

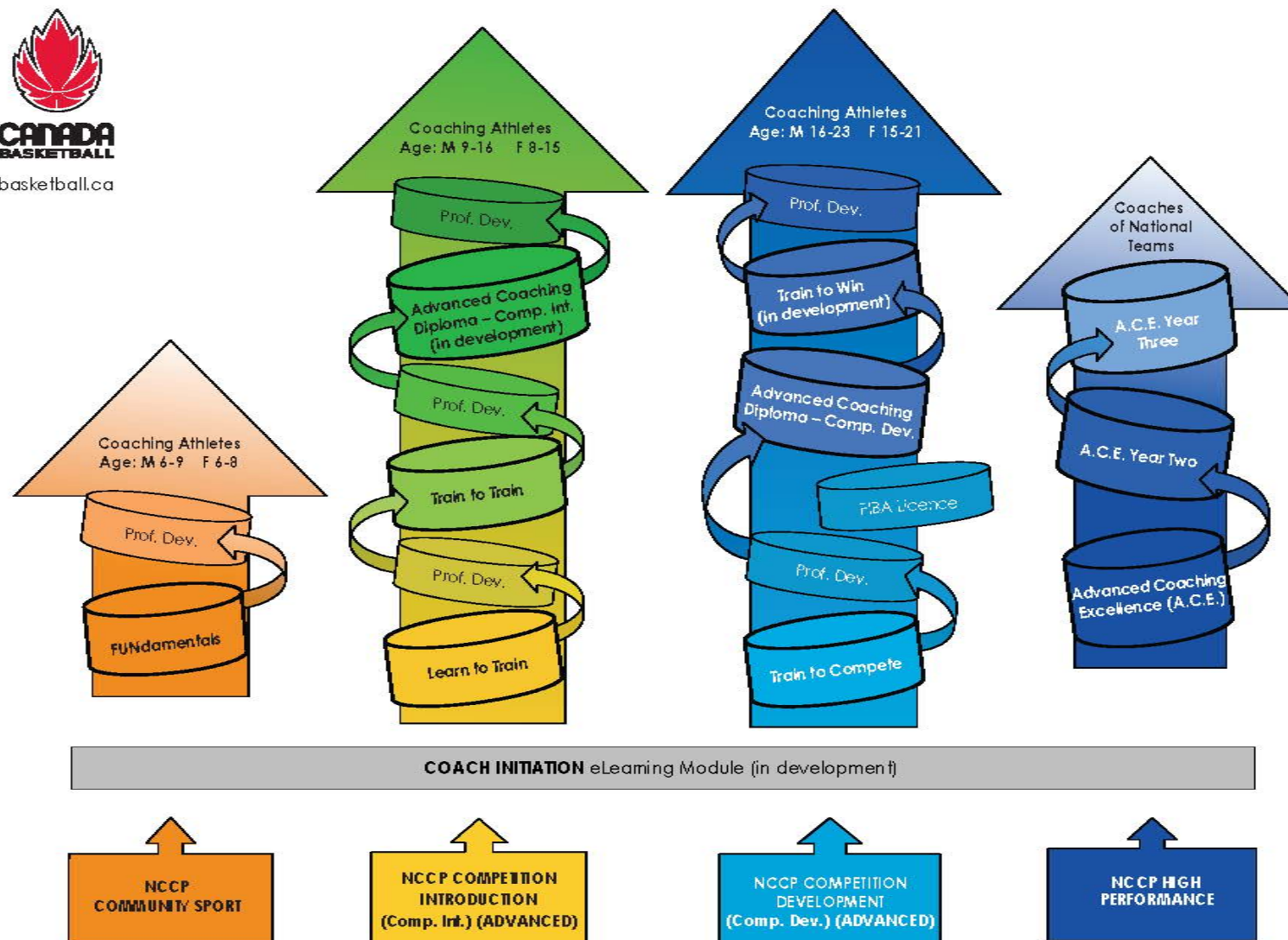


CB's - Train to Train NCCP- Competition Introduction

LEARNING FACILITATOR GUIDE



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Canada Basketball NCCP Coach Education Model

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Workshop Overview

3 hours (classroom)

- Welcome / introduction
- LTAD
- MED
- Teaching

4 hours (gym)

- Fundamental movement skills , Technical basketball skills

3 hours (classroom)

- Mental training
- Plan a practice

4 hours (gym)

- Offensive /defensive concepts

3 hours (classroom)

- Competition Plan

3 hours + (gym)

- Practical Application
- Debrief evaluation

Total = 20 hours

INTRODUCTION

Purpose of Document

- ❑ This Learning Facilitator Guide is your personal plan for how to facilitate the Planning a Practice workshop. It provides suggestions for all of the *Coach Workbook* activities, it includes all the *Coach Workbook* activities, and it has especially wide margins where you can write your own notes and comments on the workshop. Reviewing these notes and comments after the workshop and before your next one will help you improve even more as a Learning Facilitator. We therefore recommend that you save this Guide and consult it regularly to ensure continuous improvement in your facilitation skills and in the workshops you deliver.
- ❑ This Guide includes all the activities from the *Coach Workbook*, and it refers often to *Reference Material*. Coaches receive the *Coach Workbook* and the *Reference Material* when they register for the Planning a Practice workshop.

Module Units

This workbook is one of three modules in Canada Basketball's Introduction to competition context. The implementation of sub-units will provide greater flexibility in the delivery of Basketball's coach education training. This workshop may be delivered as a series of workshops on different days, or delivered in succession on one day. The three units are:

Planning to Enhance Long-Term Athlete Development and Safety

Make Ethical decisions

Modified Games

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, leadership, and interaction. Here are just some of the ways these competencies come into play in the workshop:

Problem-solving

- ❑ Develop an initial practice plan and progressively modify it as new knowledge is acquired.
- ❑ Determine an appropriate structure for a practice.
- ❑ Identify options to enhance a program.
- ❑ Identify training priorities and objectives at key points of the season.
- ❑ Develop an Emergency Action Plan.
- ❑ Design activities that develop both technical skills and athletic abilities.

