

Leading a Return to Sport Participation

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1 Introduction & Dashboard


1.1 Introduction & Dashboard

1.1.1 Module Introduction

The screenshot shows a video player interface. At the top left is the logo for 'coach.ca' (Coaching Association of Canada / Association canadienne des entraîneurs). To the right of the logo is the text 'Leading a Return to Sport Participation'. Below this is a large red button labeled 'BEGIN'. The main content area features the title 'Leading a Return to Sport Participation' in a large font, with a stylized red and grey graphic element to its right. Below the title is another red button labeled 'BEGIN'. The video player itself has a red title 'Introduction' and a play button in the center. The video frame shows a cartoon character on the left and two real people on the right, with a hand holding a marker pointing at them. A subtitle at the bottom of the video reads: 'Returning to sports participation during COVID-19 creates several challenges for participants and coaches.'

BEGIN

1.1.2 Module Dashboard S1




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Leading a Return to Sport Participation

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Module dashboard


Complete the activities in the sections below to complete the module.



Section 1 - Physical and psychosocial considerations

In this section, you'll consider the physical and psychosocial state of participants and identify how to support them.


[OPEN](#)



Section 2 - Planning a return to sport participation

In this section, you'll plan a return to sport participation using the NCCP ADAPTIVE technique and plan a virtual training session.

[OPEN](#)



Conclusion

In this section, you'll discover where to go to learn more and find the list of module references.

[OPEN](#)

2 Section 1

2.1 Introduction

2.1.1 Section 1 Introduction

coach.ca | Coaching Association of Canada
Association canadienne des entraîneurs

Leading a Return to Sport Participation

Physical & psychosocial considerations


Section 1 > Introduction

[← BACK](#)


Introduction

Being away from sport and the sport community due to COVID-19 can have important physical and psychosocial effects. As a coach, you can have an effect on a safe return to sport. Being aware of physical and psychosocial factors your participants are experiencing will help you lead a safe return to sport.

Click on the images below to learn more about physical and psychosocial considerations.



Physical considerations
[Click to learn more](#)



Psychosocial considerations
[Click to learn more](#)

Leading and communicating with empathy

Your ability to lead can have a lasting effect on the well-being of your participants and impact their safe return to sport. This is especially true when managing the physical and psychosocial effects of your participants due to COVID-19. Leading and communicating with empathy can have a positive impact on your participants' sport experience. You can do this by:

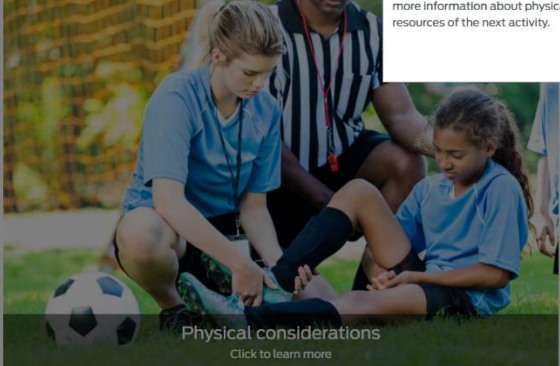
- getting to know your participants; providing and creating an open environment to communicate
- showing genuine care for your participants
- showing concern for your participants
- having a willingness to understand the needs of others
- showing mutual respect
- creating trust
- building strong bonds with participants
- promoting an inclusive sport environment

In this section you'll complete 3 activities. These activities will help you consider the psychosocial state of participants. They'll also help you practise leading and communicating with empathy. Use the available resources to help you complete the activities.

[BEGIN ACTIVITIES](#)

Being away from sport and the sport community due to COVID-19 can have an effect on a safe return to sport. Being aware of physical and psychosocial factors your participants are experiencing will help you lead a safe return to sport.

Click on the images below to learn more about physical and psychosocial considerations.

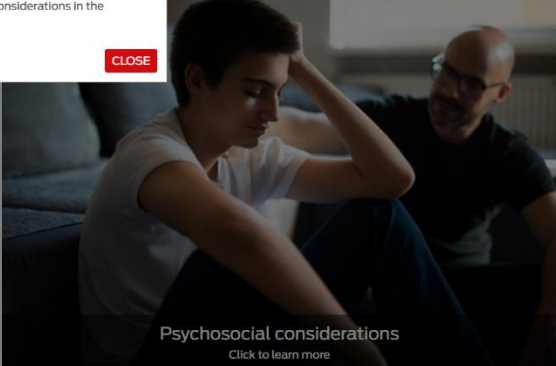


Physical considerations
[Click to learn more](#)

Physical considerations

Some participants may have been inactive during their time away from sport. Lack of training can result in a lower fitness level, a loss of skills, and a higher chance of injuries. You'll find more information about physical considerations in the resources of the next activity.

[CLOSE](#)



Psychosocial considerations
[Click to learn more](#)

Leading and communicating with empathy

Leading a Return to Sport Participation

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Being away from sport and the sport can have an effect on a safe return you lead a safe return to sport.

Click on the images below to learn

Physical considerations
Click to learn more

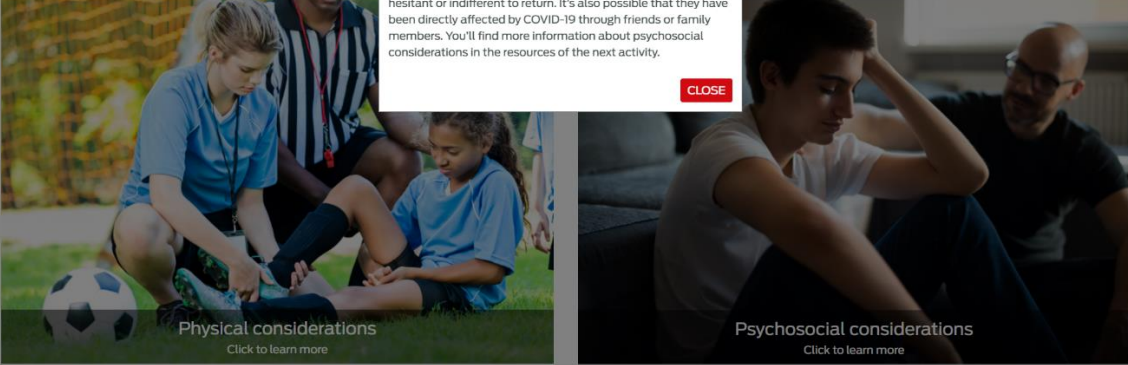
Psychosocial considerations
Click to learn more

Being away from sport because of COVID-19 can make participants feel removed from their sport and its community. When participants return to sport, they might feel excited, hesitant or indifferent to return. It's also possible that they have been directly affected by COVID-19 through friends or family members. You'll find more information about psychosocial considerations in the resources of the next activity.

Psychosocial considerations
Click to learn more

Psychosocial effects. As a coach, you participants are experiencing will help

Leading and communicating with empathy



Leading a Return to Sport Participation

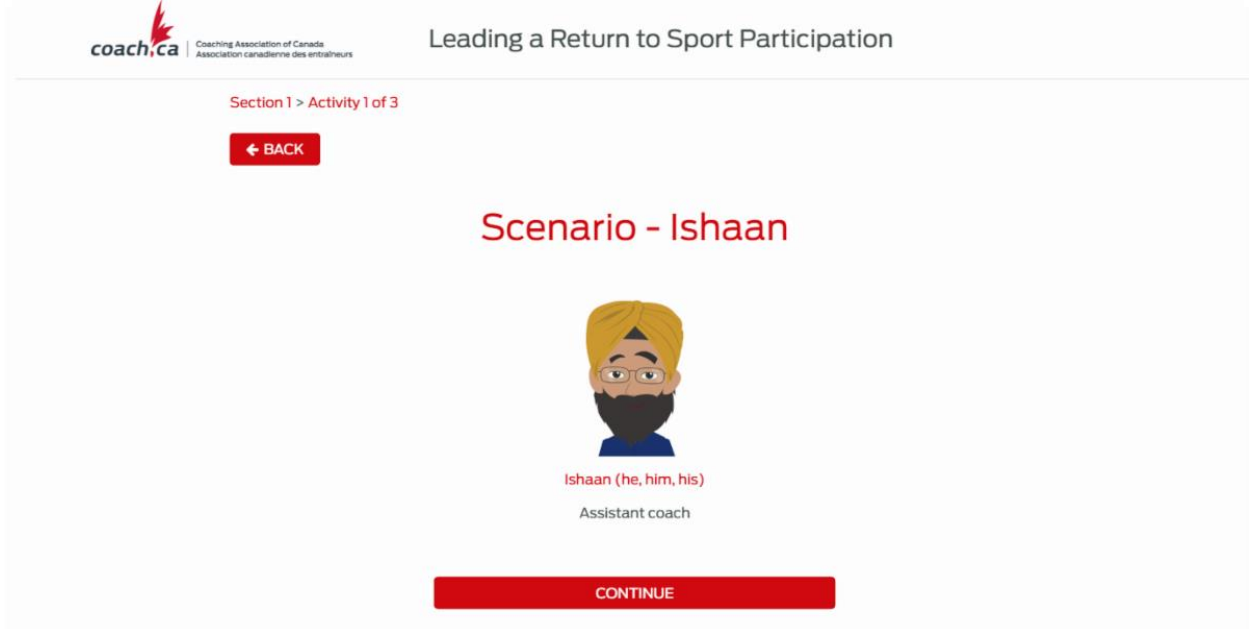
2.2 Activity 1 of 3 - Ishaan

2.2.1 Activity 1 Introduction



The screenshot shows a web interface for a coaching activity. At the top left is the logo for 'coach.ca' with the text 'Coaching Association of Canada' and 'Association canadienne des entraîneurs' below it. To the right of the logo is the page title 'Leading a Return to Sport Participation'. Below the logo and title is a breadcrumb trail 'Section 1 > Activity 1 of 3'. Underneath the breadcrumb is a red button with a left-pointing arrow and the text 'BACK'. In the center of the page is the heading 'Activity 1 of 3' in a large, bold, red font. Below this heading is a paragraph of text: 'In this activity, you'll speak with Coach Ishaan, who has concerns about the return to sport after being away for a long time due to COVID-19.' At the bottom of the page is a wide red button with the text 'START ACTIVITY' in white capital letters.

