Planning a Practice
LONG-TERM ATHLETE DEVELOPMENT INFORMATION FOR PARENTS
The Five NCCP Core Competencies

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

- Explain the importance of logistics in the development of a practice plan
- Establish an appropriate structure for your practices
- Identify appropriate activities for each part of the practice
- Design an Emergency Action Plan
Module Outline

• Logistics of a practice
• Structuring a practice
• Planning for safety
• Developing a basic skill
• Matching sport requirements and athlete development
• Developing a basic skill and a physical ability at the same time
• Putting it all together
The Logistics of Your Practice

Activity 2.1.1

<table>
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<tr>
<th>Facilities/Equipment</th>
<th>Days/Times Available</th>
<th>Restrictions</th>
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Your Starting Point

Activity 2.2.1

Practice Planning Worksheet 1
Questions to Consider

What did you have to think about when planning your practice?
**My Practice Plan**

### What are the logistics of my practice?
- Facilities available
- Equipment needed/available
- Length of the practice (time available)
- Time of day of the practice
- Number of practices per week
- Availability of assistant coaches, and their experience

### Who are my athletes?
- Number of athletes in attendance
- Age/maturity of athletes
- Skills and abilities of athletes
- Gaps in ability level among athletes
- Injuries to account for
- Reasons why they are involved

### What are the safety risks, and how should I prepare for them?
- The nature of the activities the athletes will do, and the conditions in which they will take place
- Weather
- Playing surface/facilities
- Equipment
- Human error
- Emergency procedures to follow in case of an accident

### What abilities and skills does my sport require?
- Physical abilities
- Motor abilities
- Technical/tactical skills
- Mental skills

### How will I deliver my practice?
- Key points to make
- Teaching methods I will use
- Where I will position myself
- What I will be watching for
- How and when I will make coaching interventions

### How am I going to organize my practice?
- Structure of the session
- Choice of activities
- Sequence of activities
- Transition between activities to avoid wasting time

### What am I trying to accomplish with my practice?
- What athletes need to improve
- Purpose of the practice
- Team goals and short-term objectives
- Goals of coaching staff
- Time of the season
- Links with previous practices and competitions
- Links with future practices and competitions
Questions to Consider

1. Logistics and structure
2. Goals and objectives
3. Athletes
4. Safety
5. Demands of the sport
Action Card

I will START…

I will STOP…

I will CONTINUE…
## Planning for Safety

<table>
<thead>
<tr>
<th>Risks of my sport</th>
<th>What I do to make practices as safe as possible</th>
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Planning for Safety

Main risk factors:

1. Environment.
2. Mechanical factors related to equipment and facilities.
3. The athletes themselves (supervision, behaviours).
4.2 Emergency Response

- Assume the practice you developed in 2.2.1 is taking place.
- While you’re working with a group of athletes, another athlete comes to you in a panic;
- Two athletes have just collided;
- They knocked their heads together hard;
- One appears to have lost consciousness and seems disoriented.

WHAT DO YOU DO?
Emergency Action Plan (EAP)

1. EAP helps you react quickly, efficiently and responsibly in a stressful situation.

2. Plan needs to be specific to your athletes needs, team and facility.

3. If someone hits their head, they must stop playing and seek medical advice.
Emergency Action Plan

CW, p. 11

RM, p. 22 - 27
Liability

Reference Material

RM, p. 29 - 30
Action Card

I will START…

I will STOP…

I will CONTINUE…
Developing a Basic Skill

Activity 5.1

Describe an activity or drill that will develop a basic skill in your sport

CW, p. 13
Stages of Skill Development

Read “Stages of Skill Development” in the Reference Material.

RM, p. 37 - 38
<table>
<thead>
<tr>
<th>Key points to look for</th>
<th>Beginner</th>
<th>Acquisition</th>
<th>Intermediate</th>
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</table>
| **Initiation**         | • First contact  
   • Athlete may have no idea of what to do | • Athlete can coordinate and execute key components of movements  
   • May lack synchronization, flow – has to think about doing it | • Skill executed correctly  
   • Good synchronization & rhythm when not under pressure  
   • Inconsistent performance under pressure |
| **Athletes need**      | • A clear mental picture of correct execution  
   • To feel safe doing skill  
   • To become comfortable with some of the movements | • To understand what they have to do  
   • Lots of reps at slower pace  
   • To practice both sides  
   • Trial and error with coach feedback | • Lots of reps under varied conditions  
   • To increase difficulty  
   • More trial and error with less feedback  
   • To practice under fatigue conditions |
Stages of Skill Development

1. Adjust your drill for the initiation stage.
2. Adjust your drill for the acquisition stage.
3. Adjust your drill for the consolidation stage.

CW, p. 14 - 15
Matching Sport Requirements and Athlete Development

1. Physical abilities
2. Motor abilities
3. Technical/tactical skills
4. Mental skills

Activity 6.1

CW, p. 17 - 19
RM, p. 47 - 49
Action Card

I will START...

I will STOP...

I will CONTINUE...
Putting It All Together

1. Make practices fun, challenging and motivating.

2. Integrate guidelines presented in this module:
   a. Structure
   b. Safety
   c. Skill development
   d. Athletic abilities based on growth and development
Motivating Activity

1 - ORIGINALITY
   (Need to discover)
   Novelty
   Need to be surprised
   Desire to try

2 - AFFECTIVE COMPONENT
   (Need to be challenged)
   Overcoming a reasonable challenge

3 - MEANING
   (Need to understand)
   Establishing linkages with the objectives outlined for the activity (congruence)

4 - OPENNESS
   (Need for trust)
   Achieve something right from the beginning, then progress (individualization)

5 - DYNAMIC
   (Need for movement)
   Involving all motor functions (intensity, duration, active engagement)

MOTIVATING ACTIVITY = activity that the participants really want to have a go at, right from the very start
Motivating Activity

Graph showing the relationship between anxiety, requirements of the activity, and athlete proficiency level.
Putting It All Together

• Complete activity 8.1.1

• Complete activity 8.1.2

• Complete activity 8.1.3
Putting It All Together

Take the practice you did at the beginning and re-do it to build on everything you have learned today.

Be prepared to share.
Action Card

I will START...

I will STOP...

I will CONTINUE...