Competition Coaching Introduction Learning to Train (On-Snow) Cross-Country Skiing

COACH WORKBOOK

National Coaching Certification Program

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Competition Coaching Introduction Learning to Train (On-Snow) Cross-Country Skiing

COACH WORKBOOK

Fundamental movements and skills that provide the basic requirements for future advances in movement capacity and athletic skill should be introduced through fun and games.
Physical literacy should be taught *before* the onset of adolescent growth.

Prepared under the authority
of Cross Country Canada's
Coach and Athlete Development Committee

Table of Contents

Total course time is approximately 16.5 *hours*

Introduction

The objectives of this step are to:

❑ provide an introduction to the Competition Coaching Introduction (CCI) context of the National Coaching Certification Program; and

❑ provide an overview of the goals and objectives of the "CCI - Learning to Train (On-Snow) Workshop".

Cross Country Canada's Competition Coaching Introduction (CCI) program is a four- step progression of coach education and development opportunities that builds on the first context of the National Coaching Certification Program (NCCP) – the Community Coaching (CC) program.

The CCI program provides tools and develops skills that a coach can use to:

❑ create a fun, team-oriented environment that will motivate skiers to achieve their personal goals in sport;

❑ motivate skiers to develop a lifelong interest in the fitness and health benefits of cross-country skiing;

❑ effectively teach intermediate and then advanced technique; and

❑ teach skiers in the areas of nutrition and physical and mental training, as appropriate according to age.

The first two steps/workshops in the CCI context provide essential information for coaches working with skiers in the Learning to Train (L2T) stage of athlete development. The second two steps/workshops prepare coaches to work with athletes in the Training to Train (T2T) stage of development.

Competition Coaching Introduction (CCI) - Learning to Train (On-Snow) Workshop

❑ **Workshop Goals.** This workshop is designed to:
  1) Help coaches become more effective and have a more meaningful impact on athletes' experience through the development of five core competencies: problem-solving, valuing, critical thinking, leadership and interaction.

  2) Teach experienced community coaches how to work with young skiers in the "Learning to Train (L2T)" stage of athlete development using a well-rounded sport program with an emphasis on skill development (e.g. CCC's Track Attack Program).

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❑ **Workshop Objectives.** Having successfully completed the "CCI - Learning to Train (On-Snow) Workshop" (abbreviated as CCI-L2T (On-Snow) Workshop), a coach should be able to:

1) Teach an effective series of skill development sessions for children in the L2T stage of athlete development.

2) Work effectively with others in the club and integrate external resources in order to provide a learning environment that is:

   ✓ **Enjoyable.** The program is fun and comprised of activities that: are stimulating and novel; contain an appropriate degree of challenge; fit into the "overall picture"; provide the opportunity for progressive improvement; and involve action.

   ✓ **Ethical and Safe.** The program ascribes to the NCCP Code of Ethics and incorporates appropriate safety and risk management procedures.

   ✓ **Age-Appropriate.** The principles of CCC's Long Term Athlete Development (LTAD) model are carefully followed.

   ✓ **Motivating.** Children will recognize progress in their skiing abilities and physical development, and will be led in a manner that will motivate them to learn more, ski more and explore their technical and physical limits.

   ✓ **Encouraging Self-Reliance.** Children will progressively develop skills that enable them to prepare and take care of their own ski equipment and set objectives for and complete "targets" without constant assistance and supervision from adults.

   ✓ **Adaptable to Varying Interests.** The program provides opportunities for children to develop skills that will allow them to enjoy the full spectrum of cross-country skiing activities.

   ✓ **Open and Communicative.** Active communication between the skiers and coaches relating to goals, objectives, needs and progress is encouraged.

   ✓ **Team and Club-Oriented.** The support structure of the team and club is valued and developed.

   ✓ **Parent Supported.** Parents are engaged and supportive of the objectives and methodology of the program.

3) Pursue continuous program improvement by monitoring and evaluating the progress of the program towards achieving its goals.

4) Pursue continuous self-improvement (developing his/her teaching abilities, general coaching abilities, personal technical skills and knowledge and

understanding of competitive skiing).

This workshop is intended to support coaches by providing them with an opportunity to learn and improve their skills. Congratulations and thanks go to those who are taking this step and giving their time to develop cross-country skiing for children in Canada.

Getting to Know the Workshop Materials

The following materials are provided to coaches at this Workshop:

❑ CCI-L2T (On-Snow) Workbook; and

❑ CCI-L2T (On-Snow) Reference Material.

Step #1 - Developing a Successful Team

The objectives of this step are to:

❑ help you analyze your present program with respect to recruitment and provide new ideas for recruiting children to your Track Attack program;

❑ present you with tools to assist you in developing a successful "team" environment; and

❑ help you analyze your present program with respect to retention and provide some ideas to help you improve in this area.

