

The British Aikido Board



COACHING HANDBOOK

*Version 1.0
March 2004*

<http://www.bab.org.uk>

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PREFACE

This British Aikido Board Coaching Handbook provides coaching information and should be used in conjunction with the BAB Bye-Laws, Working Practices, Membership and Association Guidelines.

The information provided within these coaching guidelines has been compiled with the best intentions and whilst every effort has been made to verify its accuracy the BAB can not be held responsible for any inaccuracies contained within this document. If anyone considers there are errors or there is a need for new items please forward suggestions to the BAB Management Committee.

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SECTION 1 (Issue 1)

1. BAB CONTACTS AND DUTIES

1.1 The Management Committee

The Management Committee's details, comprising of elected and appointed (non-elected) members, will be kept up-to-date on the BAB Website or as a circulated list.

1.2 Individual members of BAB Associations

Associations should not attempt to contact any officer directly and should approach their association representatives in the first instance.

1.3 Elected Management Committee

Chairman (BAB CM)

- To control all procedural matters

Vice Chairman (BAB VC)

- To assist the Chairman and officiate in his/her absence

Secretary (BAB Sec)

- To administer all documentation and, usually, to be the first point of contact

Coaching Development Officer (BAB CDO)

- To be the technical advisor on all coaching matters

Finance Officer (BAB FO)

- To advise on all Financial Policies

1.4 Appointed (Non Elected) members of the Management Committee

Data Protection Officer (BAB DPO)

- To facilitate in the implementation of all data protection laws and regulations

Insurance Advisor (BAB IA)

- To advise on insurance matters

Coaching Administration Officer (BAB CAO)

- To assist in the organisation of coaching courses. Normally the first contact before the CDO

Web-Master (BAB WM)

- To promote and facilitate all web-based inquires. The Web-Master will also direct all enquiries to the appropriate BAB official.

Membership Officer (BAB MO)

- All prospective Associations will contact the BAB Secretary who will pass all their details to the membership advisor

Health and Safety Advisor (BAB HSA)

- To advise on health and safety matters including risk assessments and First Aid.

Publicity Officer (BAB PO)

- To advise and promote the activities of the BAB

Child Protection Officer (BAB CPO)

- To deal with all Child Protection matters

SECTION 2 (*Issue 1*)

2. RULES - SAFETY AND LEGAL REQUIRMENTS

2.1 *Use these procedures in conjunction with the current BAB Insurance guidelines and health and safety procedures.*

2.2 Coaching Ethics

The Board has approved and adopted the Sports Coach UK code of ethics.

2.3 Legal requirements

There are no legal requirements specific to Aikido. The law extends into every activity and Aikido is not immune.

2.4 Equal opportunities

The Board is committed to a policy of equal opportunities. The aim is to promote equality of opportunity for all. Coaches should encourage participation by reducing obstacles and increasing opportunities.

2.5 Code of Conduct

2.5.1 All Aikidoka have a responsibility to behave in a manner which maintains and enhances the reputation of their Association and the Governing Body. Aikido is a martial way practising a controlled form of potentially dangerous techniques. At all times coaches should facilitate the safe and ethical practice of aikido.

2.5.2 Coaches should encourage an ethos in which each student is aware of their Duty of Care. This include such considerations as:

- The safe execution of technique.
- The maintenance of a safe environment.
- Awareness of the need for personal hygiene.
- The Board's policy on drugs and alcohol.
- The appreciation of the need for practise appropriate to grade.
- Awareness of equal opportunities issues.
- Awareness of the need for appropriate language.
- An appreciation of your personal responsibility for insurance cover.
- Any other issue concerned with the proper running of a club.

2.6 Accident Management

It is the Coach's responsibility to maintain an accident book and complete the appropriate BAB and association accident forms. Aikido has as its ethical basis the resolution of conflict through the development of harmony in the conduct of human affairs. It therefore requires that all practitioners should accord each other respect and consideration at all times.

2.7 **Mats**

The mat surfaces should be safe, clean and hazard-free.

2.8 **Lighting**

Lighting should be adequate for safe vision.

2.9 **Heating**

Heating should be appropriate to the welfare and comfort of the student.

2.10 **Ventilation**

Adequate ventilation should be ensured throughout the practice session

2.11 **Spatial Considerations**

The need for adequate space should be taken into account. As a guideline, the recommendation is 2 square metres per practitioner. Consideration should also be given to vertical clearance.

2.12 **Surrounding Area**

“Surrounding area” is defined as any part of the training area – not just the matted area. The surrounding area should be hazard-free and where hazards are identified, steps should be taken to limit or reduce any risk.

2.14 **Premises**

Coaches and their assistants should have knowledge of emergency assistance, the location of escape routes and assembly points and where First Aid equipment is stored.

2.15 **Changing Facilities**

Coaches are responsible for ensuring that the premises and facilities are adequate for the practice of Aikido including changing facilities, toilets and showers.

2.16 **Risk Assessments**

A written risk assessment of the dojo should be maintained.

2.17 **Emergency Exits**

Fire escapes should be clearly marked and kept free from obstruction. A central assembly point should be known.

2.18 **Equipment**

Any equipment used should be in safe working order and only used by appropriate groups.

2.19 Weapons

2.19.1 All weaponry used in aikido practice should be used and carried with the greatest of care and discretion. In addition, practitioners should be aware of, and implement, the guidelines issued by our Insurance broker, Perkins Slade (available on request). All weapons must be blunt.

2.19.2 The minimum space recommendation for pairs training with weapons is 5 square metres per practitioner.

2.19.3 The following advice is applicable to all weapons:

- Weapons should only be carried when it is known that they are required at a particular training session. Coaches should therefore inform their students as to when weapons are actually required.
- Weapons should only be carried directly to and from a practice.
- Weapons should not be left in the car on a permanent basis.
- Aikidoka should carry their Association's Membership book.
- The Aikidoka should ensure that their weapons are carried within a secure bag at all times and hence not directly visible, and should ensure that the bag is not left unattended at any time.
- Travelling on public transport with weapons should be avoided if possible.
- If an Aikidoka who is carrying weapons is stopped by the Police, every possible assistance should be given to the officer(s) including an explanation given of why such weapons are being carried. No attempt to conceal the fact that weapons are being carried should be made.

2.21 Weapons and Safety

2.21.1 The use of weapons requires special consideration in respect of students' safety:

- Weapons instruction should only be given by an experienced Coach.
- Ensure students know how to check their own equipment and its safe use.
- Weapons and any related equipment must be checked prior to the class.
- The student's gi must be worn correctly to ensure no item of the gi can tangle or interfere with the use of the weapon.
- The Dojo floor must be clean and present no tripping hazards.
- The Dojo must be large enough for the number of students and the activity. This may be obvious to the front of the students but can be overlooked in the area behind the student.
- The coach must ensure the students always practice what is being taught and not permit any deviation during the training session.
- The law regarding the carrying of weapons in a public place is contained in *Section 1 of the Prevention of Crime Act 1953 & Section 139 of the Criminal Justice Act 1988*.

2.21.2 The words "**reasonable excuse**" and "**good reason**" in each of the Acts above provides a defence for aikidoka. However, in carrying such weapons, the aikidoka's demeanour is the most important factor. If the aikidoka complies with the above advice and offers a complete explanation to the Police, there should be no problems.

