Welcome to the USAC/RS and SRSTA Coaching Association:

This book has been prepared to assist you in the preparation of becoming a coaching professional as well as support along the way. It is said that “knowledge is power” and by educating you with the information needed, we know you will become a successful instructor.

Each section is dedicated to a category that will help you understand and implement your future career.

Becoming a coach is not just teaching but also requires paperwork and networking as well as the ability to transmit your knowledge, to the best of your ability, to another person. You do not have to be a World Class athlete to educate others but you must know the basic fundamental of your discipline to claim the title of being “a coach”. Knowledge is not only what you know but what you yourself are willing to learn. As in any world of education you cannot afford to remain stagnant but must be willing to listen and learn.

Please take the time to read this book as you pursue your career and keep it handy as it may answer questions that may come up and help you make decisions with your skaters.

We look forward to your becoming a member of the Association and will always be available to assist you.

Sincerely,

USAC/RS, RSA and SRSTA
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What is a Coach?

A coach can be many things to many different people. A coach is a teacher, a mentor, a role model, sometimes a friend and confidant. Most of all though a coach must be positive. Below are listed traits of a positive coach.

• **Puts Athlete first:**
A positive coach wants to win but understands that he is first and foremost an educator who will have the development of his skaters his top priority. He understands that children go through developmental stages and uses age-appropriate coaching strategies. He values the long-term welfare of his skaters more than looking good as a coach. He avoids the trap of thinking the competition is about him rather than for the skaters. Where winning is in conflict with the long-term benefits of the athletes, a positive coach has an unwavering commitment to what is best for the athletes.

• **Develops character as well as skills:**
A positive coach uses the crucible of competition as a virtual classroom. She seizes upon victory and defeat as teachable moments—opportunities to build in her athletes' self-confidence and positive character traits such as determination, courage, empathy and commitment. She wants to win, but even more wants to transmit lessons that will carry over into the rest of her athletes' "lives". She is loyal to athletes and reluctant to "give up" on them, especially "at-risk" athletes who have the most to gain from participating in sports.

• **Fosters internal motivation:**
A positive coach encourages athletes to develop internal motivation with minimal reliance on external punishment and rewards. He listens to and seeks information from his athletes to learn to better tap into their internal motivation. He is himself internally motivated and sets an example for athlete.

• **Coaches for mastery:**
A positive coach coaches for mastery rather than victory, which she sees as a by-product of the pursuit of excellence. She focuses on effort rather than outcome, learning rather than comparison to others. She recognizes that mistakes are an important and inevitable part of learning and encourages an environment in which players are willing to risk making a mistake. She sets standards of continuous learning and improvement for herself and her athletes. She encourages and inspires her athletes, whatever their level of mastery, to strive to get better without threatening them. She is committed to becoming the best coach she can be and continually seeks to improve her own effectiveness.
• **Refuses to motivate through fear, intimidation, or shame:**
  A positive coach establishes order and discipline in a positive manner. Many coaches are positive when things are going well and the skater is winning. A positive coach works to remain positive even through losing streaks. He recognizes that it is often when things go wrong that a coach can have the most positive impact and teach the most important lessons. Regardless of the adversity involved, he refuses to demean himself or his skater by resorting to fear, intimidation or shame. He always treats athletes with respect regardless of how well they perform.

• **Creates a partnership with athletes:**
  A positive coach resists an authoritarian role in which athletes are conditioned to please the coach. She involves team members in determining team rules. She recognizes that communication is the lifeblood of effective relationships and works hard to establish clear and effective two-way communication with her athletes. She seeks to win the cooperation of her athletes through encouragement and treats them as partners working together to achieve mutual goals.

• **Honors the Game:**
  A positive coach feels an obligation to the sport he coaches. He loves his sport and shares his love and enjoyment with his athletes. He feels privileged to be able to take part in his sport. He respects his competitors, recognizing that a worthy opponent will push him and his skater to do their best. He understands the important role that officials play and strives to show them respect even when he disagrees with their decisions. He values the rich tradition of his sport and works to honor the spirit as well as the letter of its rules. A positive coach demonstrates personal integrity and would rather lose than win by dishonoring the competition. Dishonoring the competition is worse than defeat. Positive coaching should be anywhere and everywhere. It does not, and should not stop at any level. It is, without doubt, the best way to coach. Expectations grow as you move up the levels, but even at a World Team level, you are still teaching the sport. There is no level, where as a coach, you cease teaching the sport. As long as you teach, teach in a positive manner. It will produce the best skaters, and ultimately, the best results.
USOC Coaching Ethics Code
Reprinted by USA Roller Sports

Introduction
This ethics code is to provide standards of professional conduct that can be applied by the USOC and its' member organizations that choose to adopt them. Whether or not a coach has violated the Ethics Code does not by itself determine whether he or she is legally liable in court action, whether a contract is enforceable or whether other legal consequences occur. These results are based on legal rather than ethical rules. However, compliance with or violation of the Ethics Code may be admissible as evidence in some legal proceedings, depending on the circumstances. This code is intended to provide both the general principles and the decision rules cover most situations encountered by coaches. It has as its’ primary goal the welfare and protection of the individuals and groups with whom coaches work. This Code also provides a common set of values upon which coaches build their professional work. It is the individual responsibility of each coach to aspire to the highest possible standards of conduct. Coaches respect and protect human and civil rights and do not knowingly participate in or condone discriminatory practices.

General Principles
Principle A: Competence
Coaches strive to maintain high standards of excellence in their work. They recognize the boundaries of their particular competencies and the limitations of their expertise. They provide only those services and use only those techniques for which they are qualified by education, training or expertise. In those areas in which recognized professional standards do not yet exist, coaches exercise careful judgement and take appropriate precautions to protect the welfare of those with whom they work. They maintain knowledge of relevant scientific and professional information related to the services they render, and they recognize the need for ongoing education. Coaches make appropriate use of scientific, professional, technical and administrative resources.

Principle B: Integrity
Coaches seek to promote integrity in the practice of coaching. Coaches are honest, fair and respectful of others. In describing or reporting their qualifications, services, products or fees, they do not make statements that are false, misleading or deceptive. Coaches strive to be aware of their own belief systems, values, needs and limitations and the effect of these on their work. To the extent feasible, they attempt to clarify for relevant
parties the roles they are performing and to function appropriately in accordance with those rules. Coaches avoid improper and potentially harmful dual relationships.

**Principle C: Professional Responsibility**
Coaches uphold professional standards of conduct, clarify their professional roles and obligations, accept appropriate responsibility for their behavior and adapt their methods to the needs of different athletes. Coaches consult with, refer to, or cooperate with other professional and institutions to the extent needed to serve the best interests of their athletes, or other recipients of their service. Coaches’ moral standards and conduct are personal matters to the same degree as is true for any other person, except when coaches’ conduct may compromise their professional responsibilities or reduce the public’s trust in the coaching profession and coaches. Coaches are concerned about ethical compliance of their colleagues’ professional conduct. When appropriate, they consult with colleagues in order to prevent or avoid unethical conduct.

**Principle D: Respect For Participants And Dignity**
Participants are defined as those taking part in sports – athletes and their family members, coaches, officials, volunteers, administrators and spectators. Coaches respect the fundamental rights, dignity and worth of all participants. Coaches are aware of cultural, individual and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language and socioeconomic status. Coaches try top eliminate the effect on their work of biases based on those factors and they do not knowingly participate in or condone unfair discriminatory practices.

**Principle E: Concern For Others’ Welfare**
Coaches seek to contribute to the welfare of those with whom they interact professionally. In their professional actions, coaches consider the welfare and rights of their athletes and other participants. When conflicts occur among coaches’ obligations or concerns, they attempt to resolve these conflicts and to perform their roles in a responsible fashion that avoids or minimizes harm. Coaches are sensitive to differences in power between themselves and others, and they do not exploit or mislead other people during or after professional relationships.

**Principle D: Responsible Coaches**
Coaches are aware of their professional responsibilities to the community and the society in which they work and live. They apply and make public their knowledge of sport in order to contribute to human welfare. Coaches try to avoid misuse of their work. Coaches comply with the law and encourage the development of law and policies that serve the interest of the sport. They are encouraged to contribute a portion of their professional time for little or no personal advantage.

**Ethical Standards**

**1.0 General Standards**
These General Standards are applicable to the professional activities of all coaches.
1.1 **Applicability Of The Ethics Code**
While many aspects of personal behavior and private activities seem far removed from officials duties of coaching, all coaches should be sensitive to their position as role models for their athletes. Private activities perceived as immoral or illegal can influence the coaching environment and coaches are encouraged to observe the standards of this Ethics Code consistently.

1.2 **Boundaries Of Competence**
(a) Coaches provide service only within boundaries of their competence, based on their education, training, supervised experience, or appropriate professional experience.
(b) Coaches provide services involving new techniques only after first undertaking appropriate study, training, supervision and/or consultation from persons who are competent in those areas or techniques.
(c) In those emerging areas in which generally recognized standards for preparatory training do not yet exist, coaches nevertheless take reasonable steps to ensure the competence of their work and to protect athletes and other participants from harm.

1.3 **Maintaining Expertise**
Coaches maintain a reasonable level of expertise of current scientific and professional information in their field of activity and undertake ongoing efforts to maintain competence in the skills they use.

1.4 **Basis For Professional Judgments**
Coaches rely on scientifically and professionally derived knowledge when making professional judgments or when engaging in professional behaviors.

1.5 **Describing The Nature And Results Of Coaching Services**
When coaches provide services to an individual, a group, or an organization, they provide, using language that is reasonably understandable to the recipient of those services, appropriate information beforehand about the nature of such services and appropriate information later about results and conclusions.

