



Competition-Coaching Introduction L2T

Step 6: Teaching and Learning Part 2



**Reference Material
for On Snow Workshop**



PARTNERS IN COACH EDUCATION

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6.1 Putting It All Together

The assessment tools on the following pages are for use during and after the workshop. They cover the key aspects of how to create conditions favourable for learning:

- Organization and set-up
- Explanations and demonstrations
- Observation, intervention and feedback

You will use one or more of the assessment tools yourself in Step #6 - Teaching and Learning – Part 2, and you will see how other coaches use the other tools. This 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.

Learning Tips for You - the Coach:

- Coaches, like athletes, must practise and get feedback to improve!
- To improve, it is important to obtain objective data and feedback on key aspects of teaching.
- Instruments designed to evaluate the effectiveness of your interventions provide objective.
- Information that may identify specific areas of the teaching process needing improvement.
- These instruments are useful because they provide specific rather than general feedback on your teaching skills.

6.1.1 Coach Evaluation Tool for Observers: Organization and Set-up

Coach:	Observer:
The set-up for the activity was:	<input type="checkbox"/> Quick and efficient <input type="checkbox"/> Quick but not efficient <input type="checkbox"/> Neither quick nor efficient
The athletes began the activity:	<input type="checkbox"/> Quickly and correctly <input type="checkbox"/> Quickly, but not correctly <input type="checkbox"/> Correctly, but not quickly <input type="checkbox"/> Neither quickly nor correctly
During the activity:	
<input type="checkbox"/> Good use was made of the available equipment	Yes () No ()
<input type="checkbox"/> Good use was made of the available space	Yes () No ()
<input type="checkbox"/> Good use was made of the available time	Yes () No ()
<input type="checkbox"/> Groupings were adequate	Yes () No ()
<input type="checkbox"/> Athletes practiced in safe conditions	Yes () No ()
During the practice, the athletes were actively engaged:	50 % of the time 30-50% of the time 30 % or less of the time

For additional information on organizing and setting up a practice session refer to section 5.4.1.

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6.1.2 Coach Evaluation Tool for Observers: Active Engagement Time

Coach: _____ Observer: _____

Start of observation: _____ End: _____ Total time: _____

Code for analyzing use of time: O = organization E = explanation P = practice

(min) 1	2	3	4	5	6	7	8	9	10

(min) 11	12	13	14	15	16	17	18	19	20

(min) 21	22	23	24	25	26	27	28	29	30

(min) 31	32	33	34	35	36	37	38	39	40

	Total Time	% of Time
Observation		
Organization		
Explanation		
Practice Time		

For additional information refer to sections 5.4.3 and 5.4.4 of this Reference Material.

6.1.3 Learning Styles Questionnaire for Athletes

Instructions: Check all the boxes that correspond to your normal behaviours. Complete all three series of questions.

Series 1

- When I have nothing else to do in the evening, I like to watch television.
- I need visual images to help me remember names.
- I like to read books and magazines.
- I prefer to get written instructions from my professor rather than verbal ones.
- I write down what I have to do.
- When I cook, I stick closely to the recipe.
- I have no difficulty putting together models or toys as long as I have written instructions.
- Scrabble is my favourite game.
- My outward appearance is important to me.
- I like to go to museums and exhibitions.
- I keep a journal and I keep a written record of what I have done.
- I often look at the photos and works of art used in advertisements.
- I review for my exams by making a summary of the essential points.
- I find my way easily in a new place provided I have a map.
- I like my bedroom to be very neat and tidy.
- I go to see at least two films a month.
- I don't think much of people who are badly dressed.
- I like to watch people.
- I always get the scratches touched up and fix the broken parts on my bike.
- I think fresh flowers really brighten up a house or office.