Valuing

- Appreciate how a structured and organized practice promotes learning
- Appreciate the need for a long-term approach to athlete development
- Ensure that the role of competitions is consistent with the long-term approach to athlete development
- Appreciate the need to consider potential risk factors when planning practice activities
- Appreciate the importance of having an Emergency Action Plan

Critical Thinking

- Compare current knowledge, skills, and attitudes with the information provided in the *Reference Material*
- Compare the structure and key features of a program with recommendations aimed at promoting athletes' long-term development
- Identify specific actions needed to better align a program with the guidelines recommended for long-term athlete development
- Establish linkages between program priorities and practice planning

Leadership

- Formulate a vision for a program that promotes long-term athlete development
- Where appropriate, develop a rationale for challenging the status quo regarding training and competition ratios and long-term athlete development
- Develop strategies to manage time and resources, given the need for a long-term approach to athlete development

Interaction

- Brainstorm with other coaches to develop strategies and plans for having a positive effect on long-term athlete development
- Work with other coach to develop an Emergency Action Plan
- Work with other coach to design activities that develop both technical skills and athletic abilities

Learning Outcomes

After finishing this module, you will know how to plan practice with in a structured sport program to meet your athletes' needs and reflects the Long-term Athlete Development Model of their sport. In particular, you will be able to:

- **Identify appropriate logistics for practice**

- **Outline a program structure based on available training and competition opportunities**
- **Design an Emergency Action Plan**
- Identify measures to promote athletic ability in the program
- Identify appropriate activities in each part of the practice
- Develop practice plans that reflect seasonal training priorities

How to Use this Guide

This Learning Facilitator Guide contains both tips for you on how to teach each activity in the *Coach Workbook* **AND** all the activities from the *Coach Workbook*. If you use this Guide, you won't have to flip back and forth between documents when preparing for the workshop.

Tips on how to teach an activity appear *before* or *after* the material from the *Coach Workbook*. The material from the *Coach Workbook* is under the heading **From the Workbook**, and this material is all shaded. The spaces in the *Coach Workbook* where coaches answered questions have been omitted from this Guide.

Always remember that workshops are NOT designed to cover all the information in the *Reference Material*. The workshops focus much more on learning by doing than on learning by reading. So while some workshop activities may involve reading *Reference Material* selections, most do not. In fact, some *Reference Material* must NOT be presented during a workshop!

Unit: Mental Training



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Time Line & Equipment	Facilitation	Key Message
Pre Clinic		
45 minutes Name tags, workbook, reference material, tool box (have the flip charts ready to go)	Arrive on site – set up the room, meet and greet the participants, hand out materials Register participant in the NCCP registration form. It is preferred if this is done electronically. Notes were assigned to read the LTAD before attending the clinic.	• Meet each participant as he/she arrives.
This module takes 90 minutes	INTRODUCE THE MODULE <u>SLIDE 1</u> Use your own words to deliver the following messages. • Mental preparation is about training the mind to work with the body, not against it. • The goals of this module are to introduce you to some basic mental training skills that you can use to develop the mental skills of the athletes you coach. This module will introduce the concepts of attentional control, emotional control, goal setting, and planning for mental preparation. It will give you an opportunity to identify focus and anxiety problems, think about the needs of your sport in the area of focus, try out some basic strategies to focus and manage anxiety, try out a goal-setting process, and integrate some ideas learned into your planning. • While applying some of the basic skills learned in this workshop, you can help your athletes. Each athlete is a unique individual who thinks and reacts differently; much of your success in the area of mental preparation will therefore come as a result of seeking to understand each athlete as an individual through observation and conversation, and providing opportunity and guidance for each athlete to learn to understand himself/herself and determine for himself/herself what works best for him/her. • The field of sport psychology is vast. The goals of this module are not to train you as a sport psychologist, but rather to give you a few insights and ideas you can try if you don't have access to a trained professional that can work with the team/the athletes you coach. • Act carefully when intervening in the area of mental preparation. Your role as a coach and your training within the NCCP does NOT prepare nor does it qualify you to act as a psychologist.	

	• With athletes, using goal setting to map out a journey to success. • Although you can set up the framework, conditions, and process by which the athletes you coach can develop their mental abilities, athletes will be successful in the long term only if you help them develop independence and self-direction in all areas of mental preparation.
Slide 5 Coach Workbook Pg. 13	Aim: Learning to recognize when an athlete is having trouble coping with the stress of competition. Activity 2: Task #2 <u>Slide 5</u> Together with another coach, identify signs and behaviours that might indicate an athlete is having <i>trouble focusing</i> or difficulty in <i>managing anxiety</i>. Page 13 <i>Coach Workbook</i>
Slide 6	Signs of Focus Problems <u>Slide 6</u> • Is easily distracted by noise, other competitors • Eyes wander • Concentrates on the wrong thing • Misses cues from the environment (e.g. gets hit by a screen he or she should have seen coming)

Slide 7	Signs of Anxiety Problems <u>Slide 7</u> • Fidgets • Bites nails • Is jumpy • Is hypersensitive to noise and sights • Talks more than normal • Talks less than normal • Yawns a lot • Feels nauseous (butterflies • Is short of breath • Withdraws from others • Sticks to others • Has cold, clammy hands • Needs to urinate a lot • Sweats a lot • Talks negatively about himself/herself • Has tight muscles • Has a headache • Feels as if he or she is going to vomit • Has a dry (cotton) mouth • Has difficulty sleeping
Slide 8 Coach Workbook Pg. 14 Slide 9 Coach Workbook Pg. 14	Aim: Introducing the topic of attentional control Case study <u>Slide 8</u> Read Page 14 of the <i>Coach Workbook</i> Activity 3: Task # 3 <u>Slide 9</u> Picture yourself as Jan’s coach. What would you do to help her, and how would you do it? Share your response with other coaches. Have coaches complete task individually, and then have them discuss what they would do if this scenario presented itself today. Stress the importance of answering in action statements, and ask coaches to try to write down what they would do in the order they would do it. <i>Coach Workbook pg. 14</i>

Slide 10 Coach Workbook Pg. 15	Focus in Basketball <u>Slide 10</u> How often does competition in basketball require an athlete to shift his/her focus? Reflect on what athletes must be focused on at any given time during the competition to perform successfully. Page 15 <i>Coach Workbook</i>
Slide 11	Objects of Focus <u>Slide 11</u> Table on Narrow/Broad Internal External focus Review with the coaches the importance of being able to shift our focus from one place to the other when we play. Include the following key points: • Focus Shifts • Some team sports really only involve two or three athletes engaged at any one time, and so there are fewer focus shifts than in sports when more athletes are engaged • Focus shifts represent a continuum and are an approximation that changes, depending on the circumstances • Objects of Focus • The four quadrants • Use an analogy to illustrate focus shifts between quadrants of Nideffer's model. ○ a player rebounds the ball a squares up – (broad external) ○ the player now dribbles and want to pass to a teammate – narrow /external ○ gets fouled and goes to the foul line - narrow/ internal (Visualize shot) ○ narrow/ external – the actually shot ○ here the coach call out a press – broad /internal – see the press • Recent evidence in the motor learning literature suggests that an external focus of attention is more effective for performance than an internal focus while executing a task/skill — don't let the conversation dwell too long on this point) • Present a couple of examples from basketball • Examples of Distracters • Coaches will have no problem coming up with these on their own, but may forget that the coach is also a source of distraction for athletes, especially during execution