2.2.2 Ishaan - Introduction



The screenshot shows a digital interface for a coaching module. At the top left is the logo for 'coach.ca' with the text 'Coaching Association of Canada' and 'Association canadienne des entraîneurs' below it. To the right of the logo, the title 'Leading a Return to Sport Participation' is displayed. Below the logo, the text 'Section 1 > Activity 1 of 3' is visible. A red button with a left-pointing arrow and the word 'BACK' is positioned in the upper left area. The main heading 'Scenario - Ishaan' is centered in a large, red font. Below this heading is a cartoon illustration of a man with a yellow turban, glasses, and a beard, wearing a blue shirt. Underneath the illustration, the text 'Ishaan (he, him, his)' is written in red, followed by 'Assistant coach' in a smaller, grey font. At the bottom center, there is a prominent red button with the word 'CONTINUE' in white capital letters.

2.2.3 Ishaan - Video

[REPLAY VIDEO](#) [VIEW RESOURCES](#)

How would you respond to Ishaan? Select all that apply.

- a. We'll begin training as normal, but we'll keep a close eye on our participants to see how they're doing.
- b. We'll start slow, with the basics, and progress gradually as our participants increase in fitness. ✓
- c. We can ask the group how active they were during the time off from practices so we get an idea of their level of skill and fitness. ✓

[+](#)

[SUBMIT](#)

That's correct!

The correct answers are b and c.

In this case, you'll want to start training slowly with the basics first, and then progress gradually as participants increase in fitness. As a coach, you can get feedback from your participants regarding their level of activity during their time away from practices. Later in the module, you're going to learn about the NCCP ADAPTIVE technique to help you modify practices based on your participants' skill and fitness levels.



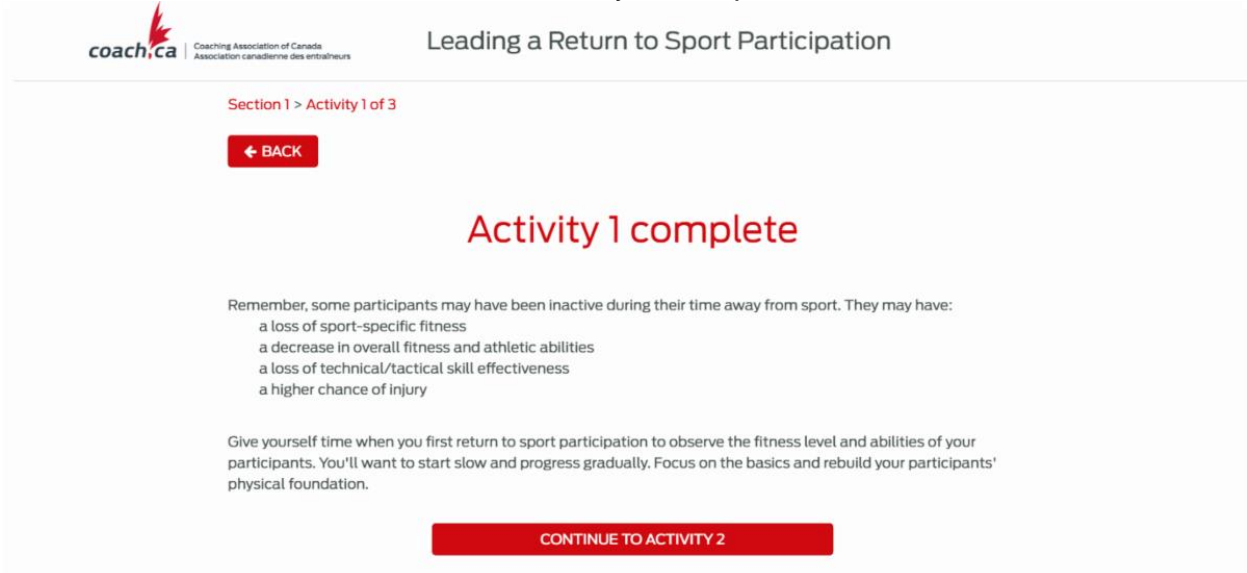
Not quite

The correct answers are b and c.

In this case, you'll want to start training slowly with the basics, and progress gradually as participants increase in fitness. As a coach, you should get feedback from your participants regarding their level of activity during their time away from practices. Later in the module, you're going to learn about the NCCP ADAPTIVE technique to help you modify practices based on your participants' skill and fitness levels.



2.2.4 Activity 1 Complete



The screenshot shows a web interface for a coaching module. At the top left is the logo for 'coach.ca' with the text 'Coaching Association of Canada' and 'Association canadienne des entraîneurs'. To the right of the logo is the title 'Leading a Return to Sport Participation'. Below the logo is a breadcrumb trail: 'Section 1 > Activity 1 of 3'. A red button with a left-pointing arrow and the text 'BACK' is positioned below the breadcrumb. The main heading 'Activity 1 complete' is centered in a large red font. Below this, a paragraph of text reads: 'Remember, some participants may have been inactive during their time away from sport. They may have:'. This is followed by a bulleted list: 'a loss of sport-specific fitness', 'a decrease in overall fitness and athletic abilities', 'a loss of technical/tactical skill effectiveness', and 'a higher chance of injury'. Another paragraph follows: 'Give yourself time when you first return to sport participation to observe the fitness level and abilities of your participants. You'll want to start slow and progress gradually. Focus on the basics and rebuild your participants' physical foundation.' At the bottom center is a red button with the text 'CONTINUE TO ACTIVITY 2'.

2.3 Activity 2 of 3 - Danesh, Stéphanie, Sophia

2.3.1 Activity 2 Introduction



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Activity 2 of 3

In this activity, you'll speak with 3 participants. Identify how they're feeling about returning to sport and help to support the participants.

[START ACTIVITY](#)

2.3.2 Danesh - Introduction



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Section 1 > Activity 2 of 3 > Danesh

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Scenario 1 - Danesh



Danesh (he, him, his)

Participant



Arman (he, him, his)

Father

[Click here to start the conversation with Danesh.](#)
"Hello Danesh and Arman, great to see you again. Ready to get back to practice, Danesh?"

2.3.3 Danesh - Video



Leading a Return to Sport Participation

Section 1 > Activity 2 of 3 > Danesh

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REPLAY VIDEO

VIEW RESOURCES

How is Danesh feeling about returning to sport?

- a. Happy to be back! ✓
 - b. Indifferent to return
 - c. Hesitant to return
 - d. Directly affected by COVID-19
- +

SUBMIT

That's correct!

The correct answer is a.

It looks like Danesh is happy to be back to sport participation.

▶ CONTINUE

Not quite



The correct answer is a.

It looks like Danesh is happy to be back to sport participation.

▶ CONTINUE

Section 1 > Activity 2 of 3 > Danesh


 BACK


 REPLAY VIDEO  VIEW RESOURCES

How might you respond to Danesh? Select the best answer below.

a. Glad to hear you're happy to be back! Let's go, we've got work to do!

b. Glad to hear you're happy to be back!

c. Glad to hear you're happy to be back! Remember though, we've been away for a bit. Don't go too hard at the start, we don't want you to get hurt. 



That's Correct

The correct answer is c.

This is a great answer. It's good that Danesh is happy to be back. It's a good idea to remind him to start slowly to avoid injury.

  CONTINUE

Not quite

The correct answer is c.

It's good that Danesh is happy to be back. However, you should remind him to start slowly to avoid injury.

  CONTINUE



Section 1 > Activity 2 of 3 > Danesh

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Scenario 1 complete

Like Danesh, you might have participants who are excited to return to sport participation. It's great that they're excited. However, remember during this time that participants are more likely to be injured. Remind your participants that it's important to start slowly. Over time, they will gradually resume normal activities. This will give their bodies the time to adapt and avoid injuries.

CONTINUE TO SCENARIO 2

2.3.6 Stéphanie - Introduction



Section 1 > Activity 2 of 3 > Stéphanie

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Scenario 2 - Stéphanie



Stéphanie (she, her, hers)
Participant



Marc (he, him, his)
Father



Alex (they, them, their)
Assistant Coach

VIEW RESOURCES

Email from Marc to You

Hello Coach,

Stéphanie is refusing to come to practice this weekend. One day she's excited to come to practice, and the next, not at all. I don't know what's up. Stéphanie seems to be very hesitant to come back. At this point I've given up. Maybe the two of you could chat?

Thanks,

Marc

How might you respond to Marc? Select the best answer below.

- a. Hi Marc, I'm happy to speak with Stéphanie. I can't blame her for going back and forth on returning to sport. It's normal to feel a little anxious or concerned. Let me set up a video meeting to see if I can help. Coach Alex will be on the call as well. Hopefully we'll be able to help her. I'll let you know how it goes.
- b. Hi Marc. I'm happy to speak with Stéphanie. I'll send a video meeting request. Coach Alex will be on the call as well.
- c. Hi Marc, I'm happy to speak with Stéphanie. I can't blame her for going back and forth on returning to sport. COVID-19 has impacted people differently and it's a confusing time for everyone. It's normal to feel a little anxious or concerned. Let me set up a video meeting with Stéphanie to see if I can help. Coach Alex will be on the call as well. After the call, let's stay connected to see how she's doing. Going forward, we can collaborate on how to help her.

SUBMIT

Not quite

The correct answer is c.

This is a good response. You've helped Marc to accept that the emotional roller coaster during COVID-19 is normal. By including Coach Alex in the meeting, you've also ensured the **Rule of Two**. The one thing to emphasize is that you should collaborate together to help Stéphanie.

CONTINUE

Not quite

The correct answer is c.

This is a good plan to help Stéphanie, and by including Coach Alex in the meeting, you've ensured the **Rule of Two**. However, it seems like Marc could use some reassurance. The last answer option would have been the most correct answer in this situation. It's important to help Marc understand that the emotional roller coaster Stéphanie is experiencing is normal, and to encourage continued communication after meeting with Stéphanie and Coach Alex.

CONTINUE

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That's correct!

The correct answer is c.

This is a great response. You've helped Marc to accept that the emotional roller coaster during COVID-19 is normal and encouraged collaborating and maintaining contact with Marc after meeting with Stéphanie and Coach Alex. By including Coach Alex in the meeting, you've also ensured the [Rule of Two](#).



Not quite

The correct answer is c.

In this case, the final answer option is the correct answer. In this answer option, you've helped Marc to accept that the emotional roller coaster during COVID-19 is normal and encouraged collaborating and maintaining contact with Marc after meeting with Stéphanie and Coach Alex. By including Coach Alex in the meeting, you've also ensured the [Rule of Two](#).