SECTION 3 (Issue 1)

3. COACHING MATTERS

3.1 Communications

An Association appoints its own Coaching Liaison Officer (CLO). It is expected that an Association uses its CLO to contact the BAB Coaching Team. Direct contact between your Association's members and the Board's Coaching Team is discouraged as this may result in possible confusion. Coaches should maintain frequent contact with their Association CLO.

3.2 What Coaching Awards Are There?

There are three Coaching levels. These are Levels 1, 2 and 3, as defined in the Coaching syllabus.

3.3 New Members

Associations who join the BAB will have an assessment by the BAB Coaching team with regard to accreditation for Coaches. All new associations are required to undertake a two-day Coach Level 1 course.

3.4 Dojo Etiquette

3.4.1 The BAB has within its affiliated membership organisations, associations and groups whose style and practice of aikido reflect different traditions and interpretations of O-Sensei Ueshiba's original core of teaching. As such, these traditions express the etiquette of aikido in different ways.

3.4.2 Practitioners should adhere to the rules and code of conduct laid down by their Association.

3.5 Organising a BAB Coaching Course

3.5.1 The BAB Coaching Administration Officer (CAO) will adhere to the following:

- State the type of course.
- Arrange a Tutor.
- Arrange a Venue.
- Arrange a Date.
- Arrange the start and finish times.
- Issue a BAB Course register to the Tutor. Complete all parts of the register except the Pass/Fail column.
- All students who have sent the BAB CAO a course application form will be contacted either by mail, telephone or Email. This will only apply to students who are in the zones they have indicated on the form. For example, if the course is in zone three and a student has indicated zones seven and eight they will not be notified.
- The course will be advertised on the BAB WebSite.

- All students who supply the BAB CAO with an E-mail address will be notified of all courses.
- On receipt of the BAB Course register, will issue BAB Coaching certificates for the successful students. These are posted to the appropriate Association CLO. At this stage they are the property of the Association not the student.
- On receipt of the Evaluation forms the results and comments are transferred to a master list. These are sent to the Tutor, the Course Organiser, the Association CLO, the BAB CDO and a copy is kept by the BAB CAO.
- Send the Tutor's expense claim to the BAB Secretary when all the Tutor's requirements have been completed.
- All courses should be self-financing.

3.5.2 The Student who has been notified of a possible course will:

- Inform the BAB CAO that they will or will not attend.
- If they wish to attend they will send appropriate fee to cover the course cost and make it payable to the British Aikido Board. On receipt of payment they will be sent all the course details and booked onto the course.
- On completion of the course the Tutor will issue an evaluation form to each student. They will complete this form and return it to the Tutor.

3.5.3 The Tutor will:

- Instruct the course in compliance with the BAB Coaching syllabus.
- Issue and collect the evaluation forms.
- Complete the Course Register, adding Pass/Fail and any comments; sign and date the register.
- Send the white copy of the BAB register and the evaluation forms to the BAB CAO within one week, and a yellow copy to the CLO of the students' own Associations.
- Submit an expense claim to the BAB COA.

3.6 **Organising an Association Coaching Course**

3.6.1 The course organiser will:

- Contact their own Association CLO who will provide the BAB CAO with the following information: course type, date, venue and number of attendees plus the full address and telephone number of the course tutor and organiser.
- A BAB Tutor may already be invited, but if a Tutor is required, then state at least three possible dates.
- All tutors must be BAB approved.
- On receipt of the register fill in all the students' details and give this to the Tutor at the start of the course.
- Pay the Tutor his agreed fees.

3.6.2 The BAB CAO will:

- If requested, arrange a Tutor suitable to the course organiser.
- Issue a BAB Course register to the Tutor. Complete all parts of the register except the student's details and the Pass/Fail column.
- On receipt of the BAB Course register, will issue BAB Coaching certificates for the successful students. These are posted to the appropriate Association CLO. At this stage they are the property of the Association not the student.
- One receipt of the Evaluation forms the results and comments are transferred to a master list. These are sent to the Tutor, the course organiser, the Association CLO, the BAB CDO and a copy is kept by the BAB CAO.

SECTION 4 (*Issue 1*)

4. COACHING LEVELS, SYLLABUS AND REQUIREMENTS

4.1 Coach Level 1

4.1.1 This award is for students intending to instruct without supervision at club level. Candidates must:

- Be 18 years or over when registered for the course.
- Be recommended by their Association and possess the necessary technical knowledge in aikido and hold a minimum grade of 1st Kyu.
- Attend a Level 1 Coach course, approved by the Board, which will comprise a minimum of 12 hours (with a minimum of 9 hours theory).
- Successfully complete an assessment period of peer coaching of approximately twenty minutes duration.
- Obtain BAB approved Professional Indemnity insurance cover prior to commencement of the coaching course.

4.1.2 The course will cover the following topics:

- The function and role of the Board in relation to Associations.
- The functions of the Coach.
- The responsibilities of the Coach.
- The principles of teaching and learning.
- Coaching methods.
- Coaching children.
- Child protection.
- Improving technique.
- How the body works.
- Principles of training.
- Planning and practice.
- Risk assessment and emergency procedures.
- Prevention and rehabilitation of injury.
- Equity in sport.

4.1.3 An assessment of coaching ability will be made by an approved Coach Tutor throughout the course during both the theoretical and practical sessions.

4.1.4 Candidates will be expected to bring an outline of their personal coaching experience.

4.1.5 Assessment Criteria

The candidate must demonstrate:

- Application of current coaching theory.
- Effective Communication.
- Safety and 'Duty of Care'.
- Lesson Structure and Progression.
- Relevance of content to ability level.

In addition any candidate may have to satisfy any specific requirements laid down by their own Association.

4.1.6 First Aid is not a mandatory requirement. However all coaches carry a “Duty of care” for all students under their supervision and the Board highly recommends that all coaches have an externally validated HSE approved First Aid award. For example:

- St Johns First Aid at Work.
- St John’s Lifesaver Plus.
- St Andrew’s Ambulance Association Standard Certificate.
- British Red Cross Standard First Aid Certificate.
- Qualified Paramedic Status.

First Aid qualifications should be assessed and candidates awarded a certificate of competence and not just a certificate of attendance.

4.1.7 Upon satisfying these requirements and having a satisfactory assessment from the Coach Tutor, the Coach Tutor will enter a ‘pass’ on the course register before passing the register to the BAB CAO for certification action.

4.1.8 Certificates of competence will then be issued via Association CLOs.

4.2 Coach Level 2

4.2.1 This award is for students intending to instruct without supervision at club level and beginning to engage in coaching activity at Association level.

4.2.2 Candidates must:

- Be 20 years or over when registered for the course.
- Be recommended by their Association and possess the necessary technical knowledge in Aikido and hold a minimum grade of 2nd Dan.
- Attend a series of Level 2 Coach courses, approved by the Board. These courses can be accessed from 1st Dan/Coach Level 1 and building toward accreditation at 2nd Dan.
- To have evidence of practical coaching for at least two years since achieving Coach level 1.
- Successfully complete an assessment period of peer coaching of approximately thirty minutes duration.
- Obtain BAB approved Professional Indemnity insurance cover prior to commencement of the coaching course.

4.2.3 The course will cover the following topics:

- Coaching Methods and Communication.
- Coaching Children and Young People
- Safe Exercise, Injury Prevention and Management.
- Improving Practice and Skill.
- Goal-Setting and Planning.
- Fitness and Training.

Each theory session will last approximately 4 hours.