Slide 12	Recent research suggests <u>Slide 12</u> • <i>While they are executing a movement</i>, athletes should focus on (1) something external to their body (e.g. a target) or (2) the expected effect of their movements (e.g. trajectory of ball). • They should NOT focus too much on how they are performing the movement or on what they feel. In motor learning, this type of instruction is called <i>external focus of attention</i> (Lee <i>et al.</i>, 2001). • This information may cause you to rethink how to focus when learning a new skill or performing a learned skill in competition. It may also cause you to rethink some of the strategies you currently use with the athletes you coach. • <i>Errors often happen not because athletes are not focusing, but because they are focusing on the wrong things at the wrong time.</i>
Slide 13 Coach Workbook Pg. 15	Task #4 <u>Slide 13</u> As a next step, think of potential sources of distraction that athletes commonly encounter in basketball. <i>Coach Workbook</i> page 15
Slide 14	Sources and Examples of Potential Distracters <u>Slide 14</u> • Spectators (e.g. heckling, yelling, cheering, waving objects) • Coach (e.g. calling out instructions, yelling) • Other teammates (e.g. chatting, calling out instructions, asking for help) • Competitors (e.g. chatting, trash talking, making physical contact, posturing) • Officials (e.g. poor calls or bias) • Ambient noise (e.g. plane flying overhead, commentary over loudspeakers) • Environmental conditions (e.g. flickering light, gusty wind, uneven field, poor visibility) • Equipment (e.g. rock in shoe, strap too tight, forgotten piece of equipment, broken or torn piece of equipment) • Organization (e.g. poor tournament schedule, late start times)
Slide 15	Process for Improving Focus <u>Slide 15</u> • <i>Normalization</i> - Helping athletes recognize that losing focus and concentration is normal • <i>Self-awareness</i> - Helping athletes recognize when and under what circumstances they lose focus • <i>Skill Development</i> - Providing athletes with the opportunity to learn basic focusing skills • <i>Simulation (in practice situations)</i> - Encouraging athletes to integrate focusing techniques into sport-specific situations or to develop focusing skills under simulated performance conditions • <i>Implementation (in competition)</i> - Helping athletes implement focusing skills in competition

Slide 16 Reference Material Pgs 15-21 Coach Workbook Pg. 14	Task #5 <u>Slide 16</u> The Learning Facilitator will now practice with you some of the methods in the <i>Reference Material</i> that are designed to help athletes improve their focus by: • Learning to shift their focus • Learning to focus on the right things at the right time These methods can be found in the section of the <i>Reference Material</i> titled <i>Basic Skills for Improving Focus</i>. <i>Page 15-21</i> Having experienced some mental-skills methods and considered others in the <i>Reference Material</i>, what would you now do differently to help Jan? <i>Coach Workbook page 14</i>
Slide 17 Coach Workbook Pg. 16	Case Study <u>Slide 17</u> Have the coaches read the case study. Page 16 <i>Coach Workbook</i>
Slide 18 Coach Workbook Pg. 16	Task #6 <u>Slide 18</u> Picture yourself as Jake’s coach. What would you do to help him, and how would you do it? Share your responses with other coaches. Brainstorm with other coaches, and identify as many causes of anxiety as you can. You can find some in the scenario described. Page 16 <i>Coach Workbook</i>

Slide 19

Common Causes of Negative Anxiety Slide 19

Somatic (physical)

- Tiredness/loss of sleep
- Poor/lengthy travel arrangements or other organizational problems
- Changes in environmental conditions
- Chronic adrenalin rush
- Physical tension/tightness
- Changes in physiological states (e.g. increased heart rate, pulse rate)

Cognitive (mental)

- Fear of disappointing others (e.g. mom, dad, teammates, coach)
- Fear of making a fool of themselves by failing at the task, especially when others are watching
- Fear of not being skilled enough or fit enough to meet the challenge
- Fear of not making a team selection, event selection
- Fear of injury
- Perceived importance of the competition
- Poor travel arrangements or other organizational problems
- Changes in variables not in the athlete's control
- Other aspects of life that cannot be successfully "parked" Interruptions from others before or during competition (e.g. media, significant others)
- Poor decisions by officials
- Lack of social support

Include the following key points:

- It is not stress itself, but rather how the athlete interprets the stress that determines whether the athlete will experience negative anxiety; everyone who competes experiences stress, but not everyone experiences negative anxiety.
- *Cognitive* means of the mind (e.g., worry), and *somatic* means of the body (e.g. shortness of breath).

Slide 20	The Relationship between Arousal and Performance <u>Slide 20</u> There are different theories of how arousal affects performance. This is the inverted U All suggest that an optimal point exists for each athlete, and the coach must help an athlete figure out what that point is for him/her.
Slide 21	Arousal level and Concentration <u>Slide 21</u> Individualized Zones of Optimal Functioning (IZOF) • Athletes and their coaches must learn what the <i>ideal arousal or anxiety level</i> is for each athlete and seek to create conditions that reproduce that level to increase the probability of achieving the best possible performance. • How athletes <i>interpret</i> their arousal and anxiety levels around a competition (e.g. “it is a bad thing and I am going to fail” or “it is a good thing and I will perform better as a result”) greatly influences whether their performance will improve or deteriorate as a result of that anxiety.
Slide 22 Reference Material Pg. 28 - 33	Task #7 Techniques for Managing Anxiety <u>Slide 22</u> Practice the managing anxiety skills from reference material. Page 28 -33 <i>Reference Material</i> • A method to practice slowing heart rate; • A method to practice breathing control; • A method to practice relaxation (explain body to mind, and mind to body; and • A method to practice visualization.

