
7. Consistency
8. Courage
9. Rapport
10. Objectivity
11. Reaction Time
12. Conditioning and Appearance

## RESOURCES FOR UNIT IV: OFFICIATING

Modern Sports Officiating: A Practical Guide, Thomsom and Clegg, Wm. Brown Company, 1985 (#790070)

Psychology of Officiating, CAHPERD PUBLICATIONS Catalogue

See also, the TEACHER NOTES Supplement

## UNITV: COACHING

\* Consider the inclusion of the Sports Medicine Unit within a coaching context or offer that unit in sequence with this one.

- A. Role of Coach
- B. Types of Coaches
- C. Ethics in Coaching

The success of athletic programs is directly proportional to the capabilities of the coaches involved. Competitive levels at all ages vary greatly, however, the role of the coach and the ability to get the most from the participant, is the main factor which determines success.

What makes successful coaches? What are their qualities? What are the different types of coaching styles? This unit leads greatly to class discussions, evaluations, surveys, case studies, etc., especially in such areas as ethics, philosophies, psychology, and values. A coach must organize a personal philosophy of coaching and determine the best way to conduct the program.

### A. Roles of the Coach

#### 1. Teacher:

- a) Image
- b) Verbal Communication
- c) Non-Verbal Communication

#### 2. Disciplinarian

#### 3. Salesperson

#### 4. Public Relations

#### 5. Guidance Counsellor

#### 6. Organizer

#### 7. Exam

#### 8. Psychologist

9. Judge and Jury

10. Leader

11. Mother/Father Figure

12. Actor

13. Fund Raiser

14. Equipment Manager

15. Trainer

#### B. Five Types of Coaches

1. Idealists

2. Rolling stones

3. Climbers

4. Ambitious coaches

5. Hangers-ons

SEE "Teachers Notes" Supplement for more information.

#### C. Ethics In Coaching

Throughout the world of athletes, sportsmanship and ethics have become synonymous. Everybody has their own definition of what a good sport is, and what constitutes ethical behaviour. Here are some definitions of ethics:

1. A set of moral principles or values.
2. Conforming to accepted professional standards of conduct.
3. Principles of conduct governing a group or an individual.

See "Teacher Notes" Supplement for more information

## COACHING REFERENCES

1. The Coach. Ralph J. Sabock - Chapters 2, 4, 5, 9, 10 W.B. Saunders, Toronto 1979
2. Leadership in Recreation and Leisure Service Organizations, Christopher Edington, Phyllis Ford, Chapter 12 (#630020)
3. Fair Play Codes, Canadian Council on Children and Youth, 1979
4. Introduction to Coaching, Communicating with Parents, Frank L. Smoll, Coaching Association of Canada
5. Coaching Theory 1,2,3, NCCP, 1977 The National Coaching Certification Program... contact Sport and Recreation Branch, Department of Municipalities, Culture and Housing
6. The Edge, Howard Fergusson Getting the Edge Company, 1220 Huron Road, 800 Playhouse Square Plaza, Cleveland, Ohio 44115-1712 USA (Tel: 1-800-452-EDGE)
7. Winners and Losers: Sport and Physical Activity in the 90' Jill LeClair, Thompson Educational Publishing, 1992..(.Instuctor's Manual and Student Text) (#630220), (#630230)
8. Successful Coaching, Rainer Martens, Leisure Press, 1990 (#630210)
9. Sportability. Ontario Physical and Health Education Association (OPHEA) 1994 (#020100)
10. Basic Skills Series, CAHPERD 1990-See Elementary Physical Education in the Catalogue of Instructional Resources (yellow section page 137 for multiple listings)
11. The Great Ideas Book - Fitness Canada
12. Coaching Basketball Successfully. Morgan Wooten, Leisure Press, 1992.(#630250)



## UNIT VI: SPORTS MEDICINE

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

.. THIS UNIT COULD BE INCORPORATED INTO THE COACHING UNIT

### TOPICS:

- |                                      |                        |
|--------------------------------------|------------------------|
| 1. When to see a Doctor              | 10. Tendon Rupture     |
| 2. Immediate Treatment               | 11. Tendonitis         |
| 3. How to tell what has been injured | 12. Complete Fractures |
| 4. How long will it take to recover? | 13. Stress Fractures   |
| 5. Muscle Soreness                   | 14. Blisters           |
| 6. Pulled Muscles                    | 15. Shin Splints       |
| 7. Tennis Elbow                      | 16. Cryotherapy        |
| 8. Muscle Cramps                     | 17. Thermotherapy      |
| 9. Stitches                          | 18. Ankle Wraps        |

### OTHER REFERENCES

Sports Injuries: Basic Principles of Prevention and Care, P.A.F. H. Renstrom, Human Kinetics, 1992 (#630240)

Restoring The Body. Treating Aches and In~. Time-Life Boo]:<s, 1987.

The Encyclopedia Of Health. Sports Medicine. Edward Edelson, 1988.

Your Injury. A Common Sense Guide To Sports Injuries. Merrill A. Ritter and Marjorie J. Albohm, 1987.