4.2.4 An assessment of coaching ability will be made by an approved Coach Tutor during a separate practical session. Each candidate will be expected to coach for a total of 40

minutes and be able to answer specific questions related to the application of the theoretical sessions.

4.2.5 Assessment Criteria

The candidate must demonstrate:

- Application of coaching theory.
- Use of differing teaching styles.
- Effective communication.
- Safety and 'Duty of Care'.
- Lesson structure, relevance and progression.
- Confidence.
- Safe approach to exercise.

In addition any candidate may have to satisfy any specific requirements laid down by their own Association.

4.2.6 First Aid is not a mandatory requirement. However all coaches carry a "Duty of care" for all students under their supervision and the Board highly recommends that all coaches have an externally validated HSE approved First Aid award. For example:

- St Johns First Aid at Work.
- St John's Lifesaver Plus.
- St Andrew's Ambulance Association Standard Certificate.
- British Red Cross Standard First Aid Certificate.
- Qualified Paramedic Status.

First Aid qualifications should be assessed and candidates awarded a certificate of competence and not just a certificate of attendance.

4.2.7 Upon satisfying these requirements and having a satisfactory assessment from the Coach Tutor, the Coach Tutor will enter a 'pass' on the course register before passing the register to the BAB CAO for certification action.

4.2.8 Certificates of competence will then be issued via Association CLOs.

4.3 Coach Level 3

4.3.1 This award is for experienced coaches working at national level within their Associations.

4.3.2 Candidates must:

- Be 23 years or over when registered for the course.
- Be recommended by their Association and possess the necessary technical knowledge in aikido and hold a minimum grade of 3rd Dan.
- Attend a series of Level 3 Coach courses, approved by the Board. These courses can be accessed from 2nd Dan/Coach Level 2 building toward accreditation at 3rd Dan.
- To have evidence of practical coaching for at least three years since achieving Coach Level 2.

- Successfully complete an assessment period of peer coaching of approximately thirty minutes duration and the delivery of a workshop on coaching theory, on a given topic, lasting approximately thirty minutes.
- Obtain BAB approved Professional Indemnity insurance cover prior to commencement of the coaching course.

4.3.3 Induction Session

The candidates will attend an induction session that will be used to outline the requirements of Coach Level 3 and an individual development plan.

4.3.4 Workshop Sessions

Attendance at a number of workshop sessions will be required.

4.3.5 The courses will cover the following topics:

- Managing Sport.
- Policy and Practice.
- Coaching and the Law.
- Motivation, Mentoring and Counselling.
- Dealing with Elite Performers.
- Coaching Analysis.

Each theory session will last approximately 4 hours

4.3.6 Additional requirements

Prior to a candidate attending the assessment session they must complete all the workshops and provide the Coach Tutor with:

- Association approval to attend Coach level 3 assessment
- A full Coaching CV
- Assessment - session plan and workshop plan

4.3.7 Assessment Session

An assessment of coaching ability will be made by an approved Coach Tutor during a separate practical session. Each candidate will be expected to coach for a total of 40 minutes and be able to answer specific questions related to the application of the theoretical sessions.

4.3.8 Criteria

The candidate must demonstrate:

- Application of coaching theory.
- Use of differing teaching and learning styles.
- Effective communication.
- Safety and 'Duty of Care'.
- Lesson structure, relevance and progression.
- Confidence.
- Safe approach to exercise.
- Detailed understanding of coaching theory.

In addition any candidate may have to satisfy any specific requirements laid down by their own Association.

4.3.9 First Aid is not a mandatory requirement. However all coaches carry a “Duty of care” for all students under their supervision and the Board highly recommends that all coaches have an externally validated HSE approved First Aid award. For example:

- St Johns First Aid at Work.
- St John’s Lifesaver Plus.
- St Andrew’s Ambulance Association Standard Certificate.
- British Red Cross Standard First Aid Certificate.
- Qualified Paramedic Status.

First Aid qualifications should be assessed and candidates awarded a certificate of competence and not just a certificate of attendance.

4.3.10 Upon satisfying these requirements and having a satisfactory assessment from the Coach Tutor, the Coach Tutor will enter a ‘pass’ on the course register before passing the register to the BAB CAO for certification action.

4.3.11 Certificates of competence will then be issued via Association CLOs.

4.4 **How to Coach**

4.4.1 Coaching Methods

When explaining basic techniques to a class of students there will always be differing views as to the most suitable demonstration method. Some of the methods instructors can deploy are outlined below and are the main strategies taught on the BAB coaching course.

4.4.2 Whole – Part – Whole

Demonstrate the whole technique and allow the students to practice it as one movement.

Then break it down into parts for students to practice. The breakdown points will depend on the significance of each portion of the technique to the aim or objective of the session. Each part is taught on its own - the link may be directly related to the whole technique or may be a different practice that conveys a feeling or elucidates a concept that is required in the performance of the whole technique.

Eventually put the parts together to make the whole again.

4.4.3 Repetitive Practice

This is useful for most beginners as they may find it rather awkward just to co-ordinate. The coach will need to repeat the same basic technique over and over again. Remember that repetition can lead to boredom.

4.4.4 Use of Applications

Students can sometimes learn quickly when the technique is related to an application, i.e. show how a body movement exercise is used against a strike to the body.

4.4.5 Imitation

Beginners can be taught basic techniques by imitating the Coach, step by step at each command. The coach should repeat this copying procedure several times until satisfied with the student’s progress.

4.4.6 Progressive Practices

These are intended to show progressive advancement through a range of skills by increasing the demands on the students in the form of skills and competences. The steps or degrees should be flexible enough to allow an individual to learn what is being taught as well as advancing in complexity as appropriate to the class, group or individual.

In order to create these progressive stages of coaching in aikido it is essential that technically correct techniques are taught and learned from the outset. Then build on the foundation by introducing progressive stages e.g. a beginning movement, a different ending, a different attack, and introducing technique from the opposite posture, etc.

Progressive practices have to move from what a student should be reasonably secure with, to an area that needs introduction and consolidation. The coach should split the class according to the needs of different groups of students e.g. according to grade. The coach could send different groups of the class along different directions to enable them to practice according to their capabilities. This means different groups will be moved on at different rates according to their development. This encourages students to master skills and motivates them to progress.

4.4.7 Demonstration

The coach should demonstrate the technique from various positions.

The coach should demonstrate slowly, keeping the explanation simple, brief and to the point. Work on one point at a time. This enables the coach to communicate physically, visually or verbally what they require the student to practise.

As well as involving personal demonstration, there might also be occasion to use another student to demonstrate a point in order to pick out the good points shown by that person. There are also videos, films, charts and books that can be used.

Coaches can encourage students through demonstrating advanced technique to give students a vision of their future with improved technique.

Teaching positions i.e. strategies before the coach demonstrates a technique. The coach should always arrange the class so all can see and hear; this might vary from a single row to a horseshoe or circle formation.

4.4.8 General points

The coach should use an appropriate partner to show the different aspects of a technique.

On occasion use the students as Uke, to emphasise a particular point so that the Uke can feel the technique.

The coach should name the technique but be careful not to swamp the students with too much detail all at once. Coaching points should be emphasised and restricted to one main point. The coach can come back later and demonstrate re-enforcement of the point and provide feedback indicating that on the whole - the students did the technique well and could then introduce a secondary point to concentrate upon.

