



# WushuOntario Taolu Program

2016

| Stage | Age (F/M)   | Recommended number of practices per week   | Recommended number of hours per week | Recommended number of athletes in a group | LTAD stage                     | WushuCanada Grading System                              |
|-------|-------------|--|--------------------------------------|---|--------------------------------|---|
| 1     | 4-6/4-7     | Preferred sport:<br>2 times<br>Other activities:<br>3-4 times                                | 2                                    | 4-6                                       | Active start /<br>FUNdamentals | -/Level 1   |
| 2     | 6-8/7-9     | Sport-specific training: 3 times<br>Other activities: 3-4 times                              | 4.5-6                                | 10-12                                     | FUNdamentals                   | Level 1/Level 2   |
| 3     | 8-10/9-11   | Sport-specific training: 3-4 times<br>Other activities: 1-2 times                            | 6-9                                  | 8-10                                      | Learning to Train              | Level 2/Level 3   |
| 4     | 10-12/11-13 | Sport-specific training: 5-6 times<br>Other activities: 1-2 times                            | 9-12                                 | 8-10                                      | Training to Train              | Level 3   |
| 5     | 13-16/14-17 | Sport-specific training: 6-9 times, including complimentary activities                       | 12-18                                | 6-8                                       | Training to Compete            | Level 3/Level 4   |
| 6     | 16+/18+     | Sport-specific technical, tactical, and fitness training 9 to 12 times                       | 20-24 +                              | 6-8                                       | Training to Win                | Level 5/Level 6   |
| 7     | Any Age     | Coaching, Judging, Volunteering, Event organization, etc., or/and Recreational Wushu program | May vary                             | May vary                                  | Active for Life                | Any Level or/and Certification (coaching, judging etc.) |



## Wushu Taolu Program Outline

### Stages Description/Wushu LTAD

#### **Stage 1: Active Start/FUNdamentals**

This stage lays the groundwork for future development both within our sport and in other sports as well. As an early specialization sport, Wushu participants will likely be entering club programs with minimal to no physical literacy. As such, there are many basic movement skills that must be introduced and acquired in this stage. Participants should also acquire and enjoyment of the culture and variety of interests found in Wushu.

#### **Goals:**

- To provide opportunities to learn Wushu in fun, safe, and engaging environment
- Develop a basis to support lifelong enjoyment and participation in sport
- Encourage participation in a variety of activities
- Supporting daily physical activity requirements
- Development of fundamental movement skills (FMS), such as running, jumping, throwing, catching, turning, etc...
- Development of agility, balance, coordination with multiple movements and with others
- Cognitive development: space and body awareness, directions, laterality (left and right), patterning, object manipulation
- Social skills: communication, interaction with others, cooperation, and discipline as a basis for sport and life ethics
- Psychological development: self-confidence (“don’t be afraid to try”), positive self-esteem, independence
- Athletes should demonstrate basic understanding of the language and rules of the sport, and ability to follow instructions through discipline, respect and focus

#### **Training process:**

- 70% non-technical components, 30% technical components
- Emphasis on FUN and active participation is crucial
- All activities must be very well organized, equipment must be prepared in advance



# WushuOntario Taolu Program

- Allow for progression at the participants' own individual rate
- Use class opening and class closing activities
- Include games!
- The majority of the time should be devoted to general exercises, rather than to specific Wushu skills
- Basic Wushu elements can be presented in a form of a game
- Later in this stage students can already be exposed to basic Wushu movement combinations and elementary routines (depends on individual characteristics of each athlete)
- All activities and equipment must be adapted to participants' developmental stage
- Language of instructions must be simple and clear (appropriate for the developmental level of the students)
- Competitive-type training is not recommended
- Participation in competitions: depends on the athlete's developmental level; not mandatory. Demonstration days for parents might be included in a program
- Reward all achievements to instill a sense of accomplishment and encourage continued participation
- Incorporate properly trained program assistants
- Program length: approximately 30 weeks per year, no periodization

## Windows of Optimal Trainability

The following physiological factors must be introduced and developed through specific programming and coaching and in accordance with age and gender:

- Speed (female: 6-8; male: 7-9)
- Flexibility (female/male: 6-10)

| Wushu Focus Points                 | Content  |
|------------------------------------|--|
| • <b>Physical development</b>      | <ul style="list-style-type: none"><li>• Fundamental movement skills development</li><li>• Motor skills development</li></ul>         |
| • <b>Taolu Routine development</b> | <ul style="list-style-type: none"><li>• Understanding of rhythm, demonstrated through Wushu routines in basic combinations</li></ul> |
| • <b>Technical Foundation</b>      | <ul style="list-style-type: none"><li>• Fist movements</li><li>• Palm movements</li></ul>  |