Section 1 > Activity 2 of 3 > Stéphanie

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[REPLAY VIDEO](#)

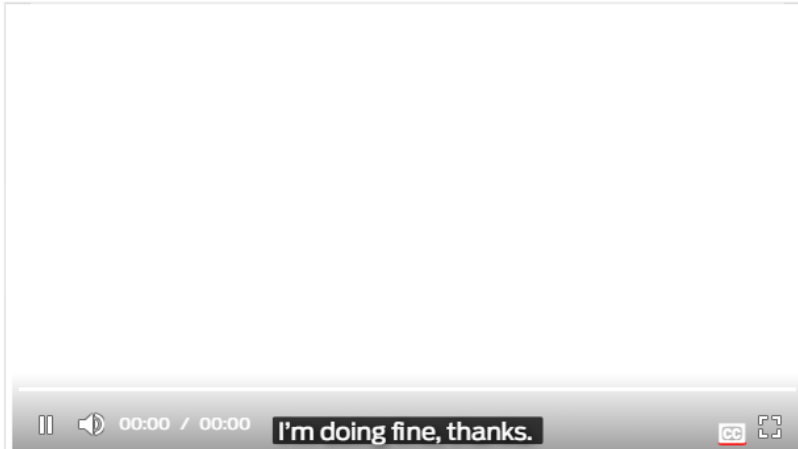
[VIEW RESOURCES](#)

[Click here to respond to Stéphanie](#)
"How are you doing, Stéphanie? We haven't seen you for so long!"



Section 1 > Activity 2 of 3 > Stéphanie

[← BACK](#)



[REPLAY VIDEO](#)

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[Click here to respond to Stéphanie](#)

"Yes, it's totally understandable about how hard this can be. We were speaking with your parents through email and they said you're unsure if you want to come to practice this weekend. What's going on? Is there any way we can help?"

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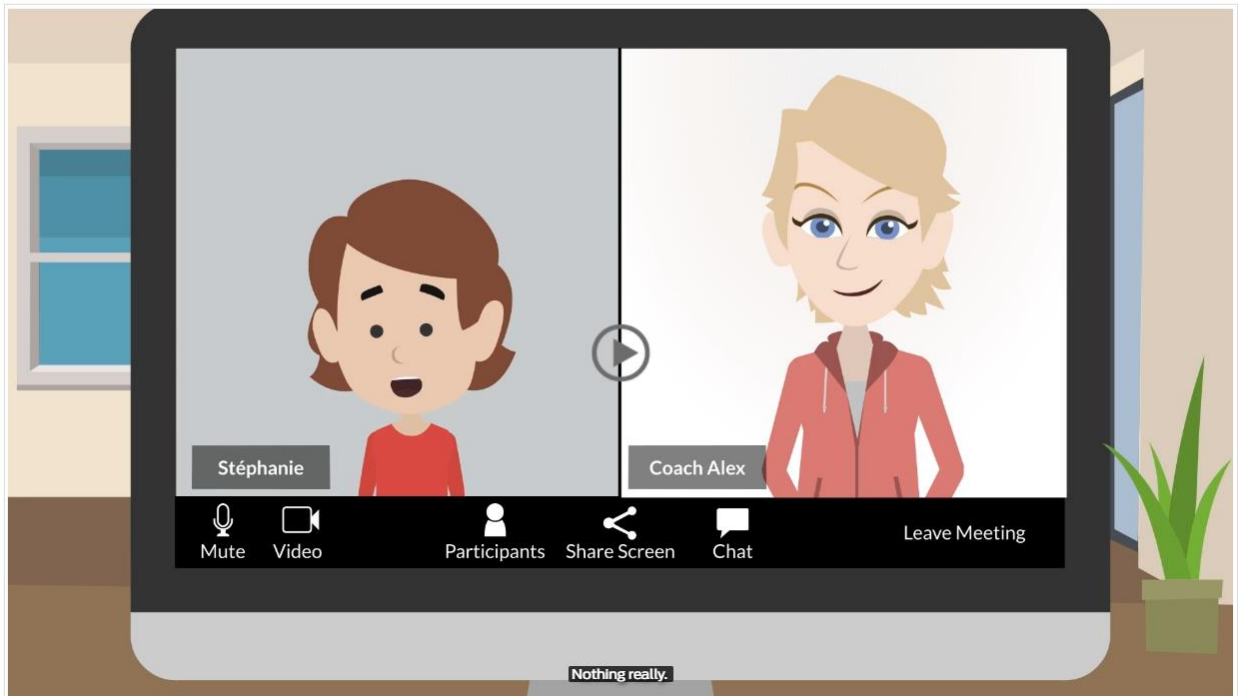
2.3.9 Stéphanie - Video 3



Leading a Return to Sport Participation

Section 1 > Activity 2 of 3 > Stéphanie

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REPLAY VIDEO

VIEW RESOURCES

How is Stéphanie feeling about returning to sport?

a. Happy to be back!

b. Indifferent to return

c. Hesitant to return

d. Directly affected by COVID-19

+

SUBMIT

That's correct!

The correct answer is c.

It looks like Stéphanie is hesitant to return to practices and sport right now.

▶ CONTINUE

Not quite

The correct answer is c.

It looks like Stéphanie is hesitant to return to practices and sport right now.

▶ CONTINUE



Section 1 > Activity 2 of 3 > Stéphanie

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REPLAY VIDEO VIEW RESOURCES

How might you respond to Stéphanie? Select the best answer below.

- a. Reassure Stéphanie that this is a safe place to talk.
- b. Tell Stéphanie to come to practice.
- c. Tell Stéphanie it's okay to miss practice. You'll see her next time.

+ [input field]

SUBMIT

That's Correct

The correct answer is a.

Reassuring Stéphanie that this is a safe place to talk can help her open up, which will allow you to discover how she's feeling.

▶ CONTINUE

Not quite

The correct answer is a.

Depending on what's going on, making Stéphanie come to practice might create a feeling of resentment and reduce the chance that she will attend practices in the future. By reassuring that this is a safe place to talk, you can help Stéphanie open up, which will allow you to discover how she's feeling.

▶ CONTINUE

Not quite

The correct answer is a.

While this might help Stéphanie in the moment, this option doesn't allow you to discover what she's going through. By the time the next practice comes around, she still may not want to attend. Reassuring Stéphanie that this is a safe place to talk can help Stéphanie open up, which will allow you to discover how she's feeling.

▶ CONTINUE

Not quite

The correct answer is a.

Reassuring Stéphanie that this is a safe place to talk can help her open up, which will allow you to discover how she's feeling.

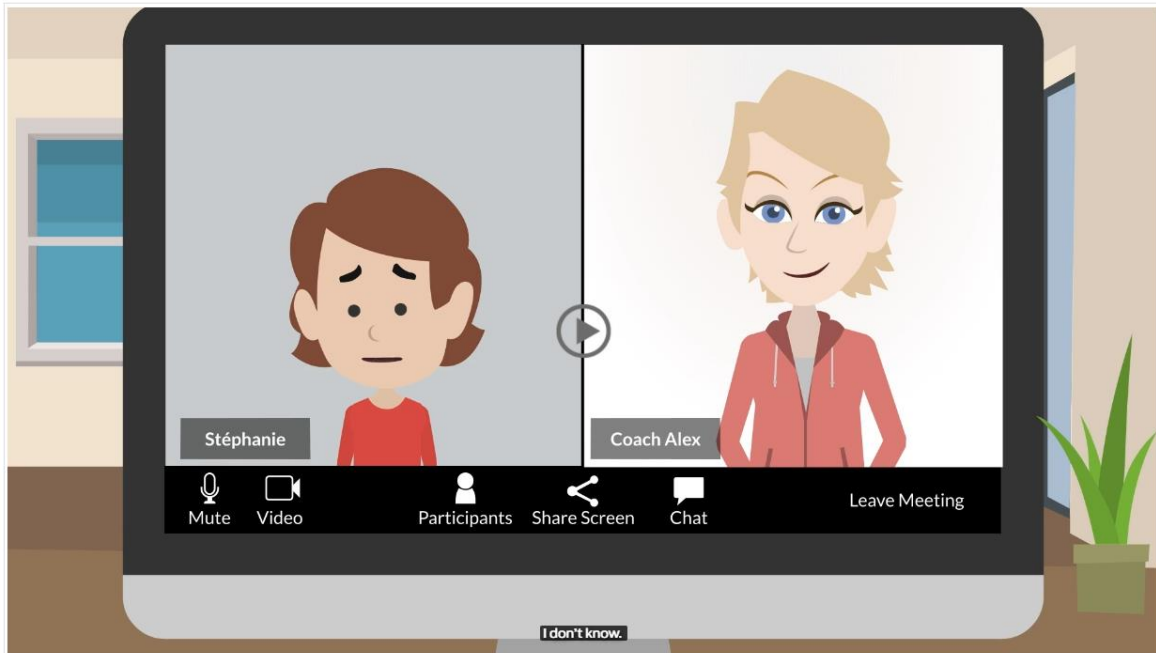
▶ CONTINUE

2.3.11 Stéphanie - Video 4



Section 1 > Activity 2 of 3 > Stéphanie

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REPLAY VIDEO

VIEW RESOURCES

What strategies might you use to help Stéphanie? Select all that apply.

- a. Make Stéphanie come to practice.
- b. Reassure Stéphanie that the way she's feeling is normal.
- c. Ask what skills Stéphanie thinks she needs to improve on and create a plan with her to improve these skills.
- d. Encourage Stéphanie to attend practice, but let her skip this practice if that would help in the moment.
- e. Let Stéphanie's parents know the plan.

+

SUBMIT

That's correct!

The correct answers are b, c, d, and e.

In this case the following strategies would be effective:

Reassure Stéphanie that the way she's feeling is normal.

This helps to reduce anxiety around the way Stéphanie is feeling.

Ask what skills Stéphanie thinks she needs to improve on and create a plan with her to improve these skills.

This strategy helps to reduce anxiety and stress as you're creating a plan to address what Stéphanie is concerned about.

Encourage Stéphanie to attend practice, but let her skip this practice if that would help in the moment.

This can help to reduce stress in the moment if Stéphanie is still concerned about coming to practice.

Let Stéphanie's parents know the plan.

Discussing the plan helps to reassure Stéphanie's parents. Asking them to let you know how Stéphanie is doing on an ongoing basis is a great way to monitor how Stéphanie is feeling.

▶ CONTINUE

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Not quite

The correct answers are b, c, d, and e.

In this case the following strategies would be effective:

Reassure that the way Stéphanie is feeling is normal.

This helps to reduce anxiety around the way Stéphanie is feeling.