When teaching those with special needs, e.g. hearing or sight deficiency, the coach should ensure that these students have appreciated what is expected of them from the demonstration.

Senior students practising with the less experienced will learn new insights into a technique as well as helping a lower grade improve. Similarly putting a senior student into a mentoring position makes them re-examine the technique.

The successful coach will allow students to work independently whilst moving round to correct and help those who are experiencing difficulties.

The coach should not over correct and should restrict correction to the basic points. This will produce the best improvement. Always be prepared to move on if points are picked-up quickly or back if difficulties arise.

4.4.9 Observation and Assessment of Performance

This is probably the most important part of the coach's role, but it is often neglected. The coach should not just take a class and teach, however well planned. The success of your next session will depend on the evaluation of what you have taught, how it was received and practised by the students. This information is vital for assessing how well both coach and student(s) are progressing towards the success of the longer-term aims and objectives.

It may help for the coach to make some general comments on specific points at the end of each class.

Full evaluation of the students will of course take place at the regular gradings. This not only shows the progress of the student but the percentage of passes indicates the general progress of the class and reflects on the ability of the coach.

4.4.10 Observe and feel the mood of the class

A coach should continually monitor the mood of the class how well they are communicating. If the class is enjoying the content of the lesson it will be shown in their concentration and performance. They will demonstrate an improvement in technique and an eagerness to learn more. If there appears to be a feeling of apathy then the opposite will occur. The coach should be very aware of these signs in the class or it will stagnate.

4.4.11 Recognise general and individual faults

Be sure to correct the class as a whole in the early stages as this can speed progression. Was it because it was not demonstrated properly? Did the class misunderstand? What ever the reason stop the class and emphasise the point of correction. When individuals have a continuing problem with the same movement the coach has the option to put them with someone who is better at that particular movement and a transfer of skill should occur.

A coach should be conducting an examination, in the sense that they should be continually monitoring the progress of individuals and the class as a whole. It is good practice for the coach to make notes of drawbacks and the progress of the group or individuals as the programme moves along. It should not be left to chance as to whether your coaching is a success.

4.4.12 Ready or not to grade

Well before gradings are to take place the coach will know whether the student has reached the required level. The progressive assessment of their improvement is most important, especially as they begin to reach higher levels, from this the coach can advise whether they should grade or not.

4.4.13 Recognise the highs and lows

From your own experience you will know that everyone has the peaks, troughs or plateaus during some part of their training. Recognising this and the ways of dealing with it will be most beneficial to your coaching and to your students. Feelings of inadequacy often come a few weeks after promotion. It is good to be sympathetic and give constructive encouragement.

4.4.14 Effective communication

Effective coaching requires effective communication. Once the coach stands in front of the class they, in the eyes of the student, are expected to be the expert. Remember when coaches fail it is not usually because of their lack of skill or knowledge of the art. It is probably because they have failed to communicate with their students; the students will lose interest and begin to attend less regularly, so the coach's plans and programme become distorted. Effective communication is sending and receiving information efficiently. The coach should be prepared to be a good listener, receive feedback and act on that feedback.

4.4.15 Use of jargon

The coach should remember when beginners start they are filled with nervousness and confusion. Don't add to this by using aikido jargon. Tell them not to worry about the names and technical terms. Remember they have enough to learn with the techniques.

4.4.16 Communicate by demonstration

Because students watch intently what the coach is teaching, be clear in what is shown. It is important that what they are looking at is retained. Ensure that the coach's body positions and commentary are precise and to the point. Don't waffle, be brief, use simple English and watch the jargon.

4.4.17 Prepare to listen

The coach should not be blinkered or self-important but be prepared to listen. Invite students to ask questions and respond to their feedback from the class.

4.4.18 When to use aikido language

After the initial stages it is good practice for a coach to introduce the technical terms in aikido

4.4.19 ***When coaching use KISS - Keep It Simple, Sensei***

SECTION 5 (*Issue 1.0*)

5. PRINCIPLES OF TEACHING

5.1 Organisation of Training Sessions

- 5.1.1 What you do in a training session should not be decided or planned on the way to the Dojo or on arrival. The coach should make sure students are aware as to what they are going to do especially in terms of organisation and timing.
- 5.1.2 Plan the session. Basic planning is essential for the smooth running of a class, but the coach should be flexible as to the level of the students' abilities. A regular routine of warm-up and stretching relevant to the techniques to be taught should be part a planned programme.
- 5.1.3 On the planning of the main theme ideally one should take a basic principle and work on it throughout the session. Coaching and techniques should be at an appropriate level comparable to the student's range of abilities. Moving from one totally different topic to another causes confusion especially for the beginner.
- 5.1.4 Arrive at the dojo in good time. Ample time should be allowed for general preparation.
- 5.1.5 Start and finish on time.

5.2 Group Work

Grouping similar ability groups is useful because the student can be put in a group relevant to their ability level.

5.3 Team Teaching

Team teaching is considered good practice when using high grades and assistants to ensure what has been shown is being practised correctly.

5.4 Mixed Ability Groups

- 5.4.1 Often the coach will have beginners through to Dan grade in the same class because students attend classes to suit their own personal circumstances. They cannot make specific or regular sessions; some come when they can, some are more consistent.
- 5.4.2 A coach should begin by addressing the class as one. Tell them what is intend for the lesson and perhaps demonstrate the various stages of one principle with basic through to advanced, the lower grade students need to see where they are going. The coach should use other coaches and high grades wherever possible by integrating them for correction purposes.

5.5 Teaching Beginners

- 5.5.1 Whether the coach has a beginners class or is taking newcomers and filtering them into established sessions, each student will have an individual requirement. It is important to familiarise yourself with the information the student has given prior to practice; for example, on their application form.

5.5.2 The coach may be asked to recommend a diet – don't be tempted. Find someone who is an expert or advise them to see their Doctor or a clinic.

5.6 **Planning**

5.6.1 The coach's ability to plan a meaningful programme is vital to a student's development.

5.6.2 Planning should be based on the Association's syllabus. In order to do this, the coach must formulate a medium term scheme of work. Based on this scheme of work, the coach will devise the lesson plan.

5.6.3 The coach should try to systematically prepare their work, taking into account all the factors that will affect performance. A well-structured programme will create the right sort of environment and help build the student's confidence. This gives the student a sense of achievement and of realising their potential.

5.6.4 The training programme needs to meet two essential criteria:

- It should develop skills and performance.
- Allow the students to experience success and enjoyment.

5.6.5 The scheme of work is a plan of what is to be covered in broad outlines over for instance six months. The lesson plan is based on the scheme of work and covers immediate training needs.

SECTION 6 (Issue 1.0)

6. PRINCIPLES OF TRAINING

6.1 Why Students Train

6.1.1 Students of aikido will give several reasons for training. Uppermost will usually be a desire to keep fit mentally and physically - whilst learning new and different skills which may be useful in modern society.

6.1.2 Fitness can be defined as: "the ability to carry out daily tasks with vigour and alertness, without undue fatigue and with ample energy to enjoy leisure time pursuits and to meet unforeseen emergencies".

6.1.3 There are two types of fitness:

- Motor fitness - learning the techniques.
- Physiological fitness - making the body fit enough to be able to do the techniques.

6.1.4 Each of these types of fitness can be divided up into single components:

- Motor Fitness - balance, coordination, agility, spatial awareness.
- Physiological Fitness - strength, speed, endurance, flexibility.