1.6 **Respecting Others**
Coaches respect the rights of others to values, attitudes and opinions that differ from their own.

1.7 **Nondiscrimination**
Coaches do not engage in discrimination based on age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, socioeconomic status or any basis prescribed by law.

1.8 **Sexual Harassment**
(a) Coaches do not engage in sexual harassment. Sexual harassment is sexual solicitation, physical advances, or verbal or nonverbal conduct that is sexual in nature and that either:
   (1) is unwelcome, is offensive or creates a hostile environment and the coaches knows or is told this;
Coaches accord sexual harassment complainants and respondents with dignity and respect. Coaches do not participate in denying an athlete the right to participate based upon their having made, or their being the subject of, sexual harassment charges.

1.9 Other Harassment
Coaches do not engage in behavior that is harassing or demeaning to persons with whom they interact in their work based on factors such as those person’s age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language or socioeconomic status.

1.10 Personal Problems and Conflicts
(a) Coaches recognize that their personal problems and conflicts may interfere with their effectiveness. Accordingly, they refrain from undertaking an activity when they know or should know that their personal problems are likely to lead to harm to athletes or other participants to whom they may owe a professional obligation.

(b) In addition, coaches have an obligation to be alert to signs of, and to obtain assistance for, their personal problems and an early stage, in order to prevent significantly impaired performance.

(c) When coaches become aware of personal problems that may interfere with their performing work-related duties adequately, they take appropriate measures, such as obtaining professional consultation or assistance and determine whether they should limit, suspend or terminate work-related duties.

1.11 Avoiding Harm
Coaches take reasonable steps to avoid harming their athletes or other participants, and to minimize harm where it is foreseeable and unavoidable.

1.12 Misuse of Coaches’ Influence
Because coaches’ professional judgments and actions may affect the lives of others, they are alert to guard against personal, financial, social, organizational, or political factors that might lead to the misuse of their influence.

1.13 Multiple Relationships
(a) In many communities and situations, it may not be feasible or reasonable for coaches to avoid social or other non-professional contacts with athletes and other participants. Coaches must always be sensitive to the potentially harmful effects of other contacts on their works and on those persons with whom they deal. A coach refrains from entering into or promising another personal, professional, financial, or other relationship with such persons, if it appears likely that such a relationship reasonably might impair the coaches’ objectivity or otherwise interfere with the coach effectively performing his or her functions as a coach, or might harm or exploit the other party.
Likewise, whenever feasible, a coach refrains from taking on professional obligations when pre-existing relationships would create a risk of such harm.

If a coach finds that, due to unforeseen factors, a potentially harmful multiple relationship has arisen, the coach attempts to resolve it with due regard for the best interests of the affected person and maximal compliance with the Ethics Code.

1.14 Exploitative Relationships
(a) Coaches do not exploit athletes or other participants over whom they have supervisory, evaluative or other authority.
(b) Coaches do not engage in sexual/romantic relationships with athletes or other participants over whom the coach has evaluative, direct or indirect authority, because such relationships are likely to impair judgment or be exploitative.

1.15 Consultations And Referrals
When indicated and professionally appropriate, coaches cooperate with other professionals in order to serve their athletes or other participants effectively and appropriately.

1.16 Delegation And Supervision Of Subordinates
(a) Coaches delegate to their employees, supervisees and assistants only those responsibilities that such persons can reasonably be expected to perform competently, on the basis of their education, training and experience, either independently or with the level of supervision being provided.
(b) Coaches provide proper training and supervision to their employees or supervisees and take reasonable steps to see that such persons perform services responsibly, competently, and ethically.

1.17 Fees and Financial Arrangements
(a) As early as is feasible in a professional relationship, the coach and the athlete or other participants reach an agreement specifying the compensation and the billing arrangements.
(b) Coaches do not exploit recipients of services or payers and the billing arrangements.
(c) Coaches’ fee practices are consistent with law.
(d) Coaches do not misrepresent their fees.
(e) If limitations to services can be anticipated because of limitations in financing, this is discussed with the athlete or other participant as appropriate.

Advertising And Other Public Statements
2.1 Definition of Public Statements
Coaches comply with the Ethics Code in public statements relating to their professional services, products, or publications.
2.2 Statements By Others
(a) Coaches who engage others to create or place public statements that promote their professional practice, products, or activities retain professional responsibility for such statements.
(b) In addition, coaches make reasonable efforts to prevent others whom they do not control (such as employees, publishers, sponsors, organizational clients, and representatives of the print or broadcast media) from making deceptive statements concerning the coach or his professional activities.
(c) If coaches learn of deceptive statements about their work made by others, coaches make reasonable efforts to correct such statements.
(d) Coaches do not compensate members of press, radio, television, or other communication media in return for publicity in a news item.
(e) A paid advertisement relating to the coach’s activities must be identified as such, unless it is already apparent from the context.

2.3 Avoidance Of False Or Deceptive Statements
Coaches do not make public statements that are false, deceptive, misleading, or fraudulent, either because of what that state, convey or suggest, or because of what they omit, concerning their work activities or those of persons or organizations with which they are affiliated. As examples (and not in limitation) of this standard, coaches do not make false or deceptive statements concerning:
(1) their training, experience, or competence;
(2) their academic degrees;
(3) their credentials
(4) their institutional or association affiliations;
(5) their services;
(6) the basis for, or results or degree of success with their services; or
(7) their fees.

2.4 Media Representation
When coaches provide advice or comment by means of public lectures, demonstrations, radio or television programs, prerecorded tapes, printed articles, mailed material, or other media, they take reasonable precautions to ensure that the statements are consistent with the Ethics Code.

2.5 Testimonials
Coaches do not solicit testimonials from current athletes or other participants who, because of their particular circumstances, are vulnerable to undue influence.

2.6 Recruiting
Coaches do not engage, directly or through agents, in uninvited in-person solicitation of business from actual or potential athletes or other participants who, because of their particular circumstances, are vulnerable to undue influence. However, this does not preclude recruiting athletes deemed eligible by appropriate governing bodies.
Training Athletes

3.1 Structuring The Relationship

(a) Coaches discuss with athletes as early as feasible appropriate issues, such as the nature and anticipated course of training, fees and confidentially.

(b) When the coach’s work with athletes will be supervised, the above discussion includes that fact, and the name of the supervisor.

(c) When the coach is uncertified the athlete is informed of that fact.

(d) Coaches make reasonable efforts to answer athletes’ questions to avoid apparent misunderstanding about training. Whenever possible, coaches provide oral and/or written information, using language that is reasonably understandable to the athlete.

3.2 Family Relationships

(a) When a coach agrees to provide services to several persons who have a relationship (such as parents and children), the coach attempts to clarify at the outset (1) which of the individuals are athletes and (2) the relationship the coach will have with each person. This clarification includes the role of the coach and the probable uses of the services provided.

(b) As soon as it becomes apparent that the coach may be called on to perform potentially conflicting roles (such as intermediary between parents and children or sibling teammates), the coach attempts to clarify and adjust, or withdraw from, roles appropriately.

3.3 Providing Coaching Services To Those Served By Others

In deciding whether to offer or provide services to those already receiving coaching services elsewhere, coaches carefully consider the potential athlete’s welfare. The coach discusses these issues with the athlete or other legally authorized person on behalf of the athlete, in order to minimize the risk of confusion and conflict.

3.4 Sexual Intimacies With Current Athletes

Coaches do not engage in sexual intimacies with current athletes.

3.5 Coaching Former Sexual Partners

Coaches do not coach athletes with whom they have engaged in sexual intimacies.

3.6 Sexual Intimacies With Former Athletes

(a) Coaches should not engage in sexual intimacies with a former athlete for at least two years after cessation or termination of professional services.

(b) Because sexual intimacies with a former athlete are so frequently harmful to the athlete, and because such intimacies undermine public confidence in the coaching profession and thereby deter the public’s use of needed services, coaches do not engage in sexual intimacies with former athletes even after a two-year interval except in the most unusual circumstances. The coach who engages in such activity after the two years following cessation or termination of the coach-athlete relationship bears the burden of demonstrating that there has been no exploitation, in light of all relevant factors, including:
the amount of time that has passed since the coach-athlete relationship terminated,

(2) The circumstances of termination,

(3) The athlete’s personal history,

(4) The athlete’s current mental status,

(5) The likelihood of adverse impact on the athlete and others, and

(6) Any statements or actions made by the coach during the course of the athlete-coach relationship suggesting or inviting the possibility of a post-termination sexual or romantic relationship with the athlete or coach.

3.7 Drug-Free Sport

Coaches do not tolerate the use of performance-enhancing drugs and support athletes’ efforts to be drug-free.

3.8 Alcohol & Tobacco

(a) Coaches discourage the use of alcohol and tobacco in conjunction with athletic events or victory celebrations at playing sites and forbid use of alcohol by minors.

(b) Coaches refrain from tobacco and alcohol use while they are coaching and make every effort to avoid their use while in the presence of their athletes.

3.9 Interruption Of Services

(a) Coaches make reasonable efforts to plan for training in the event that coaching services are interrupted by factors such as the coach’s illness, death, unavailability, or relocation or by the client’s relocation or financial limitations.

(b) When entering into employment or contractual relationships, coaches provide for orderly and appropriate resolution of responsibility for athlete training in the event that the employment or contractual relationship ends, with paramount consideration given to the welfare of the athlete.

3.10 Terminating The Professional Relationship

(a) Coaches terminate a professional relationship when it becomes reasonably clear that the athlete no longer needs the service, is not benefiting, or is being harmed by continued service.