1.1   Recruitment

1.1.1   The Facilitator will break you into groups of three to examine the recruitment pathways leading to your respective programs, and discuss ways in which to improve in this area. After discussing a question, note your comments below it.

a. Are there any athletes in your program that were recruited via your club skill development programs for children in the Active Start (Bunnyrabbit) and FUNdamentals (Jackrabbit) stages of athlete development?

b. Are there any athletes in your program that were initially recruited to cross- country skiing via school or club-operated cross-country ski programs for elementary school children? Did these athletes join your program directly or did they take part in your club skill development program for FUNdamental- stage skiers first?

c. Are there any athletes in your program that were initially recruited to cross- country skiing via entry level competitions such as "Racing Rocks" events (e.g. Ski Tournaments, Double Cross, etc.)? Did these athletes join your program directly or did they take part in your club skill development program for FUNdamental-stage skiers first?

d. What other entry points to cross-country skiing/your program have you observed?

e. Is the skill competency and fitness level of the children entering your program adequate, or is remedial work required to bring them up to a standard that will allow them to participate and enjoy the full spectrum of activities offered?

f. How does your club accommodate children who wish to enter the sport between the ages of nine and twelve - without compromising your mainstream program for athletes in the L2T stage of athlete development?

    g. Is the image or profile of cross-country skiing in your community a barrier to the successful recruitment of athletes to your program?

    h. List some ideas of what could be done to improve the recruitment of children to your program.

1.1.2   Review *"Athlete Recruitment and Retention"* in your Reference Material (section 1.1) and record any new ideas you might wish to add under section 1.1.1.h above.

1.2   Team Building

1.2.1   Pair up with another coach and discuss how you presently approach "team building" with your athletes. Then list below five practices you believe are the most successful in developing a good team environment in your program. Rank them in order of importance.

    a.

    b.

    c.

d.

e.

1.2.2   Together with your partner coach, review *"Team Building"* in your Reference Material (section 1.2). Note on your list above any changes or additional points you would like to remember.

1.2.3   One important consideration in developing a successful team is good communication. Note below three techniques you find useful for communicating effectively with your athletes:

a.

b.

c.

1.2.4   The Facilitator will lead a short discussion where you will be asked to present your communication "best practices" to the others in your group. Following this exchange, note below any new ideas about communication that you would like to consider.

1.3   Creating the Right Image

1.3.1   Note your response in section 1.1.1.g. Then review *"Creating the Right Image"* in the Reference Material (section 1.3).

1.3.2   The Facilitator will lead a short group discussion on ways you could improve the image/profile of your Track Attack program in your community.

1.3.3   What did you learn from this discussion? Jot down on your Action Card any new ideas you wish to remember.

1.4   Retention

1.4.1   Children will usually try a number of sports before making up their mind which ones they prefer, or whether or not they want to be involved in organized sport at all. The Facilitator will lead a discussion on what realistic retention numbers are for children in the L2T stage of athlete development. In other words, what percentage of the participants should you expect to complete the full three-year Track Attack program - 20%, 40%, 80%?

1.4.2   Once you have determined what retention rate to expect from a successful sport program, score your own program against that standard, with 10 being the highest score and 0 the lowest score.

Total Score =   /10

1.4.3   If your score is 9/10 or 10/10, write below the principal reason you think your program is successful at retaining participants. If your score is 8/10 or less, write below one change you would like to make to improve your retention rate.

1.4.4   Talk to some of the other coaches and share your experiences and ideas. Then take a few minutes on your own to note on your Action Card what you learned during this Step.

ACTIONS FOR DEVELOPING A SUCCESSFUL TEAM

GREAT IDEAS:

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I INTEND TO IMPLEMENT THEM BY:

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> Coaching Tip: Ensure social and emotional considerations are addressed by placing an appropriate emphasis on team-building, group interaction and social activities.

Step #2 – Equipment Selection and Ski Preparation

The objectives of this step are to:

❑ provide you with an understanding of how to select cross-country ski equipment appropriate for the needs of an athlete in the L2T stage of athlete development;

❑ prepare you to assist parents in acquiring appropriate ski equipment for their children; and

❑ develop your skills with respect to glide waxing, grip waxing and preparing the bases of skis.

2.1 Ski Equipment

2.1.1 What are the five most important factors you would like the parents of your athletes to consider when acquiring ski equipment for their child to participate in your Track Attack program? Note your answers below.

a.

b.

c.

d.

e.

2.1.2 How do your points compare to the information provided in the section on *"Equipment Selection and Ski Preparation"* in your Reference Material (section 2.1)? Note on your list any additions or changes you would like to make.

2.1.3   The Facilitator will first provide a brief overview and then lead a question and answer period on the ski equipment needs of athletes in the L2T stage of development.

2.1.4   Pair up with another coach and discuss the preferred time of year (August, September, October, etc) to present information on ski equipment to parents, and the best way to do this (handouts upon registration in the program, parent information meeting, phone call to the parents, etc). Note your ideas below.

a.   Time of year:

b.   Communication plan:

2.1.5   The Facilitator will lead a group discussion on ways to assist parents in locating appropriate, affordable ski equipment that will meet their child's needs.

2.1.6   What did you learn from this discussion? Note in section 2.1.4 above any further points that you wish to record.

2.2   Base Preparation

2.2.1   The Facilitator will explain and demonstrate how to prepare a ski base for waxing.

2.3   Glide Wax Application

2.3.1   The group will now prepare for a hands-on session on glide waxing.

2.3.2   The Facilitator will explain and demonstrate the application process for glide waxes and assist you in learning to apply them effectively.

2.4   Grip Wax Application

2.4.1   Next the group will prepare for a hands-on session on grip waxing.

2.4.2   The Facilitator will explain and demonstrate the application process for binders, hard waxes and klisters and assist you in learning to apply them effectively.

2.4.3   Spend a few minutes on your own and note on your Action Card at the end of this Step any specific points that you wish to remember.