6.1.5 For us to gain this fitness means that the body has to be trained to cope with the stresses and strains placed upon it during the practice of aikido and every-day living.

6.1.6 The rate of progress of a student towards fitness will greatly depend on the frequency of his attendance and the length and intensity of each session.

6.2 FITT

F = Frequency (How often)

I = Intensity (How difficult)

T = Time (How long)

T = Type (Different Types of Practice)

6.3 The short-term effects of training are likely to be that the heart rate increases, the breathing rate rises, heat is generated in the body, and sweating occurs.

6.4 The long-term effects of training regularly are that the heart becomes stronger, the lungs become more efficient, muscles tone up and become more flexible, and you can practice for longer periods without fatigue.

6.5 Factors

Factors that may affect fitness are: age, diet, genetics, health or injury, drugs, environment, technique, gender, psychological, exercise and rest.

6.6 **The Fitness and Learning Curve**

- 6.6.1 Each student will pass through stages of learning and fitness. It is suggested that progression along these curves should be gradual rather than sudden because this enables the body to cope with changes and prevents the occurrence of injury and excessive overload.
- 6.6.2 Theoretically, improvements in performance occur as a result of practice. The rate of improvement may be fairly rapid to begin with then it gradually slows down until a plateau is reached. Repeated practice will eventually produce further slight improvement before another plateau is reached. This links the shorter and longer terms of the effects of training.

6.7 **Coach Responsibility**

- 6.7.1 The coach should plan and identify how often a skill should be practised, how many times each session it should be repeated, and how much rest is required for the student. This will vary from individual to individual, depending on how best they learn, their levels of fitness, skill complexity and workload intensity.
- 6.7.2 To be effective there should be a distribution of practice, the style of instruction should allow for the effective acquisition of skill along each individual's learning curve.
- 6.7.3 A coach should appreciate that each technique, sequence of techniques and application requires a specific and unique combination of neural and musculo-skeletal elements. Every physical action will demand a specific mix of speed, strength, stamina, suppleness and skill, the blend of which will be unique to that action and to each individual person.

6.8 **Overload**

- 6.8.1 In order for the body to improve it should from time to time have more demands made upon it.
- 6.8.2 It must be stressed that overload, although necessary, must be performed in a controlled, safe and progressive manner.
- 6.8.3 This occurs because the body adapts to a new stimulus and progression takes place. Progression should be gradual rather than sudden because this enables the body to cope with the changes and prevents the occurrence of injury and excessive overload.
- 6.8.4 Physical overload would manifest itself in the student becoming breathless, increased heart rate and looking very hot and sweaty. Excessive overload means that student will become too tired to concentrate on performing the movements accurately and carefully, consequently interest may be lost and injury may occur. Monitoring of each student during each session should be careful so as to avoid overload of this type. A coach should make the activities specific to the individual's needs and demands.
- 6.8.5 The principle of overload can also be used to refer to the degree of movement at a joint or series of joints. This will not increase unless the "end position", or limit of the normal range, is not only achieved but exceeded on a regular basis. At all times during sessions a coach should be aware of the physiological limitations of their students. As previously stressed, the overload should be performed in a safe and progressive manner.

SECTION 7 (Issue 1.0)

7. IMPROVING TECHNIQUES AND SKILLS

7.1 Basic Principles

Coaches should be aware of the degree of mobility which is required in a joint or group of joints. The coach should be fully aware of the structural and physiological limitations to a range of movement. Regard should be taken of dynamic static and ballistic methods of training.

7.2 Dynamic Training or Exercise

When the session or part of a session is physically energetic enough to cause the muscles to work and generate a large amount of heat and give greater speed and flexibility of movement.

7.3 PNF - Proprioceptive Neuromuscular Facilitation

7.3.1 To get the best from PNF training, the help of a partner is essential. PNF is based on the simple fact that when a connective tissue and surrounding muscle are worked intensively they and their nerve receptors become fatigued. Any tissue that has been worked needs a short rest to recover and during the recuperative period it is in a vulnerable condition.

7.3.2 The hamstrings are an example of a muscle group to be stretched - *using a partner*:

- Lie on the floor, back flat and shoulders and upper body relaxed.
- Leg flexed at hip to approximately ninety degrees, knee extended, ankle dorsiflexed
- Partner positions self so that s/he can push against the back of your leg.
- Partner eases your leg forward to a position when you feel a slight discomfort.
- At this point you push against your partner by strongly contracting the hamstring muscles.
- Your partner does not allow your leg to move.
- After a count of 10, you relax the hamstring muscles.
- Partner continues to apply the same pressure to your leg again to ease it, if possible, further into the stretch position.
- After 10 seconds of partner pressure, the sequence is repeated, usually at least three times.
- Some form of heat source - heat lamp, warm bath or shower, radiator, sauna.

7.3.3 Advantages

- Stretches appear to be much more efficient and produce rapid and substantial gains in flexibility and range of motion.
- PNF can improve stability surrounding joints and has other beneficial effects on strength such as increased strength at the limits of range of motion.
- Greater muscle relaxation is achievable.

7.3.4 Disadvantages

- Stretches can become rather uncomfortable during the contraction phase.
- The level of risk of injury is increased especially if proper form is not observed.
- You may need assistance from a partner or some extra equipment to help in maintaining position during the contraction phase.
- The contraction phase of PNF can cause people to hold their breath and for blood pressure to subsequently rise.

7.3.5 Use with caution

As an advanced stretching technique, PNF is considered to be more risky than basic passive stretching. If you elect to try PNF, it is strongly suggested that you do some research, take your time and watch out for the tell-tale signs of the onset of injury.

7.4 Ballistic Exercise - Use with caution

Involves some form of rapid high-intensity movement at the end of a joint range. Because of the potential risk of injury and possible negative effect of such exercise upon the range of movement, this type of stretching is not recommended.

7.5 Principles of Movement

7.5.1 This emphasises the importance of movement as a whole.

7.5.2 During a training session each sequence of moves is practised over and over again. This can be done as either individual skills practice or work with a partner. Each activity, is to improve the quality of the movement; the improvement of posture, precision, technique, balance and distance.

7.5.3 Coaches will instruct students to enable them to eventually realise the use of a whole body movement, the unification of body and mind, in the performance of all techniques - a life long target.

7.6 Correction Methods

Corrections should be made in a positive way to retain the student's motivation:

- Show the mistake and then explain it.
- Correct the whole class on one important point.
- Work with groups/pairs/individuals to show how a technique or part of a technique is performed correctly or with greater precision and accuracy.
- Positively reinforce a point done well and then indicate that this technique may need a little more work on a particular aspect.
- Use student as uke to "feel" the technique.

7.7 Motivation and Feedback

The level of success achieved by an individual is a combination of ability and the desire to achieve a standard. Feedback can assist this process.

7.8 **Motivation**

- **Self - motivation** - is often the strongest motivator of all; the desire to take on and learn Aikido will overcome most obstacles.
- **Success** - to feel that you have successfully reached a specific standard. Every student, irrespective of ability and commitment should have the opportunity to achieve success every training session.
- **Personal goals** - most students have personal goals perhaps to breakfall safely/quietly, without pain, to emulate a particularly good coach in some respect or other role models.
- **Praise** - from coach or someone for whom the student has respect.
- **Satisfaction** - a satisfied student will have a continuing involvement in Aikido.

