

PROGRAMMER'S GUIDEBOOK

for

**Cross Country Canada's
Skill Development Program for
Children**

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1. INTRODUCTION

1.1 CCC's Skill Development Program (SDP) for Children

Cross Country Canada (CCC) provides its member divisions and clubs with a modern, state-of-the-art progression of skill development programs for children. These programs conform to the Canadian Long Term Athlete Development model and provide a vertically integrated continuum of skier development opportunities, beginning with Bunnyrabbits (Active Start), followed by Jackrabbits (FUNdamentals) and concluding with Track Attack (Learning to Train). The "tag line" for CCC's SDP - "Cross-Country Kicks!" - reflects the emphasis on achieving program goals in an atmosphere that is fun and exciting for children.

Bunnyrabbit Program

The first level of the SDP is the Bunnyrabbit Program, which is directed at children in the "Active Start" stage of athlete development (children five years of age and younger). The new program has been developed in parallel with the first level of the Coaching Association of Canada's new competency-based National Coaching Certification Program (NCCP), which now provides coaching materials specific to the needs of this age group. The objective is to introduce cross-country skiing and the healthy lifestyle associated with it through organized activity and active play. In addition, it is designed to:

- Help children develop a positive self-image.
- Be fun.
- Provide children an opportunity to make ski-friends.
- Develop fundamental movement skills.
- Help children develop an awareness and appreciation of the natural environment.

Program materials include: an enrolment kit; a kid-friendly, age-appropriate booklet and skill award stickers.

Jackrabbit Program

The Jackrabbit Program, which is directed at skiers in the "FUNdamentals" stage of athlete development (children six to nine years of age), is the second level of the SDP. It has been developed in parallel with the second level of the new competency-based NCCP, which provides coaching materials specific to the needs of skiers this age. The objective is for children to learn basic cross-country ski skills (both classic and skating) and to instill a lifelong interest in the sport, thereby enhancing their quality of life and health. In addition, it is designed to:

- Help children develop confidence.
- Be fun.
- Provide children an opportunity to ski and socialize with their ski-friends.
- Build overall motor skills.
- Help children develop outdoor winter safety skills.

Program materials include; an enrolment kit; an age-appropriate booklet or poster that provides a comprehensive record of a young skier's ski career; and "technique" and "program" award stickers that reward and recognize the different levels of achievement.

Track Attack Program

The Track Attack Program, which is directed at children in the "Learning to Train" stage of athlete development (children 10 to 12 years of age), is the third level of the SDP. It is being developed in accordance with the requirements of with the third level of the new NCCP system. The objective is for the participants to become technically competent cross-country skiers and to utilize their skills to explore a wide range of cross-country ski activities, from back country excursions to Ski Tournaments. In addition, it is designed to:

- Develop fitness through active play, games and other activities.
- Be fun.
- Provide children an opportunity to be part of a sport "team".
- Develop overall sport skills.
- Expose children to a variety of "adventure-based" cross-country ski activities.

Program materials include: a program-specific enrolment kit; an Attack Log (i.e. the program booklet), which describes the objectives, activities and standards that comprise the program; and 15 Incentive Cards - one for each of the 15 "Targets" in the Log.

2. SDP REGISTRATION

2.1 Organizational Roles

Cross Country Canada

Cross Country Canada (CCC) is the national sport organization for cross-country skiing in Canada. CCC performs the following principal functions with respect to children's skill development programs:

- Provides a national Skill Development Program (SDP) for children.
- Coordinates the delivery of this program to clubs through its member divisions.
- Provides related national programs such as Racing Rocks!, NCCP, etc.

Your Division

Divisions are the provincial/territorial sport organizations for cross-country skiing and are members of Cross Country Canada. Divisions perform the following principal functions with respect to children's skill development programs:

- Appoint a Division SDP Representative to liaise between CCC and club programmers. This individual may be staff or volunteer, and may be working in the division office or from home.
- Deliver the SDP to their member clubs.
- Serve as the provincial/territorial supply centre for SDP program materials.
- Prepare and distribute your SDP Fall Start-up mailing.
- Gather and maintain SDP enrolment data.
- Promote the program to communities within their jurisdictions.
- Deliver related national programs to member clubs.

Your Club

Clubs are community-level sport organizations that promote and facilitate cross-country skiing and are members of a division. Clubs perform the following principal functions with respect to children's skill development programs:

- Appoint a SDP Programmer.
- Arrange suitable facilities for program implementation.
- Train leaders to deliver the program.
- Coordinate and deliver the program at the community level.

2.2 Your Fall Start Up Kit

In early fall you should receive a start-up mailing from your division. This mailing will provide you with the information you require in order to enroll your group and to order program materials and supplies.

2.3 Registration Steps

- ❑ Your club must complete the annual club registration process with your division for the current season **before** you enroll your group in the SDP. This requirement is related to the provision of liability insurance and is thus extremely important.
- ❑ Each child planning to enroll in the SDP (Bunnyrabbit, Jackrabbit and Track Attack levels) must **first** be a registered member of your club or division. Ensure that this step has been completed before proceeding.
- ❑ Next, gather the required enrolment data for registering your group in the SDP and forward this information, plus the correct payment, to your Division Representative. Use the forms provided by your division.
- ❑ You will then receive a “registration kit” for each child you have registered. Note that each year the contents of the kit change.
- ❑ It is important to complete the registration process early in the fall. Ideally the children in your program will receive their registration kit when they register in your program. If that is not possible, they should receive their kit at the first practice session.

CCC Policy:

Each participant in CCC’s Skill Development Program (SDP) must:

- be a member of Cross Country Canada through registration in (1) a member Club, or (2) a Division, and
- be enrolled in the Bunnyrabbit, Jackrabbit or Track Attack programs (i.e. have paid the \$5 enrolment fee)

in order to be access program materials such as the booklets, badges, stickers or other items available from time to time.”

