



**National
Coaching
Certification
Program**



Planning a Practice 2 Workbook

Coaching
Association
of Canada



Association
canadienne
des entraîneurs

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Partners in Coach Education

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1. INTRODUCTION

1.1 Purpose of the Document

This Coach Workbook is your record of what you did and what you learned in the Planning a Practice 2 workshop. The Coach Workbook has been designed to help you work on your own, after the workshop, to improve even more as a coach. We therefore recommend that you save your Workbook and consult it regularly to ensure continuous improvement of your coaching skills.

This Workbook refers often to *Reference Material*, a document developed to deepen your knowledge of key coaching topics. You receive *Reference Material* along with this Coach Workbook when you register for the Planning a Practice 2 workshop.

This document will help you—as a CSPA competition coach—to analyze plan a practice in a much more effective way for your athletes in the **Learn to Compete** (L2C), **Train to Compete** (T2C), and **Train to Win** (T2W) stages of CSPA's LTAD program.

1.2 NCCP Core Competencies

As you progress through this module, you will work on developing *five core competencies* that will help you become a more effective coach and have a more meaningful impact on athletes' experience. The competencies are problem-solving, valuing, critical thinking, leading, and interacting.

At several points in the workshop, you will participate in activities that involve reflecting on and assessing your learning on these five competencies. These are important activities, because you indicate in them how you will apply and model the five core competencies in your athletes' training. Look for the light-bulb icon that identifies these learning activities.

Here are just some of the ways these competencies come into play in Planning a Practice 2:

Problem-solving

- ❑ Plan sequences of practices over microcycles and the yearly plan
- ❑ Determine an appropriate structure for a practice
- ❑ Design activities that develop both technical skills and athletic abilities

Valuing

- ❑ Ensure that activities respect athletes' competitive and training responses

Critical Thinking

- ❑ Compare current knowledge, skills, and attitudes with the information provided in the *Reference Material*

Leading

- ❑ Develop strategies to manage time and resources, given athletes' practice and competitive needs

Interacting

- ❑ Work with other coaches to develop consistent and appropriately sequenced practices over microcycles and the yearly plan

1.3 Learning Outcomes

The NCCP distinguishes between training and certification. The Planning a Practice 2 module is one of a number of *training* opportunities in the Competition – Development context. To become *certified* in this and other coaching contexts, you must be evaluated, and you must provide *evidence* in the evaluation that you meet certain *criteria*.

The learning outcomes listed below reflect the evidence and criteria that apply to this module.

The learning activities in this module are designed to enable you to plan practices so your athletes can maximize their performance. In particular, you will be able to do the following after finishing this module:

- ❑ Describe the factors that can affect your practices and your season;
- ❑ Plan the order in which athletes do the exercises chosen for a practice;
- ❑ Ensure consistency among practices, microcycles, and the yearly plan;
- ❑ Choose an appropriate sequence for the exercises in a practice;
- ❑ Adjust exercises, given athletes' responses in training; and
- ❑ Train a technical or tactical ability over several microcycles.

1.4 Overall Context

This module is one of many offered in the National Coaching Certification Program. For more information on the NCCP and the workshops it offers, visit CAC's Coach Training information at <http://www.coach.ca/multi-sport-training-s15501>.

1.5 Workbook Topics

There are five topics on planning a practice in this Workbook:

1. Factors affecting your practice
2. Consistency among practices, microcycles, and the yearly plan
3. Exercise sequence in a practice
4. Adjusting exercises
5. Training a technical or tactical ability over several microcycles

2. FACTORS AFFECTING YOUR PRACTICE

2.1 Identifying the Factors and their Effects

2.1.1 Read the factors in the left-hand column in the table below. They are factors that might come into play when you are planning your practices and your season. Are there any factors you wish to add to those in the first column? If so, do so now.

2.1.2 For each factor listed in the table, describe the factor as it applies to your coaching situation, and note the potential effects of the factor on your practices.

BEFORE COMPLETING THE TABLE, review the example in the first row.