(b) Prior to termination, for whatever reason, except where precluded by the athlete’s conduct, the coach discusses the athlete’s views and needs, provides appropriate pre-termination counseling, suggests alternative service providers as appropriate, and takes other reasonable steps to facilitate transfer of responsibility to another provider if the athlete needs one immediately.

Training Supervision

4.1 Design Of Training Programs

Coaches who are responsible for training programs for other coaches seek to ensure that the programs are competently designed, provide the proper
experiences, and meet the requirements for certification or other goals for which claims are made by the program.

4.2 Descriptions Of Training Programs
(a) Coaches responsible for training programs for other coaches seek to ensure that there is a current and accurate description of the program content, training goals and objectives, and requirements that must be met for satisfactory completion of the program. This information must be readily available to all interested parties.
(b) Coaches seek to ensure that statements concerning their training programs are accurate and not misleading.

4.3 Accuracy And Objectivity In Coaching
(a) When engaged in coaching, coaches present information accurately and with a reasonable degree of objectivity.
(b) When engaged in coaching, coaches recognize the power they hold over athletes and therefore make reasonable efforts to avoid engaging in conduct that is personally demeaning to athletes and other participants.

4.4 Assessing Athlete Performance
(a) In coach-athlete relationships, coaches establish an appropriate process for providing feedback to athletes.
(b) Coaches evaluate athletes on the basis of their actual performance on relevant and established program requirements.

4.5 Honoring Commitments
Coaches take reasonable measures to honor all commitments they have made to athletes.

Team Selection
5.0 (a) Coaches perform evaluations or team selection only within the context of a defined professional relationship.
(c) Coaches’ assessments, recommendations, reports, and evaluative statements used to select team members are based on information and techniques sufficient to provide appropriate substantiation for their findings.

Resolving Ethical Issues
6.1 Familiarity With Ethics Code
Coaches have an obligation to be familiar with this Ethics Code, other applicable ethics codes, and their application to the coaches’ work. Lack of awareness or misunderstanding of an ethical standard is not itself a defense to a charge of unethical conduct.

6.2 Confronting Ethical Issues
When a coach is uncertain whether a particular situation or course of action would violate the Ethics Code, the coach ordinarily consults with other coaches
knowledgeable about ethical issues, with NGB or USOC ethics committees, or with other appropriate authorities in order to choose a proper response.

6.3 **Conflicts Between Ethics And Organizational Demands**
If the demands of an organization with which coaches are affiliated conflict with this Ethics Code, coaches clarify the nature of the conflict, make known their commitment to the Ethics Code, and to the extent feasible, seek to resolve the conflict in a way that permits the fullest adherence to the Ethics Code.

6.4 **Informal Resolution Of Ethical Violations**
When coaches believe that they may have been an ethical violation by another coach, they attempt to resolve the issue by bringing it to the attention of that individual if an informal resolution appears appropriate and when intervention does not violate any athlete rights that may be involved.

6.5 **Reporting Ethical Violations**
If an apparent ethical violation is not appropriate for informal resolution under Standard 6.4 or is not resolved properly in that fashion, coaches take further action appropriate to the situation, unless such action conflicts with athlete rights in ways that cannot be resolved. Such action might include referral to NGB or USOC committees on professional ethics.

6.6 **Cooperating With Ethics Committees**
Coaches cooperate in ethics investigations, proceedings, and resulting requirements of the USOC and any NGB to which they belong. Failure to cooperate is itself an ethics violation.

6.7 **Improper Complaints**
Coaches do not file or encourage the filing of ethics complaints that are frivolous and are intended to harm the respondent rather than to protect the public.

**Process Relating To Violation Of Cod**

7.1 The coach acknowledges that this Ethics Code is administered under the authority of their NGB or other responsible organization and that a violation of this Code subjects the coach to the process of the NGB or other such organization required to be provided in the event of disciplinary action. The NGB or other such organization acknowledges that all violations of the Ethics Code will be reviewed for possible disciplinary action and it will provide a written report to the USOC on all reviews and actions.

7.2 In the event that a violation of the Ethics Code occurs during an authorized U.S. Olympic Training Center activity, USOC may, as landlord of the facility, take action separate and independent from that of the NGB or member of the USOC in order to protect its interests and those of athletes, coaches and others at the location.

7.3 Any action taken by an NGB or member of the USOC which affects the opportunity of a coach to participate in “protected” competition as defined in the USOC Constitution shall be entitled to processes assured under the USOC Constitution and the Amateur Sports Act of 1978. This includes process within the NGB, the USOC and the American Arbitration Association.
7.4 If the violation of the Ethics Code occurs while a member of a USOC team or event, the coach and NGB acknowledge that the USOC may institute its own proceeding regarding the violation, which action shall not restrict the ability or obligation of the NGB to take its own separate and independent action.

7.5 In the event that a coach is found to have violated the Ethics Code, such action is separate and apart from any other legal consequences which may occur as a result of the act.
United States Olympic Committee
Coaching Ethics Code Agreement

Please Print

Sport: ____________________________

Name: ____________________________ SS # __________________________

Last                First                MI

Street Address: ____________________________

City / State / Zip: ____________________________

I have read and understand the United States Olympic Committee’s Coaching Ethics Code. I agree to abide by the Code, and I understand that violations may result in full or partial forfeitures of my coaching privileges at sites or events under United States Olympic Committee governance.

Signature: ____________________________ Date: ____________________________
CONTACT INFORMATION

SKATING RINK: ______________________________________________________

ADDRESS: ______________________________________________________

CITY______________________ STATE______________________

RINK OWNER_______________________________________

PHONE NUMBER________________________________________

WEBSITE________________________________________________

SKATING CLUB NAME________________________________________

WEBSITE________________________________________________

COACH #1:______________________________________________

CONTACT NUMBER_______________________________________

COACH #2_______________________________________________

CONTACT NUMBER_______________________________________

REGIONAL ASSOCIATION_______________________________________

WEBSITE________________________________________________

REGIONAL OFFICERS

PRESIDENT_______________________________________________

CONTACT NUMBER_______________________________________

VICE PRESIDENT________________________________________

CONTACT NUMBER_______________________________________

SECRETARY_____________________________________________

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TREASURER_____________________________________________

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Hockey Team USA-Qualification
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Speed Officials (cards, tests renewals & upgrades)
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Speed Outdoor National Championships
Speed Team USA-Qualification
Speed Sport Committee
Speed Background Checks
Elite Athlete Health Insurance (all sports)
Media/PR
Operation Gold Program (all sports)
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USARS Magazine
USOC Related Activities & Events

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Figure Officials (cards, tests, renewals & upgrades)
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Figure Background Checks

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National Museum of Roller Skating

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? Ex Officio-USOC AAC Representative
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Product Orders
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KNOW YOUR ORGANIZATIONAL PROCESS
THE WORLD OF ROLLER SKATING SPORTS

Diagram:
- International Olympic Committee (IOC)
- International Federation (IF)
  - Fédération Internationale de Roller Sports (FIRS)
- National Olympic Committee (NOC)
  - U.S. - United States Olympic Committee (USOC)
- National Federation (NF)
  - U.S. - USA Roller Sports (USARS)
- Pan American Sports Organization (PASO)
  - Pan-American Confederation of Roller Skating (CPRS)
- Pan American Games
- USARS Member Clubs
- Individual Members
FEES

COACHES MEMBERSHIP
Each region may charge different fees.
Below is an example of the Southern Region.

- Regional Coaches Fees - $25.00 @ year per discipline
- Regional USAC/RS Fees - $25.00 @ year per discipline
- Local League fee: Will differ in different areas
- National Coaches Fees (USA ROLLER SPORTS) -
  - New Coach - $125.00 (one discipline)
    (Includes required level 1 test ($25.00 @ sport)
  - Renewing Coach - $100.00 (one discipline)
  - Renewing Coach wishing to upgrade to higher level.$125.00
    (Includes test material)
  - Renewing Coach wishing no upgrade $100.00
    (Must complete extension application)
  - Renewing Coach wishing no upgrade $125.00
    (Must complete home assessment exam)
- National Coaches RSA Membership
  - SRSTA - Artistic Coaches - $40.00
  - SCA – Speed Coaches - $40.00
  - RHCA – Hockey Coaches - $40.00

CLUB CHARTERS
- Speed $90.00
  - Inline – Quad – Both
- Hockey $90.00
  - Rink
    - Select
    - House (No charge)
  - Inline
    - Select
    - House (no charge)
- Figure (Artistic) $90.00
  - All Types
- Aggressive $90.00
  - Skateboard
  - Extreme inline
- Roller Derby (Flat or Banked)
  - Women, men, co-ed $300.00
  - Junior $100.00
- Recreation $90.00
  - Fitness
  - Jam
PERSONAL COACHES FEES (PRIVATE LESSONS)
Each coach must evaluate many circumstances to make the decision as to what to charge. Do not overcharge yourself.
- Experience
- Knowledge
- Local Fees from other coaches

It should be noted that just because you may have been an experience skater does not mean that you have the ability to coach. Many excellent coaches were not excellent skaters.

CLASSES
Every skating facility will differ as to class fees. These fees are probably the most controversial of all the fees as this is mostly the rink operator decision. Negotiate with your rink owner the benefits of having classes taught by yourself and to evaluate the fee you will receive.