2.4 Ordering Program Materials and Supplies

Each division will have its own protocol for ordering program materials and supplies. In most cases, you will be asked to complete the registration process first.

It is best to order early in the fall. If there is an unexpected demand for specific materials in any given year, your division will then have an opportunity to re-stock before the season gets underway, and you won’t be left waiting for back orders after your club program has started up.

Order early - rush orders by courier are costly for your club.

When ordering materials you should be aware of the following:

- ❑ The Bunnyrabbit Program is aimed at children five years of age and younger.

- ❑ The Jackrabbit Program is aimed at children six to nine years of age.
- ❑ The Track Attack Program is directed at children 10 to 12 years of age.
- ❑ The booklets/posters for each level of the SDP are intended to provide a comprehensive record of a young skier's career. Each one is meant to be a one-time purchase.
- ❑ Booklets/posters should be handed out at the time the child is enrolled in a program. If that is not possible, they should be distributed at the first session of the season, preferably at an introduction meeting or a similar occasion where the parents are present and the setting is either a classroom or club day lodge. If the only opportunity to hand it out is at an on-snow session, then this should be done at the conclusion of the session, with the parents present.
- ❑ The booklets should be kept at the skier's home in a safe place. They should not return to the ski area!
- ❑ For the Bunnyrabbit Program, ensure that you order a sufficient number of "Paw Print" stickers at the start of the season. A Bunnyrabbit will earn only one Skill Award sticker while they are in the program, but they will earn a Paw Print sticker for each step they take on their way to achieving their Skill Award.
- ❑ Other stickers that will be in more demand than most are: Technique Award #'s 1 and 2; Snow Goal #3; and Sprint Green and Blue.
- ❑ The Programmer's Guidebook is an administrative tool for program organizers, not a coaching manual. This document is intended to complement the new competency-based NCCP Community Coaching resource materials.

3. SDP AWARDS PROGRAM

To encourage participation and recognize progress, stickers or incentive cards (depending on the program) can be awarded to skiers who achieve a certain skill level or complete a specific task.

3.1 Bunnyrabbit Program

❑ **Paw Print Sticker.**

Skiers in the Active Start stage of athlete development (five years of age and younger) can earn a Paw Print sticker for each skill they master on their way to achieving their Skill Award. Stickers should be placed overtop of the shaded “bunny prints” in the centre section of the Bunnyrabbit booklet.

- ❑ **Skill Award Sticker.** Skiers will earn this award only once. They should receive it when they have accomplished all the skills identified in the Bunnyrabbit booklet and are ready to graduate to the Jackrabbit Program. This sticker should be placed over the shaded circle that says “Bunnyrabbit Skill Award”.

3.2 Jackrabbit Program

- ❑ **Technique Award Stickers (Levels 1-4).** Skiers in the Jackrabbit Program (six to nine years) can earn a Technique Award sticker for each skill level they master as they progress through the program. Most children will complete one level per season. Stickers should be placed overtop of the shaded circle that says “Technique Award #X”. The number on the sticker should correspond to the number in the shaded circle.

- ❑ **Program Award Stickers.** Skiers in the Jackrabbit Program can also earn Program Award stickers for achievement in specific areas.

• **Snow Goals (five goals):**

- The objective of this award is to encourage play-time on snow (including frequent use of a ski playground or terrain park) in addition to practice sessions for the purpose of improving a skier’s balance, agility, fitness and rhythm – the key elements of good technique.
- Award Rules: Skiers can earn one sticker per year, with the exception of the final year, in which case a bonus sticker can be earned. In order to achieve the sticker that says SNOW GOAL 1, skiers must ski at least five times (a minimum of one hour each) a season in addition to their Jackrabbit practice sessions. If they ski 10 times, they earn a sticker that says SNOW GOAL 2; 15 times, SNOW GOAL 3; and 20 times, SNOW GOAL 4. In order to earn the bonus sticker (SNOW GOAL 5), skiers must double the number of times they would ski to earn a SNOW GOAL 4 sticker during their fourth year in the program - for a grand total of 40 times on snow in addition to their Jackrabbit practice sessions. The highest achievement would be to earn four “SNOW GOAL 4” stickers and one “SNOW GOAL 5” sticker – one SNOW GOAL 4 sticker for each year the skier is enrolled in the program plus the bonus sticker.

- The centre of each shaded circle records the skier's score until a sticker has been earned, in which case the sticker will cover it.
- **Sprints (five levels):**
 - The purpose of this award is to develop speed. The recommended sprint distance for skiers seven years of age is 50-75 metres; for eight and nine years of age it is 75-100 metres.
 - Award Formula: If the distance is 100 metres, the actual time of the skier is used; if the distance is 50 metres, multiply the time of the skier by two, and so on:
 - Green = 2 min to 1 min per 100 metres.
 - Blue = 59 sec to 50 sec per 100 metres.
 - Purple = 49 sec to 40 sec per 100 metres.
 - Red = 39 sec to 30 sec per 100 metres.
 - Gold = 29 sec or less per 100 metres.
 - Stickers should be placed overtop of the shaded circle that says "Sprint X". Colours on the stickers should correspond to the colour named in the shaded circle.
- **Hat Tricks (5 levels):**
 - The objective of this award is to recognize the exceptional accomplishment of achieving a high standard for technique, speed and commitment.
 - Award Formula: Combine a Technique Award with a Sprint and Snow Goal Award to collect an all-round achievement award – the Hat Trick Award
 - Hat Trick #1: Technique Award #2, Sprint Award (blue), Snow Goal 2.
 - Hat Trick #2: Technique Award #2, Sprint Award (purple), Snow Goal 3.
 - Hat Trick #3: Technique Award #3, Sprint Award (purple), Snow Goal 4.
 - Hat Trick #4: Technique Award #4, Sprint Award (red), Snow Goal 4.
 - Hat Trick #5: Technique Award #5, Sprint Award (gold), Snow Goal 4/5.
 - Stickers should be placed overtop of the shaded circle that says "Hat Trick #X". The number on the sticker should correspond to the number in the shaded circle.
- **Dryland Award (5 levels):**
 - The objective of this award is to promote to children 8-9 years of age pre-season (dryland) club/non-club activities that engage, as a minimum, the following basic skills - good ski striding and running techniques, flexibility routines, balance and technique.
 - Awards Formula:
 - Dryland Award Goal #1: 4 dryland sessions using all minimum skills
 - Dryland Award Goal #2: 8 dryland sessions using all minimum skills
 - Dryland Award Goal #3: 12 dryland sessions using all minimum skills
 - Dryland Award Goal #4: 16 dryland sessions using all minimum skills
 - Dryland Award Goal #5: 20 dryland sessions using all minimum skills