2.5   Waxing Decisions

2.5.1   Your club is attending your provincial Midget Championships. Winning the club aggregate at the Championships this year has been your team's goal for the past two years. You are the head coach for this event and there are 20 athletes on your team – all in the L2T stage of development. This year the Championships are being held in early March and the weather forecast for the start time of the first race on the first day of the competition is plus 2 degrees Celsius. Approximately one hour before the start of the race some of your athletes learn that two of the other clubs are planning to use high-end fluorocarbon waxes on their athletes' skis. They know you have similar waxes in your wax box, and they petition you to make it a level playing field and give them the same advantages as their competitors. Note below how you would handle this situation.

2.5.2   The Facilitator will lead a group discussion on the use of expensive waxes for athletes in the L2T stage of development, and ways in which the ski community might work together to set practical, age-appropriate guidelines for all.

2.5.3   What did you learn from this discussion? Record any new ideas you may wish to add under section 2.5.1 above.

ACTIONS FOR EQUIPMENT SELECTION AND SKI PREPARATION

GREAT IDEAS:

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I INTEND TO IMPLEMENT THEM BY:

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Coaching Tip: When heating of either fluorocarbon or non-fluorocarbon glide waxes is required, the process must be conducted in a well-ventilated area. Reliable respiratory protection in the form of a canister mask for organic vapours and dusts must be used by persons within the application area.

Step #3 – Technique Development - Theory

The objectives of this step are to:

❑ emphasize that all basic cross-country ski skills should be firmly established and refined by the end of the L2T stage of athlete development;

❑ introduce you to the four key phases of a cross-country ski skill;

❑ introduce you to biomechanical principles that are relevant for the teaching and analysis of cross-country ski technique; and

❑ introduce you to skills and tools that will help you teach technique effectively.

3.1   Overview

3.1.1   Physical literacy (competency in movement and sport skills) should be developed before the onset of the adolescent growth spurt. It is therefore important that all cross-country ski skills are firmly established and refined by the end of the L2T stage of athlete development.

3.1.2   Team up with another coach and review *"Overview"* in your Reference Material (section 3.1).

3.1.3   Discuss the terms below and take a minute to jot down how you would explain each of them to your athletes.

a. Good technique:

b. Individual style:

c. Rhythm:

3.1.4 Together with your partner coach discuss how you explain/demonstrate changing body positions when you are teaching a technique to your athletes. Record below any ideas you learned from this exercise.

3.2 Biomechanics

3.2.1 There are four key phases of a cross-country ski skill. Review *"Skill Phases"* in your Reference Material (section 3.2.1). List below actions that take place during each phase when an athlete is executing the Double Poling technique.

   a. Phase #1 – Preliminary Movements:

   b. Phase #2 – Force Production Movements:

   c. Phase #3 – The Critical Instant:

   d. Phase #4 – The Follow-through:

3.2.2 When you have completed section 3.2.1 (above) the Facilitator will lead a group discussion on this subject. Based on this discussion, what changes would you make to your list?

3.2.3 There are five biomechanical principles or *"Laws of Nature"* that affect all movement and are relevant to cross-country skiing. Take a few minutes to read *"Principles"* in your Reference Material (section 3.2.2). Together in groups of three discuss how these principles would apply to a cross-country ski technique. Record on your Action Card at the end of this Step any ideas you wish to remember.

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3.3   Observation Strategies

3.3.1   Effective teaching requires an appropriate observation strategy.

3.3.2   Together with another coach have a look at *"Observation Planning and Preparation"* in your Reference Material (section 3.3). After reading this material, list what you think are the three most important points to keep in mind when videoing technique for error detection and correction purposes.

   a.

   b.

   c.

3.3.3   The Facilitator will provide a brief overview on effective observation strategies, followed by a short question and answer period. What did you learn from this exercise? Make applicable adjustments to your list in section 3.3.2 above.

3.4   Skill Criteria and Checklists

3.4.1   The Facilitator will introduce the following items in the Reference Material and explain its function:

   a. *Track Attack Technique Stickers* (section 3.4).

   b. *Skating Technique Checklists* (section 3.4 and 4.2.1).

   c. *Classic Technique Checklists* (section 3.4 and 8.2.1).

The full track attack program description and information on the additional achievement stickers that can be accumulated can be found on CCC's website.

ACTIONS FOR TECHNIQUE DEVELOPMENT - THEORY

GREAT IDEAS:

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I INTEND TO IMPLEMENT THEM BY:

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Coaching Tip: All basic cross-country ski skills should be firmly established and refined by the end of the Learning to Train stage of athlete development via appropriately designed activities, events and programs.

Step #4 – Technique Development - Skating

> The objectives of this step are to:
>
> ❑ help you improve your own skating technique skills, and therefore your ability to teach others;
>
> ❑ provide you with methods of analyzing and improving an athletes' technique proficiency; and
>
> ❑ provide you with appropriate skill progressions for developing skating techniques for athletes in the L2T stage of development.

4.1   Teaching Skating Technique

4.1.1   The Facilitator will provide a brief overview of the principal skating techniques: One Skate, Two Skate and Offset.

4.1.2   From section 4.2.1 of your Reference Material, pull out the *"Skating Technique Checklists"* you require for the skating techniques listed above. The Facilitator will review them with you.

4.2   On-Snow Session – Skating Technique

4.2.1   Your group will now prepare for the on-snow session. Remember to take your backpack, checklists, clipboard and pencils with you.