Factors That Affect My Practice	Description of the Factor as It Applies to My Practices	Potential Effects of the Factor on My Practice Plan
Example: Work schedule	Athlete has as shift schedule that has him working some weekends during the summer.	The athlete’s practice time may be limited during the Canadian training season. The athlete can train more during the winter.
Competition schedule		
Goals for the season		
Number of athletes		
Level of athletes		
Work schedule		
Risk factors		
Equipment		
Facilities		
Support staff		

Factors That Affect My Practice	Description of the Factor as It Applies to My Practices	Potential Effects of the Factor on My Practice Plan
Aircraft		
Weather		
Finances		
Visualization (See Reference Manual section 2.2)	Allows effective use of short practice times.	See article in Reference Manual

Think about the factors that other candidates listed but that you had not thought of. Note the additional factors from the discussion in a different colour in the table above.

3. CONSISTENCY AMONG PRACTICES, MICROCYCLES AND THE YEARLY PLAN

3.1 Athletic Abilities and Training Objectives

- 3.1.1 *Choose one microcycle from the General Preparation Phase of your yearly plan. Individually, record on Worksheet 1 on the following page the athletic abilities to train in that microcycle and the training objectives for each ability.*
- 3.1.2 *Present your work to the group.*
- 3.1.3 *Then use Worksheet 2 and Worksheet 3 to do the same for a microcycle from the Specific Preparation Phase and a microcycle from the Regular Competition Phase.*

Worksheet 2: Athletic Abilities and Training Objectives for a Microcycle

Phase: Specific Preparation

Microcycle #: _____

Dates: _____

Athletic Ability	Training Objective
Psychology	Develop distraction control.

3.2 Exercises for Your Practices

- 3.2.1 Use Worksheet 4 to specify the exercises for a practice in the first microcycle you worked with in 3.1.1 (for the General Preparation Phase). For now, list only the exercises you would have your athletes do, state the ability each exercise trains, and describe each exercise. Do NOT complete the line about exercise sequence (I put this exercise _____ because...) at this time.
- 3.2.2 Review the work of another candidate and provide feedback to each other. Summarize the changes you will make based on this feedback and share the reasons with the group.
- 3.2.3 If you wish, repeat the exercise for a practice in the second microcycle you worked with in 3.1.1 (for the Specific Preparation Phase) and/or the Regular Competition Phase.

Worksheet 4: Exercises for a Practice in three Microcycles (General Preparation, Specific Preparation and General Competition Phases)

Complete the following tables. Start by filling in the information for the General Preparation Phase. Then wait for further instructions from your Learning Facilitator. Use the same process to fill in the information for the Specific Preparation Phase and the Regular Competition Phase.

Practice date: Feb 27 **Microcycle #** 8

Sample Exercise: Sports psychology – training visualization

Athletic Ability to be Trained	Visualization
Objective of Training the Athletic Ability	Practice visualization of complex engineering options
Brief Description of the Exercise	<p>Assign two to three dives to the team to visualize before the training day. Design the jumps so that there is an awkward move that has several options to consider. Discuss the options as a group and guide the group to a decision on which option they would select, and for what reasons. The goal of the exercise is to have everyone be able to visualize a complex skydive. The decision-making process is a secondary goal.</p> <p>Things to consider: would the team pick one option in training, for example to train a B-random, and another in competition for familiarity? What are the degrees of rotation and/or distance of move for the team overall in the selected option? Does the option add or remove a headswitch? Which option walks more smoothly? Are there any head-crosses?</p>
I put this exercise _____ because...	

Exercise 1:	General Preparation Phase	Specific Preparation Phase	Regular Competition Phase
Athletic Ability to be Trained			
Objective of Training the Athletic Ability			
Brief Description of the Exercise			
I put this exercise _____ because...			

Exercise 2:	General Preparation Phase	Specific Preparation Phase	Regular Competition Phase
Athletic Ability to be Trained			
Objective of Training the Athletic Ability			
Brief Description of the Exercise			
I put this exercise _____ because...			

Exercise 3:	General Preparation Phase	Specific Preparation Phase	Regular Competition Phase
Athletic Ability to be Trained			
Objective of Training the Athletic Ability			
Brief Description of the Exercise			
I put this exercise _____ because...			

Exercise 4:	General Preparation Phase	Specific Preparation Phase	Regular Competition Phase
Athletic Ability to be Trained			
Objective of Training the Athletic Ability			
Brief Description of the Exercise			
I put this exercise _____ because...			