- **Competition Award (5 levels):**
 - The objective of this award is to encourage children 8-9 years of age to compete in local/regional competitions such as Regional Cup races, etc. (4-6 races/season).
 - Awards Formula:
 - Competition Award Goal #1: participation in at least 4 races during the season
 - Competition Award Goal #2: participation in at least 6 races during the season
 - Competition Award Goal #3: the child has achieved goal #2 and an average of 5:00/km (races of 1km or more) in at least 2 races
 - Competition Award Goal #4: the child has achieved goal #2 and an average of 4:30/km (races of 1km or more) in at least 2 races
 - Competition Award Goal #5: the child has achieved goal #2 and an average of 4:30/km (races of 1km or more) in at least 2 races

3.3 Track Attack Program

- **Incentive Cards (15 “targets”).** Skiers in the Learning to Train stage of athlete development (10 to 12 years) can earn an Incentive Card for the successful achievement of each of the 15 Track Attack “Targets”. Once a card has been awarded it should be inserted into the appropriate slot provided on one of the flaps in the Attack Log. The location can be determined by matching the Target number and name of athlete on the card with the corresponding number and athlete on the flap.
 - The Track Attack booklet – the “Attack Log” - contains descriptions of each Target and a place for the related incentive card to be mounted for display.
 - The Incentive Cards depict famous cross-country skiers.
 - In order to complete the program in three years, a skier needs to achieve an average of five targets annually.

4. SDP SUPPORT STRUCTURE

A support structure is essential for a successful cross-country ski program. The seven key components of a support structure are:

- 4.1 the club;
- 4.2 the ski facility;
- 4.3 a progression of athlete development opportunities;
- 4.4 club coaches;
- 4.5 the SDP Programmer;
- 4.6 parents; and
- 4.7 full service clubs

4.1 The Club

The club is the base or foundation of the cross-country sport system. A multi-program cross-country ski club offers a wide range of programs that cover the full spectrum of cross-country ski activities for skiers of all ages.

The more established and successful your ski club is, the more resources your SDP can access. For example, a well developed full service club might offer a variety of club events, a club newsletter, liability insurance coverage, a progression of athlete development opportunities for skiers of all ages, coaching development opportunities, lit trails, a day lodge and a high standard of trail grooming. The stronger your club, the more time and energy you and your coaching colleagues can invest in the development of a quality ski program for children.

In any amateur sport club, regardless of the sport, the success of its athlete development programs can be attributed to a strong volunteer support structure built on the principles of planning, team work and mentoring.

4.2 The Ski Facility

A successful SDP requires, as a minimum, an area where a group of children can ski. Ideally, your community will have a cross-country ski facility operated by a club or a ski resort. This facility should include a lit ski playground/terrain garden for the youngest skiers, and a warming hut or day lodge at the trailhead. In addition, there should be well marked and well groomed trail systems with varied terrain, as this becomes increasingly important when the skier graduates from the under six age group and moves into the more advanced levels of the program. This is the ideal, however, and although many groups have facilities of this kind to work with others do not. Some will use a golf course, community park or school-yard. These locations may require more creativity and effort to set up an appropriate learning environment, but they can be very effective if prepared properly. Whatever your situation, the appropriate packing and track-setting of the ski area where your group practices is an important component of the learning environment, and a necessary one in order to teach technical skills.

If your group does not have an established cross-country ski facility close enough to your community to use on a regular basis, it is worthwhile to make arrangements for occasional excursions to a neighboring community that does have a good facility. It is important for young skiers to be exposed to a modern, well developed ski facility.

4.3 A Progression of Athlete Development Opportunities

An established club is expected to have a progression of athlete development opportunities. The progression would begin with a Bunnyrabbit program, and would continue with a Jackrabbit program, a Track Attack program, a club Junior Racing Team program and so on. These programs within a program must not only offer a progression but be vertically integrated in order to work to potential. It is very important that each step is thoughtfully integrated with the next to reduce the chances of skier drop-out in the critical early teen years.

Definition: a vertically integrated **athlete development program** is a series of individual club programs that provides a clear and continuous progression of skier development opportunities, usually up through the senior age category.

Does your club have:

- ✓ ONE athlete development program?
- ✓ ONE overall athlete development strategy?
- ✓ ONE club head coach?

Vertical integration is a critical consideration when tackling the problems of skier dropout.

4.4 Club Coaches

Club Head Coach

The club head coach is an essential component of a successful club athlete development program.

The key areas of responsibilities for this position would be:

- ✓ overseeing the development of all the club coaches, including beginners;
- ✓ overseeing and coordinating all the club athlete development programs from Active Start through to the Training to Compete stages of athlete development;
- ✓ coaching the junior and/or senior racing team (optional).