Total for Series 1: _____

Series 2

- In the evening, when I have nothing else to do, I like to listen to music.
- When I need to remember someone's name, I repeat it over and over again.
- I like long conversations.
- I prefer my professor to explain something to me verbally rather than in writing.
- I like listening to conversations and interviews on the radio and television.
- I make up rhymes to help me remember things.
- I listen well.
- I prefer to keep up with the news by listening to the radio, rather than by reading about it.
- I talk to myself a lot.
- I prefer to listen to a description of a piece of equipment rather than read the directions.
- I don't like it when my bicycle makes strange noises (clicking, grinding, etc.).
- I learn a lot about a person by listening to his or her voice.
- I buy lots of CDs, videocassettes and DVDs.
- I review for my exams by reading my notes out loud or by discussing with other people.
- I would prefer to make an oral presentation to a class rather than write an essay on the topic.
- I like to go to music concerts.
- Sometimes, people say I talk too much.
- When I am in a place I don't know, I like to stop at a gas station to ask the way.
- I talk to my cat or dog.
- I solve a math problem by saying it out loud.

Total for Series 2: _____

Series 3

- I like physical education classes.
- I can recognize things by touch when my eyes are covered.
- I always follow the beat when I hear music.
- I like to live outdoors.
- I am well coordinated.
- I tend to lose weight easily.
- I buy clothes that feel good to touch.
- I like to pet animals.
- I physically touch people I am talking with.
- I learned touch-typing quickly when I was learning to type on my computer.
- People picked me up and touched me a lot when I was a child.
- I prefer to participate in a sport rather than watch it.
- I like to take a warm bath at the end of the day.
- I love massages.
- I am a good dancer.
- I am a member of a gym or health club.
- I like to get up and stretch a lot.
- I can tell a lot about a person by the way he or she shakes my hand.
- My body gets tight at the end of a hard day.
- I like crafts and manual labour, and I like to build things.

Total for Series 3: _____

Total for Series 1 (visual) = _____

Total for Series 2 (auditory) = _____

Total for Series 3 (kinesthetic) = _____

For additional information on learning styles refer to section 5.3.

6.1.4 Preferred Learning Style Checklist for Athletes

Discover your preferred learning style. Each of us learns through all three styles. A number of us have a preferred or dominant learning style. This checklist assesses the strengths of your senses - visual, auditory and kinesthetic.

Instructions

There are ten incomplete sentences and three choices for completing each sentence. Score the three choices for each sentence as they apply to you. Score (three) points for the choice that applies to you, score (two) for your second choice and (one) point for the answer that is least typical of you.

The Checklist

- When I learn something new, I usually...**
 - a. () want someone to explain it to me.
 - b. () want to read about it in a book or magazine.
 - c. () want to try it out, take notes or make a model of it.

- At a party, most of the time I like to...**
 - a. () listen and talk to two or three people at once.
 - b. () see how everyone looks and watch the people.
 - c. () dance, play games or take part in some activities.

- If I were helping with a musical show, I would most likely...**
 - a. () write the music, sing the songs or play the accompaniment.
 - b. () design the costumes, paint the scenery or work the lighting effects.
 - c. () make the costumes, build the sets or take an acting role.

- When I am angry, my first reaction is to...**
 - a. () tell people off, laugh, joke or talk it over with someone.
 - b. () blame myself or someone else, daydream about taking revenge or keep it inside.
 - c. () make a fist or tense my muscles, take it out on something else or hit or throw things.

- A happy event I would like to experience is...**
 - a. () hearing thunderous applause for my speech or music.
 - b. () photographing the prized picture of a sensational newspaper story.
 - c. () achieving the fame of being first in a physical activity such as dancing, acting, surfing or a sports event.

- I prefer a teacher to...**
 - a. () use the lecture method with informative explanations and discussions.
 - b. () write on a chalkboard, use visual aids and assign readings.
 - c. () require posters, models or in-service practice and some activities in class.

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I know I talk with...

- a. () different tones of voice.
- b. () my eyes and facial expressions.
- c. () my hands and gestures.

If I had to remember an event so that I could record it later, I would choose to...

- a. () tell it to someone else or hear a tape recording or song about it.
- b. () see pictures of it or read a description.
- c. () replay it in some practice rehearsal using movements such as dance, play- acting or drills.

When cooking something new, I like to...

- a. () have someone tell me the directions – a friend or television show.
- b. () read the recipe and judge how it looks.
- c. () use many pots and dishes, stir often and taste-test.