NOTE: To become a professional, it is felt that you must teach classes in order to:
- Be a value to the rink
- Promote continuous skating in the facility
- Build a skating club

MISCELLANEOUS EVENTS
- Competitions
- Seminars
- Meetings
- Coaching material

COACHES LEVELS
None (New Coach)
Registered (Level One) Test Required
Certified (Level Two) Test Required
Advanced (Level Three) Test Required
Elite (Level Four) Test Required and application to
Elite Committee for consideration
COACHES RESPONSIBILITY
It is up to you to be a leader in your club, an asset to your rink, a coach to your skaters and a responsible coach.

- Time management is mandatory. Being on time for lessons and being prepared.
- Have a make-up policy for any absence
- Administer a reasonable level of practice for level of ability
- Know the material that you are teaching.
- Keeping current with changes
- Setting reasonable goals
- Honesty
- Responsibly-Return phone calls within 48 hours
- Awareness
  - Skaters limitations
  - Skaters health
  - Skaters frame of mind
  - Skaters fears
- Information
  - Change of lesson schedule
  - Competitions
  - Proficiency Tests
  - Club activities
  - Fund Raisers

SKATERS RESPONSIBILITY
Your skaters must learn responsibilities to keep your program running smooth. It is your responsibility to teach them what they must do as your student.

- Skaters must be on time for lessons, warmed up and prepared
- Responsible practice habits
- Respect for other skaters and/or coaches on and off the skating floor
- Respect for the rink owner and rink staff
- Respect for facility – cleaning on mess from their area
- Comply to club rules
- Comply to rink rules
- Appropriate conduct when representing your club
- Respect for all coaches at all times
- Disrespect will not be tolerated
- Cancellation of lessons must be done prior to lesson time (set a time that works for you)
- Skaters are to dress accordingly, practice, lessons, club time, competitions
- Skaters are expected to be a part of club activities
ATTITUDE
The definition of attitude is: A person’s position or manner as showing his feeling or purpose. With this in mind, a coach must always approach a student with a positive attitude. Body language as well as language goes along way with obtaining results from a student. Being honest without being destructive to the student is a talent in itself. A coach has to learn how to be constructive, not destructive. Keeping it fun while building a skaters confidence is difficult but necessary. Not every skater will be a World Champion but ever skater will become better with each experience you have with them.

DRESS CODE
Unfortunately, there is no written dress code for our coach’s organization. We rely on “common sense”. You are entering a “professional” field and should act accordingly. If you want to be respected in your field you must dress and act accordingly.

- In rink coaching can be more casual but still needs to be professional. Many wear warm-up suits or a skating logo shirt. No cut offs-beach wear, etc.
- Competitions are definitely a place to display your coaching professional attire. Stand out from the crowd and show everyone who you are.
- Never let others who choose to not enforce a dress code from your chosen field of coaching by dressing inappropriately. You must be proud of who you are and proud of your sport. Make others have respect for you and your sport as well.

COMMUNICATION
This is the biggest asset you will have, provided you use it. Working with others will help you to grow. When communication stops you will become stagnant. Knowledge is power. You can learn from everyone.

- Know your rink owner(s) and what they expect from you and let them know what you desire to accomplish inside his facility with his support.
- Work with the rink staff. These are people who are in the facility more than you are and see more people in one day than you see in months. With this friendship you can create a bond of building your classes as they recommend skaters and parents to attend classes.
- Parents can be your best asset or your biggest threat to disaster. This will be your greatest challenge as you continually must meet their expectations. Honesty is always your best response but you must learn to be diplomatic with your answers. Building these relationships will put your professionalism to the test. Keep in mind that every situation will be different and to act accordingly.
- Clubs are a group of people of different levels of expertise of skating, different ages and different desires to progress. Keeping your club strong requires your leadership but also includes the contribution from your members. Making everyone feel important will keep your club strong.
As the leader you must learn how to evaluate suggestion and be tactful in turning down many ideas. Having everyone involved is important for any club project. The field of psychology is a great asset when working with the diversity of any club.

- Many coaches will be eager to assist you progress with tips on coaching and conducting your club. Keep an open mind and be respectful for their guidance. Watch successful coaches and select one you wish to use as a role model. The greatest compliment a person can give is to reproduce an image of another. Meetings with other coaches will help you get involved with the progress of your region. Use the experience of others to gain the needed knowledge necessary for success.

- Your Association(s) is always ready to give answers. Know who the leaders are and don’t guess at questions but use the internet or the old fashion phone and they will be more than happy to supply the correct answer.

- Your National website, www.usarollersports.org keeps you up to date with competitions and other important information. Visit it weekly.

- Many regions have Regional Representatives who will send you National News Flashes. If you do not receive them, call and make sure you are on their mail list to receive them personally.

**TOOLS**

Every professional, no matter what it may be, must have the necessary tools to accomplish their goals.

- General Rules Book
- Teaching DVD (National office)
- Videos (Can use your I-Phone or I-Pad)
- Sticks
- Jump Tenders
- Chalk
- Student log book

**EDUCATION**

Education is your key to success. Your past knowledge will assist you as you go forward but is not enough to keep you there. Your education must never stop as in life, things will change every day. New methods, procedures, ideas, etc. You must keep on top of your field for others to respect you.

- Seminars
- Peers
- Literature & Videos
- Other coaches
- Believe it or not-listen to your students
SEEKING A RINK
Before jumping into any facility you must do your homework and have a plan...

- Know the area you wish to pursue your career
  - How many rinks are in your location
  - What rinks already have a coaching staff
  - What rinks do not have a class program
  - Learn more about the facility you choose before entering your proposal to teach there

- Options
  - If you are already skating in a facility that has a club volunteer to assist in classes and paperwork. Make yourself a valuable asset to both the current coach and the facility.
  - Ask if you can mentor as a new coach under the current coach. Respect and follow the experience they already have obtained. Hopefully, you can become a team. Keeping in mind, respect them as the leader.
  - Seeking a facility that you have not been involved with that already has a coach. Become involved, same as if it were your current club. Respect the current coach and let them know your intentions to become a coach and ask for assistance from them as a mentor. Take your time and know the players (so to speak). Many coaches may feel threatened and not acknowledge your desire to coach while another may be more than willing to help. Be humble as you are the “new kid on the block”
  - Visit skating facilities in the area that have no classes. Become familiar with their programs and evaluate where you could fit it. Do your homework. Make sure you want to bring a class program to the rink. Ask yourself many questions.
    - Is the rink close to where you live
    - Does the rink offer the type of facility you want to work in
    - Is the customer base one you think you can work with
    - Is the staff polite and customer friendly
    - Do they have a good birthday party program
    - What other programs take up non-session times
    - Is the rink owner “hands-on” or an absentee

Once you decide to move forward prepare to meet the rink owner with reasons why it would be beneficial for him to have you in his facility coaching a class program. Have patience! Private lessons and club conversation should be kept on the back burner unless brought up by the owner himself.
APPREACHING A RINK OWNER

Now you have to become a sales person. Selling yourself and your program could be the hardest challenge you may meet in your new career. Many rink owners have a very negative opinion of coaches and clubs and you may have to have all the answers ready to succeed. You must ‘BE PREPARED”. This is mandatory no matter if you a new coach seeking employment or an experienced coach moving into the area.

- BE PROFESSIONAL
  - Call for an appointment, set at his convenience, not yours
  - Be prompt on time (not early and not late)
  - Business cards are helpful but not necessary
  - Do not waste his time
  - Keep in mind that you are asking him to trust you with his customers
  - Present your reason why you can benefit his facility with a class program
    - More Revenue
    - Skaters who can skate will become regular customers
    - Explain how your class will be conducted. Could show Learn To Skate video
    - Skaters who can skate will book birthday parties
    - Create a wholesome environment
    - Encourage parents to skate with the idea that a family that skates together will return to have fun together
    - Create other programs such as scouts, adults only, Special Olympics, fitness programs etc.
    - Increase skate sales
    - Make his facility the place to come for fun
  - No matter the outcome always leave on good terms and if he is not interested request to stay in touch.
COACHES AND OTHER MEMBERSHIP LIABILITY

USA ROLLER SPORTS
ACCIDENT INSURANCE INFORMATION

Effective Date
The effective date for the USA Roller Sports excess accident/medical expense benefit program is the time the athlete signs and dates this application and remits full payment to a USARS representative, initiating the individual into the master policy and confirming membership in USA Roller Sports. This application and full payment must be received at USARS Headquarters, 4730 South Street, Lincoln, NE 68506, within 10 days of the date on the application in order for the insurance to remain valid. Giving payment to a coach or club president could compromise your insurance coverage if the preceding timeline is not followed.

Who and What is Covered
Competitors/Coaches-Registered member skaters/coaches of USA Roller Sports are provided with excess (secondary) accident/medical expense benefits for injuries occurring ON SKATES limited to organized and supervised practice sessions held within USA Roller Sports chartered club facilities, or during USA Roller Sports sanctioned competitions and/or USA Roller Sports training sessions sanctioned by national headquarters specified to occur outside of club facilities. The event must be supervised by a club officer (or an official USA Roller Sports coach) or the USA Roller Sports designated leader of an USA Roller Sports sponsored event. The individual will be required to certify the validity of the claim being submitted. No coverage is extended to a skater injured while on skates, but who is not in training for USA Roller Sports competitions.
Non-Competitive Card Holders/USA Roller Sports Officials-Coverage is limited to accidents occurring both on or off skates while actually participating in a competition that is in progress.

What is Not Covered
Training off skates or training outside of chartered club facilities, unless specified by a USA Roller Sports sanction, or any injury occurring while on skates but while not training for USA Roller Sports competitions is not covered. Sickness is not covered. Pre-existing conditions are not covered and shall mean any condition for which treatment has been provided within (6) months prior to such injury. Re-injury is considered a pre-existing condition.