In carrying out these responsibilities the head coach might perform the following duties and tasks (or ensures that others perform them):

- ✓ Organizing a day-long meeting of all the club coaches (beginner through to veterans) in late August or early September) to discuss and plan the program for the year. This would include reviewing the objectives of the program, the club philosophy, the budget and what should be covered in practice/training sessions. If all the coaches are included, including beginners, then everyone will learn why things are done the way they are. This is the time when the club coaches should be updated on news from the ski world, such as changes in emphasis on technique or changes in race formats. It is the start-up of the club program for the season. Some groups within the club membership will have trained over the summer, but this will be the *formal* beginning to the season.
- ✓ Coordinating the different athlete development groups, from the youngest skiers to the top senior skiers in the club, so that they meet together to start their practice from one location once a week – even if all they do is start their practice with a common warm-up. This ensures that everyone sees each other at least once weekly, and encourages club identity and cohesion within the overall program. This will usually take place on Saturday and will continue through both the dryland and on-snow seasons (as appropriate for the different age groups)..
- ✓ Coordinating a meeting between the coaches and parents to explain the philosophy of the club's athlete development program and the plans for the season.
- ✓ Regularly attending SDP (Bunnyrabbit, Jackrabbit and Track Attack) activity/practice sessions. The purpose of this is to assist inexperienced coaches, to get to know the younger skiers and to ensure the integration of the various programs.
- ✓ Providing technical leadership, which includes technique instruction and waxing clinics for developing coaches.
- ✓ Coordinating elite club skiers to assist with SDP activity/practice sessions on a regular basis.

SDP Coaches

SDP coaches lead group sessions. If the group of children are in the Active Start stage of development this role may be filled by community coaches “in training”, but if the group is six years of age or older, they should be certified community coaches - technically competent, good role models and able to present the program well. General responsibilities might include the following:

- planning and conducting activity/practice sessions for their own group of children (dryland, on-snow and classroom sessions);
- teaching and evaluating ski technique;
- teaching ski preparation skills and respect for ski equipment; and

- ❑ providing inspiration and enthusiasm.

If your club SDP is large, it may be necessary for one of the coaches to take the role of team leader in order to oversee the planning and coordination of all the group sessions. This person requires a good understanding of the program. Responsibilities might include the following:

- ❑ coordinating the training and development of all the coaches working with SDP program, including new coaches recruited to replace retiring coaches;
- ❑ ensuring suitable substitutes for coaches who cannot make an activity/practice session;
- ❑ liaising with the club head coach and the next level of athlete development program above the SDP;
- ❑ ensuring the provision of current information on equipment selection, ski preparation etc.;
- ❑ ensuring the coordination of games when the various SDP groups assemble together, as well as the coordination of appropriate equipment; hoops, soccer balls etc.;
- ❑ coordinating the regular involvement of appropriate "role models"; and
- ❑ coordinating use of the ski area to suit the needs of the different ages/skill levels within the groups.

4.5 SDP Programmer

The SDP Programmer is the program administrator. This person may or may not be the team leader or the coach of a group, depending on the size of the program. This position doesn't necessarily require ski skills, but it does require good organizational skills and the ability to recruit volunteers. Responsibilities include:

- ❑ local promotion of the program;
- ❑ phoning;
- ❑ transportation;
- ❑ coordinating facility use, grooming;
- ❑ all aspects of registration;
- ❑ social events;
- ❑ coordinating special activities, ski swap, excursions, etc., possibly in cooperation with other club members (e.g. trips to a ski tournament, a back-country outing, a provincial cup competition, an inter-school ski day, etc.);
- ❑ ordering and distribution of materials and supplies;

- ❑ administration of enrolment kits, program booklets, awards stickers, and badges;
- ❑ coordinating the provision of refreshments;
- ❑ information distribution: email network; phone chains; bulletin board; etc.;
- ❑ coordinating local leadership training courses – Introduction to Community Coaching, Community Coaching courses, waxing clinics, etc.;
- ❑ liaising with the club head coach;
- ❑ overseeing the risk management program (safety equipment at practices, paperwork, circulating accident report forms to coaches, etc.);
- ❑ preparing year end reports; and
- ❑ performing the responsibilities of a “team leader” if the team leader position is not filled.

4.6 Parents

Parents are responsible for acquiring suitable ski equipment, ensuring skis are properly prepared for activity/practice sessions, transporting their child to practice sessions (or dropping off/picking up the equipment from school), ensuring their child spends time on skis in addition to the practice sessions, ensuring their child is dressed appropriately for the weather, and so on. In addition, parents can support the program as a whole by: becoming coaches or assistant coaches themselves; helping with administration, fund-raising, ski swaps and special excursions; making materials for games or the ski playground; and so on. Parents are an extraordinary resource that can be partners in making a sport program a success.

Tips on How to Involve the Parent

Provide them with the following information when they register their children in the program:

- ❑ an overview of the program, it's goals and objectives;
- ❑ sample booklets and other program materials to look at – materials that help to explain the program;
- ❑ an outline of the seasonal plan for the program in which their child is enrolled. Include information such as:
 - ✓ when the program begins;
 - ✓ the number of sessions and the week days on which they will be held;
 - ✓ where the sessions will be held;
 - ✓ where at the ski area the group is going to convene;

- ✓ how long the sessions will be for each age group;
 - ✓ if there will be dryland sessions;
 - ✓ cancellation policies;
 - ✓ the special activities in which this group is scheduled to take part;
 - ✓ activities that will be out of town, etc.
- an estimate of the cost involved for the group their child is in, including equipment needs, special activities, etc.;
 - instructions on how to find more information on ski equipment – i.e. attend the initial parent meeting, or take home a handout on the subject (see section 3.4);
 - suggestions on how parents can help. Be specific: coach; assistant coach; programmer; grooming and tracksetting; special events coordinator; registration; refreshments; fundraising; phoning; refreshments, etc.;
 - contact numbers for the programmer and club coaches, and encouragement to ask questions;
 - the time and location of information meetings for parents; the main topics that will be covered; and whether their participation is mandatory. Be sure to set the date for this meeting soon after registration – before parents have purchased ski equipment for their children.

Ensure that parents know that they are an important and respected part of the program.