Ask what skills Stéphanie thinks she needs to improve on and create a plan with her to improve these skills.

This strategy helps to reduce anxiety and stress as you're creating a plan to address what Stéphanie is concerned about.

Encourage Stéphanie to attend practice, but let her skip this practice if that would help in the moment.

This can help to reduce stress in the moment if Stéphanie is still concerned about coming to practice.

Let Stéphanie's parents know the plan.

Discussing the plan helps to reassure Stéphanie's parents. Asking them to let you know how Stéphanie is doing on an ongoing basis is a great way to monitor how Stéphanie is feeling.



CONTINUE



Section 1 > Activity 2 of 3 > Stéphanie

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Scenario 2 complete

Like Stéphanie, you might have participants who are hesitant to return to sport participation. As you discovered with Stéphanie, she was hesitant to return because she was worried that her skill level had fallen behind due to being away from sport for so long.

There are many reasons why a participant might feel hesitant to return to sports participation. As a coach, show your participants support and empathy, just like you did with Stéphanie. Listen to your participants and let them share and explain their worries. Once you know why your participant is hesitant to return, it will be easier to create a plan to address their concerns. Allow your participant to return to sport at their own pace.

[CONTINUE TO SCENARIO 3](#)

2.3.13 Sophia - Introduction



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Scenario 3 - Sophia



Sophia (she, her, hers)

Participant



Glenda (she, her, hers)

Mother

[Click here to start the conversation with Sophia](#)
"Hi Sophia, long time no see. Glenda, good to see you too. Happy to be back, Sophia?"

2.3.14 Sophia - Video 1

Section 1 > Activity 2 of 3 > Sophia

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REPLAY VIDEO

VIEW RESOURCES

Click here to respond to Sophia
"Is everything okay?"

2.3.15 Sophia - Video 2



Section 1 > Activity 2 of 3 > Sophia

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REPLAY VIDEO

VIEW RESOURCES

How is Sophia feeling about returning to sport?

- a. Happy to be back!
- b. Indifferent to return
- c. Hesitant to return
- d. Directly affected by COVID-19

+

SUBMIT

That's correct!

The correct answer is d.

It's most likely that Sophia has been directly affected by COVID-19. Her grandmother passed away due to COVID-19.

▶ CONTINUE

Not quite

The correct answer is d.

It's most likely that Sophia has been directly affected by COVID-19. Her grandmother passed away due to COVID-19.

▶ CONTINUE



Section 1 > Activity 2 of 3 > Sophia

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[↺ REPLAY VIDEO](#)

[📄 VIEW RESOURCES](#)

[Click here to continue the conversation with Sophia](#)
"I'm so sorry to hear. That must be very difficult. How are you doing?"

2.3.17 Sophia - Video 3



Section 1 > Activity 2 of 3 > Sophia

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REPLAY VIDEO

VIEW RESOURCES

Based on what you heard, how is Sophia feeling? Select all that apply.

- a. Loss of motivation
 - b. Feeling worried
 - c. Not feeling ready to return to sport participation
 - d. Feeling sad
- +

SUBMIT

That's correct!

The correct answers are b and d.

Sophia is feeling both worried and sad.

▶ CONTINUE

Maybe

The correct answers are b and d.

It's possible Sophia is feeling a loss of motivation and not feeling ready to return to sport participation. What we know for sure is that Sophia is feeling worried and sad.

▶ CONTINUE

Section 1 > Activity 2 of 3 > Sophia

[← BACK](#)

[↺ REPLAY VIDEO](#)

[📄 VIEW RESOURCES](#)

Click here to continue the conversation with Sophia
"Thank you for telling me how you're feeling. It's okay not to be okay. This is a difficult time. Please know I'm here for you if you need to talk to someone. We're following all the safety recommendations. Would it be helpful if I told you everything we're doing to make sure everyone is safe?"

2.3.19 Sophia - Video 4



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CONTINUE



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Scenario 3 complete

Like with Sophia, it's possible you will have participants who have been directly impacted by COVID-19. A family member or friend may have gotten sick or even passed away. It's also possible your participant may have gotten COVID-19 themselves.

It's important to note that as a coach, you are not expected to act as a psychologist or grief counsellor. If you do have a participant who has been directly impacted by COVID-19, show them support and empathy just like you did with Sophia. However, if the situation is more than you can manage, you can provide your participant with resources, like the resources below.

CONTINUE TO ACTIVITY 3

2.4 Activity 3 of 3 - Ishaan

2.4.1 Activity 3 Introduction



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Activity 3 of 3

In this activity, you'll explore a scenario about the psychosocial state of a group of participants. Determine how to improve the situation.

START ACTIVITY

2.4.2 Ishaan - Introduction



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Scenario - Ishaan



Ishaan (he, him, his)

Assistant coach

CONTINUE

2.4.3 Ishaan - Video 1



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REPLAY VIDEO

VIEW RESOURCES

Click here to respond to Ishaan
"Do you think we're working them too hard?"

2.4.4 Ishaan - Video 2



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← BACK



REPLAY VIDEO

VIEW RESOURCES

How would you respond to Ishaan? Select the best answer below.

- a. Let's organize a fun game at the start of practice to give everyone some time to de-stress and interact with one another.
- b. Let's wait a bit and see what happens. It might resolve itself.
- c. We should reduce the difficulty of our practices to lessen the stress.
- d. Let's start doing a one-minute mindfulness activity at the beginning of each practice.

+

SUBMIT

That's correct!

The correct answer is a.

Giving time for social interaction is a great way to let your participants relax. An activity, such as a fun game at the start of practice, is a great way to let your participants de-stress and interact with one another.

▶ CONTINUE

Not quite

The correct answer is a.

While the situation may resolve itself, it's better to be proactive to resolve a potential issue. Organizing an activity, such as a fun game at the start of practice, would give your participants some time for social interaction and to de-stress.

▶ CONTINUE

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Not quite

The correct answer is a.

While reducing the difficulty of practices might help in some situations, Ishaan didn't think this was the cause of the issue. In this case, organizing a social activity, such as a fun game at the start of practice, would give your participants some time for social interaction and to de-stress.



Maybe

The correct answer is a.

Mindfulness is a great way to help participants identify what is affecting them in the moment and to focus on what they need right now. However, mindfulness can take a lot of practice for it to be effective. Additionally, mindfulness activities can be challenging to lead without proper training. Another option in this case would be organizing an activity, such as a fun game at the start of practice. This would give your participants some time to de-stress and have time for social interaction.



Not quite

The correct answer is a.

In this case, organizing an activity, such as a fun game at the start of practice would be correct. This would give your participants some time to de-stress and have time for social interaction.



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[← BACK](#)

Activity 3 complete

Since participants have been away from sport and have been isolated in their homes due to COVID-19, they might feel detached from their sport and its sport community. As a result, it's possible that some participants will feel anxious, uncertain or have enhanced negative emotions such as discouragement, anger, and sadness. It's also possible that participants will feel excited to return to sport participation.

In the last activity, Coach Ishaan was concerned about participants who were feeling stressed and short tempered. This is likely a result of the enhanced negative emotions discussed above. Building in time for games or activities to help your participants de-stress can help. Ensure time is available to your participants to socialize with one another. This is something they have not been able to do normally due to COVID-19 and can help your participants de-stress.

[CONTINUE](#)

2.5 S1 Complete

2.5.1 S1 Complete



Leading a Return to Sport Participation

Section 1 > Complete

← BACK

Congratulations!



You've completed the activities in Section 1!

CONTINUE

Key points to remember

- As a coach, you can have an effect on a safe return to sport. Being aware of physical and psychosocial effects your participants are experiencing will help you lead a safe return to sport
- When participants return to sport they may feel excited to return, indifferent or hesitant to return, or have been directly affected by COVID-19
- Leading and communicating with empathy can help you make a positive impact on your participants
- Always ensure the [Rule of Two](#) is being followed, even in virtual sessions

Reporting

The NCCP Code of Ethics outlines 3 principles, with supporting standards of behaviour, to help guide ethical practice and decision-making in coaching- and program-related situations. Your legal responsibilities as a coach may be specific to a particular situation or time, or the jurisdiction where you are coaching. The NCCP Code of Ethics, including its principles and ethical standards of behaviour, guides coaches as part of their responsibilities to assume a duty to report.

Responsibility to child participants

Everyone has a duty to report known or suspected child abuse and neglect under Canadian child welfare laws. Persons who perform duties with respect to children and youth, including coaches, have an added responsibility to report. Known or suspected child abuse and neglect should be reported to the local children's aid society, who may involve the police and other community agencies. If you believe the child is in immediate danger, you should call the police.

Responsibility to adult participants

In relation to adults, a crime or suspected crime should be reported directly to the police, as well as to the corresponding sport organization authorities (examples: local, provincial, or national sport organization) or sport-identified independent third party organization, where appropriate.

Other resources include:

- Canadian Sport Helpline
- Kids Help Phone
- Need Help Now
- Cybertip.ca
- Respect Group: 1.888.329.4009 or email resourceline@respectgroupinc.ca


Links to these resources can be found on the Sport Safety Helplines page at <https://coach.ca/sport-safety-helplines>.

CONTINUE

3 Section 2

3.1 Introduction

3.1.1 Module Dashboard S2



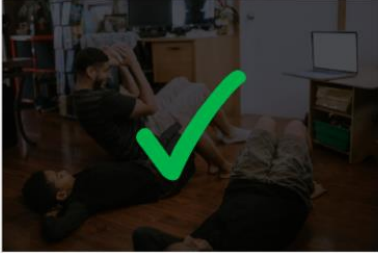
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Module dashboard


Complete the activities in the sections below to complete the module.



Section 1 - Physical and psychosocial considerations

In this section, you'll consider the physical and psychosocial state of participants and identify how to support them.


[OPEN](#)



Section 2 - Planning a return to sport participation

In this section, you'll plan a return to sport participation using the NCCP ADAPTIVE technique and plan a virtual training session.

[OPEN](#)

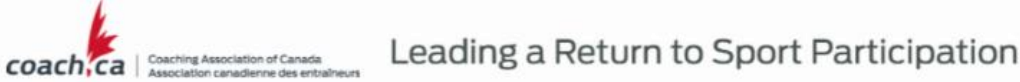


Conclusion

In this section, you'll discover where to go to learn more and find the list of module references.


[OPEN](#)

3.1.2 Section 2 Introduction



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Leading a Return to Sport Participation



Planning a return to sports participation

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Introduction

Proper planning is important for a safe return to sport. As a coach, you may need to lead a return to sport for multiple participants or an individual participant due to COVID-19.