4.2.2   Once you arrive at the designated location, the Facilitator will lead the session. During the session the Facilitator will video your group practising the skating techniques.

4.2.3   When your session is finished, your group will return to the classroom.

4.3   Error Detection and Correction

4.3.1   The Facilitator will:

  a. show the group examples of the different skating techniques practiced during the on-snow session;

b. assist the group in identifying common errors;

c. help the group determine how to correct the errors; and

d. lead a short discussion period on skating techniques and related issues.

4.3.2   Note below some good ideas for drills or techniques that you might use to help yourself and/or the other coaches in the group improve your/their technique.

4.3.3   Spend a few minutes on your own and note on your Action Card on the next page any specific points about your on-snow session that you wish to remember.

ACTIONS FOR TECHNIQUE DEVELOPMENT - SKATING

GREAT IDEAS:

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I INTEND TO IMPLEMENT THEM BY:

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Coaching Tip: The five basic S's of training and performance are Stamina (endurance), Strength, Speed, Skill and Suppleness (flexibility).

Dick,1985.

Step #5 – Teaching and Learning - Part 1

The objectives of this step are to:

❑ help you become a more effective coach and have a more meaningful impact on athletes; and

❑ help you learn to implement an appropriately structured and organized practice session and make interventions that promote learning.

5.1   Analysis of a Coaching Situation

5.1.1   Watch a video. For each video clip, identify the attitudes and behaviours that you agree with and find appropriate, or that you disagree with and find inappropriate from a teaching point of view. Keep your comments on each clip separate (e.g., draw a line after each clip).

Appropriate/ I agree	Inappropriate/ I don't agree

Appropriate/ I agree	Inappropriate/ I don't agree

5.1.2 Once you have finished analyzing the video clips, group your comments into major categories and put them in the appropriate box in the diagram on the next page.
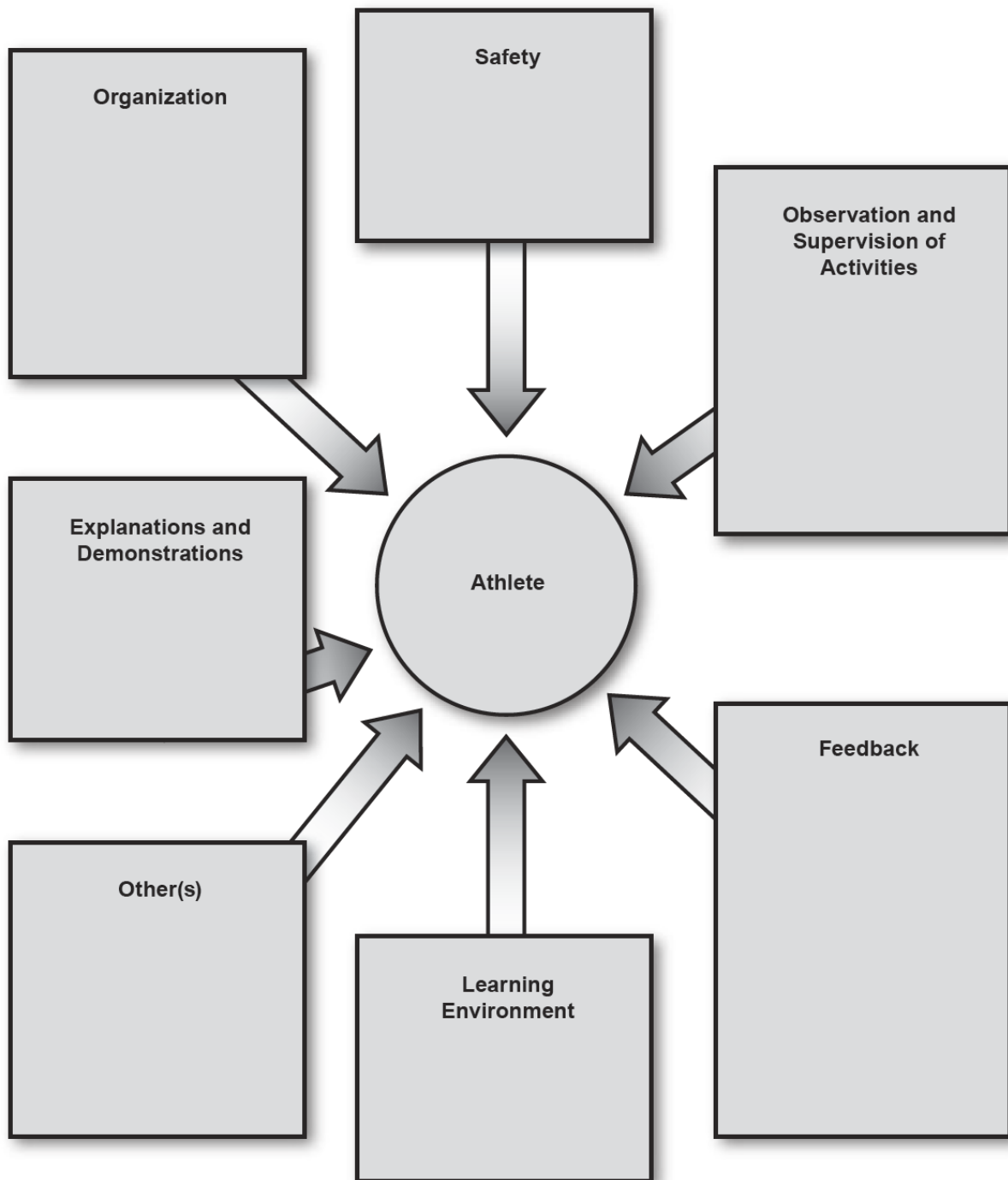
5.1.3   Refer to *"Key Factors to Consider in Assessing the Effectiveness of Teaching"* in the Reference Material (section 5.1.1) and compare the contents of the chart with the contents you developed in section 5.1.2 above. Jot down on your Action Card any additional points you wish to remember.