If parents are interested in improving their own ski technique or want more information on ski preparation, help them! You may not be able to assist them yourself, but you can direct them to an individual or a program that can. Some clubs offer free parent ski lessons while the children are taking part in the activity/practice sessions. Even if parents do not want to be involved as coaches, or in any support role, *they are a very important influence on their children's skill development outside of practice sessions. It is important to help parents learn as much about skiing as possible.*

The Parent Meeting

A meeting with the parents soon after registration day is a must. You may choose to have more meetings than this, depending on the activities that your program is undertaking, but you ***MUST*** have at least one meeting with the parents at the beginning of the season. On the agenda you should include the following:

- the goals/objectives of the program;
- an outline of the program for the season;
- equipment requirements;

- clothing requirements for activity/practice sessions;
- the parent's responsibilities; and
- how the parent can help.

4.7 Full Service Clubs

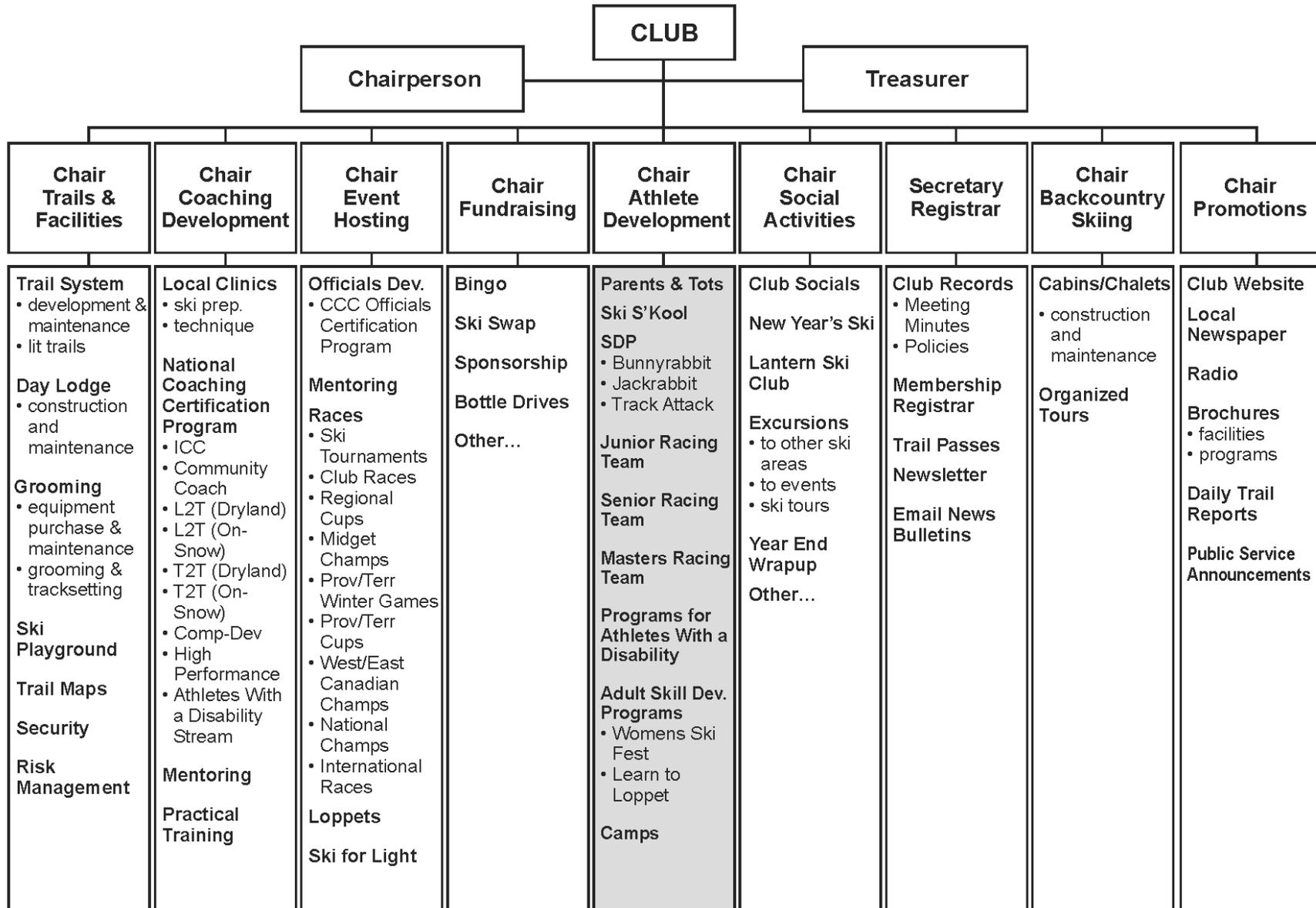
A full service cross-country ski club delivers a wide range of programs to a broad cross section of the community, as well as a progression of athlete development opportunities for skiers of all ages and skill levels. Refer to Attachment 5.1 for an example of a full service club infrastructure.

Points to note are:

- This is a model of a volunteer driven, amateur sport club that is, through membership in a Division of Cross Country Canada, a part of the cross-country skiing sport system.
- It is a generic model. Each club will have its own special programs, names for programs and a way of “grouping” their committee responsibilities.
- It is an ideal model. Few clubs are sufficiently developed to offer the full range of programs outlined in this example.
- It does not address the role of paid staff, although they have become an integral part of the operations of larger clubs, with responsibilities for trail and facility maintenance, fundraising, coaching, program delivery, etc.
- It distinguishes between club “programs” and club “partnerships”. For example, a program would be a loppet, a junior racing team, a NCCP workshop, etc. A partnership would refer to an organization with an independent mandate, such as the Ministry of Forests, a commercial ski area, the Federation of Mountain Club, etc. Arrangements with other organizations, whether formal or informal, do play an important role in the operations of any cross-country ski club, but they have not been included on this particular chart.
- A “coach” is an individual who helps athletes (skiers) of any age or skill level to have a better sport experience.
- An “athlete” is anyone who wishes to improve their fitness level and develop their ski skills, regardless of their age.
- A “full service club” should provide a clear and continuous progression of skier development opportunities. Especially critical is the vertical integration of programs for younger children, where it is important for them to be able to see the next step. If the club coaches are working as a unit, the transition from one level to the next can be something to look forward to rather than an obstacle to continuing in the sport.
- A full service club would have ONE athlete development program, ONE overall plan, ONE head coach and good integration of the different components.