Slide 23 Coach Workbook Pg. 18	Task #8 What goal setting do you currently do with the athletes you coach? <u>Slide 23</u> When do you do it? Page 18 <i>Coach Workbook</i>
Slide 24 Coach Workbook Pgs. 19	Types of Goals <u>Slide 24</u> <i>Coach Workbook page 16-17</i> Use the table on the next page to list some examples of the goals you've set with your athletes. Or think about goals you've set for yourself in your personal or professional life. In doing this, try to think about (1) the type of goal you set, (2) the climate in which you set the goal(s), and (3) the information you needed to be able to set the goals.
Slide 25	Outcome Goals <u>Slide 25</u> Outcome goals are about WHAT you achieve. • Competition results are outcomes of a team. These results may include ranking in a league. These are ABSOLUTE outcomes. Since external factors can affect the athlete's ability to achieve these goals, achieving these goals is not always within the athlete's control. • Self-improvement goals are measurable changes in performance. For example, improvements in fitness levels, in shooting %, in peak strength, and in maximum bench press are self-improvement goals. These goals may be independent of results-type goals; self-improvement goals may be viewed in RELATIVE terms for each athlete. Achieving self-improvement goals is usually more within the athlete's control than achieving competition results.
Slide 26	Process Goals <u>Slide 26</u> Process goals are about HOW you achieve goals. • Process goals are the means by which goals are achieved, for example, achieving fitness goals by attending all practices, training five times a week, going to weekly meetings, and monitoring fitness monthly. Developing team cohesion to improve the team's standing in the league is another example of a process goal.

Slide 27 Coach Workbook Pgs. 19-22	Task #9 Steps in Goals Setting <u>Slide 27</u> <i>Coach Workbook page 19-22</i> Be sure to check that all coaches are able to write detailed goals with clearly identified measures of success.
Slide 28 Coach Workbook Pgs. 19-22	Identify areas that need work <u>Slide 28</u> <i>Coach Workbook page 19-22</i>
Slide 29 Coach Workbook Pgs. 19-22	Specify goals for the season/year. <u>Slide 29</u> <i>Coach workbook page 19-22</i>
Slide 30 Coach Workbook Pgs. 19-22	Determine the criteria for success <u>Slide 30</u> <i>Coach Workbook page 19-22</i>
Slide 21 Coach Workbook Pgs. 19-22	Develop a road map for success <u>Slide 21</u> <i>Coach Workbook page 19-22</i>
Slide 32 Coach Workbook Pgs. 19-22	Develop a monitoring and evaluation process <u>Slide 32</u> <i>Coach Workbook page 19-22</i>
Slide 33 Coach Workbook Pg. 23	Task #10 If you were asked to plan the mental training of your athletes, what would you emphasize at different periods of the season? <u>Slide 33</u> Page 23 <i>Coach Workbook</i>

Slide 34, 35 & 36	Planning Goal Setting <u>Slide 34, Slide 35, Slide 36</u> Review what the experts say
Slide 37 Coach Workbook Pg. 24	Task #11 What mental training could be done during this part of the practice? <u>Slide 37</u> • warm-up • main part • cool-down Page 24 <i>Coach Workbook</i>
Slide 38, 39, 40, 41 & 42	Implementing Mental Skills During Practice <u>Slide 38, Slide 39, Slide 40, Slide 41, Slide 42</u> Review what the experts say. Refer to the action card.
Slide 43 Coach Workbook Pg. 25	Task #12 Using the Practice Planning Worksheet <u>Slide 43</u> Design a practice, and indicate where you would integrate mental training skills into the practice. Page 25 <i>Coach Workbook</i>

Unit: Practice Planning



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Time line & Equipment	Facilitation	Key Message
Pre Clinic		
Practice Planning		
Slide 1	Practice Planning <u>Slide 1</u> - The purpose of this module is to help you to develop your basketball players by creating a seasonal plan that links with day to day practices. - Within this unit, you will be required to analyze your seasonal program, create a planning calendar	
Slide 2 Planning Calendar Worksheet (you will need to have calendar with the dates for the entire season). Coach Workbook Pg. 29	How Is Your Program Set <u>Slide 2</u> Aim: To identify the length of the coach's program, taking into account the possibility of extending the program (starting earlier or finishing later in the season) and having breaks or interruptions in the season Activity: Hand out to the Planning Calendar Worksheet. Then have coaches refer to page 21 of their <i>Workbook</i> and answer the questions with the help of the calendars. Coaches who have brought a copy of their own competitive calendar should refer to it. When Is the First Time You Supervise Your Athletes? <i>This will usually be the date of the first practice session.</i> When Is the Last Time You Supervise Your Athletes? <i>The program may end with the final competition.</i>	The object of the exercise is to define the start date and end date of the program, as well as the length of the program (in weeks). Note: coaches must exclude breaks or interruptions in the season when they calculate the length of the program.

	How Many Weeks Are There between these Dates? <i>Use the calendar to count the number of weeks.</i> Can Your Program Start Earlier or Finish Later? <i>We're looking for simple options for extending the program by starting earlier or ending a little later; for the moment, there is no need to look for other options.</i>	
Slide 3	What Events Are There in Your Program? <u>Slide 3</u> Aims: • To complete the Planning Calendar Worksheet • To identify the weeks during the program when events are scheduled • To describe the type of event and its importance Activity: Have coaches get out the Planning Calendar Worksheet. Have coaches fill out the top part of the Worksheet so that it reflects the start and end dates of their program. If necessary, help coaches fill out the Worksheet as they follow this procedure: • First, write down the month when the program starts (for example, JAN. for January, FEB. for February) • Then write down the date of the Monday in the first week of the program • Finally, write down the date of all the Mondays in the program, and indicate when the month changes Note: Have coaches use their competition calendar too, if it is available. Important Events: Once the Planning Calendar Worksheet has been customized, have coaches write in the exact dates of the important events in their program. Guide coaches through the process by having them follow this procedure:	

	• In the Planning Calendar Worksheet, start by selecting the row corresponding to one type of event. • Then put an X in every week for which this type of event is scheduled. If necessary, indicate the number of events of this type during the week (e.g. X2 for two events). • Circle the most important events. • For the type of event <i>Others</i> in the Planning Calendar Worksheet, create your own codes to identify other events, e.g. FR for fund-raiser or S for selection camp. • If necessary, identify weeks when there are breaks or interruptions in your program. Repeat this step for every type of event. Suggest to coaches that they refer to the image on page 22 in the <i>Workbook</i> for an example.
Slide 4 Coach Workbook Pgs 30-31	What Are the Major Periods in Your Program? <u>Slide 4</u> Aim: To divide the program into Preparation, Competition, and Transition Periods Activity: Have coaches divide their program into periods, using the following process: • Preparation Period: The number of weeks between the first practice session and the first regular or official competition. Note: Preparatory or unofficial competitions at the beginning of the program should be considered part of the Preparation Period. • Competition Period: The number of weeks between the first regular or official competition of your program and the last competition the athletes will take part in. • Transition Period: The number of weeks between the last competition the athletes will take part in and the last supervised contact you will have with them. Note: There may be no formal Transition Period in your program, for example, if there are no supervised practice sessions after the last competition. To mark these periods on their planning calendars, have coaches use the two rows at the bottom of the calendar labeled Period and Week. They should then block out each period and write the name of the applicable period in the first row.