5.2 Defining Learning

5.2.1 List some factors that lead you to conclude that a particular coaching environment promotes learning by athletes.

I know athletes are learning when….

5.2.2 This is how I define learning…..

Review *"Performance versus Learning"* in section 5.2.1 in your Reference Material for more information and add any key points you wish to remember.

5.3 Understanding Your Own Learning Style

5.3.1 What sources of information, situations and experiences are most effective in promoting your own learning? In other words, how do you learn best and what helps you most to learn new things? Record your answer below.

5.3.2 Refer to section 5.3.1 of your Reference Material and pull out *"My Preferred Leaning Style – Questionnaire."* The questionnaire is designed to help you discover your preferred learning style. To a large extent, your preferred learning style is linked to the sensory channel (hearing, seeing, feeling) you use the most to learn.

5.3.3   When you have completed all your answers, read the analysis and interpretation of your answers in the *"Interpretation Table"* in section 5.3.2 in your Reference Material. How do the results compare to your response to the question in section 5.3.1 above?

5.3.4   How could the existence of different learning styles (visual, auditory and kinesthetic) affect how you coach? Refer to *"Recognizing Preferred Learning Styles"* in your Reference Material (section 5.3.3) for guidance, and write down some concrete steps you could take to give each athlete the opportunity to learn in his/her preferred way.

   a.
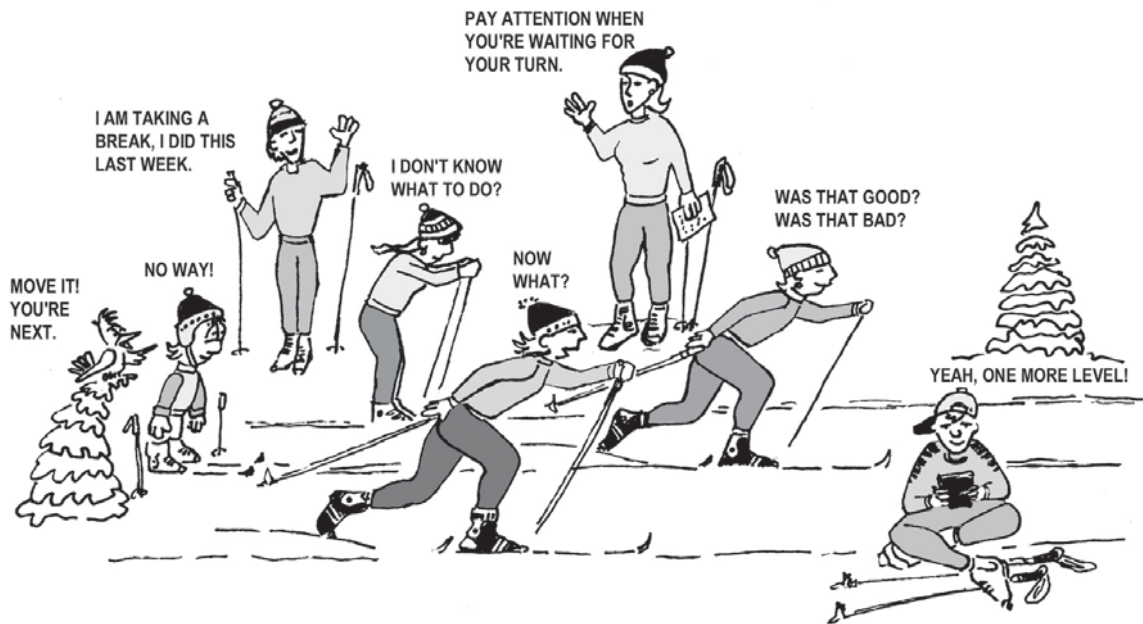

   b.

   c.

   d.

5.3.5   The Facilitator will lead a group discussion on how to successfully implement what you have learned.

5.4   Creating Favorable Conditions for Learning

5.4.1   Look closely at the cartoon on the next page and identify aspects of the organization and set-up of the activity that need improvement. Record these aspects in section 5.4.2 under the cartoon.

5.4.2 Aspects that need improvement are….

5.4.3 In small groups discuss your answers and compare your observations with the characteristics of effective organization as presented in *"Organization and Set- up"* in the Reference Material (section 5.4.1). Record on your Action Card any points you wish to remember.

5.4.4 For the next activity, the Facilitator will break you into groups of three and assign a technical skill (classic technique) that one of your group will explain and demonstrate to the others. The members of each group will be tasked to role- play as follows: one coach, who will explain and demonstrate a skill; one athlete; and one observer, who will share his or her views on the coach's performance. Each "coach" will have about three minutes to explain and demonstrate the assigned skill.