5. APPENDICES

5.1 Full Service Club Infrastructure



Preamble

1. The athlete/coach relationship is a privileged one. Coaches play a critical role in the personal as well as athletic development of their athletes. They must understand and respect the inherent power imbalance that exists in this relationship and must be extremely careful not to abuse it. Coaches must also recognize that they are conduits through which the values and goals of a sport organization are channeled. Thus, how athletes regard their sport is often dependent on the behaviour of the coach. The following Code of Conduct has been developed to aid coaches in achieving a level of behaviour that will allow them to assist their athletes in becoming well-rounded, self-confident and productive human beings.

Coaches' Responsibilities

2. Coaches have a responsibility to:
 - a. treat everyone fairly within the context of their activity, regardless of gender, place of origin, colour, sexual orientation, religion, political belief or economic status;
 - b. direct comments or criticism at the performance rather than the athlete;
 - c. consistently display high personal standards and project a favourable image of their sport and of coaching. For example, coaches should:
 - 1) refrain from public criticism of fellow coaches, especially when speaking to the media or recruiting athletes,
 - 2) abstain from the use of tobacco products while in the presence of their athletes and discourage their use by athletes,
 - 3) abstain from drinking alcoholic beverages when working with athletes,
 - 4) refrain from encouraging the use of alcohol in conjunction with athletic events or victory celebrations at the playing site, and
 - 5) refrain from the use of profane, insulting, harassing or otherwise offensive language in the conduct of their duties;
 - d. ensure that the activity being undertaken is suitable for the age, experience, ability and fitness level of the athletes and educate athletes as to their responsibilities in contributing to a safe environment;

- e. communicate and cooperate with registered medical practitioners in the diagnosis, treatment and management of their athletes' medical and psychological problems. Consider the athletes' future health and well being as foremost when making decisions regarding an injured athlete's ability to continue playing or training;
- f. recognize and accept when to refer athletes to other coaches or sport specialists. Allow athletes' goals to take precedence over their own;
- g. regularly seek ways of increasing professional development and self-awareness;
- h. treat opponents and officials with due respect, both in victory and defeat and encourage athletes to act accordingly. Actively encourage athletes to uphold the rules of their sport and the spirit of such rules;
- i. in the case of minors, communicate and cooperate with the athletes' parents or legal guardians, involving them in management decisions pertaining to their children's development; and
- j. in an educational institution, be aware of the academic pressures placed on student-athletes and conduct practices and games in a manner so as to allow academic success.

Coaching Imperatives

- 3. Coaches must:
 - a. ensure the safety of the athletes with whom they work;
 - b. at no time become intimately and/or sexually involved with their athletes. This includes requests for sexual favours or threat of reprisal for the rejection of such requests;
 - c. respect their athletes' dignity. Verbal or physical behaviours that constitute harassment or abuse are unacceptable (the CCC definition of harassment, and the associated policy for harassment prevention and for investigation of alleged incidents can be found at document 1.8);
 - d. never advocate or condone the use of drugs or other banned performance enhancing substances; and
 - e. never provide under-age athletes with alcohol.

Coaches' Attestation

4. This CCC Coaches Code of Conduct has been developed to be consistent with the Coaches Code of Ethics (Principles and Ethical Standards) promulgated by the Coaching Association of Canada. Divisions and Clubs of CCC are encouraged to require their coaches and ski leaders to sign the attestation below, as confirmation that they understand and will comply with the undertakings herein:

I have read and understand the above statements and agree to conduct myself in a manner that demonstrates the standards established in this CCC Coaches Code of Conduct and the Coaching Code of Ethics (Principles and Ethical Standards) available from the Coaching Association of Canada.

DATE: _____

NAME: _____

WITNESS: _____

5.3 Parents Code of Conduct

- ❑ Keep in mind that children are involved in organized skiing for their enjoyment, not yours.
- ❑ Remember it is the children who are competing in an event, not you! The youngsters at the start line aren't you! If they make a mistake, it is their error; if they win an award, it is their achievement. Glory or grief, it is *their* competition.
- ❑ Encourage skill improvement, sportsmanship and an honest effort by recognizing achievements in these areas.
- ❑ Cheer *all* the competitors. Recognize and applaud a good effort when it is deserved. Be supportive and positive to all the children competing in the event. Praise the efforts of all the young skiers after a competition, especially if they did not do well. Be sincere!
- ❑ Encourage your child when he/she is competing, but be careful what you say. Yelling instructions can make children nervous. Shout only general encouragement or key words that have been previously discussed with the coach and your child.
- ❑ Teach your child that the rules of the competition are mutual agreements, which no one should evade or break. Encourage your child to respect the rules and the officials who make decisions on rulings.
- ❑ Never "pace" your child during a competition. It is against the rules! A child could be disqualified as a result of this type of infraction. Remain stationary and off the actual competitive course as your child skis past you.
- ❑ After the competition, give the child peace, quiet, dry warm clothes and perhaps a drink.
- ❑ Be supportive of the coach and help him/her when you can. Coaches give their time and resources to provide skill development and ski activities for your child.
- ❑ Be supportive of and thank organizers and officials. They are volunteering their free time to provide your child an opportunity to participate in a competition. Encourage your child to say thank you to at least one official before they return home.
- ❑ Remember to keep competition in perspective. It isn't a World Cup, or an answer to world hunger, or the Olympics. Let it just be fun!