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| <b>Training</b>  | <ul style="list-style-type: none"><li>• Stances</li><li>• Leg movements</li></ul> |
| <ul style="list-style-type: none"><li>• <b>Teamwork and Self-Defense</b></li></ul> | <ul style="list-style-type: none"><li>• Team oriented drills and games</li></ul>  |

## Mission of the Coach

The mission of the coach is to design and implement lessons that ensure the active involvement of all participants. The focus will be on fundamental movement skills and motor skills. Participants will be introduced to activities in order to create motor patterns that will facilitate sport specific skill acquisition at the next stage of athlete development. Learning takes place in a fun and joyful environment.

Coaches have the primary leadership role at this particular stage of development within Wushu. It is the coach's responsibility to provide adequate skill development based on the LTAD framework. Beyond their responsibility to the athletes, coaches also need to provide information to parents throughout the session. This might include athlete progress reports, Wushu program information and the information related to events and performance enhancement opportunities.

Coaches must be knowledgeable on child development and be aware of the individual needs of participants as well as program requirements at the grassroots level. Coaches must also understand the role of grassroots programming in the overall development of athletes and individuals.

At this stage, coaches must be 75% entertainer and 25% technician from the participant's perspective. Also, coaches need to act as educators to parents and board members.

Coaching Education and Certification: NCCP instruction – Beginner – WushuCanada certified coach

## Competition / Grading / Evaluation

At this stage the program should be achievement based and competitions are not mandatory. Participants can start moving towards obtaining the Level 1 of the WushuCanada grading program (Fist Routine, Palm Routine, Stance Routine, Kicking Routine, and Jump Kick Routine).



## Stage 2: FUNdamentals:

### Goals:

- Talent identification stage
- Recreational and competitive streams should be divided by the end of this stage
- Development of basic Wushu skills, as well as of overall sport skills
- Development/refinement of agility, balance, and coordination
- Develop endurance through games
- Development of speed (first window of accelerated adaptation to speed)
- Posture and core strength should be well-developed by the end of this stage
- Introduce and emphasize simple rules of safety, sport ethics, acceptable social behavior
- Continue building self-confidence and positive self-esteem
- Cognitive development: memory, concentration, problem-solving, decision-making
- Social skills: communication, respect to others, cooperation, discipline, dedication, and commitment
- Athletes should demonstrate basic understanding of the language and rules of the sport, and ability to follow instructions through discipline, respect and focus
- Athletes should continue participation in other activities

### Training process:

- 60% non-technical components, 40% technical components at the beginning of this stage; 50% non-technical components, 50% technical components at the end
- All activities must be very well organized, equipment must be prepared in advance
- Language of instructions must be simple and clear (appropriate for the developmental level of the students)
- Ensure proper progression and physical preparation. Avoid skill development before physical preparation
- Match the activities with skills and fitness level
- Multiple, high-impact repetitions are not recommended
- Training time: progress from 4.5 hours/week towards 6 hours/week
- Fun is still important (use games to develop physical abilities)



- Create opportunities for athletes to perform for the spectators (at the end of the class, demo for parents, etc).
- Reward all achievements to instill a sense of accomplishment and encourage continued participation. Reinforce proper behavior
- At this stage students can participate in formal competitions, however there should be NO focus on competition results.
- Program length: 30 - 40 weeks per year. No periodization

## Windows of Optimal Trainability

The following physiological factors must be introduced and developed through specific programming and coaching and in accordance with age and gender:

- Skills (“Optimal age” 8-12)
- Speed (female: 6-8; male: 7-9)
- Flexibility (female/male: 6-10)

| Wushu Focus Points   | Content  |
|--|--|
| <ul style="list-style-type: none"><li>• <b>Physical development</b></li></ul>          | <ul style="list-style-type: none"><li>• Development of FMS and Motor skills through movement drills, games and reaction drills</li><li>• Use of teams, targets, obstacles and tailor-made equipment</li><li>• Understanding of various physical components ( arms, legs, core, back)</li><li>• Use of Wushu terminology and reference to applicable Wushu movements</li><li>• Developing skills through a variety of methods with similar goals</li><li>• As much as possible activities should help to develop agility, coordination, balance, speed, flexibility etc.</li><li>• Content may be catered in each session to elaborate on daily goals</li></ul> |
| <ul style="list-style-type: none"><li>• <b>Taolu Routine development</b></li></ul>     | <ul style="list-style-type: none"><li>• Combinations of basic Wushu movements</li><li>• Variations of speed and rhythm</li><li>• Use of standardized routines and routine components</li></ul>   |
| <ul style="list-style-type: none"><li>• <b>Technical Foundation Training</b></li></ul> | <ul style="list-style-type: none"><li>• Training of individual Wushu basics and fundamentals</li><li>• Use of basic fundamental routines</li><li>• Physical challenges of fundamental movements</li></ul>  |

