Design a Basic Sport Program
The Five NCCP Core Competencies

- Valuing
- Problem-solving
- Interacting
- Leading
- Critical Thinking
Learning Outcomes

Develop a program structure based on opportunities for training and competition

Establish indicators of athlete development in their program

Develop practice plans that reflect seasonal training priorities
Module Outline

• Knowing your athletes and your program.
• Analyzing your program.
• Reflecting on your program: issues and solutions.
• Prioritizing abilities and skills and setting training objectives.
• Linking sport programs and practice sessions.
Introduction to the Module

- Describe context for designing a sport program.
- Define important dates and events.
- Determine the different periods of the program.
- Establish a common terminology.
Who Are Your Athletes?

Task 2.1:

<table>
<thead>
<tr>
<th>Gender composition (check one)</th>
<th>All female</th>
<th>( )</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>All male</td>
<td>( )</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Co-ed</td>
<td>( )</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of athletes in each age group</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young children: 3-5 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children: 6-7 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children: 8-9 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-puberty: 10-11 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Puberty, stage 1: 12-15 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Puberty, stage 2: 15-18 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Young adults: 19-22 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adults: 22 years +</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Within each age group, there are important differences:
- Height and weight
- Skill level
- Level of experience

Average number of years of training and competition in this sport, including the present year

Yes ( ) No ( )
What is Your Program Orientation?

Task 2.2:

- Where should you put the most emphasis?
- What should you be looking to achieve through your program?
- General, skill development, physical conditioning or performance?
How Is Your Program Set Up?

Tasks 2.3.1 - 2.3.6:

• Date of first practice session;
• Date of final competition;
• How many weeks?

CW, p. 4 - 5
What Events Are There in Your Program?

Task 2.4:

<table>
<thead>
<tr>
<th>Month</th>
<th>Day = Monday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Championship</td>
<td>1</td>
</tr>
<tr>
<td>Tournament(s)</td>
<td>2</td>
</tr>
<tr>
<td>Important comp.</td>
<td>3</td>
</tr>
<tr>
<td>Regular comp.</td>
<td>4</td>
</tr>
<tr>
<td>Preparat. comp.</td>
<td>5</td>
</tr>
<tr>
<td>Training camps</td>
<td>6</td>
</tr>
<tr>
<td>Others</td>
<td>7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Period</th>
<th>Phase</th>
<th>Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
<td>12</td>
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<tr>
<td>13</td>
<td>14</td>
<td>15</td>
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<td>16</td>
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<td>19</td>
<td>20</td>
<td>21</td>
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<td>22</td>
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<td>25</td>
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<td>28</td>
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<td>34</td>
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<td>36</td>
</tr>
<tr>
<td>37</td>
<td>38</td>
<td>39</td>
</tr>
</tbody>
</table>

CW, p. 24
What Are the Major Periods in Your Program?

Preparation Period:
• The number of weeks between the first practice session and the first regular or official competition.

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 athletes will take part in and the last supervised contact you will have with them.
What Are the Major Periods in Your Program?

Preparation Period:
• Athlete gets in shape to be ready to perform well in competition.

Competition Period:
• Practices continue, but are more focused on preparing for competition.

Transition Period:
• Much less training and practice to encourage active recovery.
Planning Calendar

Task 2.5:
Sport Program

• A planned and progressive sequencing of activities;
• The nature, number, frequency, duration, and content of these activities is adapted to athletes’ age and sport experience;
• Goal of the program is to foster athletes’ athletic development and sport form over time.
Main Components of a Sport Program

• Time dimension
• Events
• Intentions, objectives, and priorities
• Structure
• Progression
• Adjustment and evaluation

RM, p. 2 - 3
Sport Form

• The level of development of athletic abilities at a given time compared to what is required in competition.

• Specific to:
  – The sport;
  – Age and gender of the athletes;
  – The level of competition.
DESIGN A BASIC SPORT PROGRAM

Sport Form

- Building
- Consolidation
- Stabilization to a good level
- Peak
- Decline

Program duration (weeks)

Beginning of the program  Body of the program  Weeks following the end of the program

RM, p. 4
Sport Form

• The level of development of sport form and skill is closely linked to the training and preparation opportunities available through the program.
Analyzing Your Program

• Compare training and preparation opportunities to the number of competitions.