In my free time, I like to...

- a. () listen to the radio, talk on the telephone or attend a musical event.
- b. () go to the movies, watch television or read a magazine or book.
- c. () get some exercise, go for a walk, play games or make things.

Add up all the scores for your (a) choices _____ Auditory

Add up all the scores for your (b) choices _____ Visual

Add up all the scores for your (c) choices _____ Kinesthetic

Look over your scores for each style. The range should be from 10 to 30, and together they will total 60.

For additional information on preferred learning styles refer to section 5.3.

6.1.5 Vocabulary Tables

For additional information on preferred learning styles refer to section 5.3.3.

The following pages contain lists of words preferred by people with different learning styles. You can use the information in these lists to find suggestions for the most appropriate words or phrases to use with each type of learner.

Vocabulary for the Visual Learner
--

Verbs

notice	look at	look at	show
shine	clarify	distinguish	visualize
light up	lighten	hide	catch sight of
imagine	discern	illustrate	mark out
paint	depict	observe	appear
seem	discover	expose	scan
inspect	fix	glow	sparkle
blaze	illuminate	dazzle	

Adjectives

remarkable	dark	luminous	somber
brilliant	light	blurred	vague
clear	lucid	imaginative	clairvoyant
picturesque	cloudy	spectacular	coloured
deep	far-sighted	hazy	outlined
loud	obscure	obvious	distinct
expressive	limpid		

Adverbs

brilliantly	expressively	distinctly	vaguely
clearly	lucidly		

Nouns

remark	perspective	look	objective
burst	clarity	graph	illusion
snapshot	sharpness	point of view	imagination
clairvoyance	screen	cloud	spectacle
painting	observation	forecast	image
aspect	view	panorama	discovery

Expressions

see life through rose-coloured glasses	take your bearings
take stock of	before your very eyes
open your eyes wide	scattered to the four winds
look furtively	face-to-face
see someone in their true colours	without a shadow of a doubt
take a close look	to the naked eye
only have eyes for	be blindingly obvious

Vocabulary for the Auditory Learner

Verbs

hear	speak	say	listen
express	harmonize	question	shout
relate	moan	sound	put into dialogue
yell	ask	cry out	burst out
amplify	mention	recount	ask about
alarm	inform	discuss	articulate
announce	declare	compose	narrate

Adjectives

harmonious	melodious	musical	discordant
solemn	oral	loud	calm
orchestrated	high-pitched	vocal	audible
talkative	dissonant	deafening	amplified
deaf	strident	piercing	nasal
shrill	muffled	hollow	

Adverbs

harmoniously	noisily	of course	in harmony
solemnly	orally	loudly	deafeningly

Nouns

harmony	dialogue	(in) tune	(out of) tune
click	question	cry	groan
listening	sound	request	shout
roar	din	word	speech
tone	discussion	voice	announcement
declaration	tonality	amplification	burst

Expressions

play a wrong note	lend an ear
whispering	have somebody's ear
hear voices	be in tune
ring true	sound false
turn a deaf ear	experience the whole gamut
echo	different version
sharp cry	put the accent
get through to	be all ears
have an earful of	bawl out
out loud	talk through your hat
burst your eardrums	overhear

Vocabulary for the Kinesthetic Learner

Verbs

soften	sensitize	touch	firm up
soothe	warm up	move	solidify
feel	cool down	shock	weigh down
relax	contact	shake	hit
break	irritate	press	carry
seize	grab	flatter	boost

Adjectives

soft	relaxed	concrete	firm
sensitive	insensitive	tender	solid
gentle	warm	cold	heavy
light	tepid	shocking	touching
trying	ticklish	agitated	striking
brittle	irritable	pressing	moving

Adverbs

softly	in contact with	concretely	firmly
sensitively	insensitively	tenderly	solidly
gently	warmly	coldly	heavily

Nouns

softness	feeling	contact	firmness
sensitivity	insensitivity	tenderness	solidity
gentleness	warmth	coldness	heaviness
lightness	mildness	shock	test
contact	agitation	blow	breakage
irritation	pressure	movement	emotion

Expressions

have good sense	have your feet on the ground
be open-handed	take to heart
pretty as a picture	have a good nose
put your finger on	make an impression
come to blows	be fed up
get on your nerves	fuel your arguments
get caught up in	cry your eyes out
be a stickler for principles	get on your high horse
come out of your shell	stand on your own two feet
be as meek as a lamb	
look as if butter wouldn't melt in your mouth	

6.2 Teaching and Learning: 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. The self-assessment form will help you identify areas of strength and areas for improvement.