5.4 Facility Safety Checklist

Facility: _____ Date: _____

Inspected by: _____

Item	Adequate	Inadequate	Corrective Measures*	Observations
Practice Area				
Ski Trails				
Daylodge and Waxing Area				
Equipment				
First Aid Kit & Procedures				
Others				

**Ensure corrective measures are taken if safety standards are inadequate.*

5.5 Seasonal Plan Chart

SEASONAL PLAN								
	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	
Active Start (5 years & younger)	REGISTRATION – ALL AGES					8 WEEKS/ 8 SESSIONS 40 MIN Saturday A.M. 4 4	YEAR END ACTIVITIES	
FUNDamentals (6 -7 years)						8 WEEKS/ 16 SESSIONS 1 HR Tuesday P.M. Saturday A.M. 8 8		
FUNDamentals (8-9 years)			4	8	8	10		10
Learning to Train (9-11 years)		3	8	8	8	10		10
Learning to Train (11-12 years)		4	10	10	10	11		11
					18 WEEKS/ 40 SESSIONS 1.25 HR Tuesday P.M. Saturday A.M. 10 10			
					22 WEEKS/ 50 SESSIONS 1.25 HR Tuesday and Thursday P.M. Saturday A.M. 10 10	3		
					24 WEEKS/ 60 SESSIONS 1.5 HR Tuesday and Thursday P.M. Saturday A.M. 11 11	4		

Note: The number of sessions includes special activities, waxing workshops, etc. The time allocated to a session does not include supervised ski play time or the social time scheduled at the end each activity/practice.

5.6 CCC Athlete Development Grids

LTAD STAGE	COACH LEVEL	FACILITIES	TECHNIQUE	PHYSIOLOGY	STRENGTH & FLEXIBILITY	MENTAL SKILLS	COMPETITION	OTHER
<p>“FUNdamentals” stage of athlete development.</p> <p>Boys and Girls 6 - 7 (first part of the FUNdamentals stage)</p>	<p>NCCP Community Coach (i.e. completed NCCP Community Coaching (CC) workshop)</p> <p>Minimum 26 hrs. training.</p>	<p>Varied terrain, groomed tracks for skating and classic techniques.</p> <p>Daylodge in stadium area.</p> <p>Continue to make use of ski playgrounds/ terrain parks.</p> <p>Lit ski playground.</p>	<p>Master fundamental movement skills, develop overall motor skills.</p> <p>Acquire basic cross-country ski skills (both classic and skating techniques); equal use of techniques; develop downhill abilities.</p> <p>Focus on balance, agility and rhythm.</p> <p>Use “Snow Goals” to encourage time on snow. Good technique habits are developed through repeated practice.</p>	<p>Window of optimal trainability for speed 1 and flexibility development.</p> <p>Develop general fitness through participation in a variety of sports/ activities on a regular basis, year round.</p> <p>Utilize games to develop technique, speed, skills and fitness.</p>	<p>Introduce basic flexibility exercises.</p> <p>Introduce strength exercises using the child’s own body weight, medicine balls, Swiss balls.</p>	<p>Create awareness of the importance of mental skills.</p> <p>Exposure to positive thinking skills to build confidence and the ability to cope with stress.</p> <p>Integrated mental, cognitive and emotional development.</p>	<p>Ski tournaments, club relays, treasure hunts, year-end activities.</p> <p>5 - 10 min. (0.5 to 1 km)</p> <p>4 races/ season. Use varied terrain, include some unconventional settings (e.g. obstacle courses, terrain parks).</p> <p>Introduce competition in a team environment whenever possible.</p>	<p>Ensure appropriate ski equipment including waxable skis.</p> <p>Practice sessions: two per/wk, minimum 16 on-snow sessions 60 min. organized activity plus supervised active ski play.</p> <p>Practice sessions should be well-structured and monitored.</p> <p>Time on skis in addition to practice sessions - as many ski playground experiences as possible (several times a week).</p> <p>Basic ski care.</p>

LTAD STAGE	COACH LEVEL	FACILITIES	TECHNIQUE	PHYSIOLOGY	STRENGTH & FLEXIBILITY	MENTAL SKILLS	COMPETITION	OTHER
<p>“FUNdamentals” stage of athlete development.</p> <p>Boys and Girls 8 years (girls) and 8-9 years (boys) - second step in the FUNdamentals stage</p>	<p>NCCP Community Coach (i.e. completed NCCP Community Coaching (CC) workshop) Minimum 26 hrs. training.</p>	<p>Varied terrain, groomed tracks for skating and classic techniques.</p> <p>Daylodge in stadium area.</p> <p>Continue to make use of ski playgrounds/ terrain parks.</p> <p>Lit ski playground.</p>	<p>Master fundamental movement skills, develop overall motor skills.</p> <p>Acquire basic cross-country ski skills (both classic and skating techniques); equal use of techniques; develop downhill abilities.</p> <p>Focus on balance, agility and rhythm.</p> <p>Use “Snow Goals” to encourage time on snow. Good technique habits are developed through repeated practice.</p>	<p>Develop linear, lateral and multi-directional speed with the duration of repetitions less than five seconds.</p> <p>Avoid anaerobic (capacity and power) efforts (i.e. 30-90 sec at highest intensity).</p>	<p>Introduce basic flexibility exercises.</p> <p>Introduce strength exercises using the child’s own body weight, medicine balls, Swiss balls.</p>	<p>Create awareness of the importance of mental skills.</p> <p>Exposure to positive thinking skills to build confidence and the ability to cope with stress.</p> <p>Integrated mental, cognitive and emotional development.</p>	<p>Ski tournaments, club relays, treasure hunts, year-end activities.</p> <p>4-6 races/ season</p> <p>Distance: 0.5 to 1 km (5 - 10 min.)</p> <p>Sprints: 100-200 m (skills race)</p> <p>Introduce competition in a team environment whenever possible.</p> <p>Adapt race distances to time guidelines for the stage of development.</p> <p>No racing below -15°C.</p>	<p>Ensure appropriate ski equipment including waxable skis.</p> <p>Practice sessions: two per/wk, minimum 30 on-snow sessions, 90 min. organized activity plus supervised active ski play, 10 pre-ski season/ classroom sessions.</p> <p>Practice sessions should be well-structured and monitored.</p> <p>Time on skis in addition to practice sessions - as many ski playground experiences as possible (several times a week).</p> <p>Basic ski care.</p> <p>Encourage inter-club social, skill and fitness-oriented ski activities (e.g. camps) during the ski season.</p> <p>Develop a team/ social atmosphere.</p>