7.9 **Feedback**

Feedback is a two way process and it is essential that the caring coach creates a programme which allows for this process:

- Aspirations - a coach should be aware of the aspirations of his students and help fulfil them.
- Recognition/praise from a coach that a student has persevered with commitment and tenacity through discomfort, pain, periods of lack of success, boredom, and other training setbacks. Also recognition by student that they have persevered to achieve some degree of success.
- This is done through structured communication.
- Correction – if you have corrected, you should have watched for changes and provided feedback. Correcting and not observing changes can and will demotivate.

7.9 **Counselling**

Students will often approach the coach for advice of all kinds. The coach should restrict such advice to two areas – performance and attitude. For specific personal advice, especially related to child protection/welfare issues, students must be referred to an appropriately qualified professional person.

7.10 **Performance**

7.10.1 In order to counsel students about their performance the coach will assess the components of each student's performance and discuss these objectively, with a view to continuing to develop the student's true potential. Feedback, although given on an individual basis, must always be given with due regard to child welfare protection procedures and harassment policies.

7.11 **Attitudes**

Without being intrusive, the coach should have more than a passing interest in the life of the students in order to fully realise their potential. The coach should understand the importance of a harmonious balance between practice and life in general; over-emphasis on one may adversely affect the other. The coach must be aware that the student will put trust in the coach and that this relationship will shape the students attitudes to aikido. It is essential that the coach does not abuse this trust.

SECTION 8 (Issue 1.0)

8. THE BODY IN ACTION

8.1 How the Body Works

8.1.1 The Heart

Blood flows into the upper chambers of the heart (the atria) via the pulmonary vein (from the lungs) and the vena cava (from the body). These then contract pushing the blood into the ventricles which in turn contract to send the blood through either the pulmonary artery to the lungs or the aorta to the rest of the body. At rest this process occurs around 60-80 times per minute. The rate of the heart beat increases with exercise to over 140 times per minute and up to five times the normal volume of blood is in circulation during exercise than at rest.

8.1.2 The Lungs

The lungs take in air from the atmosphere and extract the oxygen from it through the alveoli which are tiny air sacs surrounded by capillaries. This oxygen is exchanged for the carbon dioxide contained in the blood which is then expelled during exhalation. During exercise the volume of air taken in increases up to six times and the number of breaths by four times. This is in order to give greater gaseous exchange. Vital capacity of the lungs is the total air taken in one breath. Men have a vital capacity of between 4 to 5 litres and women 3 to 4 litres.

8.1.3 The Muscles

The muscles work on a ratchet-type principle. Individual fibres link with each other in order to contract and the more linkages there are the stronger the contraction. In order to contract muscles require energy and for repeated contractions - oxygen. The energy is gained from products such as adenosine triphosphate (A TP) and glycogen stored within the muscle and oxygen from the blood. During exercise up to 25 times more blood is used by the muscle in order to acquire as much oxygen as possible.

8.1.4 The Ligaments and Tendons

Tendons are contractile structures and therefore inherently flexible and capable of being stretched. Ligaments are the "glue" which hold joints together and are inelastic bands of fibrous tissue.

8.2 Exercise Programme

8.2.1 The components of fitness are flexibility, speed, strength and endurance. These will improve depending on:

- Duration of training.
- Frequency of training.
- Intensity of training.

8.2.2 Any exercise programme should contain:

- An aerobic component.
- A flexibility component.
- A strengthening component.
- An endurance component.

8.2.3 A recommended structure of any exercise programme is:

- Warm-up 5 - 10 minutes
- Activity 15 - 40 minutes
- Cool-down 5 - 10 minutes

8.3 **Warm-up and Cool-Down**

8.3.1 **Warm-Up**

It is important to prepare the body for the strenuous work involved in taking part in an activity. Correctly done it helps prevent injury to muscles, tendons and ligaments, and improves flexibility; muscles also react more quickly when they are warm.

A warm-up is a planned series of exercises aimed at thoroughly preparing the student, physically mentally for the activity ahead.

8.4 **Stage 1**

This could consist of walking, jogging, or light running. It is important to build up slowly, make sure exercise is light and lasts about 5 mins. This results in heart rate increase, more blood and heat flows to muscles and then heat is generated in the muscles as a result of the chemical reactions in the muscle cells.

8.5 **Stage 2**

8.5.1 Consists of movement and rotation of large muscle groups and joints e.g. arms, shoulders, legs, hips, so resulting in muscles becoming warmer, more elastic, and giving improvement of joint flexibility and helping prevent injuries. More vigorous exercise at a later stage will be less stressful.

8.5.2 Sometimes a third stage may be utilised which involves practising actions and the movements required. For instance in Aikido it might be useful to use *tenkan tai-sabaki* as part of the warm up routine or solo practice of aikido movements.

8.6 **Cool-Down**

After activity it is important to prepare the body for resting state. Cool-down can reduce the stiffness in muscles which is sometimes experienced after strenuous activity. The principle factors are:

- Avoiding ending vigorous activity/exercises suddenly.
- Reducing the level of activity slowly.
- Decreasing lactate levels and preventing muscle cramps.
- Helping remove waste products from muscles and reduce muscle stiffness.

SECTION 9 (Issue 1.0)

9. COMPETITION

9.1 The element of competition exists in some styles of Aikido to test the quality of aikido practice. This is generally done in one of two ways; either by two or more aikidoka demonstrating their skills in a more or less predetermined manner; subjecting that demonstration to the judgment of their peers; or by a more direct one-to-one competition where the object - above all else - is to test and to demonstrate aikido skills against more committed attacks.

9.2 The competition arena should be regarded as the Dojo. All those involved in competition including competitors, competition officials and spectators, should display the highest standards of conduct and behaviour.

9.3 Duty of Care

9.3.1 The duty of care extends to competition, which includes the provision of independent and adequate first aid cover.

9.3.2 A written risk assessment should be undertaken on competition venues.

9.3.3 All officials should carry appropriate insurance cover.

9.3.4 All officials, including judges and referees should be appropriately trained and accredited.

9.3.5 The *Sports Coach UK* run a key course on mental preparation for performance, and an advanced workshop on mental training where the subject is considered in greater depth.

9.4 Doping Control

9.4.1 The BAB subscribes to *Sport England* anti-doping regulations.

9.4.2 All competitors are subject to the BAB Doping Control Regulations.

9.4.3 Aikidoka involved in competitive aikido should refer to their own Association for competition rules and regulations.

SECTION 10 (Issue 1.0)

10. CHILDREN AND YOUNG PEOPLE

10.1 The Boards guidelines are that children be grouped as follows:

- Age 6 to 12
- Age 12 to 14
- Age 14 to 16
- Age 16 to 18

10.2 Coaches have a duty of care to treat children and young people with as much consideration as would be given by their schoolteachers and parents. The following are key points in the coaching of children and young people:

- Children under 14 year of age should not practice on the same mat as adults.
- Children under 16 years of age should not normally practice with adults.
- No locking techniques should be applied to any young person below the age of 16 years.
- Extra care must be taken when applying locks to young people up to the age of 25 years.
- Parental consent is still a legal requirement up to the age of 18 years.
- Coaches need to understand the physiology of children and teach exercises appropriate to their developed mental age and build to adolescence.
- Keep it simple - teach step by step; don't just tell them what to do.
- Be patient - let the children learn what you are showing them in their own time.
- Don't push them beyond their natural abilities and capacity.
- Accept mistakes and handle them in a positive way. If you do not make mistakes you never learn.
- Keep it fun - let them learn by playing. For example warm-up games, flexibility games, etc.
- Give children a clear idea of the behaviour you expect and set a good example.
- Be encouraging. Remember younger children rely on people like you to tell them how well they are doing.
- Discipline should be consistent and fair.
- The younger the child, the shorter the attention span. One hour is generally considered sufficient training time for the average 12 years old or below.