	Provide a brief explanation of the orientation of each period, without going into detailed information on the training contents or the aims and objectives of each period: • Preparation Period: Athletes get in shape to be ready to perform well in competition • Competition Period: Practices continue but are more focused on preparing for competition; athletes take part in competitions of varying importance • Transition Period: There is much less training and practice, but some activity should continue to encourage active recovery between the end of the competition period and the beginning of the next program
Slide 5 Coach Workbook Pg. 32	Analyzing Your Program <u>Slide 5</u> Aims: • To have coaches estimate the number of days when there are competitions or practice sessions in their program • To compare this and other information in the Planning Calendar Worksheet with information on training and preparation opportunities • To provide coaches with objective information that will enable them to come to some conclusions about the actual training and development opportunities available through their program • Activity: Number of Competition Days Have coaches use the information they provided on the Planning Calendar Worksheet and the table on page 29 of the <i>Workbook</i> to estimate the number of days of competition in their program. For the purposes of this exercise, the number of competitions during each day is not important; we are counting only the number of days when there are competitions. Include all types of competition (preparatory, regular, championships, etc.), but not competition-type exercises that might take place or be simulated in training. Count the number of weeks in the program when there is one single day of competition and multiply by 1; record the partial total. Repeat for 2, 3, 4, 5, 6, and 7 days of competition, and then determine the

	total for the entire program. There should not be many weeks when there are more than 3 days of competition. Number of Practice Days Have coaches estimate the number of practice days in their program. Indicate the number of weeks in each period (Preparation, Competition, Transition), and multiply this number by the average number of practice days in each period. Avoid spending too much time on this exercise; the key word here is “Average”.
Slide 6 Coach Workbook pg. 33	Reflecting on Your Program: Issues and Solutions <u>Slide 6</u> Aims: • To have coaches assess whether their program offers adequate training and competition opportunities for athlete development • To have coaches identify major issues if training or competition opportunities seem insufficient • To identify possible solutions to the main issues identified Activity: Invite coaches to reflect further by answering these two questions: Does your program: () Features training and competition opportunities that promote your athletes’ development? () Contains significant gaps as far as opportunities for athletic development are concerned? <i>Coach Workbook page 33</i>

		training. Games for learning vs. games for competition. The ratio of 75% training and 25 % competition is still applicable. • At this stage of development, the emphasis should be on training, not on competitions or the results of competitions.
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Slide 8 Coach Workbook Pgs. 34-35	Issues and Solutions <u>Slide 8</u> Aim: To identify steps coaches can take to include more features that favour the long-term development of their athletes Activity: Identifying the Issues Ask coaches to refer to their <i>Workbook</i>, on pages 34 and 35. On the basis of their analysis and their reflections, have the coaches check the major issues that seem to affect their program. At this stage, coaches only identify the issues. Looking for Solutions Once coaches have identified the issues, point out the following: • Few coaches work in environments like the one described in the model. So it isn't surprising that many coaches see a wide gap between their current situation and the ideal situation. • Now that some issues have been identified, we can see what can be done to make programs as favourable as possible for athletes' development. Group coaches who have similar program issues. From the list of potential solutions proposed in the right-hand column, ask coaches to identify those that seem most realistic and could be used in their program. Then invite coaches to identify other solutions through their discussions with others.
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Slide 9 Coach Workbook Pgs. 36-37 Reference Material Pgs. 75-100 Coach Workbook Pgs. 38-40	Planning your practice <u>Slide 9</u> Aim: Planning during phases of the season • What Is Your Athletes' Entry Point? What Are Your Training Objectives? <i>Coach Workbook</i> page 33-34. Answer the questions by yourself. Share with a coach beside you. • Planning Your Practices for the Week Place the coaches into groups – Pre-season – in season - early – in season - late – Refer to <i>Reference Material</i> page 75-100 have them complete the practice plans in the <i>Coach Workbook</i> page 38-40 Use a jigsaw approach by having one coach from each phase (pre-season, in-season-early, in-season-late) group together to debrief.	• The coach must recognize what skills and athletic abilities a player is bring to the program. A lot will depend on their previous experience and involvement in other activities. • The coach must understand the objectives of each phase of his/her season. make sure that the activities chosen meet these objectives. • In general: ○ pre-season - emphasis on developing athletic abilities, introduction and acquisition of skills. Introduction and acquisition of basic concepts. High volume lower intensity. ○ In-season early - Consolidation of skills and concepts. Consolidate and refine athletic abilities, ○ In-season late- refinement of athletic abilities, refinement of skills, consolidation to refinement of concepts. Higher intensity lower volume.
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Unit: Making Ethical Decisions, LTAD and Teaching



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Time line & Equipment	Facilitation	Key Message
Pre Clinic		
Name tags, workbook, reference material, tool box (have the flip charts ready to go)	Arrive on site – set up the room, meet and greet the participants, hand out materials Register participant in the NCCP registration form. It is preferred if this is done electronically. Notes were assigned to read the LTAD before attending the clinic.	• Meet each participant as he/she arrives.
Setting the scene		
Intro to Comp Adv PowerPoint Slide 2, 3 & 4 NCCP registration form	Brief welcome Begin the PowerPoint (Intro to Comp advanced) Management of the course / registration forms administration / washrooms etc. As much as possible this should be done before the clinic starts. Want to start on time. Review Schedule <u>Slide 2 and 3</u> Brief review of New NCCP <u>Slide 4</u>	• The workshop has been designed for coaches at the Train to Compete stage of the LTAD. • We have a lot to accomplish, so staying on task and on time is important. • Coaches in this workshop will be recognized in the NCCP Database as “TRAINED” as a Intro to Comp Advanced coach in basketball.