In this section, you will complete 3 activities. These activities will help you practise planning a return to sport using the NCCP ADAPTIVE technique and to plan virtual training sessions. The NCCP ADAPTIVE technique will guide you to think about the changes you may need to make to your training environment due to COVID-19. The NCCP ADAPTIVE technique helps you consider:

- Ability
- Difficulty
- Area
- Participants
- Time
- Inclusion
- Variability
- Equipment

To learn more about the NCCP ADAPTIVE technique, you can take the NCCP Planning a Practice module. There will be a link to the module in the conclusion.

Use the available resources to help you complete the activities.

[BEGIN ACTIVITIES](#)

3.2 Activity 1 of 3

3.2.1 Activity 1 Introduction



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Activity 1 of 3

In this activity, think of your own sport and your own training environment. Use the NCCP ADAPTIVE technique to consider how to change your training environment and activities for a return to sport during a partial lockdown due to COVID-19.

In this activity, you'll be given a set of restrictions to consider. When you do this for your actual return to sport participation, remember to follow your jurisdiction's Public Health guidelines and regulations.

Once you type in your answer and click the submit button, you'll see an example of the considerations that could be made. You can compare your answer to the example, but please note: the example given is not the only correct answer. If your answer is different, it doesn't mean it's wrong. There are many considerations that can be made using the NCCP ADAPTIVE technique, and they can be different per sport and per training environment.

START ACTIVITY

3.2.2 Restrictions for the activity



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Restrictions for the activity

Consider the following restrictions during a partial lockdown due to a pandemic while using the NCCP ADAPTIVE technique. These restrictions will be available to you throughout this activity.

Participants have been away from sport for many months due to a pandemic

Gathering limits:

Indoor: 10 people

Outdoor: 25 people

Face covering requirements:

Required for all indoor gatherings, except when training

Required for outdoor activities where participants cannot stay at least 2 metres apart at all times, except when training

Participants must stay at least 2 metres apart at all times

No spectators are allowed

COVID-19 self-screen questionnaires required for all participants

Equipment and change rooms must be cleaned between use

CONTINUE

3.2.3 Ability



Leading a Return to Sport Participation

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* VIEW RESTRICTIONS

VIEW RESOURCES

Ability

Skill tasks should match the participants' current level of abilities and physical fitness. Goals should be set with the input of the participant and progress can be encouraged with care and caution.

How would you adapt your training environment and activities for a return to sport for Ability?

Your considerations

SUBMIT

Example considerations

- Given the time away from sport and physical activity, it's possible participants have a lower skill and fitness level
- Start with basic athletic abilities and technical skills and progress based on observation and participant feedback

CONTINUE

3.2.4 Difficulty



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* VIEW RESTRICTIONS

VIEW RESOURCES

Difficulty

Start from low difficulty. This will be a safe baseline for their sport environment. Create team and individual activities to fit the needs of the group or participant. Coaches need to have knowledge of the participants' physical conditioning and what activities they participated in, if any, during the time away from training and competing. Strategies for reconditioning and retraining are important in this stage.

How would you adapt your training environment and activities for a return to sport for Difficulty?

Your considerations

SUBMIT

Example considerations

- Gradually introduce training at a reduced level (skill and athletic abilities)
- Progress the level of difficulty based on observation and on participant feedback
- Split into groups with varying levels of difficulty based on skill and fitness levels, if required

CONTINUE

3.2.5 Area



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* VIEW RESTRICTIONS VIEW RESOURCES

Area

Make sure that practice areas are kept safe and clean. Ensure participants can have proper physical distancing as they return to practices. The coach can provide individual equipment or ask participants to bring their own equipment to practice if it applies.

How would you adapt your training environment and activities for a return to sport for Area?

Your considerations

SUBMIT

Example considerations

- All equipment must be cleaned after use.
- Have participants train or practice on their own if necessary to ensure physical distancing
- Ensure physical distancing at all times, where possible
- Where physical distancing is not possible, participants will wear masks, except when training

CONTINUE

3.2.6 Participants



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* VIEW RESTRICTIONSVIEW RESOURCES

Participants

For the early part of the return to sport, having participants in small groups is the most suitable setting. It is vital to monitor participants' behaviour and conditioning during the first few weeks of training and competition. With a smaller group, you can focus on individuals, as well as the group, and how well they are coping with the new methods of training.

How would you adapt your training environment and activities for a return to sport for Participants?

Your considerations

SUBMIT

Example considerations

- No more than 25 people are allowed at practice at any time
- Parents or guardians are not allowed to stay to watch practice
- Ensure physical distancing
- Monitor the participants' progress

CONTINUE

3.2.7 Time



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* VIEW RESTRICTIONSVIEW RESOURCES

Time

Coaches are responsible for creating a structured schedule for team practices and individual training sessions that respect safety protocols. Give time to clean training equipment and pack it away between practice sessions to avoid a crowd in the training venue. Time must be allocated for disinfecting venues and equipment before and after each practice, and completing a COVID-19 self-screen questionnaire.

How would you adapt your training environment and activities for a return to sport for Time?

Your considerations

SUBMIT

Example considerations

- If training time for participants is limited due to lack of equipment, create a schedule for each participant
- Ensure time is built into the schedule for cleaning of equipment
- Ensure time is built into the schedule for completion of COVID-19 self-screen questionnaires

CONTINUE

3.2.8 Inclusion



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* VIEW RESTRICTIONS VIEW RESOURCES

Inclusion

Provide a safe and welcoming environment for everyone. Before you begin the practice session, ensure all parent/guardian and participant concerns about the safety of practices and the practice venue(s) are addressed.

How would you adapt your training environment and activities for a return to sport for Inclusion?

Your considerations

Example considerations

- Ensure your sport environment is safe and welcoming for everyone
- Provide time at the start of practice for parents/guardians and participants to ask questions

SUBMIT

CONTINUE

3.2.9 Variability



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* VIEW RESTRICTIONSVIEW RESOURCES

Variability

Ensure that all activities are suited to the readiness of the participants as they return to practice. Modify training activities to adapt to the new reality and individual needs of your participants.

How would you adapt your training environment and activities for a return to sport for Variability?

Your considerations

Example considerations

- Ensure variety in training and practice while working to increase fitness levels
- Plan different activities that work on the same skill to keep it interesting

SUBMITCONTINUE

3.2.10 Equipment



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* VIEW RESTRICTIONSVIEW RESOURCES

Equipment

Assign each participant their own individual equipment or encourage them to bring their own equipment for safety reasons. Make sure that a personal hygiene kit is in the must-bring list of your participants. Coaches should also comply with all safety regulations.

How would you adapt your training environment and activities for a return to sport for Equipment?

Your considerations

SUBMIT

Example considerations

- Assign individual equipment to participants
- Have participants bring their own equipment where possible
- Have participants bring their own mask and hand sanitizer
- Bring extra masks, hand sanitizer and cleaning equipment
- If equipment is to be shared, ensure that the equipment is cleaned between each practice
- Follow your sport protocols on sanitizing equipment

CONTINUE

3.2.11 ADAPTIVE 1 Summary



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Your responses summary

Below, see a summary of your responses for each section of the NCCP ADAPTIVE technique. You will not be able to save your responses in the module, but you will be able to print your responses at the end of this page. You can also save them as a separate PDF document if you have the "Print as PDF" option on your device.

Ability

{{Ability1}}

Difficulty

{{Difficulty1}}

Area

{{Area1}}

Participants

{{Participants1}}

Time

{{Time1}}

Inclusion

{{Inclusion1}}

Variability

{{Variability1}}

Equipment

{{Equipment1}}

[CONTINUE](#) [PRINT THIS PAGE](#)

3.2.12 Activity 1 - Complete



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Activity 1 complete

The NCCP ADAPTIVE technique can help you consider how to change your training environment and activities for a return to sport during COVID-19. When using the NCCP ADAPTIVE technique for your actual return to sport participation, remember to follow your jurisdiction's Public Health guidelines and regulations and to check your sport website and their safety protocols around participation during COVID-19.

[CONTINUE TO ACTIVITY 2](#)

3.3 Activity 2 of 3

3.3.1 Activity 2 Introduction



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Activity 2 of 3

In this activity, think of your own sport and your own training environment. Use the NCCP ADAPTIVE technique to consider how to change your training environment and activities for a return to sport for a participant who became sick due to COVID-19.

START ACTIVITY

3.3.2 The Scenario



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The scenario

Consider the scenario below. You will be able to view this scenario throughout the activity.

José has been away from sport for 4 weeks due to having COVID-19. José will be returning to practices next week. However, José's doctor has noted that while cleared to return to sport, José is still short of breath and has a reduced energy level. José should only take part in low intensity cardio activities and should be allowed to rest based on José's feedback.

CONTINUE

3.3.3 Ability



Section 2 > Activity 2 of 3

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* VIEW SCENARIO VIEW RESOURCES

Ability

Skill tasks should match the participants' current level of abilities and physical fitness. Goals should be set with the input of the participant and progress can be encouraged with care and caution.

How would you adapt your training environment and activities for José's return to sport for Ability?

Your considerations

Example considerations

- Reduce cardio-based activities, or other physically demanding activities for José
- Carefully monitor José during practices

SUBMIT

CONTINUE

3.3.4 Difficulty



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* VIEW SCENARIO VIEW RESOURCES

Difficulty

Start from low difficulty. This will be a safe baseline for their sport environment. Create team and individual activities to fit the needs of the group or participant. Coaches need to have knowledge of the participants' physical conditioning and what activities they participated in, if any, during the time away from training and competing. Strategies for reconditioning and retraining are important in this stage.

How would you adapt your training environment and activities for José's return to sport for Difficulty?

Your considerations

SUBMIT

Example considerations

- Ensure all activities are low intensity
- Increase the intensity and volume gradually based on feedback from José and your own observations

CONTINUE

3.3.5 Area



Leading a Return to Sport Participation

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✦ VIEW SCENARIO VIEW RESOURCES

Area

Make sure that practice areas are kept safe and clean. Ensure participants can have proper physical distancing as they return to practices. The coach can provide individual equipment or ask participants to bring their own equipment to practice if it applies.

How would you adapt your training environment and activities for José's return to sport for Area?