If you are the coach, use the space below to note the key points in your explanation and demonstration. Note: for the purpose of this activity assume that the organization and set-up have been completed appropriately, and focus on your message and how to get it across to the athlete.

Key points in you explanation/demonstration:

a.

b.

c.

d.

5.4.5   If you are the observer, write your observations of the coach's explanation and demonstration in the space below.

Name of coach being observed: _____

Appropriate/ I agree	Inappropriate/ I don't agree

Appropriate/ I agree	Inappropriate/ I don't agree

5.4.6   My group used these criteria to judge the effectiveness of the explanation and demonstration….

For an effective explanation:

For an effective demonstration:

5.4.7   Together with the other coaches in your group, refer to the *"Explanations and Demonstrations Assessment Grid"* provided in the Reference Material (section 5.4.2) and complete the list of criteria you identified in section 5.4.6 above.

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5.4.8 Look closely at the cartoon below and identify aspects of the coach's observation, intervention and feedback to athletes that need improvement. Record these aspects in section 5.4.9.
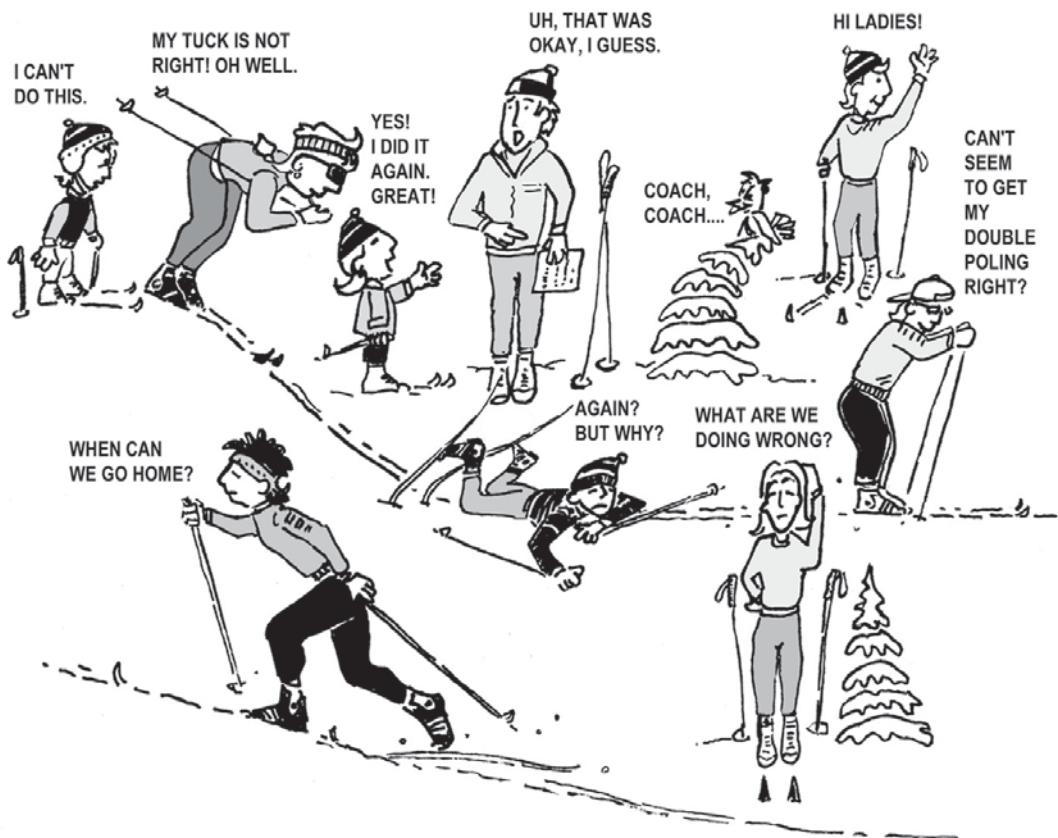
5.4.9 Aspects that need improvement are….

5.4.10 Pair up with another coach, and review the observations you made in section 5.4.9 above. After consulting *"Observation, Intervention and Feedback"* in the Reference Material (section 5.4.3), indicate what you would do and say if you were the coach interacting with each of the three athletes identified below.

General comments:

Athlete #1 - "I can't do this".

Athlete #2 - "Yes! I did it again. Great!"

Athlete #3 - "Can't seem to get my Double Poling right?"

5.4.11 Individually you will observe a video clip. Using the assessment tool on feedback *"Observation of the Coach's Feedback"* in the Reference Material (section 5.3), put a checkmark in the appropriate box each time the coach gives feedback.

5.4.12 Pair up with another coach and compare your observations. Then refer to the Reference Material and write down comments you would make to this coach following your analysis. In doing so, make sure you take into account the characteristics of effective feedback!

What I would say to help the coach improve his/her feedback…

5.4.13 Spend a few minutes on your own and note on your Action Card what you learned during this Step.

ACTIONS FOR TEACHING AND LEARNING – PART 1

GREAT IDEAS:

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I INTEND TO IMPLEMENT THEM BY:

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Coaching Tip: In addition to physical, technical and tactical development – including decision-making skills – the mental, cognitive and emotional development of athletes needs to be addressed. This includes an emphasis on ethics, fair play and character building. All programming throughout the various stages should be designed to consider the athletes' cognitive ability to address these concepts.