Flip Chart	Advise the group of the parking lot (A page on a flip chart where ideas can be written)	• This is for an issue that we don't have time to discuss right now, but we may want to come back to a later date
Slide 5 Watch clock to time activities	Aim: Purpose is to get the participants to know one another Activity: Ice breaker. <u>SLIDE 5</u> Speed Dating - Move around and introduce yourself • One challenge / One thing I love (Do this topic a couple of times) • Best book / article you have read lately that has helped in your coaching. (Do this topic a couple of times) • Best learning experience you have had this season	• Make note of similarities, differences • Ensure that people are meeting and greeting a number of different individuals.
Slide 6	Aim: Review MED Activity: Review MED <u>SLIDE 6</u>	• Use the MED process to help a coach in ethical situations that may occur during the Train to Train Stage.
Slide 7 Coach Workbook Pg. 8	Aim: MED Scenarios <u>SLIDE 7</u> Activity: Jigsaw Divide into five groups. Have one member from each group go a new group to work on one of the assigned topics. Have them go through the MED process on pg. 8 of the <i>Coach Workbook</i>. Have each member returns to his/her original group to debrief their scenario. This way each group hears about each scenario.	• Facts – need to collect more • Perspective – usually only seen from the coaches • Manage the consequences – think it through • Prevention – what would you do to

Slide 8	Debrief <u>Slide 8</u>	
Slides 9-17	Aim: Review LTAD Activity: <u>Slides 9-17</u> This is a quick review to make sure the coaches are familiar with the LTAD.	• The LTAD is a guide to help coaches in establishing their philosophy and therefore actions as a coach.
Reference Material 125-127 Coach Workbook pg 9 Flip chart Markers (prepare ahead of time)	Aim: Knowing the participants you are coaching and where they fit in LTAD. What recommendation, based on growth and development principles, would you make as a coach. Activity: <u>Slide 18</u> Identify the characteristics or adaptation that you may need to consider when coaching athletes at the T2T stage. Pg. 9 <i>Coach workbook</i>. Refer to <i>reference material</i> pg. 125-127 On the flip chart place an action and a reason based on growth and development principles. (POSTER PRESENTATIONS): With a partner and a flip chart, draw a stick person of a child in community sport. Identify characteristic or adaptations that a coach would need to make when working with young children. Have a statement and then an action. Coaches present flip chart poster on a wall. During the break the coaches circulate to see the other posters.	• Coaches need to recognize the needs of the athletes at this age. • How we coach players must meet their needs. • It is important to pick out actions that you can take to change how you currently coach your athletes.

Green, red, yellow sticky dots	Aim: To review the posters and have a short break. Activity: Participants circulate and look at posters during the break. Place sticky dots on the posters.    Go – great idea !! Stop – disagree with this idea Yield - I need some more information	• The coaches need to be able to see things from the athletes perspective. This is what it means to be athlete centred. • Athlete at the Train to Train stage of development are some of the most challenging to coach, because of puberty. You may have athletes at three distinct phases of puberty: - o pre puberty - o in puberty - o post puberty
Coach Workbook Pg 52	Aim: Quick summary of Highlights from the flip charts. What stands out? • Activity 1: DEBRIEF – Look for significant trends from the color dots. • Activity 2: Direct the participants to the <i>Coach Workbook</i>. Participant fills in the action card based on the lessons learned. Pg 52.	

Slide 21 Reference Material pg 102-107 Slide 22 Reference Material Pgs. 73-75 Flip chart and markers Sticky Dots	Aim: To review the Coaching Cycle and be able to apply the key elements to the T2T stage. Activity 1: Review the Coaching Cycle <u>Slide 21</u> Activity 2: Stages of Skill Development <u>Slide 22</u> What would an activity Look Like, Sound Like and Feel Like at each stage of the Skill Development? Form the coaches into 5 groups. Give each group a flip chart and marker. Assign them one of the five stages of skill development; Initiation, acquisition, consolidation, refinement and creative. On the flip chart divide it into three sections; looks like, sounds like and feels like. Have them refer to the <i>Reference Material</i> page 73-75. Do a carousel with the flip charts.	• Teaching skills is one of the most important skills we have as a coach. We will get a chance to practice this skill when we get on court. • Coaches need to be able to recognize what stage of skill development their athletes are for any given skill. - o Initiation - skill introduced for the first time - o Acquisition - do the skill on air - o Consolidation - do the skill vs. a guided defender /offensive player - o Refinement - can use the skill in competition - o Creative - have added their own style to the skill.
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Slide 23 Reference Material Pgs. 95-100	Aim: The coach prepares to teach a skill Activity: Plan to teach a skill with a partner <u>Slide 23</u> ❑ drill / games approach (<u>3 minutes</u>) ❑ How will you communicate it? (points of emphasis) ❑ What will you observe? Error detection ❑ Interventions – load, guides, feedback, error correction ❑ Evaluation / debrief Refer to <i>Reference Material</i> pg 95-100 • The skill they choose can be from the following: - o Agility - o Balance - o Coordination - o Speed - o Stance - universal - o footwork - moves to get open, pivot, - o dribbling - speed, control, change of direction, change of pace, fake - o Passing - o lay ups - They will teach these in the gym session. The LF should ensure that the quality of the chosen skill meets Train to Train. You may have to assist the coaches in this task. Direct coaches to Action Card Inform them about the schedule for tomorrow: what to bring, wear etc.	• A plan is bringing the future to the present so you can do something about it now. • Try to stretch yourself as a coach. If you do the same thing you have always done you will get the same results.
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Unit: Support the Athlete in Competition



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Time line & Equipment	Facilitation	Key Message
Pre Clinic		
Support the Athlete in Competition		
Slide 1	Support the Athlete in Competition <u>Slide 1</u> • The purpose of this module is to help you to develop your concepts of play, strategies and tactic. • Make sure that your concepts of play, strategies and tactic are appropriate for the Train to Train Stage of the LTAD. • Help you to develop a plan for coaching in the game	
Slide 2	Coaching Pyramid <u>Slide 2</u> Aim: To remind the coach of the overall Coaching Pyramid. Review the pyramid with the coaches. Emphasize : • The importance of building the base. Athletes first, basketball players second • The global player, all players need to develop competency in the skills and concepts of play • The majority of your time is spent at the bottom of the pyramid	
Slide 3	Coaching Pyramid Train to Train <u>Slide 3</u> Aim: Focus the coaches on what is recommended for this stage of development	

	Review the pyramid Emphasize: • Fundamental movement skills will be done in warm up • You are beginning to teach the players how to train - i.e. body weight, medicine balls, fitness, etc. • All players need to have all skills. It is better to have taken the core skills to refinement (move and a counter move) than to have too many skills at the acquisition stage (15 different finishing moves but none that can be used in competition) • All players need to learn posting and sealing • Off ball screens should be introduced before screens on the ball. There is still discussion as to if ball screens should be introduced at this stage. • The shot clock is introduced at this stage • Tactics should only be concerned with the main strengths and weaknesses.				
Slide 4 Coach Workbook Pg. 45	Planning for Competition <u>Slide 4</u> Activity: Have coaches go to the <i>Coach Workbook</i> page 45 Complete the table. <table> <tr> <td> Logistics / procedures • Arrival at gym • Meeting time • Warm up • ½ time • Subs • Time outs • Post game </td><td> Communication • How do you convey the game plan? Observation • What do you watch? Assistant? Players? Others </td></tr> <tr> <td></td><td> Interventions </td></tr> </table>	Logistics / procedures • Arrival at gym • Meeting time • Warm up • ½ time • Subs • Time outs • Post game	Communication • How do you convey the game plan? Observation • What do you watch? Assistant? Players? Others		Interventions
Logistics / procedures • Arrival at gym • Meeting time • Warm up • ½ time • Subs • Time outs • Post game	Communication • How do you convey the game plan? Observation • What do you watch? Assistant? Players? Others				
	Interventions				