Your considerations

Example considerations

- Ensure there's a place for José to sit to rest when needed
- Ensure there's space provided for individual skill activities

SUBMIT

CONTINUE

3.3.6 Participants



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* VIEW SCENARIO VIEW RESOURCES

Participants

For the early part of the return to sport, having participants in small groups is the most suitable setting. It is vital to monitor participants' behaviour and conditioning during the first few weeks of training and competition. With a smaller group, you can focus on individuals, as well as the group, and how well they are coping with the new methods of training.

How would you adapt your training environment and activities for José's return to sport for Participants?

Your considerations

SUBMIT

Example considerations

- If José needs to do a different activity than other participants, ensure another participant is paired with José
- Adapt the training for José's needs

CONTINUE

3.3.7 Time



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* VIEW SCENARIO

VIEW RESOURCES

Time

Coaches are responsible for creating a structured schedule for team practices and individual training sessions that respect safety protocols. Give time to clean training equipment and pack it away between practice sessions to avoid a crowd in the training venue. Time must be allocated for disinfecting venues and equipment before and after each practice, and completing a COVID-19 self-screen questionnaire.

How would you adapt your training environment and activities for José's return to sport for Time?

Your considerations

Example considerations

- Check-in with José often to see how training is going
- Reduce the amount of time José is practising
- Ensure time is scheduled for José to take breaks
- Make sure José knows to take extra breaks when needed

SUBMIT

CONTINUE

3.3.8 Inclusion



Leading a Return to Sport Participation

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* VIEW SCENARIO

VIEW RESOURCES

Inclusion

Provide a safe and welcoming environment for everyone. Before you begin the practice session, ensure all parent/guardian and participant concerns about the safety of practices and the practice venue(s) are addressed.

How would you adapt your training environment and activities for José's return to sport for Inclusion?

Your considerations

SUBMIT

Example considerations

- Create modified versions of drills or activities for José
- To keep José engaged, have him help run the drill, be a timekeeper, retrieve equipment, take photos, etc.

CONTINUE

3.3.9 Variability



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* VIEW SCENARIOVIEW RESOURCES

Variability

Ensure that all activities are suited to the readiness of the participants as they return to practice. Modify training activities to adapt to the new reality and individual needs of your participants.

How would you adapt your training environment and activities for José's return to sport for Variability?

Your considerations

Example considerations

- Plan a variety of activities suitable for José's level of fitness
- Observe José's reaction to the activities and adjust if necessary

SUBMITCONTINUE

3.3.10 Equipment



Section 2 > Activity 2 of 3

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* VIEW SCENARIO

VIEW RESOURCES

Equipment

Assign each participant their own individual equipment or encourage them to bring their own equipment for safety reasons. Make sure that a personal hygiene kit is in the must-bring list of your participants. Coaches should also comply with all safety regulations.

How would you adapt your training environment and activities for José's return to sport for Equipment?

Your considerations

SUBMIT

Example considerations

- Use the regular Equipment plan from the NCCP ADAPTIVE technique done for COVID-19 in the previous scenario
- Ensure additional equipment is available for José if required
- Ensure proper sanitization of equipment

CONTINUE

3.3.11 ADAPTIVE 2 Summary



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Your responses summary

Below, see a summary of your responses for each section of the NCCP ADAPTIVE technique. You will not be able to save your responses in the module, but you will be able to print your responses at the end of this page. You can also save them as a separate PDF document if you have the "Print as PDF" option on your device.

Ability

{{Ability2}}

Difficulty

{{Difficulty2}}

Area

{{Area2}}

Participants

{{Participants2}}

Time

{{Time2}}

Inclusion

{{Inclusion2}}

Variability

{{Variability2}}

Equipment

{{Equipment2}}

CONTINUE

PRINT THIS PAGE

3.3.12 Activity 2 - Complete



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Activity 2 complete

The NCCP ADAPTIVE technique can be used in many situations. As you saw in the last activity, it can be used to help support a participant who is returning to sport participation after being infected with COVID-19. In these cases, it's important to remember the following:

- During isolation and recovery, maintain regular virtual contact and provide virtual support
- Collaborate and communicate with parents/guardians
- Ensure participants have a medical clearance from their doctor before they return to sport participation
- Recovering from COVID-19 can look very different from person to person. Some people may take longer to recover; others may recover more quickly. Some participants may still have challenges after they've recovered and some may not.
- Encourage participants to follow the guidelines given by their doctor and discuss the return to sport with the participant and their parents or guardians

[CONTINUE TO ACTIVITY 3](#)

3.4 Activity 3 of 3

3.4.1 Activity 3 Introduction



[Section 2](#) > [Activity 3 of 3](#)

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Activity 3 of 3

In this activity, you will help Coach Lin who will be leading virtual sessions due to a full lockdown because of COVID-19. Help Coach Lin create a safe and inclusive virtual environment.

[START ACTIVITY](#)

3.4.2 Lin - Introduction



Leading a Return to Sport Participation

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Scenario - Lin



Lin (she, her, hers)

Assistant coach



Kai (he, him, his)

Participant

CONTINUE

3.4.3 Lin - Video 1



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[REPLAY VIDEO](#)

[VIEW RESOURCES](#)

[Click here to respond to Lin](#)
"Yes, of course."

3.4.4 Lin - Video 2



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REPLAY VIDEO

VIEW RESOURCES

How would you respond to Lin? Select the best answer below.

- a. Since this is just a virtual session, it's okay to be one-on-one with a participant.
- b. Reach out to Kai's parents to see if they can join.
- c. Reach out to Coach Ashley from the age group below us to join the meeting.

+

SUBMIT

Not quite

The correct answer is c.

The **Rule of Two** is still important during virtual sessions. It's best to have two trained and screened coaches with one participant. Alternatively, if one of the participants' parents can join, this would also ensure implementation of the **Rule of Two**.

▶ CONTINUE

Maybe

The correct answer is c.

This is a good answer. While it's best to have two trained and screened coaches with one participant, having one of Kai's parents join would also ensure implementation of the **Rule of Two**.

▶ CONTINUE

Leading a Return to Sport Participation

Created: Feb 08, 2023

That's correct!

The correct answer is c.

This is a great answer. It's best to have two trained and screened coaches with one participant. Alternatively, if one of the participants' parents can join, this would also meet the standard of the [Rule of Two](#).



CONTINUE

Not quite

The correct answer is c.

In this case, it's best to have two trained and screened coaches with one participant. Alternatively, if one of the participants' parents can join, this would also meet the standard of the [Rule of Two](#).



CONTINUE

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Created: Feb 08, 2023

3.4.5 Lin - Video 3

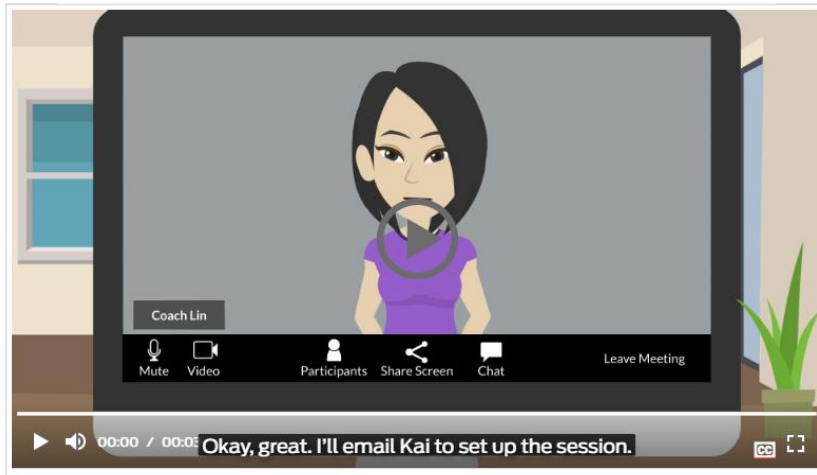


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REPLAY VIDEO

VIEW RESOURCES

How would you respond to Lin? Select the best answer below.

- a. Make sure to include Kai's parents on the email as well. His parents should give consent for the session to be booked.
- b. Just send Kai a text rather than email. He told me to always text.
- c. You have Kai's cell phone number, so just make a quick call.

+

SUBMIT

That's Correct!

The correct answer is a.

Great answer. Including Kai's parents in the email ensures the [Rule of Two](#). It also gives you an opportunity for Kai's parents to consent to the virtual session.

▶ CONTINUE

Not quite

The correct answer is a.

You should not send a one-on-one text with Kai. While it's okay to text, it should be done as a group text with Kai's parents to ensure you meet the standards of the [Rule of Two](#). Remember to get Kai's parents consent before the virtual session.

▶ CONTINUE

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Not quite

The correct answer is a.

You should not have a one-on-one call with Kai. If you have a call, it should include his parents to ensure you meet the standards of the [Rule of Two](#). Remember to get Kai's parents consent before the virtual session.



Not quite

The correct answer is a.

In this case, you would want to include Kai's parents in the email ensures the [Rule of Two](#). It also gives you an opportunity for Kai's parents to consent to the virtual session.



Section 2 > Activity 3 of 3

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REPLAY VIDEO

VIEW RESOURCES

How would you respond to Lin? Select the best answer below.

- a. Mostly anywhere is fine as long as it's an open and professional environment. ✓
- b. Your bedroom is fine as long as you tidy up.
- c. Your kitchen is probably a good location.

+

SUBMIT

That's Correct!

The correct answer is a.

The best environment to run a virtual session is in an open and observable setting. Avoid unprofessional settings, such as a bedroom.

▶ CONTINUE

Not quite

The correct answer is a.

It's best to avoid unprofessional settings, such as bedrooms. The best environment to run a virtual session is in an open and observable setting.

▶ CONTINUE

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Maybe

The correct answer is a.

A kitchen is likely an okay spot as long as it's not too loud. The best environment to run a virtual session is in an open and observable setting. Avoid unprofessional settings, such as a bedroom.



Not quite

The correct answer is a.

In this case, the best environment to run a virtual session is in an open and observable setting. Avoid unprofessional settings, such as a bedroom.



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3.4.7 Lin - Video 5



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REPLAY VIDEO

VIEW RESOURCES

How would you respond to Lin? Select the best answer below.

- a. You know how hard you can go with cardio for Kai. Keep it to his fitness level. Set clear expectations at the start of the meeting and keep focused on the training.
- b. You know how hard you can go with cardio for Kai. Keep it to his fitness level and take note of how he's doing. Set clear expectations at the start of the meeting and keep focused on the training.
- c. You know how hard you can go with cardio for Kai. Keep it to his fitness level. Take note of how Kai is doing as well. Check-in to make sure he's okay. And keep the meeting light, this is great for some social time with Kai. Set clear expectations at the start of the meeting of what you expect.