10.3 It is strongly recommended that all BAB coaches take either the *Sports Coach UK Coaching Children and Young People* course or the BAB's course on 'Coaching Children'.

10.4 All concerns with regard to child welfare and protection must follow BAB policy and guidelines. If in doubt, the coach should contact the BAB Child Protection Officer.

SECTION 11 (Issue 1.0)

11. EQUITY IN AIKIDO & LEARNING DISABILITIES

11.1 Equity in Aikido

Equity is about fairness; it is about sharing resources so that everyone can have real access to sport, it is about the principles of equal opportunities into practice:

Sport is the unalienable right of every person and should be kept free of any kind of discrimination on the grounds of religion, race, gender, age, political or social status.

11.1 Learning Disabilities

11.2.1 A learning disability is any factor that inhibits a student's learning. The coach must be aware that this can be physical or mental, or both.

11.2.2 Disabled persons should be treated the same as able-bodied persons, except where their condition demands special consideration.

11.2.3 The coach needs to identify the learning disabilities that may exist in the class. Some problems are visible and obvious and others may be identified from the membership application. The coach should be aware of the following conditions that typically make learning more difficult: poor hearing or sight; poor co-ordination and balance; poor spatial concept or perception; slow reaction times; poor physical condition through being overweight; undernourished, or generally unfit.

11.2.4 It is important that visiting coach are made aware of any such conditions, especially those that are not visible and obvious.

11.2.5 Some students may need special medication, of which the coach should be aware. The coach must ensure that the student has easy access to such medication.

SECTION 12 (*Issue 1.0*)

12. HOW TO SET UP AND RUN A CLUB

12.1 Opening a New Club

Some of the main points to think about when considering whether it is feasible to open a new club are:

- Are there enough potential members in easy travelling distance?
- Will the club be able to be open at peak training times?
- Consideration and regard should be made for other existing aikido clubs in the immediate vicinity, not least because this could detract from numbers expected.
- Is the cost of the premises feasible, bearing in mind the anticipated income? Are there any hidden charges (caretaker costs)? What is the length of the lease?
- Will there be enough cover for the coach in case of illness or holiday? Continuity of training is important for keeping members.
- What age group does the new club wish to target? Juniors, seniors, or both?
- Will the Association support this location?

12.2 Premises

There are many different types of premises and each comes with its own set of pros and cons. Listed below is a comparison of some of the most common premises. All premises should be easily located so directions can be advertised and precisely given to newcomers. Access should be safe for participants, this should include well-lit areas in the winter and be physically safe; i.e. paths, etc.

12.3 Sports or Leisure Centre

12.3.1 For

Usually have mats available and facilities such as bar and showers; greater profile and presence, with exposure to members of public; will sometimes assist with advertising; may host 'Have A Go' and Demonstration Days at which clubs will be invited to participate; basic charge with no hidden extras; car parking is usually available. There is an access to phones.

12.3.2 Against

Usually more expensive than other premises. Peak times are likely to be taken by other clubs and activities, leaving less popular times which might lessen the attractiveness of the club. Booking may sometimes be done on a week by week basis, causing more paperwork, or in advance in which case more money up front is needed. Noise distraction from other groups, or cancellations due to major events. The Leisure centre may be located outside of town.

12.4 Church, Community or Scout Hall

12.4.1 For

Cheaper hire costs than a Sports/Leisure Centre. More able to get peak times. Normally have basic facilities such as changing rooms and showers. May allow 'block booking' which will reduce paper work. Car parking may be available. Notice board

may be available for advertising purposes. Less noise distraction; more private than a Sports Leisure Centre.

12.4.2 Against

Mats may not be provided unless a gymnastics club or other martial arts club is happy to let you borrow their mats. If you do provide your own mats, then storage space may be a problem. Mats may need to be insured against fire and theft. Space may be limited allowing for smaller classes only. A lesser profile and presence than that of a Leisure Centre; however there may still be public spectators.

12.5 **Privately Owned versus Leased Properties**

12.5.1 For

As premises will not be utilised 24 hrs a day, other groups may be interested in sharing costs and use. Area can be adorned to best effect for training purposes; training times can be chosen. May have area for administration or for 'putting up' visitors. No noise distraction from other groups allowing an atmosphere highly conducive to training. Lottery funding may be available to offset some of the initial cost.

12.5.2 Against

Large initial cost of acquiring such premises; unless purpose built. A great deal of time and effort is required, if the premises need to be altered or 'fitted out' for the purpose of training. Mats would have to be purchased separately and stored. Possibility of additional insurance arrangements. Car parking may not be available. No casual spectators. Associated bills are rates, heating, electricity, etc.

12.6 **Other Locations - Youth Clubs and Premises That Include Other Martial Arts Schools**

12.6.1 For

Normally the cheapest of all types of premises - however some schools now running their own budgets can be quite expensive; changing rooms and toilets provided; ability to extend youth section of club by interest from current School. Youth Club students; minimal noise distraction from other groups. Permanent booking normally allowed with little or no cancellations.

12.6.2 Against

Mats are not usually available and should be provided; if you do provide your own mats then storage space may be a problem. Caretakers' fees may be added on top of the hire charge. Holidays and examinations may disrupt training times in school premises; no casual spectators; minimal car parking available.

12.7 **Legal Requirements**

- A written dojo risk assessment.
- A process for recording accidents.
- An accident and emergency action plan.
- Professional Indemnity Insurance.
- Coaching qualifications.
- Duty of care including provision for first aid.

12.8 Injuries and Accidents

Please use this 'accidents procedure' with the current BAB Insurance guidelines. Details of any injuries should be kept in the club Accident Book. In addition, information regarding any existing injuries declared by students should be made available to all coaches, and doctor's notes provided where necessary.

12.9 Club Memberships and Association Licences

Ensure that you and your students have up to date Association membership and BAB insurance cover. It may be useful to keep information on club members on a computer but remember to back up information regularly. Any records should be kept secure and confidential and used only in the best interest of the members. Recording data on association's members should comply with the current Data Protection Act

12.10 Financial Records

Clearly such records are essential to ensure no irregularities and also, potentially, to satisfy the tax and VAT Authorities. The scale can vary from simple accounts to having to have the accounts audited. This really depends on the scale of the monies involved and the needs of the club members. Whilst one person may be responsible it is always a good idea to regularly check and make estimates of what monies are collected and spent compared to what the books show. Recording income and expenditure, as well as reviewing any bank statements is necessary to ensure you do not go into the red and a check by someone else would protect from financial wrong doings. In certain circumstances Clubs can reclaim income tax paid on interest monies - contact the Inland Revenue for their advice.

12.11 Other points to consider

The main equipment required will be the mats. Whilst a club initially does not necessarily need mats to learn basics, the lessons would be restricted because of this constraint. Mats used should be serviceable and safe. Matting will be a problem if the club does not have financial support from its Association as mats are expensive. A cheaper alternative is foam mats over which a canvas is stretched and fixed to a wooden frame. This is possibly better as the mats are thinner and hence can be stored away more safely and tidily. Car parking should be considered, even if it means utilising a local Supermarket car park. People will be dissuaded from attending if they are unable to travel easily to the location.