Excess Coverage-All benefits are payable on an EXCESS BASIS. This means that your primary policy must pay the charge on each bill (that are payable under that policy’s contract) before this insurance will pay. Proof of these payments must be submitted to the claims payer.

Accident Medical Expense-If, as a result of an injury, an insured incurs covered expenses starting within 30 days of the date of the accident, up to the maximum amount will be paid for covered expenses incurred within 26 weeks of the initial injury. For current maximum amount contact the USARS National Headquarters.

Deductible-A deductible is applied per accident and you are responsible for the deductible amount in Medical and/or Dental expenses before any benefits are payable. Please note that there are different deductible amounts that apply and you should refer to the actual policies for details.

Basis For Payment-“Usual and Customary” or “Reasonable and Customary” rates. Your doctor’s billing clerk will understand these terms. You will be responsible for any amount that exceeds total payable benefit.

Accident Report & Claims Forms - An accident report (available online) must be filed with USA Roller Sports by the injured individual and signed by a club officer within 14 days of the date of injury. Claim forms will be emailed by USA Roller Sports to the injured party after receipt of a completed and signed accident report form and all insurance criteria are met. The club president must verify the rink circumstances and when the injury occurred. To initiate the claims process, contact USA Roller Sports 402.483.7551, within 14 days of the accident.

This is a brief overview of the USA Roller Sports Participant/Accident Policy. For complete policy terms and conditions please refer to the actual policy posted on the USA Roller Sports website (www.usarollersports.org).
MARKETING
Do not rely on the skating center to do your marketing. This is YOUR business and should be handled as such. Expect to financially be prepared to advertise. It is your responsibility to let the public know that you are there.

- You are your best advertisement. Skate the sessions and meet the customers. Let them know about your classes
- Business cards with FREE CLASS date on the back
- Class flyers – Present in good location in the rink
- If possible mail to rinks mailing list about your class program
- Rink Website
- Social media – Facebook, Instagram, Etc.
- Ad in local newspaper
- Birthday Party Free Passes – Begin with everyone invited. Later after you have built your class you can limit it to the birthday child only.
- Try to have your class prior to a session where the skaters can stay and those entering the rink will see them in action.
- Use social networking. Keep public informed of different activity you will be doing with your classes.
- Contact Park and Recreational Departments, churches, schools, town halls, sports complexes, Community Education program.

TEACHING CLASSES
If you are starting a new class program there are many choices on how to do classes. It’s best to review the Learn to Skate video from RSA and use this program. As you move forward examine your choices.

- Divide your class into two levels of ability. If you are the only coach available run them one line at a time with different instructions. If you have an advanced skater or parent ask for their assistance in working one of the levels. Advise them of the instruction to give the students and observe the movements.
- When possible start an ADVANCE class, where your future club will begin.

Determine what class structure you will use: weekly, monthly or 6 weeks sessions.
Establish a payment plan: weekly, monthly or weekly

Have large name tags for your students so you can call them by name.

Take time after each class to approach parents. Recommending practice at home to help them, tell them how well they are doing, etc. It is said:

PEOPLE DO NOT CARE HOW MUCH YOU KNOW UNTIL THEY FIND OUT HOW MUCH YOU CARE
OPTIONS ON MOVING SKATERS FORWARD TO HIGHER LEVELS

- Teaching in a class structure has many advantages
  - Coaching many at one time
  - Financially beneficial as more skaters in less time
  - Peer pressure of the best kind
  - Best to create a simple class uniform for this class as this will be your club.
  - Book several class hours per week.
    - Class can be divided into particular elements of skating
      - Dance - Figures – Free Style (one class each)
      - Speed techniques – Relays – Times trials
      - Hockey techniques – Team work – sample games
  - Class can be run using all elements of the particular discipline dividing time as needed (e.g. 3-turns/chasses/jumps, etc.
  - Classes are great for both limited available time as well as unlimited time as it creates a constant team.

OPTIONAL CLASS PROGRAMS

- Tiny Tots – Advertise and contact local nursery schools
- Adult Coffee Clubs – Advertise (play dance music and do exercises, of course offer coffee. Usually on a week day morning
- Home school groups. Local your local Home Group Association
- Roller Derby training sessions on how to skate and do tricks
- Boys only (some are intimidated by girls.
- Trick classes (cups etc.)

CLASS VALUES

- Financially beneficial for both rink owner and yourself
- More skaters in less time
- Skaters learn faster because of peer pressure
- Run mini competitions
- Skaters love the structure of team work
- Skaters learn how to evaluate (future judges)
- Easier to form other structures
  - Precision teams
  - Quartets
  - Parades
  - Exhibitions
  - Shows
  - Students to help with beginners and advance classes
Since 1980, the percentage of children who are overweight has nearly doubled. Almost nine million young Americans, or about 15 percent of all children, are overweight today. Without the proper diet and exercise, these children will be more susceptible to obesity-related health problems such as heart disease, hypertension and Type II diabetes when they become adults.

A recent report published by the Centers for Disease Control recommends that adolescents be physically active daily, or at least be active nearly every day while they participate in play, games, sports or planned exercise during the context of family, school, and community activities.

This challenge may not be easy to accomplish considering physical education programs and recess at schools are being reduced and eliminated. In addition, children prefer sedentary activities such as video games and television to physical activities like sports.

Today, kids need help and encouragement to stay in shape and live a healthy lifestyle. Roller skating provides a great way to exercise, and kids get to do what they like to do more than anything in the world - hang out with friends and listen to music. Kids may not realize that while they are socializing with their friends on skates, the activity itself is better than running the same distance.

Studies have shown that roller skating provides a complete aerobic workout and involves all of the body's muscles, especially the heart.

Roller skating is equivalent to jogging in terms of health benefits and caloric consumption, reduction of body fat, and leg strength development.

Roller skating is recognized and recommended by the American Heart Association (AHA) as an aerobic fitness sport.
Just one hour of moderate roller skating burns 330 calories for a 143-pound person. If that same person roller skates vigorously, he or she will burn up to 590 calories in an hour.

The number of calories burned per hour while skating at 6 mph is 350 and 600 while skating at 10 mph.

According to a study conducted at the University of Massachusetts, in-line skating causes less than 50 percent of the impact shock to joints compared to running.

If someone roller skates one day, bicycles another, and swims or runs on another, the person will be getting all the fitness benefits that aerobics can offer.

According to Dr. Carl Foster, associate professor of medicine at the University of Wisconsin Medical School, in-line skating as a form of exercise is as beneficial as running or cycling. (Information from International Inline Skating Association website)

During a 30-minute period, on the average, in-line skating at a steady, comfortable rate expends 285 calories and produces a heart rate of 148 beats per minute. (Information from International Inline Skating Association website)
Safety Facts About Roller Skating

Every year, millions of children are injured while participating in sports and fitness activities. Many injuries can be prevented by providing adequate supervision, carefully selecting age-appropriate activities and using the appropriate safety equipment. Youth injuries from sports-related activities also cost the government and families billions of dollars each year.

One of the safest sports and recreation activities for kids of all ages is roller skating indoors. The Consumer Product Safety Commission has found roller skating twice as safe as the local playground and three times safer than a game of basketball or football.

Skating indoors provides a smooth, well-maintained skating surface. Because it remains in a controlled environment, it eliminates high risk factors for injury such as uneven pavement, heavy traffic and inclement weather.

Because the skating floors are free of debris and obstacles, safety gear in a skating center is optional. Safely skating outdoors, on the other hand, requires use of protective gear such as wrist guards, knee and elbow pads and helmet, and an awareness of external hazards.

Skating causes less than 50 percent of the impact shock to joint compared to running, according to a study at the University of Massachusetts.

Skating facilities provide adult supervision in a controlled environment, so parents can feel safe bringing the entire family or dropping off older children for a few hours of fun.

During skating sessions, rink employees knowledgeable of first aid are often on staff, which can not only prevent injury, but also treat an injury should one occur.

Roller skating centers provide private and group skating lessons to teach skaters how to safely enjoy the sport.

Skate pro shops inside skating centers can examine and inspect indoor skating gear for safety.

Skating centers that are members of the Roller Skating Association International have access to safety guidelines and maintain their facilities to ensure a safe skating environment.

Kids playing basketball are nearly 400% more likely to be treated for injuries than roller skating.
The aerobic workout provided by roller skating equals that provided by running once your speed reaches 10 mph or more.

Roller skating helps build strength, especially in your lower body.

Roller skating increases muscle endurance.

Roller skating for 25 minutes a week, three times a week can burn up to 750 calories a week or more.

Skating for just one hour can burn 600 calories.

Roller skating for 30 minutes produces a heart rate of 148 beats per minute.

A study conducted at the Human Performance Laboratory in St. Cloud State University in Minnesota found that skating develops muscles in the entire upper leg, rear end and hip, as well as lower back. Muscles in the upper arms and shoulders are also developed when arms are swung vigorously while skating.

According to the American Heart Association, more vigorous aerobic activities, such as roller skating, done on most days of the week for 30-60 minutes – are best.

The Consumer Product Safety Commission found that roller skating is almost twice as safe as playgrounds, three times safer than basketball or football, four times safer than bicycling, and five times safer than basketball.

The National Institute for Fitness and Sports claims that roller skating works most of the major muscle groups – gluts, quads, abs, calves and arms. Anaerobically, skating was found to be more beneficial than running and cycling.

In-line skating as a form of exercise is as beneficial as running or cycling, according to Dr. Carl Foster, associate professor of medicine at the University of Wisconsin Medical School (Information from International Inline Skating Association website)

Roller skating is equivalent to jogging in terms of health benefits, caloric consumption, reduction of body fat, and leg strength development.