6.2.1 Self-Assessment Sheet

The aim of this self-assessment is to rate your ability to use effective teaching methods to optimize athletes' learning. For each statement presented below, circle the number that best represents whether you achieve the statement (Never, Sometimes, Often, Always).

I make my teaching as effective as possible by...	Never	Some-times	Often	Always
Having a practice plan to follow	1	2	3	4
Ensuring that my practices achieve the goals identified in my practice plan	1	2	3	4
Having an introduction and a conclusion in each practice	1	2	3	4
Providing suitable warm-up and cool-down activities	1	2	3	4
Making sure that the main segment of a practice includes activities that help athletes learn	1	2	3	4
Ensuring that equipment is available and ready to use	1	2	3	4
Using space and equipment effectively to enhance activity	1	2	3	4
Providing breaks for recovery and hydration	1	2	3	4
Greeting my athletes as they arrive at practice	1	2	3	4
Choosing activities that contribute to the development of skills, tactics or athletic abilities	1	2	3	4
Making the best use of practice time and making sure that athletes are active most of the time	1	2	3	4
Sequencing practice activities so they enhance learning or specific training effects	1	2	3	4
Modifying practice activities as required to deal with context-specific circumstances or logistics (e.g. weather, timing, resources, etc.)	1	2	3	4

Adapting practice activities as required to challenge athletes appropriately	1	2	3	4
Adjusting practices as required after observing athlete's performance	1	2	3	4

I encourage athletes' learning by...	Never	Some-times	Often	Always
Creating opportunities to interact with all athletes	1	2	3	4
Ensuring athletes are positioned appropriately to see and hear demonstrations	1	2	3	4
Having 1 to 3 key learning points in my explanations	1	2	3	4
Explaining key factors or teaching points and making sure athletes understand those factors or points	1	2	3	4
Choosing key teaching points that are appropriate for the athlete's age and stage of athletic development	1	2	3	4
Constructively reinforcing athletes' efforts and correcting performance	1	2	3	4
Providing feedback and instructions that clearly identify what and how to improve	1	2	3	4
Providing feedback that is positive, specific and directed toward both the group and individuals	1	2	3	4
Establishing appropriate expectations for athlete behavior and reinforcing these expectations when appropriate	1	2	3	4
Modeling and promoting a positive image of the sport to athletes and other stakeholders	1	2	3	4
Speaking respectfully to athletes	1	2	3	4
Maintaining a positive outlook and acknowledging athletes' needs and thoughts	1	2	3	4
Explaining things clearly and concisely and providing opportunities for athletes to ask questions	1	2	3	4
Modeling desired performance myself or having other athletes do so	1	2	3	4

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Knowing when to promote critical thinking by withholding feedback from the athlete	1	2	3	4
Asking questions to facilitate awareness and promote critical thinking	1	2	3	4
Getting athletes to focus on external cues or on the expected effects of a movement rather than focus on internal cues or internal aspects of the movement	1	2	3	4
Integrating decision-making into each practice and teaching athletes basic decision-making	1	2	3	4
Integrating mental-preparation strategies into practices	1	2	3	4
Using a variety of interventions to reach as many learning styles as possible (auditory, visual, kinesthetic)	1	2	3	4
Emphasizing independent thinking and problem-solving	1	2	3	4
Encouraging calculated risks in accordance with the NCCP Code of Ethics	1	2	3	4

DATE: _____

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REFERENCES

Coaching Association of Canada, *Teaching and Learning*, Version 1.1, 2007.