Step #6 – Teaching and Learning - Part 2

The objectives of this step are to:

❑ further improve your understanding of important considerations for effective teaching; and

❑ help you learn how to use several measurement tools that will enable you to keep working on your own to improve your effectiveness as a teacher.

6.1 Putting it All Together

6.1.1 The assessment tools in section 6.1 of your Reference Material are for use during and after the workshop. They cover the key aspects of how to create conditions favorable for learning:

✓ organization and set-up;

✓ explanations and demonstrations; and

✓ observation, intervention, and feedback.

These tools will give you a broader perspective on teaching and some new ideas for your own coaching.

Once the workshop is over, you can use the tools to keep improving your effectiveness as a teacher.

6.2 Self-Assessment

6.2.1 Complete the *"Self-Assessment Sheet"* (section 6.2.1) in your Reference Material. 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. The self-assessment form will help you identify areas of strength and areas for improvement.

6.2.2 What did you learn from this Step? Make applicable notes on your Action Card on the next page.

ACTIONS FOR TEACHING AND LEARNING – PART 2

GREAT IDEAS:

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I INTEND TO IMPLEMENT THEM BY:

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Coaching Tip: Encourage your athletes to become self-reliant and demonstrate independent initiative in learning and developing skills.

Step #7 – Athlete Support

The objectives of this step are to:

❑ present a general overview on team management;

❑ assist you in selecting appropriate competitions for your athletes;

❑ prepare you to teach your athletes how to develop a personal race plan; and

❑ prepare you to support your athletes appropriately at a competition.

7.1 Team Management

7.1.1 Refer to *"Team Management"* in your Reference Material (section 7.1) and review the material provided.

7.1.2 Based on this information, identify two areas you would like to work on to improve the delivery of your program (expanding your team support group, developing team policies, etc).

a.

b.

7.1.3 In groups of three, brainstorm on ways to achieve the improvements each of you identified as important. Take a moment and jot down on your Action Card ideas you would like to put into practice.

7.2 Planning Your Competition Schedule

7.2.1 In the CCI – L2T (Dryland) Workshop, you designed your own program for the year and filled in a Planning Calendar Worksheet that included competitions and special activities. Now refer to the table in section 7.2.1 in your Reference Material and record the competition plan for your team for the current season. Note that this time you are recording your competition plan only.

7.2.2   Take a few minutes and compare the number and type of competitions you have identified against the recommended competition guidelines for children outlined in the *"Competition Model"* in your Reference Material (section 7.2.2). Refer back to Table 7.2.1 in your Reference Material and write down any changes you would like to make.

7.3   Planning for a Competition

7.3.1   Select one of the out-of-town competitions from your schedule. Pair up with another coach who has chosen an event using the same race formats (relays, individual sprints, etc.) and review *"Planning Ahead"* in your Reference Material (section 7.3.2).

7.3.2   Discuss ways in which you feel you could improve your pre-competition planning in order to provide better support to your athletes. Write down the two improvements/changes that you think are the most important.

a.

b.

7.3.3   Pull out the *"Competition Planning Sheet #1"* from section 7.3.3 in your Reference Material.

7.3.4   The Facilitator will break you into groups of three to discuss the principal tasks that need to be dealt with prior to, during and after a competition. In the space provided on your sheet, note the tasks you think need to be undertaken.

7.3.5   Review *"Personal Race Plan"* in your Reference Material (section 7.3.5). Compare your notes in the middle column of your Competition Planning Sheet with what you just read in section 7.3.5. What is the same? What are the differences? Record on your Planning Sheet any additional points you would like to remember.

7.3.6   Next review *"Providing Support at a Competition"* in your Reference Material (sections 7.4). Compare your notes in the right column of your Competition Planning Sheet with what you read in section 7.4 and record on your sheet any additional points you would like to remember.

7.4   Supporting Athletes at a Competition

7.4.1   Your team of nine athletes is attending a weekend "Regional Cup" race in a community that is a three hour drive from where you live. You have three other adults with you - one coach with some experience and two parents who have never attended an inter-club ski competition before. You arrive there on Friday evening. The first event is a classic technique interval start race on Saturday morning at 10:00 am. Pull out the *"Competition Planning Sheet #2"* from your Reference Material (section 7.3.4) and fill in a detailed plan for transportation to the site (athletes, coaches and parents), wax testing, preparing the skis, picking up race bibs and other essential tasks that are considered standard race support for this type of competition. Include timelines in your plan, keeping in mind the pre-race and post-race routines that you have worked out with your athletes.

7.4.2   Take a look at the *"Race Support Checklist"* in your Reference Material (section 7.4.1). What changes would you now make to your plan? Note them on the sheet.

7.4.3   The Facilitator will lead a discussion on the emphasis that should be put on ski preparation versus the other needs of the L2T athlete such as mental preparation, emotional support, etc.

ACTIONS FOR ATHLETE SUPPORT

GREAT IDEAS:

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I INTEND TO IMPLEMENT THEM BY:

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Coaching Tip: During the Learning to Train and Training to Train stages, an insufficient number of competitions (training to competition ratio) will result in a lack of sport skills to build on in later stages.

Step #8 – Technique Development - Classic

> The objectives of this step are to:
>
> ❑ help you improve your own classic technique skills, and therefore your ability to teach others;
>
> ❑ provide you with methods of analyzing and improving an athlete's technique proficiency; and
>
> ❑ provide you with appropriate skill progressions for developing classic techniques for athletes in the L2T stage of development.