Roller skating is safer than jogging. Inline skating causes less than 50 percent of the impact shock to joints compared to running, according to a study conducted at the University of Massachusetts.

Studies have shown that roller skating provides a complete aerobic workout and involves all 640+ of the body's muscles, especially the heart.
The American Heart Association recognizes and recommends roller skating as an aerobic fitness sport.

Just one hour of moderate roller skating (6 mph) burns 330 calories for a 143-pound person. If that same person skates vigorously (10 mph), he will burn up to 590 calories an hour!

If someone roller skates one day, bicycles another, and swims or runs on another, he will take advantage of all the fitness benefits that aerobics can offer.
CLUBS
Building a club takes time and effort. You will need a support team to work with you in an effort to accomplish all your goals. You must form a bond with many of the parents to make this work. There are many things to consider:

- Club Outfit
- Help with Test Center
- Help with collection for competitions-amateur cards, etc.
- Shows and Exhibitions
- Fund Raisers
- Parties

RECOGNITIONS
Recognition is an award for success. You can use your imagination in how to best recognize your students.

- Stickers to all students after the class
- Certificates for attendance
- Small trophies for long time perfect attendance
- Free class
- Patches for each level passed
- Chart on the wall showing skaters progress
- Picture display
- Special t shirt
- Etc. Be creative

SKATE SALES
Parents will look to you for the right equipment to purchase for their children as well as themselves. Work with the owner to agree on how the rink will manage these sales. What will be carried in stock and what to order should be agreed upon. Keep beginners in a low priced skate while educating the parent of what is available. Children changed their mind on a monthly basis and you do not want your parent to turn from our sport because of the expense. The will have more respect for you when you are honest with the cost of equipment.

Try to set up a used skate system with the owner. Many rinks carry used skates in their Pro Shops while others will do sales on a one on one system. Knowing that they can resell a skate if they choose to upgrade will help with their decision to purchase skates.

Remember always that honesty creates respect.
RSA Roller Skating Achievement Program

RSA Roller Skating Achievement Tests, originally called the RSROA Proficiency Tests, were established in 1939 to provide incentives for skaters to increase their skating skills without the pressure of competition. The tests offer skaters attainable goals. Winning a test award is something of which to be proud and encourages skaters to advance further in developing their roller skating skills.

There is a separate sequence of tests for each of the twelve skating categories: American Team Dance, American Solo Dance, International Team Dance, International Solo Dance, Circle Figures, Loop Figures, Free Skating, In-Line Free Skating, Roller Hockey, Quad Speed Skating, In-line Speed Skating, plus a beginners test called the Super Skater Test. Each sequence includes beginner tests in which skaters earn Bronze lapel pins, traditionally referred to as “medals.” These skaters may then advance to the intermediate tests, earning Silver lapel pins; then on to the advanced tests, earning Gold lapel pins. After all the pins in a series have been earned, the skater may take a final test for the Gold Medal in the category. The final Gold Medal in each category is an Olympic style medallion engraved with the winner’s name and year in which the test was passed. The medals are finely crafted and strung on a ribbon which can be worn with pride by any skater.

How to take an RSA Achievement Test

Who can take an Achievement Test?

RSA Roller Skating Achievement Tests may be taken by anyone without regard to their status as a recreational skater, amateur skater, professional instructor, rink operator, or official. There are no membership requirements or restrictions. Skaters need not be members of the Roller Skating Associations; the United States Amateur Roller Sports (USARS) or any other national organization, local group or club. The USARS has authorized that Achievement Tests may be skated by an amateur with another amateur or professional without violating the Rules of Amateur Status. An Achievement Test Center does not require a USARS sanction. There are no age restrictions for taking these tests.

Where can you take an RSA Achievement test?

Achievement Tests may be skated only at RSA member roller skating centers unless advance written permission is granted by the RSA President or Executive Director and the SRSTA Chair to conduct an Achievement Test at another site. All tests forms must be signed by an SRSTA member coach except for the Super Skater class tests. This is to verify the technical aspects of the test are skated.

How to arrange to take an Achievement Test.

In most cases, Achievement Tests are given during a specially organized test center. The skating center operator, teacher, coach, or judges' panel chairman will establish a time for the test center. This person, called the test center director, will make the
necessary arrangements which include scheduling of the tests, contacting and confirming all of the judges and officials, preparing the test forms and applications, collecting the appropriate fees from each skater and sending the original applications and necessary forms to the RSA National Office within 10 days of the test center. All the necessary applications and forms are available from the RSA National Office upon request. Please note that the test center is held through the courtesy of the rink operator. Please show every consideration in arranging the test center by beginning and ending on time.

Skaters who have successfully completed their tests will be awarded Achievement Test pins. The pins are sent in care of the skater's home rink (the rink where they took their classes or lessons) or to the rink where the test center was conducted. Should a skater fail a test the fees are forfeited; and the full test fee must be paid again to re-skate the test. A skater who fails a test must wait at least 30 days before retaking the test except for the Gold Medal tests. A skater who fails a Gold Medal Test is not required to wait 30 days to retake that test, but the re-skate cannot be taken at the same Gold Medal test center.

COMPETITIONS
Competitions come in several levels.

- **CLASSES:** Before the conclusion of your advance class you can hold a mini competition with a few students using an element taught that day. Have remaining students judge the placements. During this time you are
  1) teaching skaters to perform in front of people
  2) learning how to evaluate skaters
  3) learning how to win and lose
  4) learning constructive criticism vs. destructive criticism.

- **INTERCLUB:** These are sometime called LEAGUES. This will include clubs within your area that will compete against each other. Join your local league to stand in contact and receive all information to dates of future competitions. Local officials are usually used.

- **INVITATIONALS:** A club can choose to host an invitational and invite whoever they want to throughout the country. Both local and out of the area official can be used to officiate.

- **REGIONALS:** Each area of the country is divided into states to create a REGION. This is a National required competition for skaters to qualify for the National Championship. Specific numbers from each division will qualify to move on to Nationals. Most officials are invited from out of the Region.

- **NATIONALS:** At Nationals the qualifiers from each Region will compete for the National placements of first, second and third. The Junior and Senior World Class events will select the skaters who will skate the World Championships. Only National qualified officials will judge these championships.
- **WORLDS**: World Championships are held throughout the World where selected winners from each country compete for the World Title. Only World qualified judges from each country can judge these championships.
- **SUPER SKATER CONTEST:**

**SUPER SKATER COMPETITION**

**What is the Super Skater Contest?**
The Super Skater contest is a readymade program teaching basic roller skating skills, and is a simple, easy and effective way to encourage new skaters. To pass level one of the program and receive a Super Skater pin, the skater must successfully perform three of five basic skills. The skater is required to demonstrate four of six advanced-beginner skills to pass level two of the program. Upon successful completion of level two, skaters receive a Super Skater pin and a certificate recognizing their achievement. A nominal fee of $3 is charged per test; pins can be purchased in advance.

**What Does the Program Teach?**
The Super Skater program offers attainable goals, increases a skater's confidence and enthusiasm for roller skating, teaches safety and proper technique, which prevents injury to skaters, allows beginning skaters to build a strong foundation of basic skills, and tests are based on individual performance, so there is no pressure of competition.

**How Do You Participate?**
Click here to download forms and documents. Set up Super Skater classes to teach the basic skills needed for level one and/or two. Don't have an experienced skater to teach the program? Read the "Teaching a Nonskater to Teach Beginning Skating" curriculum from the website at no cost. You'll find out how anyone can teach basic skating skills required in the Super Skater program. Have one or three judges present when your skaters are ready to be tested. Judges must be 15 years of age and knowledgeable of skating skills. Turn in the test forms and $3 fee per test to the RSA office and we will send out your Super Skater pins and certificates.

**How Do You Market to Kids Attending a Party?**
While kids are excited about skating, you can make sure they leave with Super Skater information:
Hand out a schedule of lesson times.
Create a pass or gift card for a free Super Skater lesson to encourage them to return.
Give them a "two for one" coupon for Super Skater lessons.
Give kids a coupon where they will get a discount or free snack bar item when they sign up for the Super Skater program.
Waive the admission fee if a skater brings a friend for the lesson.
**What Can Coaches/Rinks Win?**
Keep track of the Super Skater tests you give as a coach or a rink and win! The rink and coach with the most Super Skater tests given will receive a plaque and a $50 Visa gift card.

**What is the Deadline?**
Contest starts March 1 and ends April 30. All paperwork must be completed and returned no later than May 10 to be considered. No exceptions to deadline.


Questions? Email achievement@rollerskating.com or call 317-347-2626 Ext. 106.

**Special Olympics host their own event hosted by the Special Olympic Committee. Although officials from our association are used.**

**PAPER WORK**
- USARS and RSA COACHES APPLICATION
- LIABILITY RELEASE FORMS
- REGISTRATION FORMS
- ATTENDANCE BOOK
- LESSON SCHEDULE BOOK
- CONTACT NUMBERS
- TEST FORMS (Download online from RSA)
PROGRAMS
LEARN TO SKATE (BEGINNERS CLASSES)  RSA VIDEO AVAILABLE

• LEVEL ONE
  o Rolling position – Parallel skates-toe up
    • From this position the skater will
      • Roll
      • Squat
      • Lady Bug
      • Fall down and getting up
      • Stop
  o Skating Forward (Marching- skaters will move feet up and down)
    • “V” position of skates
    • Marching (Elevator steps (up and down)
    • Posture
    • Scissors
  o Falling Down (Explain why and what could happen if the fall forward or backwards)
    • Sitting on the floor
      o One bottom (body turned sideways)
      o Feet in front with the arms up
  o Getting Up
    • Demo only at this point
  o Stopping
    • Show and talk about use of toe stops
    • T Stop – Do position on the floor

• LEVEL TWO
  o BACKWARD MARCHING (Reverse “V” position)
  o BACKWARD SCISSORS
  o BACKWARD BALANCING
  o BACKWARD STOPPING
  o ARABESQUE
  o TWO FOOT SPIN
  o CROSS OVERS (Colligiate style)
  o RACING (Once around the floor)
  o INTRODUCE HOCKEY USE OF THE HOCKEY STICK

Introduce the Super Skater Test (see Test Programs)
**STICKER PROGRAM**

The Sticker Program is designed to encourage beginner skaters to excel in different activities. You will receive a chart with a sticker for each activity, example shoot the duck. The skaters names will be listed down the side. Each time an activity is perfected the skater will receive a sticker. Program can be purchased from USARS.