12.12 Advertising

The most obvious route is to use the BAB web site to actively promote aikido. There is a link from the main BAB page to a section "How to start Aikido?" which is a simple step-by-step guide as to what to do. Additionally:

- Yellow Pages have a national number you can call 0800 555444 which will allow you a free one line entry into your local yellow pages book.
- If you phone 0800 555444 you can also get a free one line insertion in Yell.com the directory on the web.
- Thompson's local also will also give you a free one-line entry in your local directory.
- Your local library holds a list of local organisations and you can get on this list free of charge.



- Main local councils will have a web site and offer local organisations a free page on their website. They may have a sports development team so it is worth contacting them and to make yourself known.
- Finally you can often get village notice boards to take your adverts free of charge.

SECTION 13 (Issue 1.0)

13. RISK ASSESSMENT

13.1 Purpose

The purpose of a Risk assessment is to define guidelines, to point out and thereby minimise the dangers of practising Aikido in any dojo environment. The examples listed in the following paragraphs are not meant to be definitive, but are given as an aid in formulating your own Risk Assessment.

13.2 The Room

- Is the minimum height of the ceiling 3.5 metres with no objects hanging below this level? If weapons are used a greater height is needed.
- Are all windows above 6 feet in height or covered in protective mesh; and consist of shatterproof glass?
- If there are doors near the edge of the mat, do they open outwards, away from the activity area, and do not have protruding handles or furniture?
- Are fire extinguishers present; are pictures, clocks and notice boards properly secured?
- Are stacked chairs or items on shelves secured safely?
- Are there walls near the contact area? Are they free from protuberances e.g. radiators, pipes, protruding comers, columns, etc? Are they covered with impact absorbing material below shoulder height?
- Is the floor round the contact area uncluttered and free from bags, chairs etc?
- Is there a one-metre safety zone around all sides and a safety zone away from non-toughened or unprotected windows and mirrors?
- Is the floor sprung?
- Is the mat space adequate for the number of persons practising person-to-person i.e. 2 x 2 meters per person? The instructor can organise group work to cater for larger numbers or other good coaching practice.
- Does the area have good ventilation to deal with the body heat produced during practice?
- Is heating present to ensure that the temperature does not fall to unacceptable levels?
- Are emergency exits and the escape routes known and marked which are also kept free of obstructions? Do all students know where the Premises Assembly Point is?
- Do the premises offer appropriate changing facilities, water for drinking, toilets and washing facilities?

13.3 Lighting

- Is there adequate lighting for safe vision?
- Are curtains or blinds present where needed to prevent glare from the sun?

13.4 Mats

- Are mats sufficiently dense and resilient so that an adult's fall is absorbed without feeling the floor has been reached i.e. not fully compacted?
- Are mats when laid, secured so as not to slip?

- If a canvas is used is the surface is kept taut and free from folds or wrinkles?
- Are mats that incorporate a surface free from tears or pitting of their surfaces?
- Does the surface of the mat allow the free turning of participants?
- Are mats of different heights? This could cause trip hazards.
- Are mats of the same density?
- Are the mats kept to the highest hygienic requirements, especially when shared with other activities?
- Are surrounding areas kept clear to prevent transmission of dirt or grit to the surface of the practice area?
- Are blood spills wiped up using an appropriate cleanser?

13.5 **The Session**

- Prior to the practice is there a suitable warm-up?
- Are the exercises used in warm-up appropriate and can they be regarded as safe? Are they regularly reviewed in the light of new information?
- Are the techniques and exercises taught appropriate to the level of the students?
- At the end of a session is there a suitable cool-down?
- Do students who wear glasses use sport-safe type?
- Do students remove all jewellery before the session?

13.6 **Emergencies and Health Monitoring**

- Is First Aid equipment available?
- Is there a person qualified in First aid at sessions or available on the premises?
- Is there a known procedure to summon emergency services?
- Are fire and bomb alarm procedures in place?
- Is there a procedure in place to report more serious accidents to appropriate bodies such as your Association / BAB / Health & Safety Executive / the premises manager or agent?
- Is there a procedure in place for Instructors to continually monitor the health of their students? For example, a return to training too early after any injury may aggravate the initial injury.
- Is there a procedure to monitor and review accidents?

13.7 **Instruction**

- Does only a qualified instructor teach the class?
- Is the class able to clearly hear and see the Instructor when demonstrations are given?
- Does the coach remain with the class throughout the lesson?
- Is close attention paid at all times, especially where there are people with special needs?
- Are training partners made aware of the need for special care when practising with people with special needs and where there are differences in physical stature, health and age?
- Is there a procedure whereby inexperienced people are not put into any competitive situation until techniques can be performed correctly?
- Are participants made aware of the extra care needed when practising with a student of a lower grade to themselves?

13.8 **Weaponry Use**

- Are all weapons maintained in good condition and checked regularly for defects?
- Do Instructors that are deemed to be competent by their Association only teach weapon work?

13.9 **New Members**

- Is a new member screened and given basic information?

13.10 **Risk Assessment Considerations**

A basic Risk Assessment proforma is published as an Appendix to this Section. This should be used in consideration with the guidelines within this Section and your own club's environment. Consideration of all accidents or a "near miss" occurrence should be reviewed and if a preventative measure can be introduced it needs to be added to the Risk Assessment proforma. Each club will have their own uniqueness and a "one size fits all" Risk Assessment form cannot be provided by the BAB. The Risk Assessment should be completed every year and updated if required. The time interval may be less than this if improvements can be implemented for the safety of the members.

Appendix

I. *Risk Assessment Proforma (para 13.10 refers)*



RISK ASSESSMENT PROFORMA

Name of Club

Signature of Risk Assessor

Name of Risk Assessor

Date Risk Assessment carried out

Item No	Description	Yes	No	Action to be taken
1	Is the Ceiling an adequate height for safe practice?			
2	Are windows safe?			
3	Are there any doors opening onto the mat area?			
4	Do doors or windows have any projecting parts?			
5	Are any items around the Dojo securely held?			
6	Is the area around the mat free of obstacles?			
7	Is there a one metre clear area around the mat?			
8	Is there adequate lighting?			
9	Are the mats dense enough to absorb a breakfall?			
10	Are the mats secure and free of tripping hazards?			
11	Are the mats free of tears?			
12	Are the mats clean?			



Item No	Description	Yes	No	Action to be taken
13	Are blood spills cleaned with an appropriate cleaner?			
14	Are students advised to wear sport-safe glasses?			
15	Is all jewellery removed or covered?			
16	Are emergency exits clearly marked and free of obstructions?			
17	Do students know where the emergency assembly point is?			
18	Is a fire extinguisher available?			
19	Is First Aid equipment available?			
20	Are there fire and bomb procedures?			
21	Do all Instructors know the accident reporting procedures?			
22	Is the mat area large enough for the practising students? A guide is 2 sq. m. per person.			
23	Is there a procedure to monitor accidents?			
24	Is the class taught by qualified BAB Instructors?			
25	Are all weapons kept in a good and safe condition?			

Have there been any accidents this year? (Tick box) YES NO

If yes, please complete the following sheet.



Reference Numbers from working sheet			
No	Date and details of follow-up action		Follow-up action signed off
Date	Accident Details	Avoidable?	Follow-up action