• Overview of the athlete’s long-term development.
### Analyzing Your Program

**Tasks 3.1 & 3.2:**

Identify the number of weeks in your program when there are competitions with:

<table>
<thead>
<tr>
<th>Competition Days</th>
<th>Partial Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 day of competition</td>
<td>x 1 = A</td>
</tr>
<tr>
<td>2 days of competition</td>
<td>x 2 =</td>
</tr>
<tr>
<td>3 days of competition</td>
<td>x 3 =</td>
</tr>
<tr>
<td>4 days of competition</td>
<td>x 4 =</td>
</tr>
<tr>
<td>5 days of competition</td>
<td>x 5 =</td>
</tr>
<tr>
<td>6 days of competition</td>
<td>x 6 =</td>
</tr>
<tr>
<td>7 days of competition</td>
<td>x 7 = A</td>
</tr>
</tbody>
</table>

A: Number of competition days in your program (add all the numbers in the partial total column): A =

#### Periods

<table>
<thead>
<tr>
<th>Period</th>
<th>Length (weeks)</th>
<th>Average number of practice days per week</th>
<th>Partial total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Competition</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Transition</td>
<td></td>
<td>x</td>
<td></td>
</tr>
</tbody>
</table>

B: Approximate number of practice days in your program (add all the numbers in the partial total column): B =
Analysis

Task 3.3:

Compare your program with key elements of the model for long-term athlete development.
Analysis

Learn to Train:
70% training, 30% competition

Train to Train:
60% training, 40% competition
Long-term Athlete Development

• Athletes may be seen as passing through four stages in their long-term development; each stage has a role to play in the development of a high-level athlete.

• The coaching context Competition – Introduction is a fundamental piece of the athlete’s long-term development, as it prepares the way for the next stages.
Long-term Athlete Development

- The emphasis is on acquisition/consolidation of basic sport-specific skills and tactics.

- The emphasis is on the general development of physical qualities; some sport-specific conditioning should also occur.

- At this stage of development, the emphasis should be on training, not on competitions or the results of competitions.
General Recommendations

• Encourage athletes to try various sports;

• Emphasize basic athletic development;

• Development of tactical decision-making can begin;

• Specialization occurs around age 13/14;

• Competitive experiences must be fun!
General Recommendations

Athletes should spend more time on general training and the development of basic athletic abilities than on specialized training and preparation for competition.
DESIGN A BASIC SPORT PROGRAM

LONG-TERM ATHLETE DEVELOPMENT INFORMATION FOR PARENTS

coach.ca
Assessment

Column A:
• The number for the program seems insufficient.

Column B:
• The number for the program seems appropriate.

Column C:
• The number for the program seems too high.
Reflecting on Your Program

Task 4:

• Does your program offer adequate training and competition opportunities?

• Should you revise the major orientations you identified for your program in activity 2.2?

CW, p. 9 - 10  
RM, p. 6 - 7
Issues and Solutions

Task 4.1:

• Identify the issues.

• Which solutions seem most appropriate for your program?

• How would you implement these solutions?
Issues and Solutions

Based on your sport, the time available, and the opportunities you have, what training should you focus on?
Prioritizing Abilities and Skills and Setting Training Objectives

• Establish a starting point;
• Establish common terminology;
• Provide examples of training priorities;
• What should be trained and when?
• Identify gaps between what to train when, and the sport programs.
## Prioritizing Abilities and Skills

### Tasks 5.1 - 5.4:

<table>
<thead>
<tr>
<th>Column 1</th>
<th>5.2</th>
<th>Column 3</th>
<th>5.4</th>
<th>Column 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 5.1</td>
<td></td>
<td>Section 5.4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Very high, high or moderate importance</th>
<th>C2</th>
<th>Training objectives: Start of program</th>
<th>Training objectives: Middle of program</th>
<th>Training objectives: End of program</th>
</tr>
</thead>
</table>

### Physical Ability
- ( ) Speed
- ( ) Speed-Endurance
- ( ) Aerobic Endurance*
- ( ) Aerobic Power*
- ( ) Maximum Strength
- ( ) Speed-Strength
- ( ) Strength-Endurance
- ( ) Flexibility

### Motor Ability
- ( ) Agility
- ( ) Balance
- ( ) Coordination

### Technical/Tactical Skills
- ( ) Basic Technical Skills
- ( ) Basic Tactical Skills
- ( ) Variations of Basic Technical Skills
- ( ) Variations of Basic Tactical Skills
- ( ) Advanced Technical Skills
- ( ) Advanced Tactical Skills**

### Mental Skills (as appropriate)
- ( ) Attentional Control
- ( ) Emotional Control
- ( ) Goal Setting
What Abilities and Skills Are Important in Your Sport?