**LEARN TO SKATE STICKER PROGRAM**

**I LOVE TO ROLLER SKATE**

When a skater can control their skates without fear and is able to fall down without fear and get back up, a smile occurs because skating has become fun. With a smile comes the desire to learn more.

This award stimulates the skater to achieve more. Praise and excitement encourages a skater to move forward into other areas of skating.

**T-STOP**

Skater must keep the body upright, bent knees while maintaining firm support of the upper body. The body weight is shifted to one skate, head and body erect over skate. Release weight from other skate to be able to reach back behind close to the floor with the toe turned out.in an open position, known as the “T” position. Gradually lower the open skate onto the skating surface by bending both knees and pressing the middle of the skate toward the middle of the rolling skate. The friction of the right skate on the skating surface is the braking factor, since the wheels are not in a position to roll. Slightly lean against your direction of travel until your skates come a halt. It is important to maintain a forward square body position while stopping. An open hip of the stopping skate could accelerant the body into too much rotation.

This training is used to help avoid excess speed while exiting the skating surface and the capability to avoid an accident while skating.

**SCISSORS**

FORWARD: Begin by balancing evenly over the centers of both skates. Maintain a firm upright body carriage. While keeping the back straight, bend both knees slightly by dropping them forward toward the toes. Avoid a sitting position. With the heels together and the toes angled approximately 45 degrees apart, use side pressure on the inside of each skate and force the feet apart to a distance of approximately your shoulder width. At this point, with continued pressure to the inside of the skates, the toes should turn inward in a pigeon-toed manner, and the skates are pulled together until they are roughly two inches apart.
Repeat this movement, out then in, retaining a continuous, unhurried action of the skate.

This training teaches a skater how to support the body while in motion, and is a valuable experience in using the “side push” movement.

I CAN SKATE BACKWARDS
Begin by the toes facing in and heals turned out with arms extended out and head up. Applying pressure to the toes with bend knees the feet will begin to spread apart. Feet should not go further out than the width of the shoulders. Skater will them rise on the knees and bring the heels back under them with care not to hit each other. Pressure can either be on the inside or outside of skates as the skates come together. Process is repeated for backward movement. A visual is to have the skater feel as though they are skating around a ball.

Using the same position a skater can begin by marching up and down while shifting the weight of the body from left to right, keeping the skates underneath them at all times. Very important that the skater does not move their skates to the rear of their body as walking backwards.

This training is to introduce the skater to backward skating. An exciting moment in a new skaters learning process as they learn balance while moving in the opposite direction of forward.

SHOOT THE DUCK
Starting in an erect upright position, bend knees deeply and bend at waist so that you come to a sitting position over the heel of your skates, with torso bent forward slightly at the hips and both knees pushed forward ahead of toe. Shift balance to one skate and extend the other in front, clear of the skating surface. When in the shoot the duck position, the extended leg may be held under the knee. When slowing, the skater should then raise back into an upright position by reversing the procedure.

This training will help a skater to bend their knees while learning how to balance on one foot.

CROSS ROLL
Starting from the parallel position, the right skate is lifted and placed on the floor to the left side of the left skate and slightly in front. The left foot is now to the rear and raised from the floor. The process is repeated by the left foot crossing over the right to the right side of the right foot.

This training is used to teach transfer of weight and change of lean while in motion.
POWER GLIDE
During this movement the skater will shift all the weight to one skate while lifting the other leg (called the free leg) to the back. Arms will be extended out from the shoulders or one arm in front and the other to the side, feeling an “L” position. When balance is perfected, the free leg can be lifted up higher as the body is lower down closer to the floor, head up facing forward. This creates the beginning of the arabesque position.

This training creates a new type of balance for the skater as well as the excitement of doing a difficult move.

SPREAD EAGLE
While rolling forward, with arms extended from the shoulder, the skater will rotate the shoulders and hips to an open position. All the weight at this point is on the skate that will continue rolling forward. Gradually shift the weight to allow more rotation and the placing of the other skate in a backward position. Legs may be spread and eventually brought together. All parts of the body, head, shoulders, body and hips are in an open position to create the spread eagle.

This position leads to the capability of doing the Mohawk turn which allows skater to move from forward to backward or visa-versa.

GREAT ON “8”
This term applies to the skating of a figure eight. Skating can be either on one foot or two. While properly going around the circle the skater should lean toward the center of the circle being skated. At the transition of the circle the skater will change leans to the new circle and skate continually around until reaching the starting point.

This training teaches a skater how to skate while rotating around a circle and be able to lean in one direction and reverse and skate, rotate and lean in another. A basic beginning to learning the discipline of figure skating.

BUNNY HOP
Skating forward with arms extended out to the side the skater will put all their weight onto one rolling skate while stretching the opposite (free leg) skate to the rear. The free leg will then swing forward as the skater jumps off of the rolling skate surface (both skates off the floor for a split second). The swinging leg will return to the floor landing on the rubber stopper (call the toe-stop) underneath the body and push forward onto the other skate. The skater has then returned to the starting position. NOTE: During this jump there is only one foot or toe stop
on the floor at one time. At no time should two skates be on the floor. Left, rolling, right toe stop, left rolling process.

This training teaches a skater how to jump. A basic beginning to learning jumping in the discipline of free style skating.

I CAN SPIN
The skater will stand in a stationary position with arms extended out from the shoulders with the head up. The skates should be slightly apart. Moving in a clockwise or counter clockwise rotation, one skate will roll forward with the weight toward the back of the skate while the other skate rolls backward with the weight on the front of the skate in continuous rotation. Skates for learning purpose can be picked up and down and moved with the same procedure. Sometimes called the “heel-toe” spin.

The training teaches the skater how to spin. A base beginning to learning spinning in the discipline of free style skating.

HOCKEY HERO
Equipment to use: Best to obtain a hockey stick but equipment can be improvised, (stick or broom) and a hockey puck, a ball or a sponge ball

While holding the handle of the stick with both hands the skater moving forward the skater will hit the puck on the skating surface from right to left and left to right in a passing back and forth process while keeping control of the body, stick and puck.

This training requires coordination of both skates, arms and body while changing directions with movements. A basic beginning to learning the discipline of hockey.

ROLLER RACER
The skater must move quickly in a forward motion changing the feet from left to right while swinging the arms from front to back. The body will lean slightly forward with the head up. If possible, the better skater will begin to cross the right skate across the left skate around the corner as they slightly turn their body in the direction of the circle.
The skater should complete one lap around the skating floor.

This training requires coordination of the arms and legs while moving quickly around the skating floor. A basic beginning to learning the discipline of speed skating.
ROLLER DANCING
The skate stands up straight with arms extended out slightly lower than the shoulders. The skater will learn to skate different timing of steps in time to music while learning a pattern around the skating surface. Example: forward stroking from left to right while standing on each skate for two beats and running the steps continually for one beat each around the corner. Timing, steps and patterns can be changed for variety.

This training teaches timing, pattern, change of lean and direction. As the skater perform with more perfection, edge quality and stronger body positions should be taught. This is the beginning to learning the discipline of dance skating.

EXHIBITIONS
Ask permission from you manager/owner to have 10 minutes to perform an EXHIBITION during the week-end afternoon session. This will promote your classes and encourage skaters to move further with their skating ability.

Best to use a holiday, such as Halloween. Example: Using your advance skaters (only need to be able to skate forward) and perform a Grand March show to the Thriller. Dressed all in black with crazy hair and white make-up and fake blood is all you need for costumes. Skaters and parents both love doing this at very little expense. Use your imagination for other holidays. Give out free passes.

SHOWS
Show can be the greatest marketing tool for your club as well as a fund raiser but it takes a lot of work. This is a time when parent participation is very important. Costumes can be bought or made. Time must be set aside for practice which can interrupt your normal lesson schedule. Use every skater and non-skater you can. A skater in the show means a ticket sold as well as encouraging them to skate as much as possible to have a good role in the performance.

Financially, you must make arrangements with your manager/owner for the best time to have the show (usually a week night is the best as it does not interrupt the normal session times. Financial arrangements must be made before you even begin. Rink fee (if any as many times the ownership will donate the time) Parents must know in advance of probable cost of costumes Decide if there will be a fee for the practice or if you will donate the time Price of tickets Fees for miscellaneous items (props and chairs etc.) How will the profit be distributed (coach and club) Marketing: Flyers and posters in the rink and local establishments Send press release to local newspaper as you get close to the event
Word of mouth.
Announcement during sessions and classes.

PARADES
It is normal for communities to have parades during the holidays and they are always looking for participants. Contact them and let them know you would like to be a part of the event. Find out the theme and dress accordingly. Make costumes simple but effective. Rinks will usually loan you skates or wheels for outside skating. Great advertising and it always a FUN EVENT.