# WushuOntario Taolu Program

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|  | <ul style="list-style-type: none"><li>• Individual and group presentations of various achievements</li><li>• Knowledge of requirements of fundamentals</li><li>• Focus on application of physical achievements to technical achievements</li><li>• Varying speed and complexity of movements</li></ul>   |
| <ul style="list-style-type: none"><li>• <b>Apparatus development</b></li></ul>     | <ul style="list-style-type: none"><li>• Development of motor skills through use of apparatus</li><li>• Focus on control and respect of apparatus</li><li>• Use of basic fundamental apparatus routines</li><li>• Development of both left and right sides of the body</li><li>• Use of apparatus in physical training and as measurement tools</li></ul> |
| <ul style="list-style-type: none"><li>• <b>Teamwork and Self-Defense</b></li></ul> | <ul style="list-style-type: none"><li>• Team oriented drills and games</li><li>• Basic attacking and defensive applications</li><li>• Timing and coordination amongst partners</li><li>• Use of self-defense routines and combinations</li></ul>   |

Mission of the Coach: the same as at the previous stage

## Competition / Grading / Evaluation

Skill presentation/performance should be introduced at this stage. Introducing this early can help identify possible talent as well as instill expectations for later development. Athletes should be capable of performing basic fundamental routines. Focus should be placed on a combination of fundamental movements, motor abilities and understanding of requirements.

Evaluations are done by coaches with a goal for athletes to achieve a desired performance level for individual achievement.

## Stage 3: Learning to Train

Goals:

- Introduce basic tactical preparation, correct decision-making in common competitive situations, mental training
- All basic skills must be developed before entering "Training to train" stage
- Development of complex Wushu skills
- Physical preparation: strength, endurance, flexibility (prepare the athletes for the acquisition of more advanced skills)
- Introduce acrobatics

## WushuOntario Taolu Program

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- Cognitive development: memory, concentration, problem-solving, decision-making
- Psychological development: desire to be active, desire to achieve
- Social skills: communication, respect to others, cooperation, discipline, dedication, and commitment. Ability to act as both leader and follower and demonstrated ability to cooperate with others.
- Learning to measure success through self-evaluation
- Mental skills: strategies for competition/performance (planning, concentration, goal setting and getting, visualization, relaxation), balancing life and sport
- Positive self-awareness/self-concept
- Competition: focus on “clean” and consistent performance rather than rankings/results
- To develop some understanding of artistic training and application training under the umbrella of technical training and self-defense. Knowledge of both components is relative to the technical proficiency and age of athletes
- To develop and consolidate basic sport specific skills while continuing to develop motor skills (agility, balance, coordination, rhythm, orientation, speed, dexterity) and control of movement
- To create awareness and enthusiasm for the various grading and competition opportunities
- To develop the culture and rules of Wushu

### Training process:

- A window of the accelerated adaptation to motor coordination and skill training. Focus on technical foundation training. Artistry, choreography, apparatus, jumping and self-defense should come under the umbrella of technical training
- Fun is still important, but takes a different meaning, as training becomes more skill-oriented (the fun is found in achieving a new skill and striving to do one’s best). Adhere to the idea that 70% success rate is required for learning to occur
- Participants should be trained in all disciplines (in order to decide which one is more appropriate for them, as well as for overall skills development)
- Pay particular attention to injury prevention!
- Continue to develop speed, agility, and coordination
- Consider sports ethics as a part of the training





- Reinforce proper behavior
- The number of other activities should decrease to allow for specialization in Wushu
- Encourage social interactions and activities outside of the gym
- Beware of over-training and under-recovery: the athletes must be monitored!
- Beware of overstress
- Ensure ongoing communication between coach, parents and athletes. Be approachable.
- Athletes should participate in a variety of Wushu events, performances and competitions. Selection of the events must reflect the skill level and needs of the athletes
- Include regular assessments and evaluations which are done primarily by the coach and which include constructive and clear feedback to both the athlete and parent(s)/guardian(s)
- Program length: 40-42 weeks per year. Single/double periodization.