Slide 5

Card Game Slide 5

Aim: To have coaches present concepts of plays, strategies and tactics. Taking into consideration:

- previously tried methods
- strengths and weaknesses of players

Activity: Pair up with another coach. Make courts on the tables by using masking tape. or flip chart paper. Each coach has a suit of 10 cards from a different deck. Shuffle the cards. Deal out five cards face down to use as your players. Do not look at the face of the cards. On the court one coach use the cards to show the other coach his/her:

Offence

- Show your basic offensive strategy vs. m to m. (This should come from the on -court presentation, not what they did in the past, unless it fits with the conceptual approach and the Train to Train Stage. NO BALL SCREEN)
- Give your reasons why you use this offence.

The other coach now uses his/her cards to show how he/she would defended. Be sure to show if you are helping, denying or forcing.

- Why did you decide to defend this way?

Allow the coaches to switch roles.

Activity 2: Strength of players

We now need to take into consideration the strength of the players. Have the coaches flip the cards over. Each numerical value dictates the abilities of the players. have them redo the above activity. How does this impact what they will do?

Slide 6 Coaching in Competition Pg. 18	Card Game Part 2 <u>Slide 6</u> Aim: Have the coaches look at how they set up their bench, subs, timeouts etc. Activity: Using the cards, show how you will Refer to <i>Pre-task Reading Material <u>Coaching in Competition</u></i> page 18 • Organize your bench • Handle a sub • Handle a time out The face cards are the coaches and managers. Yellow flag (What situations make you think about) Red flag (What situations is it automatic) • Time outs • Subs • Change offence/defence
Slide 7 Coach Workbook Pg. 43	Things to Consider <u>Slide 7</u> Aim: To have the coaches consider all of the things that go into preparing for competition. Review the slide with the coaches. Have them go back to their <i>Coach Workbook</i> page 43. Anything you would change?

Slide 8 <i>Coach Workbook Pg 46,47</i>	Assignment <u>Slide 8</u> With a partner be prepared to present a concept of play that is appropriate for this stage of development. You will do this on court or by using flip chart paper. • What skills (basketball, FMS) are required? • How will you to defend it. • What counters or major decisions will be involved? • Drill (various stages of skill development) / games approach to teach it • Mental training, how can it be applied • Fit into 5 on 5 – (early, mid, late clock) <i>Coach Workbook Pg 46,47</i>
Slide 9 <i>Coach Workbook Pg 48 -49</i>	Practical Application <u>Slide 9</u> • With a partner(s) develop a 1/2 hour practice • Play a 16 minute game • While you are coach other coaches will be acting as observers. • During the game we will also have coaches act as officials. <i>Coach Workbook Pg 48 -49</i>

Unit: On Court



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Gym Session #1 (three hours)

The main outcomes of this first session

1. Warm up

- Use of games approach to:
 - increase body temperature
 - Set the tone
- Fundamental movement skills
 - building the athlete first
 - as part of a warm up/ proper sequencing

2. Fundamental basketball skills

- Coaches can teach (plan, communicate, observe intervene and evaluate) the basic basketball skills (stance, starts stops and pivots, ball handling, shooting/lay ups, passing) for the Train to Train stage of athlete
- Coach can begin to apply the Stages of Skill Development (Initiation, acquisition, consolidation , refinement) to these skills
- Coach understands and can begin to apply the importance of increased defensive pressure on the skills and how this effects teaching

The LF must constantly looking for areas to **model** and assist the coaches in improving their ability to use the Teaching Cycle (plan, communicate, observe, intervene, evaluate)

For example: Error / detection correction, use of questions, loading, accomadating different learning styles, debrief

The competency level of the participants will dictate how much information the LF has to give to the coaches and how much he/she can draw from the coaches. This is not meant to be a lecture by the LF. Make use of the knowledge in the room by asking

questions, guided discovery, and having the coaches give input.

Step 1 - ICE Breaker warm up (10 minutes)

Start with an activity to warm the coaches up

Suggestions: Newspaper warm up

Debrief:

How did this activity warm up the athletes?

What fundamental movement skills did we cover?

What was the importance of the game like activities?

How did the use of the newspaper enhance the activity?

Step 2 -Have coaches that chose a FMS practice with other coaches (10 minutes)

The LF will circulate looking for best practices. These you will want to show to the entire group.

Step 3 - It is up to the LF must fill in any gaps that are not covered by the coaches. (30 minutes)

- o Agility - start in balance, push foot - use of ladder, pylons, badminton court
- o Balance - Stance (arms over feet, bent in line) - landing (proper squat technique) - hops on one foot
- o Coordination - hand speed - tennis ball drops
- o Speed - done at the end of warm up - count number of steps

Step 4 - Introduce movement prep (see hand out sheet) (10 minutes)

LF leads - proper form - error detection

Step 5 - Technical basketball skills - 20 minutes

Have coaches do presentations of skills. The LF will circulate looking for best practices. These you will want to show to the entire group.

Step 6 - LF fill in the gaps - refer coaches to the *Coaches Toolbox* (1:40 minutes)

- o Stance - balanced and strong
Drills - partner pushing and pulling on the ball, little circle, big circle
- o Footwork - starts /stops /pivots (being strong pivot foot furthest from the defence)
Drills (crossover step, partner stop and start)
- o Dribbling - change of pace, change of direction , fake
 - Use the pull back cross over to demonstrate the stages of skill development
 - a) on air - two forward, two back crossover
 - b) coach guides - randomly move about
 - c) live defender - lean in drill, guided on sideline
 - d) game like situation (2 on 1 must dribble over half)
- o Passing - push pass off the dribble
 - a) sliding teammate b) teammate rotates behinds
 - high shoulder pass to reverse the ball - Reversal shooting
 - passing vs. pressure - three player dribble pass to cutter
- o Lay ups - outside inside power layup
Use of rhythm to teach (sound of the feet) - on air, coach guide, live (1 on 1 dribble pick up)
different angles - reverse , baby hook
- o Shooting - jump shot off the dribble - pull up - on air, pass hand off from coach