SCOUT PROGRAM
All scouts are required to take programs to obtain badges. Without your contact with a local leader they may never know you exist. There are hundreds of programs to choose from so it’s up to you to encourage roller skating as one of them.

Be flexible with the leader’s hours as she/he already has set hours to work with the scouts. BE BEPARE with your presentation. Fees, time frame, class program (beginner level) and the graduation. Show certificates you have designed and obtain patches from the leader. Since there are two groups of scouts, boy and girl scouts, each hosting several different age groups your classes can be divided over the year.

This program can not only be a financial benefit for you and facility but could lead to future skaters. This is also a great marketing tool to the community to present a wholesome place for children to spend time.

Keep the ball rolling by setting future dates with your leader(s).

TINY TOTS OR MOMMY AND ME SESSIONS
Starting skaters at an early age is the best way to program your future. Encouraging mom to skate along with their off spring can produce no only a long time relationship but perhaps your future champions, both mom and child.

Arrange time with your rink manager/ owner and have a set program.
- Talk to local nursery schools
- Promotions with flyers and announcements
- Time (Usually week day mornings
- Have enough skates to supply all little ones
- Allow mom to bring siblings in stroller on the floor. (Most be accepted by facility)
- Time Frame
  - Putting skates on
  - Short lesson
o Games (Hockey Pokey-Simon Says etc)
o Off skates FUN – Balloons – balls – etc.

Use stickers of encouragement and other fun ideas. Make everyone leave happy and ready to return again. IT’S ALL ABOUT FUN-FUN-FUN

DAYTIME ADULT SESSION
Adults are always looking for something to do, especially if it includes exercising and socializing at the same time. Retired people are more energetic today than they were a decade ago. Longevity is in your favor. Grown skaters of the past would love the opportunity to skate to organ music while others just want rock and roll. A small exercise session and a cup of coffee can create a daily habit.

Week day mornings are meant for these skaters. Time on their hands and time in your facility can create the perfect partnership. Celebrate birthdays, holidays and let your people suggest events. Once again, be creative.

FITNESS PROGRAMS
(See Exercise Benefits)
Today’s society is all about fitness and dieting. You cannot claim to be a licensed fitness instructor but you can offer an alternative. A place to get fit, socialize and have fun while sweating. Offer off floor exercise with music as well as on skates. Do not confuse this with your adult session. Ask for assistance for setting up your program with those who are experienced fitness gurus. This is also an excellent time to get involved yourself. Being busy building your business can put your health on the back burner and this can help you stay in shape as well.

Encourage your members to bring healthy recipes and exchange. Once a month have a health food luncheon. AGAIN, it’s all about FUN WHILE GETTTING FIT!

SPECIAL OLYMPICS
The Special Olympics is a volunteer program. There is no financial gain. Serving the disabilities is a service that is more rewarding the money. Unfortunately, though you may desire to do this program, it may not be one your rink owner wishes to pursue. The Special Olympic committee in your area will work with you to put on the program. There is a limited number of weeks for you to bring these students to a competitive level. How much time is allotted to you is between the Committee and the rink owner. Keep in mind this is all a donation program.

Special Olympics is the world's largest sports organization for children and adults with intellectual disabilities, providing year-round training and competitions to more than 4.2 million athletes in 170 countries. Special Olympics competitions are held every day, all
around the world—including local, national and regional competitions, adding up to more than 70,000 events a year.

These competitions include the Special Olympics World Games, which alternate between summer and winter games. Special Olympics World Games are held every two years. The most recent World Summer Games were the Special Olympics World Summer Games, held in Athens, Greece (The birthplace of the modern Olympic Games). The first Special Olympics Global Development Summit was held on "Ending the Cycle of Poverty and Exclusion for People with Intellectual Disabilities," gathering government officials, activists and business leaders from around the world.

Special Olympics programs are available for athletes free of charge. More than 4 million athletes are involved in Special Olympics sports training and competition in 180 countries. The organization offers year-round training and competition in 32 Olympic-style summer and winter sports.

People with intellectual disabilities are encouraged to join Special Olympics for the physical activity, which helps lower the rate of cardiovascular disease and obesity, among other health benefits. Also, they gain many emotional and psychological benefits, including self-confidence, social competence, building greater athletic skills and higher self-esteem. The motivations for joining the Special Olympics vary from one individual to the next; yet, there are common themes among individuals and their families that encourage them to either participate or abstain from the Special Olympics.

Special Olympics competitions are open to athletes ages 8 and up. For young people with intellectual disabilities ages 2–7, Special Olympics has a Young Athletes program—a sport and play program with a focus on fun activities that are important to mental and physical growth. Children engage in games and activities that develop motor skills and hand-eye coordination. Parents say their children in Young Athletes also develop better social skills. The confidence boost makes it easier for them to play and talk with other children on the playground and elsewhere. A study by the Center for Social Development and Education (University of Massachusetts, Boston) found that the activities also had the effect of helping children with intellectual disabilities learn routines and approaches to learning, along with how to follow rules and directions.

Families can also get involved with the Special Olympics experience. Family members support their athletes to the best of their ability, which may involve attending or volunteering at the events. By being involved they can boost their athlete's self-esteem and will be looked at as a constant source of encouragement.

Volunteers and supporters are an integral part of Special Olympics—and millions of people around the world are committed to its programs. Some are sponsors or donors. Many others are coaches, event volunteers and fans.
Coaches help the athletes be the best they can be regardless of ability—or disability. Special Olympics trains coaches through the Coaching Excellence program, which includes partnering with sports organizations. Special Olympics volunteers are introduced to lifetime friendships and great rewards.

There are many events that families and volunteers can get involved with, but the biggest event is the Law Enforcement Torch Run. The Torch Run involves police chiefs, police officers, secret service, FBI agents, military police, sheriffs, state troopers, prison guards, and other law enforcement personnel. They all get together to raise awareness and funds for Special Olympics. Ahead of a Special Olympics competition, law enforcement officers carry the torch in intervals along a planned route covering most of the state or country to the site of the opening ceremonies of the chapter or Special Olympics World Summer or Winter Games. Then they pass the torch to a Special Olympics athlete and together they run up to the cauldron and light it, signifying the beginning of the games.

The Special Olympics athlete's oath is "Let me win. But if I cannot win, let me be brave in the attempt." It was first introduced by Eunice Kennedy Shriver at the inaugural Special Olympics international games in Chicago in 1968.

**LESSONS BY SESSION**

Get permission from your rink owner to teach lessons during their sessions. Making yourself available during the session is a great asset to the rink. Wear clothing that identifies you as a Professional Coach. This does not mean not to assist anyone needing help but only for a limited time. A good set up for example is ten minutes for $10.00. Many parents would love to have someone work with their child so they will be more fun skating. Keeping it limited is important. Should they want more time give them a pass for one free class. The purpose is to build your classes as well as communication with the public.

As a new coach this is an excellent opportunity to introduce yourself to the public. Many coaches will also use this program when the private lessons exceed the available time. At this time lessons time during the session can be extended.

Having a coach at the facilities sessions is a great perk for rinks to have. Parents sometimes will not have their children attend a skating birthday party because their child cannot skate. Being able to say there will be a coach available to assist for a short while during the party will encourage them to attend.

Once again, proving your value to the rink owner is very important.
PRIVATE LESSONS
Private lessons are encouraged after the skater completes the beginner class. While continuing on into the Intermediate and Advance classes the private lesson will give concentrated attention to area of skater that are not up to the class level as well as having them excel to a higher level. These students usually go on to competition. Use these skaters to help in your beginner classes. While teaching others it will enforce in them what they themselves must do. For the beginner, they feel important to receive the special assistance from an advance skater.

Keep your coaches fees reasonable but professional. Do not under price yourself. There are those that think if it isn’t expensive it’s no good, while other cannot afford the added weekly expense (another reason for group classes). Make arrangements in advance of the fee and when to pay. It is very important to make a provision for cancellations and “no-shows”.

GROUP LESSONS
Group lessons are becoming an international success. There are many varieties of group teaching. Having a MANDATORY class encourages repetition while being evaluated for either one or all coaches within the facility. When possible, although difficult, get together with other clubs and have a monthly instruction possibly on one or two items. This may be difficult as many coaches fear the loss of a student to another coach.

COACHING IN YOUR CLUB:
- Mandatory attendance
- Have a mandatory class practice uniform
- Choices of instructions (time permitting)
  - UNLIMITED: A class for each area of a particular discipline (figures, free style, dance, speed skating, relays, techniques, hockey plays, hockey techniques, etc.)
  - LIMITED: You will have to divide each class as you determine important.
- Teach a particular movement that is to be improved
- Keep skaters moving continually during the practice of each movement
- Choose a few skaters to be competitors at end of month – mini competition
- Remaining skater will evaluate as they judge

Teaching in a group encourages students to work together as well as perform to the top of the class.

From this group you can create other classes that cannot be perfected during this time.
- Precision teams
- Quartets
It goes without saying, as said before, these classes have the most financial benefits in the less amount of time.

**SPEED AND HOCKEY CLASSES**

Most speed and hockey coaches are considered “part time” coaches. A class program is the normal way to have skaters improve as they learn techniques. But there is no reason why these coaches cannot excel in many of the other programs. Working in sessions should be just as beneficial to them as it is to as artistic coach. Working with beginners has no different program in any of the roller sports disciplines. All skaters must learn how to skate.

Working with a few of the listed programs can have numerous values:

- Shows your value to the rink owner
- An opportunity to lead skaters to your program
- Become familiar to the skating public
- Increase your revenue income