Consider:

- Physical
- Motor
- Tactical
- Mental
<table>
<thead>
<tr>
<th>Athletic Abilities</th>
<th>Developmental Age in Years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Aerobic Power (intense, short efforts of 2-10 min)</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>M</td>
</tr>
<tr>
<td>Aerobic Endurance (long efforts)</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>M</td>
</tr>
<tr>
<td>Speed-Endurance</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>M</td>
</tr>
<tr>
<td>Strength-Endurance</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>M</td>
</tr>
<tr>
<td>Maximum Strength</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>M</td>
</tr>
<tr>
<td>Speed-Strength (muscular power)</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>M</td>
</tr>
<tr>
<td>Flexibility</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>M</td>
</tr>
<tr>
<td>Speed (efforts of 8 seconds or less)</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>M</td>
</tr>
<tr>
<td>Speed (fast cadence of movement, short efforts)</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>M</td>
</tr>
<tr>
<td>Agility/Balance/Coordination</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>M</td>
</tr>
<tr>
<td>Basic Techniques</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>M</td>
</tr>
<tr>
<td>More Advanced Techniques</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>M</td>
</tr>
<tr>
<td>Tactics and Decision-making</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>M</td>
</tr>
</tbody>
</table>
Athletes’ Entry Point?
What are the Training Objectives?

Physical and motor abilities:
- Development: try to improve;
- Maintenance: keep at the same level.

Skills and technical/tactical elements:
- Acquisition: patterning movements;
- Consolidation: correct execution in variable conditions;
- Refinement: minor improvements.
Sport Families

• Training different athletic abilities can vary, even in a short amount of time;

• Objectives are different in different parts of a season;

• Account for the entry point of most of your athletes.
Sport Families

- General preparation phase
- Specific preparation phase
- Pre-competition phase
- Regular competition phase
- Major competition phase
- Transition

RM, p. 41 - 43
Sample Sport Programs

- Thick band = very important
- Medium-thickness band = moderately important
- Thin band = not very important
Sample Sport Programs

For technical and tactical:
- Black = introduction and acquisition
- Grey = consolidation
- Light grey = refinement

For physical condition:
- Black = development
- Grey = maintenance

RM, p. 15 - 27
Critical Reflection

Task 5.4.2:

Review the sample program in the *Reference Material* for your sport group. How does this program differ from the one you've developed in this workshop?

CW, p. 16
Action Card

I will START...

I will STOP...

I will CONTINUE...
Linking Sport Programs and Practice Sessions

• Identify the athletic abilities to train;
• Identify the training objectives;
• Identify the types of exercises;
• Identify practice conditions;
• Identify the number of training sessions;
• Compare the time required with the time available.
## Linking Sport Program And Practice Sessions

### Tasks 6.1.1 - 6.1.7:

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
<th>Column 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1.1 Athletic Abilities to Train*</td>
<td>6.1.2 Training Objectives*</td>
<td>6.1.3 Types of Exercises**</td>
<td>6.1.5 Number of Training Sessions***</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6.1.4 Practice Conditions**</td>
<td>6.1.6 Time Required***</td>
</tr>
</tbody>
</table>

1. ( ) General exercises  
   ( ) Specific exercises  
   ( ) Competition exercises  
   Practice Conditions:  
   ____ sessions/week  
   ____ minutes/session  
   = _________ h : min

3. ( ) General exercises  
   ( ) Specific exercises  
   ( ) Competition exercises  
   Practice Conditions:  
   ____ sessions/week  
   ____ minutes/session  
   = _________ h : min

Total training time required for the week  
= _________ h : min
## Linking Sport Program And Practice Sessions

**Task 6.2:**

Week from __________ to __________ Phase: _______________________

<table>
<thead>
<tr>
<th>Practice #1</th>
<th>Training Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Physical ability</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Motor ability</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Skill ability</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Activities</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Time</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Practice conditions</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Objective</strong></td>
<td></td>
</tr>
</tbody>
</table>

*CW, p. 22 - 23*
Linking Sport Program And Practice Sessions

Reflect back upon this module to assist you in determining the most significant changes you plan to make to your training program:

- Seasonally;
- Weekly;
- Individual practice sessions.
DESIGN A BASIC SPORT PROGRAM

Action Card

I will START...

I will STOP...

I will CONTINUE...