### Windows of Optimal Trainability

The following physiological factors must be introduced and developed through specific programming and coaching and in accordance with age and gender:

- Skills (“Optimal age” 8-12)
- Speed (female: 6-8; male: 7-9)
- Flexibility (female/male: 6-10)
- Stamina (at the onset of PHV-peak height velocity)

| Wushu Focus Points                     | Entry  | Exit  |
|--|--|---|
| • <b>Physical development</b>          | • Development of FMS and Motor skills                        | • Priority given to development of jumping strength |
| • <b>Taolu Routine development</b>     | • Emphasis on repetition and knowledge of movement sequences | • Emphasis on development of rhythm and impression  |
| • <b>Technical Foundation Training</b> | • Priority given to development of fundamentals              | • Priority given to development of jumping skills   |
| • <b>Apparatus</b>                     | • Emphasis on  | • Emphasis on control                               |



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| <b>development</b>   | repetition and knowledge of movement sequences   | and apparatus requirements   |
| <ul style="list-style-type: none"> <li>• <b>Teamwork and Self-Defense</b></li> </ul> | <ul style="list-style-type: none"> <li>• Emphasis on repetition and knowledge of movement sequences</li> </ul> | <ul style="list-style-type: none"> <li>• Emphasis on intent and application with relation to individual performance</li> </ul> |

### Mission of the Coach

The mission of the coach is to teach the basic sport specific skills and elementary artistic expression essential to participate in the chosen activity. Coaches must also introduce physical conditioning and fundamental mental skills. Sport specific skills are coupled with motor skill development. Coaches should continue to encourage children to be involved in several sports in the early part of this stage.

While the athlete’s parent(s)/guardian(s) will act as their manager in this stage, the coach will act as the director of development. Coaches have the option to train as a technical specialist but are also responsible for regular assessments and evaluations of an athlete’s progression. Coaches have the ability to teach/transfer information in a manner appropriate to age, gender and an ability to teach good skill technique.

All coaches potentially train world-class athletes but simply at a different stage of their development. Therefore, coaches of athletes in this stage of development need to understand Wushu at a level far beyond that at which their athletes may currently perform so they can provide relevant training at the appropriate time in preparation for the athlete’s future. Coaches should always be able to provide a rationale for why they are teaching a certain skill or concept and how they are using an athlete’s time.

### Coach Education and Certification

The standard of coaching at this level does matter and it will impact future development. It is essential that coaches provide the best available technical training and are knowledgeable on growth, development and maturation.

NCCP Instruction-Intermediate / Competition-Introduction



## Competition / Grading / Evaluation

At the point of entry and the earlier phases of the Learning to Train stage, emphasis should remain on technical development and training time, with a minimum of competition focus. At the entry point, one competition per year progressing gradually to between two and four is sufficient. Four to six competitions per year is more than adequate at the exit point of this stage. These competitions will be a combination of routine and skill performance with a focus more on skills in the earlier stages of development.

Events at the club level remain a priority with a focus on fun, enjoyment, and a sense of personal accomplishment. Evaluations at this level are still primarily the responsibility of the coach although evaluators, judges, and technical specialists will begin to play a role towards the exit point of the stage.

## **Stage 4: Training to train**

Goals:

- By the end of this stage all basic Wushu skills (including aerial techniques) must be consolidated
- To further develop and consolidate artistic knowledge and expression
- To increase the knowledge and use of the language of Wushu (i.e IWuF judging system, etc.)
- Introduce traditional Wushu styles
- To teach the athletes to compete under the variety of conditions
- Help the athletes to go through puberty safely (physically and emotionally)
- Coaches should consider the trainability of different athletic abilities in relation to Peak Height Velocity (PHV) onset
- Mental preparation: stress management, competition preparation strategies, distractions management
- Cognitive: independent decision-making, responsibility, understanding of the consequences of one's actions
- Athletes should learn to understand their strengths and weaknesses

Training process:

## WushuOntario Taolu Program

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- Onset of puberty: close monitoring is required. Consider the changes in body sizes. Adjust training programs to allow recovery. Pay close attention to injury prevention. Educate athletes on nutrition and weight-management
- General and specific skill performance may deteriorate because of the changes caused by puberty. Basic skills might need to be emphasized. The number and type of competition might need to be temporarily restricted to reduce the stress on the athlete's changing body.
- More attention is required to emotional and social aspects of sport and life. The adjustments of coaching methodology might be needed.
- The athletes must develop complex skills early in this stage before the onset of puberty
- Emphasize flexibility. Particular attention to males' flexibility at entry to stage if not already developed (the window is closing!)
- Continued development of speed, stamina, and strength (NOTE: This is the optimal window of trainability to develop strength in females)
- Increase the variety of technical elements
- Develop consistently good performance at competitions
- Develop artistic and individual expression
- Introduce the concept of the Ideal Performance State
- Sport ethics should include issues related to competition
- Avoid "rushing" skills before basic skills and physical preparation are adequate
- Training plans should become even further individualized to the needs and abilities of each athlete
- Foster the development of an athlete's inner strength and focus in order to be able to push themselves to the limit of full performance capacity on a regular and consistent basis
- Program length: 44-46 weeks per year. Double periodization.

### Windows of Optimal Trainability

The following physiological factors must be introduced and/or developed through specific programming and coaching and in accordance with age and gender:

- Suppleness (Flexibility) (female/male: 6-10)
- Skills (female and male: 8-12)
- Speed (female: 11-13; male: 13-16)
- Stamina (at the onset of Peak Height Velocity)

# WushuOntario Taolu Program

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## Mission of the Coach

The mission of the coach is to raise the performance capacity of the athletes by focusing on the optimal windows of trainability applicable to females and males in this particular stage of development. Furthermore, coaches need to prepare athletes to perform to an identified personal level of achievement at identified competitions and reach a peak performance at the decisive competition of the year.

Coaches at this level need to frequently visit WushuCanada and IWUF websites to ensure they have the most current technical/program information. They must also continue to develop and provide athletes with a solid foundation in sport specific and general skills. This will not only create strong Wushu athletes but also healthy and functional adolescents.

Good basics provide the base from which performance and competition can be developed. That said, coaches need to focus on skill acquisition and overall athlete development rather than performance outcomes. As much as possible, coaches of athletes in the Learn to Compete stage should be working as a team with support from seasoned coaches. This enhances athlete and coach development. Finally, coaches need to embrace and promote the concept of the WushuCanada “professional” coach.

## Coach Education and Certification

NCCP Competition-Introduction/Competition-Development

## **Stage 5: Training to Compete**

### Goals:

- On this stage some athletes will participate in provincial and national championships and try-outs for the national team
- Fully develop mental skills
- Educate athletes about requirements, judging rules, and competition protocols
- Educate athletes on the concepts of doping-free sport and sport ethics
- Some athletes might need to change club/coach to practice in a high-performance environment
- Encourage self-discipline and self-regulation skills
- Encourage life balance through outside interests and education

## WushuOntario Taolu Program

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### Training process:

- Some athletes will still be going through puberty: consider your athletes' needs
- Athletes and coaches should be partners in decision-making and goals setting
- Some athletes can begin coaching young athletes
- Refine routines and skills; Increase the variety of elements
- Introduce high-difficulty elements/Nandu
- Introduce competitive Taijiquan taolu
- In preparation for competition, quality program run-throughs are imperative. Back-to-back program run-throughs should be added to the athlete's training plan. In addition, to refine and perfect routines, focus on particular sections should be encouraged and monitored. Coaches must instill in the athlete the understanding that the "training" of the routine is the key to consistent performances in competition. Also, the more thoroughly executed routines are in practice will make competitions seem more like training sessions. Every run-through is a simulation!
- As the competitive season begins, athletes should be performing one to two run-throughs per day, plus continue to work on sections of the routine to consolidate their skills and the performance of those skills in the context of the choreography. In preparation for those competitions designated as important in the athlete's yearly plan, there should be one full run-through of the routine per day and re-working of any sections of the routine as necessary.
- Double/triple periodization

### Windows of Optimal Trainability

The following physiological factors must be refined and consolidated through specific programming and coaching and in accordance with age and gender:

- Skills (further develop)
- Speed (female: 11-13; male: 13-16)
- Suppleness (Flexibility) (further develop)
- Stamina (onset of PHV)
- Strength (female: immediately after PHV and onset of menarche; males 12-18 months after PHV)

## Competition

This stage of development is critical to an early skill acquisition sport such as Wushu. It is also the phase when most athletes will experience their peak growth, development and maturation. Thus, there are great windows of opportunity for developing skills and acquiring new ones. Too many competitions take away from training as the athlete is always preparing and refining skills for competition rather than for present and future skill progression. In other words, too much competing at this level will hinder overall athlete development. Over – competing should be avoided at all costs.