+

SUBMIT

Not quite

The correct answer is b.

This is a good answer. You're ensuring Kai's physical well-being and keeping the meeting focused on the training. However, don't forget about Kai's mental well-being as well. This is a great time to check-in to see how he is doing.

▶ CONTINUE

That's correct!

The correct answer is b.

This is a great answer. You're ensuring Kai's physical and mental well-being and keeping the meeting focused on the training.

▶ CONTINUE

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Not quite

The correct answer is b.

This is a good answer. However, this meeting should be focused on training and not social engagement. If you are running a virtual social event with your participants, then it's okay to focus on social engagement.



Not quite

The correct answer is b.

In this case, the second answer option is the correct answer. In saying this, you're ensuring Kai's physical and mental well-being and keeping the meeting focused on the training.



Section 2 > Activity 3 of 3

[← BACK](#)

Activity 3 complete

When participants have been away from sport for a long time, maintaining contact and continuing training (where possible) is important. Conducting virtual sessions with your participants can be an effective tool to maintain contact and continue training.

There are many recommendations to ensure you are creating a safe and inclusive virtual environment, some of which you suggested to Coach Lin in the last activity. It would be unfair to expect you to memorize all of these recommendations. At the end of this eLearning module, download the "Creating a Safe and Inclusive Virtual Environment" resource. Use this resource when you need to conduct virtual sessions with your participants.

[CONTINUE](#)

3.5 S2Complete

3.5.1 S2 Complete



Leading a Return to Sport Participation

Section 2 > Complete

← BACK

Congratulations!



You've completed the activities in Section 2!

CONTINUE

Key points to remember


- Ensure participants have a medical clearance from their doctor before they return to sport participation
- Change your practices using the NCCP ADAPTIVE technique. Ensure you also:
 - Check your sport website and their safety protocols around participation during COVID-19
 - Know your jurisdiction's Public Health guidelines and regulations as you build your practice plan
- Recovering from COVID-19 can look very different from person to person. Some people may take longer to recover; others may recover more quickly. Some participants may still have challenges after they've recovered and some may not. Encourage participants to follow the guidelines given by their doctor and discuss the return to sport with the participant and their parents or guardians
- If running a practice in a virtual environment, make sure you're always following the [Rule of Two](#)
- Keep virtual sessions professional and focused on training

CONTINUE

4 Conclusion

4.1 Conclusion

4.1.1 Module Dashboard Conclusion



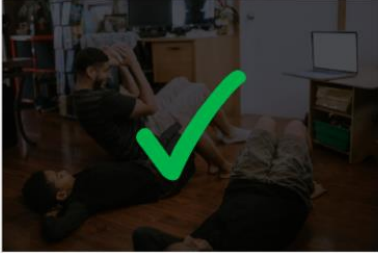
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Module dashboard


Complete the activities in the sections below to complete the module.



Section 1 - Physical and psychosocial considerations

In this section, you'll consider the physical and psychosocial state of participants and identify how to support them.


[OPEN](#)



Section 2 - Planning a return to sport participation

In this section, you'll plan a return to sport participation using the NCCP ADAPTIVE technique and plan a virtual training session.

[OPEN](#)



Conclusion

In this section, you'll discover where to go to learn more and find the list of module references.

[OPEN](#)

4.1.2 Conclusion

Conclusion

[← BACK](#)

Summary

Returning to sport participation during or following COVID-19 creates several challenges. Being away from sport and the sport community for such a long time can have important physical and psychosocial effects. As a coach, you're a leader. You have an effect on the safe return to sport and the well-being of your participants. You can help support your participants' well-being and safety by:

- Being aware of the physical and psychosocial state of your participants
- Changing your return to sport plan based on your participants' physical and psychosocial state
- Leading with empathy by:
 - showing genuine care for your participants
 - showing concern for your participants
 - having a willingness to understand the needs of others
 - showing mutual respect
 - creating trust
 - building strong bonds with participants
 - promoting an inclusive environment
- Planning an effective return to sport participation using the NCCP ADAPTIVE technique

Resources

In this module, you used several resources to help you complete the activities. Links to these resources can be found at coach.ca/return-to-sport/toolbox.

Learn More

Looking to learn more? Here are some recommended workshops.

NCCP Coaching and Leading Effectively

After completing this module, you'll be able to:

- promote a positive image of sport and model it to athletes and those supporting their performance;
- deliver clear messages and explanations when communicating with athletes and their supporters; and
- identify opportunities to interact with all athletes and use feedback to improve and correct performance and behaviour.

NCCP Planning a Practice

The NCCP Planning a Practice module consists of two components: (1) a free NCCP Emergency Action Plan eLearning activity and (2) a 5-hour in-class or online delivered module.

The NCCP Planning a Practice learning activities will prepare you to:

- explain the importance of logistics in the development of a practice plan;
- establish an appropriate structure for a practice; and
- identify appropriate activities for each part of the practice.

NCCP Emergency Action Plan

After completing the NCCP Emergency Action Plan eLearning activity, you'll be able to:

- describe the importance of having an Emergency Action Plan (EAP);
- identify when to activate the EAP;
- explain the responsibilities of the charge person and call person when the EAP is activated; and
- create a detailed EAP that includes all required information for responding to an emergency.

Safe Sport Training

After completing this eLearning module, you'll be able to:

- understand that everyone has a role to play in keeping sport safe, how the misuse of power leads to maltreatment, and the principles of the Universal Code of Conduct.
- understand the various types of maltreatment, the conditions that enable them, and how to recognize signs that they may be happening.
- know what to do if you suspect maltreatment, and how you can create a culture that protects all participants.

NCCP Design a Basic Sport Program

After completing this module, you'll be able to:

- develop a program structure based on opportunities for training and competition;
- establish indicators of athlete development in the program; and
- develop practice plans that reflect seasonal training priorities.

References

To view the module references, click on the View References button below.

[VIEW REFERENCES](#)

Acknowledgements

Project team

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Thank you for taking the Leading a Return to Sport Participation module! Please click the Exit Module button below to exit the module.

[EXIT MODULE](#)

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Leading a Return to Sport Participation

5 Lightboxes

5.1 Videos

5.1.1 Lightbox - S1A1_Ishaan Video



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5.1.2 Lightbox - S21A2_Danesh Video



5.1.3 Lightbox - S1A2_Stéphanie Video 1



5.1.4 Lightbox - S1A2_Stéphanie Video 2



5.1.5 Lightbox - S1A2_Stéphanie Video 3



5.1.6 Lightbox - S1A2_Stéphanie Video 4



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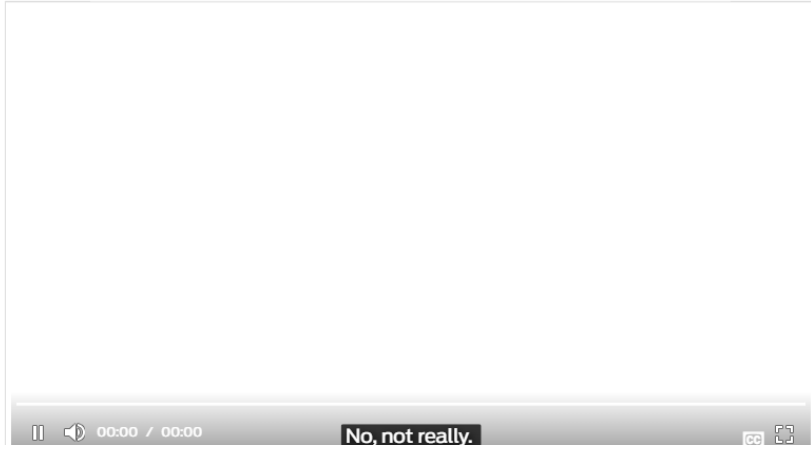
5.1.7 Lightbox - S1A2_Sophia Video 1



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5.1.8 Lightbox - S1A2_Sophia Video 2



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Created: Feb 08, 2023

5.1.9 Lightbox - S1A2_Sophia Video 3



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5.1.10 Lightbox - S1A3_Ishaan Video 1



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5.1.11 Lightbox - S1A3_Ishaan Video 2



Leading a Return to Sport Participation

Created: Feb 08, 2023

5.1.12 Lightbox - S2A3_Lin Video 1



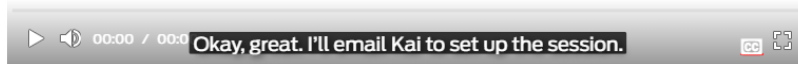
5.1.13 Lightbox - S2A3_Lin Video 2



Created: Feb 08, 2023

Leading a Return to Sport Participation

5.1.14 Lightbox - S2A3_Lin Video 3



5.1.15 Lightbox - S2A3_Lin Video 4



Leading a Return to Sport Participation

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5.1.16 Lightbox - S2A3_Lin Video 5



5.2 Resources

5.2.1 Lightbox - Physical Considerations

Physical considerations

The outbreak of COVID-19 has led governmental authorities to cancel sport events and close training facilities or heavily restrict their use and access. These extended periods of restricted training result in various physical considerations, including detraining effects and increased risk of injuries.

Physical considerations

- Loss of sport-specific fitness (being in game shape)
- Likely decrease in overall fitness and athletic abilities (e.g. speed, endurance, strength, agility, and flexibility)
- A loss of technical/tactical skill effectiveness
- Increased risk of injuries

Tips on how to lead a safe return to sport

- Get information from your participants about their level of activity during their time away from practices
- Start slow and progress gradually
- Back to basics
 - Rebuild physical foundation
 - Focus on fundamentals
- Transfer skills/lessons from isolation
- Use the NCCP ADAPTIVE technique

5.2.2 Lightbox - Psychosocial Considerations

Psychosocial considerations

The postponement of events, practice and the closing of facilities due to COVID-19 has participants feeling detached from their sport and its community. Participants may feel both excited and uncertain when returning to sport participation. Coaches should be aware of these psychosocial considerations and take steps to mitigate them!

Psychosocial considerations

- General anxiety (around the social aspect, being too close to others, getting COVID-19)
- Feelings of uncertainty
- Loss of motivation
- Enhanced negative emotions (e.g. self-doubt, discouragement, anger, sadness)
- Not feeling ready to return to sport participation/competition
- Excitement to return to sport and get moving
- Need to socialize with others

Tips on how to lead a safe return to sport

- Acknowledge that "it's okay not to be okay"
- Show empathy, listen attentively and be supportive
- Manage expectations
- Be strategic and integrate activities that:
 - Facilitate more social interaction
 - Improve mental well-being/reduce anxiety
 - Help revive motivation
- Collaborate and communicate with parents/guardians (if needed)

5.2.3 Lightbox - Attitudes about returning to sport

Attitudes about returning to sport

When participants return to sport, they might feel excited, indifferent, or hesitant to return. It's also possible that participants have been directly affected by COVID-19. Coaches should be aware of how participants may react to coming back to sport, psychosocial stressors, and the steps to mitigate risks.