8.1 Teaching Classic Technique

8.1.1 The Facilitator will provide a brief overview of the following classic techniques: Diagonal Stride, Double Poling, One-step Double Poling and Step Turn.

8.1.2 From section 8.2.1 of your Reference Material, pull out the *"Classic Technique Checklists"* you require for the classic techniques listed above. The Facilitator will review them with you.

8.2 On-Snow Session – Classic Technique

8.2.1 Your group will now prepare for the on-snow session. Remember to take your backpack, checklists, clipboard and pencils with you.

8.2.2 Once you arrive at the designated location, the Facilitator will lead the session. During the session the Facilitator will video your group practicing the classic techniques.

8.2.3 When your session is finished, your group will return to the classroom.

8.3 Error Detection and Correction

8.3.1 The Facilitator will:

  a. show the group examples of the different classic techniques practised during the on-snow session;

b. assist the group in identifying common errors;

c. help the group determine how to correct the errors; and

d. lead a short discussion period on classic techniques and related issues.

8.3.2 Note below some good ideas for drills or techniques that you might use to help yourself and/or the other coaches in the group improve your/their technique.

8.3.3 Spend a few minutes on your own and note on your Action Card on the next page any specific points about your on-snow session that you wish to remember.

ACTIONS FOR TECHNIQUE DEVELOPMENT - CLASSIC

GREAT IDEAS:

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I INTEND TO IMPLEMENT THEM BY:

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Coaching Tip: During this stage, further develop good ski technique habits through repeated practice and the use of games that reinforce the technique being taught.

Step #9 – Workshop Wrap-up and Evaluation

The objectives of this step are to:

❑ provide an overview of the next steps in the CCI context;

❑ provide guidance to help you with the CCI certification process; and

❑ provide an opportunity for you to provide feedback that will help improve future workshops.

9.1   The CCI Certification Process

9.1.1   Refer to *"CCI Coaching Certification Process"* and *"CCI Flowchart"* in your Reference Material (sections 9.1 and 9.2) to find an outline of the next steps in the CCI context.

9.1.2   The Facilitator will lead a discussion on what needs to be done to complete the certification process at this level.

9.2   Evaluation

9.2.1   Complete the *"Self Test"* found at section 9.4 in the Reference Material.

9.2.2   Take the *"Self Test"* to the Facilitator.

9.2.3   Take a few minutes to share ideas that you have learned and exchange contact information with the other coaches.

9.2.4   Please complete the following *"Evaluation Form"* also found in the Reference Material (section 9.3). Your feedback is important.

9.2.5   Take the *"Evaluation Form"* to the Facilitator.

Cross Country Canada and the National Coaching Certification Program thank you for the time you dedicate to coaching. Your efforts make a difference in the lives of those you coach. Congratulations on completing the workshop!

9.3   Evaluation Form

CCI Learning to Train (On Snow) Workshop

Date of Workshop: _____ Location: _____

Facilitator's Name: _____

Please fill in this form and hand it in to the Facilitator before you leave. Your comments are important to the ongoing development of the National Coaching Certification Program.

Please answer the following:

The workshop gave me new ideas about how to recruit children to cross-country skiing.

1	2	3	4	5
Strongly disagree				*Strongly agree*

The workshop provided me with new tools to assist me in creating a good team environment for my athletes.

1	2	3	4	5
Strongly disagree				*Strongly agree*

I developed an overall understanding of the different learning styles and the implications this has on teaching.

1	2	3	4	5
Strongly disagree				*Strongly agree*

I developed a better understanding of how to help the parents of my athletes acquire appropriate ski equipment for the level of program their child is in.

1	2	3	4	5
Strongly disagree				*Strongly agree*

I have an improved understanding of the key considerations for the organization and set up of an effective learning environment.

1	2	3	4	5
Strongly disagree				*Strongly agree*

I have increased confidence in my ability to effectively analyze and improve my athletes' skating technique.

1	2	3	4	5
Strongly disagree				*Strongly agree*

I have increased confidence in my ability to effectively analyze and improve my athletes' downhill technique.

1	2	3	4	5
Strongly disagree				*Strongly agree*

I have increased confidence in my ability to effectively analyze and improve my athletes' classic technique.

1	2	3	4	5
Strongly disagree				*Strongly agree*

March 29, 2017

The workshop provided me with a better understanding of ski bases and how to prepare them to meet the needs of athletes in the L2T stage of development.

| 1 | 2 | 3 | 4 | 5 |

Strongly disagree   *Strongly agree*

I understand better how to prepare for and support my athletes at a competition.

| 1 | 2 | 3 | 4 | 5 |

Strongly disagree   *Strongly agree*

During this workshop I had several opportunities to exchange with and learn from other coaches.

| 1 | 2 | 3 | 4 | 5 |

Strongly disagree   *Strongly agree*

I found the Workbook and Reference Material to be relevant to my coaching needs.

| 1 | 2 | 3 | 4 | 5 |

Strongly disagree   *Strongly agree*

I would recommend this workshop to other coaches I know.

| 1 | 2 | 3 | 4 | 5 |

Strongly disagree   *Strongly agree*

Please answer the following questions:

What sections of the workshop did you find particularly useful?

_____

_____

_____

_____

Would there be anything you would like to see added to this workshop? If so, what would it be?

_____

_____

_____

_____

Are there any additional comments or suggestions you wish to add?

_____

_____

_____

_____