Exercise 5:	General Preparation Phase	Specific Preparation Phase	Regular Competition Phase
Athletic Ability to be Trained			
Objective of Training the Athletic Ability			
Brief Description of the Exercise			
I put this exercise _____ because...			

Exercise 6:	General Preparation Phase	Specific Preparation Phase	Regular Competition Phase
Athletic Ability to be Trained			
Objective of Training the Athletic Ability			
Brief Description of the Exercise			
I put this exercise _____ because...			

Exercise 7:	General Preparation Phase	Specific Preparation Phase	Regular Competition Phase
Athletic Ability to be Trained			
Objective of Training the Athletic Ability			
Brief Description of the Exercise			
I put this exercise _____ because...			

Exercise 8:	General Preparation Phase	Specific Preparation Phase	Regular Competition Phase
Athletic Ability to be Trained			
Objective of Training the Athletic Ability			
Brief Description of the Exercise			
I put this exercise _____ because...			

4. EXERCISE SEQUENCE IN A PRACTICE

4.1 Choosing the Sequence

4.1.1 Review the exercises you listed on Worksheet 4, and choose the sequence in which athletes will do the exercises. Then explain the sequence you chose by filling in the “I put this exercise (first, second, third, etc.) _____ because...” line for each exercise. For example, “I put this exercise first because my athletes are learning a new skill, and they need to be rested for that.”

Note that the order of the exercise within the practice will not necessarily be the same from one phase to the next.

4.1.2 Share your answers with other coaches, and compare your reasons and logic.

4.2 Comparing with the Sequencing Research

4.2.1 Review the information in the Reference Material on sequencing exercises in a practice. How do your answers to 4.1.1 compare to the guidelines in the Reference Material, sections 7.2 & 7.3? Revise your answers to be consistent with the guidelines.

4.2.2 What is your major learning from the activities on exercise sequence? What will you do differently in your practices as a result of this learning?

This is my major learning...	And because of it, I will now do this differently in my practices...

5. ADJUSTING EXERCISES

Follow the activities in Section 5.1 for non-cyclical sports such as skydiving (other examples include, team sports, artistic sports, combat sports, and racket sports).

5.1 Non-cyclical Sports

5.1.1 *Choose one of the exercises you described in Worksheet 4 (it doesn't matter which exercise or which microcycle you choose).*

5.1.2 *Then use Worksheet 9 to specify the following:*

- Exercise name
- Technical or tactical objective
- Description of the exercise
- Standard of performance (success criteria)
- Ways to make this exercise easier or harder
- Why this adjustment makes the exercise easier or harder

5.1.3 *OPTIONAL: If you find yourself ahead of other coaches in the workshop, repeat 5.1.1, but for a different exercise in a different microcycle. Use Worksheet 10 to do this.*

5.1.4 *Share your answers with other coaches, and adjust your answers as appropriate.*

5.1.5 *Discuss your answers with the Learning Facilitator, and adjust your answers as needed.*

Worksheet 9: Adjusting an Exercise in a Non-cyclical Sport

Practice Date: _____ Microcycle #: _____

Exercise Name (Pick one from your *Worksheet 4*) _____

Technical or Tactical Objective _____

Description of the Exercise (Use a diagram if it helps)

Standard of Performance (Success criteria)

Adjustments to Make This Exercise Easier	Why This Adjustment Makes The Exercise Easier
Example: Use a standard exit	The athlete can concentrate on the freefall without having to learn a new exit for each skydive.

Adjustments to Make this Exercise Harder	Why This Adjustment Makes the Exercise Harder
Example: Move everyone into their "B" slots	The athlete has to work exclusively in their alternate position. This increases the need for good visualization and concentration and removes familiarity.

Worksheet 10: Adjusting an Exercise in a Non-cyclical Sport — Extra Worksheet

Practice Date: _____ **Microcycle #:** _____

Exercise Name (Pick one from your Worksheets 4 - 6) _____

Technical or Tactical Objective _____

Description of the Exercise (Use a diagram if it helps)

Standard of Performance (Success criteria)

Adjustments to Make This Exercise Easier	Why This Adjustment Makes The Exercise Easier
Example: Use a standard exit	The athlete can concentrate on the freefall without having to learn a new exit for each skydive.

Adjustments to Make this Exercise Harder	Why This Adjustment Makes the Exercise Harder
Example: Move everyone into their “B” slots	The athlete has to work exclusively in their alternate position. This increases the need for good visualization and concentration and removes familiarity.