CCC Athlete Development Grid

LTAD STAGE	COACH LEVEL	FACILITIES	TECHNIQUE	PHYSIOLOGY, STRENGTH, FLEXIBILITY	MENTAL SKILLS	COMPETITION	OTHER
<p>“Learning to Train” stage of athlete development.</p> <p>Boys 9 – 12</p> <p>Girls 8 - 11</p>	<p>NCCP Competition Coaching Introduction (CCI) – Learning to Train</p> <p>Minimum 58 hours training.</p>	<p>Varied terrain, including challenging technical trails.</p> <p>Groomed tracks for skating and classic techniques.</p> <p>Lit trail system.</p> <p>Day lodge in stadium area.</p>	<p>Window of optimal trainability for motor-coordination.</p> <p>Introduce dryland ski techniques – ski walking and ski striding.</p> <p>The focus on snow is balance, agility and rhythm.</p> <p>Good technique habits are developed through repeated practice.</p> <p>Use games that reinforce technique being taught.</p> <p>All basic cross-country ski skills (classic and skating) should be refined before the end of this stage.</p> <p>Encourage unstructured play time on snow.</p>	<p>Utilize games to develop skills, speed, power and aerobic fitness.</p> <p>Window of optimal trainability for flexibility.</p> <p>Basic dynamic and static flexibility training with an emphasis on proper technique.</p> <p>Develop strength using medicine balls, Swiss balls, exercises that incorporate the child’s own body weight.</p> <p>Include basic core strength exercises.</p> <p>Use ski-related hopping and bounding exercises for developing leg strength and movement skills.</p> <p>Include speed exercises in the practice sessions by using specific activities that focus on agility, quickness and change of direction.</p> <p>Aerobic fitness is increasingly important.</p> <p>Include general aerobic activities 3-4x/wk.</p>	<p>Develop an awareness of the importance of practising basic mental skills.</p> <p>Introduce pre-race preparation.</p> <p>Introduce tactical skills.</p> <p>Introduce the mental skills of constructive self-talk, imagery and confident behaviour.</p> <p>Introduce basic stress management.</p> <p>Introduce basic goal setting.</p>	<p>Racing Rocks!</p> <p>✓ <i>Ski Tournaments</i></p> <p>✓ <i>Double Cross</i></p> <p>✓ <i>Team Sprints</i></p> <p>Midget Championships.</p> <p>Club, regional (and Provincial/Territorial Cup races when held within region).</p> <p>5-10 competitive experiences per season. Race distances: start with 1.0 km and progress to a maximum of 3 km. 5-10 min. max.). Sprints: 200m.</p> <p>Generally begin after Xmas.</p> <p>Introduce ancillary capacities.</p> <p>Competitive focus should be on personal improvement.</p> <p>Basic rules are learned.</p>	<p>Narrow the focus to three sports.</p> <p>Ensure appropriate ski equipment.</p> <p>Good nutrition; continued education on re-hydration</p> <p>Emphasize group interaction, team building and social activities.</p> <p>Group sessions begin Sept. 15. 1.25 to 1.5 hrs. 3x /wk during fall and ski season. Maximum 70 sessions including competitions and special activities (includes winter safety and ski care education).</p> <p>Ensure “adventure-based” activities are built into season plan.</p> <p>Make good use of snow season.</p>

Important note for all age groups re: race distances. Early season races should be at the shorter end of the range. The maximum distance should only be raced a few times towards the end of the season. When establishing a race distance or deciding which race skiers will enter, take into account: the ability and fitness of the skiers; the difficulty of terrain; the elevation (altitude) of the race site; and whether the skiers are in the first or second year of their age class. The objective is to have skiers race at high speed with good technique, rather than struggle to finish the distance.

PROGRESS REPORT FORM

Podunk Jackrabbits - Progress Report

Name: I.M. Realfast

Date: March 10th, 20xx

Skill Level Completed: Level 3

Skill Level Working On: Level 4

Coach: Tom Green

<i>Skill</i>	<i>Comments</i>
Diagonal Stride	Good. Good glide, weight shift and forward upper body lean. Needs more work on landing recovery foot beside or ahead of glide foot.
Double Poling	Good. Good upper body flex, arm follow through and straight legs. Work on the pole plant to make sure tips are not too far ahead (not ahead of the handles)
Free Skate	Good. Good glide on each foot. You need to work on "lining up" your toes, knees, hips, body and same side shoulder in the direction of your glide ski.
One-step Double Poling	Good. Passed this skill previous season.
One Skate	Needs more work. You need to work on "lining up" (see Free Skate) and on using a "Double Pole" to start both left and right glides.
Step Turn	Needs more work. You are good on the Ready Position, but you need to work on small, quick steps and shifting your weight from ski to ski.
Diagonal Skate	Good. Remember to keep your gliding skis flat on the snow.
Kick Turn	Excellent. Good Kick Turns, even on steeper slopes and in deep snow. Don't forget to work on this important skill for back country skiing!
Downhill Tuck	Good. Good bending of upper body to horizontal. Good arms and hands position (well forward of body). You need to work on a deep bend for the low tuck, so your thighs are parallel to the snow.
Classic Skiing	Excellent. Good Diagonal Stride for 10 minutes.
Skating	Needs more work. More practice needed for One Skate technique.

Summary: I.M. has been a very enthusiastic skier in all of our classes. His skills and interest in skiing have developed a lot this year. He should have no problem getting his Level 4 Award next year, if he keeps up the good work! I have really enjoyed having him in my group.