Gym Session #2 (four hours) Refer to *Coaches Toolbox*

The main outcomes of this session

1. Teaching basketball concepts

- The coach should understand how the different concepts are taught in progression.
- Understand how to apply the stages of skill development to their coaching.
- How the different concepts blend together to form a system of play

It is important to stress:

- Global player - all players do the all skills
- Conceptual play vs. set plays
- Transition
- Creating the one second advantage

Offensive concepts - 2 hours

Creating a one second advantage

- Fast break - rebound outlet/break out / lanes
- Spacing - flow into offence - pass entry (early late or on time) dribble entry
- pass cut fill - curl and cross over off of wing catch, back cut
- Penetration - one second advantage 2-1, push pull, big little circles, secondary cuts
- posting - sealing - 45 angle, triangle pass, movement after pass to post
- Offensive system - screens (20 minutes)
- Rebounding

Defensive concepts - 1 hours

- transition defence
- ball -ball side -help side defensive stance
- help recover - 1.5
- jumping to the ball, defending cuts
- post defence - deny the box
- defending screens - back screen , down screen
- boxing out

Practical Application (Three hours +)

This is one of the most important part of the clinic. It gives the coaches the opportunity to apply what they have learned in an environment that is conducive to learning. Those coaches observing also get the opportunity to reflect on their own coaching. By officiating we are helping the coaches understand the complexities of officiating and hopefully develop a greater appreciation for their role.

The coaches will have been put with a partner and asked to develop a practice plan. It is crucial that players who are at the Train to Train stage of development are available. Each coaching team will only require six players. The key challenge for the LF is to give each pair of coaches the opportunity to coach , observe and officiate.

For example: if there are 12 coaches in the course: Make six pairs

Pair A (coach#1, coach #2)

Pair B (coach#3, coach #4)

Pair C (coach#5, coach #6)

Pair D (coach#7, coach #8)

Pair E (coach#9, coach #10)

Pair F (coach#11, coach #12)

1st hour

Practice (30 minutes)

Pair A coach (use on end of the floor with 6 players)

Pair B coach (use the other end of the floor with 6 players)

Pair C and D observe Pair A (these coaches will make use of the Coaching Assessment Practice sheet)

Pair E and F observe Pair B (these coaches will make use of the Coaching Assessment Practice sheet)

Game (16 minutes)

Pair A coach

Pair B coach

Pair C observe Pair A (these coaches will make use of the Coaching Assessment Game sheet)

Pair E observe Pair B (these coaches will make use of the Coaching Assessment Game sheet)

Pair D referee first two quarters

Pair F referee last two quarters

This is done two more times over the next two hours. The LF must rotate the pairs.

The LF is circulating making notes of best practices and looking for feedback that can be provided.

Note: Our outcome is to help the coaches begin to make use of the topics covered at the clinic:

- Can the coaches teach a progression to use a conceptual offence. - we do not want the coaches going back to using set plays.
- Does the coach make use of proper interventions.
- Can they continue to teach this concept within the game. We are not so much concerned with strategies and tactics as we are with the ability of the coach to teach.

Debrief each coaching pair:

- Allow them to talk first. What went well? What might you change? What did you learn?
- Allow the observing coaches to give positive feedback. What did they do well? What type of interventions dominated.
- Ask questions of the officials? What did you learn?

The LF gets to summarize at the end and also add any tips or pointers.

Finish with evaluation and questions.

Workshop Wrap-up & Evaluation - 10 minutes

Objective:

Be sure each coach completes their *Coach's Action Card* and completes the *Workshop Wrap-up and Evaluation* sheet.

Everyone will review their Coach's Action Card on page of the *Workbook* and add any information they may have missed.

Ask all coaches prior to leaving to fill in the brief evaluation form on page of the *Workbook*.

1. Take a few minutes to share ideas of what you learned and exchange contact information.
2. Please complete a workshop evaluation form; your feedback is important.

SELF-ASSESSMENT

This self-assessment will allow you to reflect on your current coaching practices. The items that are listed in the self-assessment are the evidences that an Evaluator will be looking for during assignments and observations. They will help determine if you have the required abilities/competencies and identify areas of strength and areas for improvement.

Rate your ability to structure a practice and seasonal program

For each statement presented below, **circle the number that best represents whether you achieve the statement** (Never, Sometimes, Often, Always).

DATE: _____

I plan practices that are well organized by...	Never	Some -times	Often	Always
Identifying my athletes' ages, abilities, and performance levels on the plan	1	2	3	4
Indicating a clearly defined goal for my athletes that is consistent with their growth and development stage	1	2	3	4
Including an introduction, warm-up, main part, cool-down, and conclusion on the practice plan	1	2	3	4
Outlining on the plan the facilities and equipment needed to achieve practice goals	1	2	3	4
Indicating a timeline for the practice	1	2	3	4
Identifying factors that need to be checked to ensure safety (environmental, mechanical, etc.)	1	2	3	4
Designing activities that are safe (environmental, mechanical, etc.)	1	2	3	4
Indicating adaptations that will assist athletes returning from injury	1	2	3	4
I structure my yearly or seasonal training plan by...	Never	Some -times	Often	Always
Identifying the schedule of competitions during the year or season	1	2	3	4
Identifying the total number of competitions in the year or season	1	2	3	4
Organizing the plan into appropriate periods (preparation, competition, and transition)	1	2	3	4
Indicating the length of each period	1	2	3	4
Identifying the number of training sessions in each period	1	2	3	4
Identifying the length and frequency of training sessions in each period	1	2	3	4
Prioritizing competitions during the year or season in terms of their importance	1	2	3	4
My seasonal plan promotes athlete development because I have...	Never	Some- times	Often	Always
Calculated the ratio of training to competition opportunities	1	2	3	4
Determined whether the athlete's training-to-competition ratio is consistent with growth and development norms	1	2	3	4

Reflected on whether there are enough training opportunities to develop the athlete's potential	1	2	3	4
I have designed an Emergency Action Plan that specifies	Never	Some -times	Often	Always
The location of telephones (cell or land lines)	1	2	3	4
Correct Emergency telephone numbers	1	2	3	4
A medical profile for each athlete under my care	1	2	3	4
The location of a fully stocked first-aid kit	1	2	3	4
Designated roles for a Call Person and a Person in Charge	1	2	3	4
Directions for reaching the practice site (map, address, etc.)	1	2	3	4

ACTION CARD

Date: _____

Location: _____

I intend to START...

I intend to STOP...

I want to MAINTAIN...

I want to DECREASE ...

I want to INCREASE ...

GREAT IDEAS



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How to be a better coach



Learn to listen, especially to the athletes –
they are excellent teachers.

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