5.2 Correcting a Common Error

5.2.1 Read *Correcting a Common Error* in the Reference Material (Section 7.5). In the worksheet below, describe how to correct a common error in your sport:

- ❑ Step 1. Describe the training situation: athletes' competition level, age, gender, and abilities.
- ❑ Step 2. Choose a common error in your sport *that has a significant impact on performance*. Ensure that the chosen error affects at least two of the three dimensions of performance (physical, technical, tactical).
- ❑ Step 3. Put a checkmark beside the dimensions of performance affected.
- ❑ Step 4. Identify in Column 1 the sequence of corrections to make, and describe in Column 2 what needs to be corrected.
- ❑ Step 5. List in Column 3 the activities to make the corrections, and indicate in Column 4 when to perform the activities.

Worksheet for Correcting a Common Error

Competition Level: _____

Athlete's Age: _____ **Athlete's Gender:** ___ F ___ M

Athlete's Abilities:

- Physical _____
- Intellectual _____
- Emotional _____
- Social _____

Common Error: _____

Dimension of Performance Affected: ___ Physical ___ Technical ___ Tactical

Sequence of Corrections (Column 1)	Description of What Needs to be Corrected (Column 2)	Activity(ies) to Make the Correction (Column 3)	Week(s) in Which to Perform the Activity(ies) (Column 4)
1			
2			
3			
4			
5			
6			

6. TRAINING A TECHNICAL OR TACTICAL ABILITY OVER SEVERAL MICROCYCLES

6.1 Exercises for Developing a Technical or Tactical Ability

- 6.1.1 *Choose a technical or tactical ability you want to train over four microcycles. Using Worksheet 11, specify your goal for this ability, outline the training needed for a training effect (the number of weeks and number of practices per week), and describe the standard of performance (success criteria) for this ability. Next, describe at least eight exercises you would use to develop this ability. If you wish to work in pairs for this activity, feel free to do so.*

Worksheet 11: Exercises to Train a Technical or Tactical Ability over Four Microcycles

Technical or Tactical Ability	Goal	Training Needed for a Training Effect
Standard of Performance (Success Criteria):		

Exercise #	Description of Exercise
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

Read Activity Progression in the Reference Material. In the space below, record your observations on this information, and describe what you will do differently in your coaching as a result of reading this material.

<p>This is what I learned from the Reference Material...</p>	<p>And this is what I will now do differently in my coaching...</p>

6.1.2 Using Worksheet 12 and the examples from the Reference Material to guide your work, plan how to distribute the exercises from Worksheet 11 over four microcycles to train the technical or tactical ability you want to train.

Worksheet 12: Sequencing Exercises over a Series of Practices in Four Microcycles

Note: In this exercise a “practice” is one jumping day because technical/tactical skills will generally involve in-air practice. A microcycle is 4 or 5 days of a training camp (depending on the schedule).

Microcycle #1	Skill #	Practice 1	Practice 2	Practice 3	Practice 4	Practice 5
	1					
	2					
	3					
	4					
	5					
	6					
	7					
	8					

Microcycle #2	Skill #	Practice 1	Practice 2	Practice 3	Practice 4	Practice 5

Microcycle #3	Skill #	Practice 1	Practice 2	Practice 3	Practice 4	Practice 5

Microcycle #4	Skill #	Practice 1	Practice 2	Practice 3	Practice 4	Practice 5

6.1.3 Discuss your answers to 6.1.2 with another coach (with a different coach if you did 6.1.2 in pairs). Challenge each other to explain the reasoning behind your answers.

7. HOW AM I DOING?

7.1.1 *Up to this point, you've completed activities designed to develop competencies related to Planning a Practice 2. This activity is a bit different, as it asks you to:*

- Reflect on your learning in this module
- Relate your learning to the five core NCCP competencies
- Consider how you will apply and model the competencies in your coaching

On your own, complete the table below. Then meet with your learning partner, and discuss your reflections on how your Planning a Practice 2 competencies have developed in the module.