Happy to be back!

Some participants will be excited to return to sport. They may be enthusiastic about getting back to training and engaging with their sport community.

How to manage

As a coach, you should welcome the enthusiasm. However, because of the time away from sport, remind your participants that it's important to start slowly. Over time, gradually resume normal activities to give their bodies time to adapt and avoid injuries.

Indifferent to return

Some participants may not seem to care about being away from sport for a long time or the return to sport.

How to manage

Coaches should remind the participants why they started participating in the program in the first place. Attempt to re-ignite their passion and motivation that were likely forgotten during the long time away from sport.

Hesitant to return

Some participants may be hesitant to return. They may be worried about having a reduced fitness level or reduced skills. In cases such as the COVID-19 pandemic, they may be concerned about their safety.

How to manage

A coach should show support and empathy, listen and let the participant share and explain their worries. Then, work with the participant to create a plan to address their concerns. Allow the participant to return to sport at their own pace.

Directly affected by COVID-19

It's possible that a participant may have been directly affected by COVID-19. A participant may have been sick or known someone who was sick or had passed away due to the virus.

How to manage

Be supportive and empathetic. Work with the participant to address any issues related to how they were affected by COVID-19. Allow the participant to return to sport at their own pace.

5.2.4 Lightbox - Communicating with parents/guardians

Communicating with parents / guardians

Coaches should continuously communicate with parents or guardians during a return to sport participation to discuss any new arrangements for training and practices. During the COVID-19 pandemic, communication is critical in ensuring the well-being of everyone involved.

Some communication tips include:

- Emphasize that coaches, parents/guardians and participants should collaborate together
- Accept that the emotional roller coaster is real
- Agree to put the basic needs of the participants first
- Maintain virtual communication
- Stay updated and aware of local and sport protocols/restrictions
- Stay updated on the state of the COVID-19 pandemic
- Stay updated on the status and well-being of your participants
- Find ways to maintain physical activity
- During situations such as COVID-19 when participants have limited practice time with their sport, work with parents or guardians to reinforce the message to their children that improvements are likely to be minimal and the primary focus is to return to full sport participation slowly and gradually without getting injured and give the body a chance to catch up

5.2.5 Lightbox - Creating a safe and inclusive virtual environment

Creating a safe and inclusive virtual environment

When participants have been away from sport for a long time, maintaining contact and continuing training (where possible) is important. Conducting virtual sessions with your participants can be an effective tool to maintain contact and continue training.

Key considerations

Safety in Numbers Rule of Two

The goal of the Rule of Two is to ensure all interactions and communications are open, observable, and justifiable. When following the Rule of Two, two responsible adults (a coach, parent, or screened volunteer) are present with a participant. There may be exceptions in emergency situations. Check with your sport organization as to how the Rule of Two is enforced.

The Rule of Two is a leading practice to ensure a safe sport environment for all.

INTERACTIONS

- Two trained and screened coaches + One participant
- One trained coach + One screened adult + One participant
- One coach + Two participants
- One coach + One participant

How the Rule of Two works

- Work as a team.** A coach should have another coach or screened adult (parent or volunteer) present when interacting with participants.
- Remain open to the public.** Have a training environment that ensures all situations are open, observable and justifiable.
- Plan transportation.** Have two adults present when traveling with a participant(s), and refer to your club travel policy.
- Be sensible.** Be considerate of the gender of the participant(s) when selecting coaches or volunteers.
- Transparent communication.** Ensure that all communications are sent to a group and/or include parent/guardians, without one-to-one messaging.

The Rule of Two in virtual settings

In addition to the recommended guidelines, virtual training sessions also entail the following:

- Parental awareness.** Obtain consent for virtual sessions, plus inform parents of activities that will occur.
- Record each session** and they should be in a professional setting (not a bedroom).
- Weekly debriefing.** Encourage regular check-ins with parents, coaches, and participants about the virtual training.

Whether you are a coach, participant, parent, or volunteer, we are all on the same team to make sport safe and fun for everyone.

- As per the [Responsible Coaching Movement](#), the Rule of Two must always be observed. A coach and a participant must never be alone together.
- For any session when there is only 1 participant, the Rule of Two requires two adult coaches be present, or one coach and one adult (parent, guardian, volunteer, club administrator).
- Parents/guardians should be fully informed beforehand about the activities undertaken during the sessions, as well as the process of the virtual session.
- Prohibit one-on-one texting, emailing or online contact between coach and athlete. Any texting, emailing or online contact should be limited to group text/email that includes at least 2 adults (2 coaches or 1 coach and 1 adult (parent, guardian, volunteer, club administrator)). The content of the messages should be limited to coaching (non-social) matters, and parents/guardians of minor athletes should be provided the opportunity to receive these texts/emails.
- Social media contact by coach to athlete should be prohibited (including the sharing of memes, non-training videos, etc.).
- Parents/guardians should be required to consent to virtual sessions prior to each session, if irregularly scheduled, or prior to the first session if there is a series of regularly scheduled sessions.
- Ensure that appropriate security settings have been set for video conferencing sessions, including password protected invitations.
- Virtual training can be used in combination with in-person training where appropriate (e.g. a partial lockdown situation).
- Some participants may not have reliable access to technology or internet speed to engage with virtual training.
- Some participants might feel uncomfortable in different online situations.

Tips for creating a safe and inclusive virtual environment

- Focus on the physical safety and mental well-being of your participants.
- Communicate a clear statement of professional standards expected of the coach during calls (i.e., sessions are not social engagements, and should be focused on training/coaching)
- Acknowledge all participants, make them feel welcomed
- Ensure all participants have a chance to fully engage
- Use inclusive, gender-neutral language (e.g. avoid “you guys”)
- During virtual sessions, participants should be in an open and observable environment (i.e., avoid bedrooms)
- During virtual sessions, participants must be in an appropriate location (i.e., avoid bedrooms or “overly personal”/unprofessional settings)
- Record sessions where that capacity exists. Ensure meeting participants are aware the meeting is being recorded.
- Encourage parents/guardians to debrief with U-16 athletes about virtual training on a weekly basis.
- To learn more, see the [Electronic Communications and Social Media Use Guidelines](#).

5.2.6 Lightbox - NCCP ADAPTIVE Technique

NCCP ADAPTIVE technique

The NCCP ADAPTIVE technique can help coaches design more inclusive sport experiences. It provides a framework for coaches to make changes to their coaching environment in the areas of space, tasks, equipment, speed, and rules.

Ability

< Skill tasks should match the participants' current level of abilities and physical fitness. Goals should be set with the input of the participant and progress can be encouraged with care and caution. >

● ○ ○ ○ ○ ○ ○ ○

Difficulty

< Start from low difficulty. This will be a safe baseline for their sport environment. Create team and individual activities to fit the needs of the group or participant. Coaches need to have knowledge of the participants' physical conditioning and what activities they participated in, if any, during the time away from training and competing. Strategies for reconditioning and retraining are important in this stage. >

○ ● ○ ○ ○ ○ ○ ○ ○

Area

< Make sure that practice areas are kept safe and clean. Ensure participants can have proper physical distancing as they return to practices. The coach can provide individual equipment or ask participants to bring their own equipment to practice if it applies. >

○ ○ ● ○ ○ ○ ○ ○ ○

Participants



For the early part of the return to sport, having participants in small groups is the most suitable setting. It is vital to monitor participants' behaviour and conditioning during the first few weeks of training and competition. With a smaller group, you can focus on individuals, as well as the group, and how well they are coping with the new methods of training.



Time



Coaches are responsible for creating a structured schedule for team practices and individual training sessions that respect safety protocols. Give time to clean training equipment and pack it away between practice sessions to avoid a crowd in the training venue. Time must be allocated for disinfecting venues and equipment before and after each practice, and completing a COVID-19 self-screen questionnaire.



Inclusion



Provide a safe and welcoming environment for everyone. Before you begin the practice session, ensure all parent/guardian and participant concerns about the safety of practices and the practice venue(s) are addressed.



Variability



Ensure that all activities are suited to the readiness of the participants as they return to practice. Modify training activities to adapt to the new reality and individual needs of your participants.



Equipment



Assign each participant their own individual equipment or encourage them to bring their own equipment for safety reasons. Make sure that a personal hygiene kit is in the must-bring list of your participants. Coaches should also comply with all safety regulations.



5.2.7 Lightbox - Rule of Two

Rule of Two

The goal of the Rule of Two is to ensure all interactions and communications are open, observable and justifiable. Its purpose is to protect participants (especially minors) and coaches in potentially vulnerable situations by ensuring more than one adult is present. There may be exceptions for emergency situations.

Rule of Two Interactions



Good rule of two implementation practices

- The coach is never alone and out of sight with a participant without another screened coach or screened adult (parent or volunteer) present
- Allow training environment to be open to observation
- Ensure a participant rides in a coach's vehicle with another adult present
- Consider the gender of the participant(s) when selecting the screened coaches and volunteers who are present
- Eliminate one-to-one electronic messaging. Ensure that all communications are sent to the group and/or include parents

Learn more: coach.ca/responsiblecoaching

5.3 Other

5.3.1 Lightbox - Restrictions to consider

Restrictions to consider

Consider the following restrictions during a partial lockdown due to a pandemic while using the NCCP ADAPTIVE technique.

Participants have been away from sport for many months due to a pandemic

- Gathering limits:
 - Indoor: 10 people
 - Outdoor: 25 people
- Face covering requirements:
 - Required for all indoor gatherings, except when training
 - Required for outdoor activities where participants cannot stay at least 2 metres apart at all times, except when training
- Participants must stay at least 2 metres apart at all times
- No spectators are allowed
- COVID-19 self-screen questionnaires required for all participants
- Equipment and change rooms must be cleaned between use

5.3.2 Lightbox - The Scenario

The scenario

José has been away from sport for 4 weeks due to having COVID-19. José will be returning to practices next week. However, José's doctor has noted that while cleared to return to sport, José is still short of breath and has a reduced energy level. José should only take part in low intensity cardio activities and should be allowed to rest based on José's feedback.

5.3.3 Module references

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