Similar to a gradual and progressive increase in the intensity of training as an athlete progresses through the Train to Compete stage, the number of competitions should also gradually increase.

## **Stage 6: Training to Win**

Goals:

- Athletes should possess well developed mental skills, coping strategies, self-discipline, and self-regulation skills
- Strive for the highest standards of difficulty, routines composition and performance
- Prepare athletes for retirement and transition from sport

Training process:

- Develop/refine unique skills and high difficulty elements; Increase the variety of elements
- Maintain physical qualities: strength, power, stamina etc.
- Focus on recovery strategies
- Encourage life balance through outside interests and education
- Double/triple periodization



## Stage 7: Active for Life

### Goals:

- Application of the acquired skills to new aspects of Wushu and development of new skills (coaching, judging, new performance level, new discipline, new sport, etc.)
- Desire to remain active and participate in sport
- Belonging and commitment to a program/group
- Open to new experiences in sport

### Training Process:

- The number of practices and hours per practice will gradually decrease
- Encourage participation in other sports and activities
- Involve the participants in teaching younger athletes, giving workshops and seminars
- Adjust the training process to ensure safety of the participants
- Ensure an adequate level of the events and competitions

### Technical Skills

#### Technical Requirements at Each Stage of the Program

| Stage | Technique   |
|-------|---|
| 1     | Overall movement skills, games, some basic elements in a form of a game, "Pre-Wushu" program<br>Level 1 of the WushuCanada Grading Program  |
| 2     | 1) Hand techniques, stances, kicks, general exercises<br>Basic barehanded routines (Wushu, to other sports, and to life. 1 and 2 of the WushuCanada Grading Program),<br>2) Later at this stage: preparatory jumping exercises, basic balance techniques, basic use of Wushu weapons. Intro to duel routines<br>Routines: basic weapons routines (Levels 1 and 2 of the WushuCanada Grading Program), basic duel routines (levels 1 and 2 of the WushuCanada Grading Program) |
| 3     | Basic acrobatics, jumps, sweeps<br>Routines: (Group C): barehanded, short weapons, long weapons, intro to group routines<br>+ WushuCanada Grading Program   |





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| 4 | Jumps, advanced balance techniques<br>Routines: (Group B): the 1 <sup>st</sup> set of the International Compulsory Routines (barehanded, short weapon, long weapon). Intro to Traditional Wushu styles<br>+ WushuCanada Grading Program           |
| 5 | Intro to high difficulty elements<br>Routines: (Group A): the 3 <sup>rd</sup> set of the International Compulsory Routines (barehanded, short weapon, long weapon, Taijiquan), fighting sets. Intro to Taijiquan<br>+ WushuCanada Grading Program |
| 6 | High difficulty elements and Nandu<br>Routines: Optional routines<br>+ WushuCanada Grading Program  |
| 7 | New disciplines, Traditional styles, Taijiquan, Ving Tsun, etc.<br>+ WushuCanada Grading Program and Certifications   |

## Parental Role

### General:

- At all stages Parents must be ready to provide transportation and to pay for the training/activities
- At all stages Parents must be ready to provide emotional support and encouragement to the athletes
- Communication between a coach and parents must be well-established as soon as possible. Parents must trust the coach and discuss all the interventions if they are necessary

### Stages 1-2-3:

- Introduce children to a wide range of activities
- Provide encouragement
- Participate in a club's activities
- Ensure a balance between sport and life of their children
- Listen to the participant to help identify sport preferences
- Maintain child's interest in sport; provide a "positive push". Avoid putting a pressure on the athlete
- Parents may gain technical knowledge of the sport and volunteer as judges during club's events

## Stages 4-5:

- Allow increased independence of the athletes
- Be available when athlete need guidance
- Remain active volunteers with the club
- Be ready for the increased costs of travelling, equipment, competition etc.
- Help athletes manage their schedules
- Provide unconditional support

## Stage 6:

- Help the athletes to make decisions about education and life after sport
- Parents' role in managing schedule decreases, as the athletes become more independent

## Stage 7 (if applicable):

- Encourage the athletes to continue to participate in sport and be active
- Encourage the participant to try new Wushu disciplines or/and new sports
- Encourage the athlete to participate in different activities hosted by Wushu community (volunteering during competitions, teaching young athletes, helping at a club etc.)
- Encourage the athletes to apply their skills and knowledge to other aspects of Wushu, to other sports, and to life.