NCCP Core Competency	This is what I've learned in this module about this core competency...	I will apply the core competency in the following ways and situations...	I will model the core competency this way in my coaching...
Problem-solving			
Valuing			
Critical Thinking			

NCCP Core Competency	This is what I've learned in this module about this core competency...	I will apply the core competency in the following ways and situations...	I will model the core competency this way in my coaching...
Leading			
Interacting			

9. ACTION CARD

Date: _____

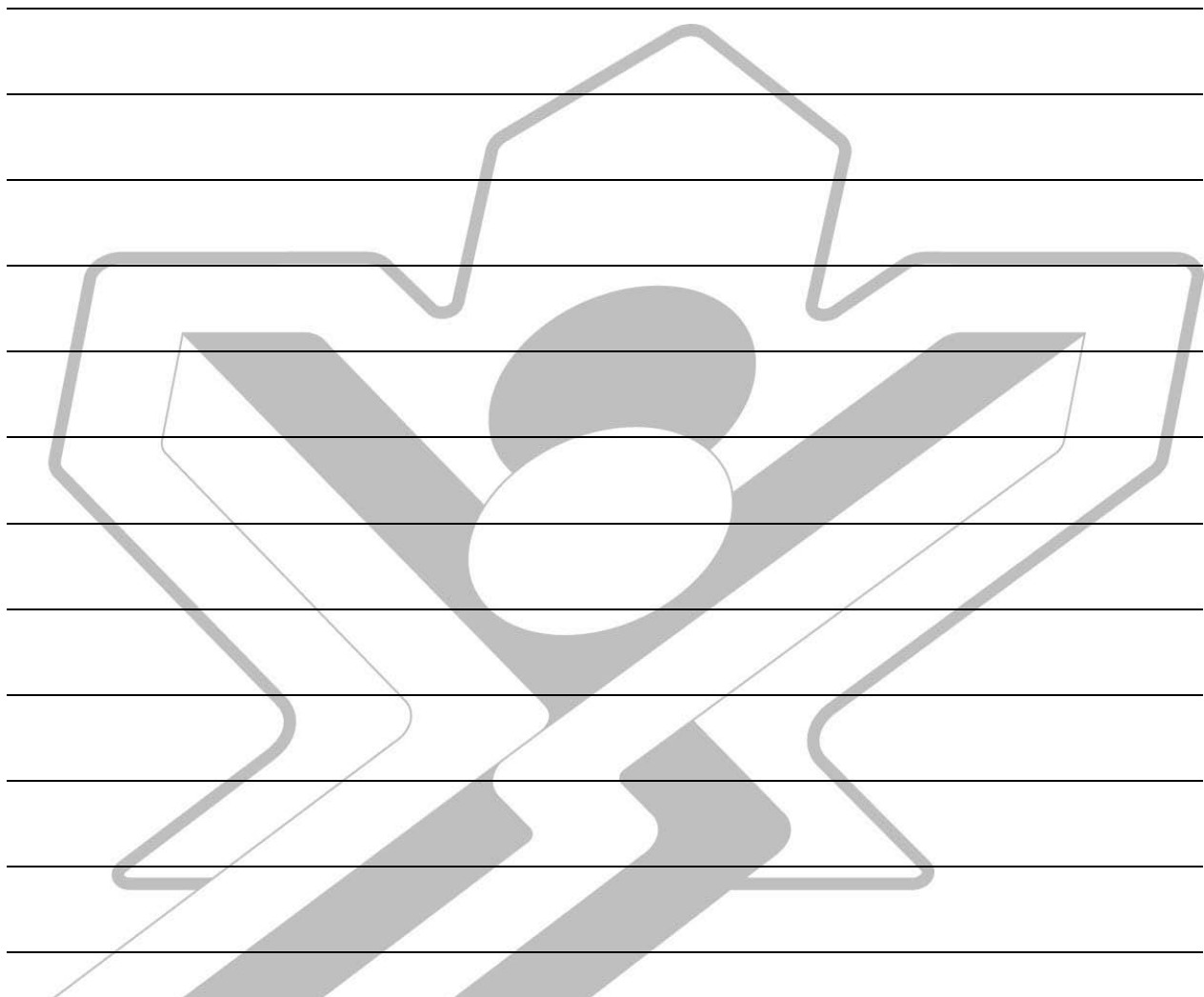
Location: _____

I will START...

I will STOP...

I will CONTINUE...

10. GREAT IDEAS



New friends in coaching from this workshop...

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www.coach.ca



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