



Community Coaching Fundamentals

Step 10: Practice coaching session



Reference Material



PARTNERS IN COACH EDUCATION

The National Coaching Certification Program is a collaborative program of the Government of Canada, provincial/territorial governments, national/provincial/territorial sport organizations, and the Coaching Association of Canada.



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Patrimoine canadien

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Coaching Tip: If children do not have good technique, they will become discouraged with the hard work required to keep up with others.

Source: How to Become A Good Senior Cross-Country Skier

10.1 Self-Assessment Sheet

Practice Coaching #2: Skill Progression, Intervention and Communication

Criteria	Yes	No
Skill Progression		
✓ The progression for skill development is appropriate for the age/ability of the participants		
✓ Coach focuses on the appropriate key points for the skill to be developed		
✓ Coach adjusts the activity for more advanced and less advanced abilities within the group		
✓ Comments/suggestions:		
Intervention		
✓ Coach scans the entire group constantly and intervenes with a variety of participants		
✓ Coach looks for input/feedback from the participants		
✓ Correction or reinforcement is clear and a visual is provided		
✓ Correction or reinforcement is brief and participant returns quickly to activity		
✓ Coach focuses on communicating what to do (not what NOT to do)		
✓ Comments/suggestions:		
Communication		
✓ Coach speaks in a calm tone of voice (i.e. does not yell at the participants)		
✓ Coach uses language that the children can easily understand		

Criteria	Yes	No
✓ Coach refrains from the use of foul language		
✓ Words and body language used in the correction or reinforcement are positive *		
✓ When praise is given, it is specific, not general (e.g. "you are doing ___ well", not "nice one!")		
✓ Coach acts and speaks with enthusiasm *		
✓ Comments/suggestions:		

* This looks like: smiles; nods in the affirmative.

* This sounds like: cheers; "Sally, you did ___ very well. Way to go!"; or "Johnny, I see that you are improving at ____. Great job!"

* This feels like: high fives; safe pats on the back; a hand shake of congratulations (use these only if the child is clearly comfortable with physical contact from you).

Counting Interventions during the Activity	Number
✓ Duration of the activity in minutes (when participants are practicing, excluding explanation and demonstration)	
✓ Total number of interventions with the entire group	
✓ Total number of interventions with individual participants	
✓ Total number of different participants with whom the coach intervened	

Remember, more is not necessarily better. The total numbers are only to give you an indication of how often you are intervening and whether you are moving among the group or focussing only on certain participants.

Self-Assessment Sheet (working copy #1)

Practice Coaching #2: Skill Progression, Intervention and Communication

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Skill Progression		
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Self-Assessment Sheet (working copy #2)

Practice Coaching #2: Skill Progression, Intervention and Communication

Criteria	Yes	No
Skill Progression		
✓ The progression for skill development is appropriate for the age/ability of the participants		
✓ Coach focuses on the appropriate key points for the skill to be developed		
✓ Coach adjusts the activity for more advanced and less advanced abilities within the group		
✓ Comments/suggestions:		
Intervention		
✓ Coach scans the entire group constantly and intervenes with a variety of participants		
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✓ Correction or reinforcement is brief and participant returns quickly to activity		
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10.2 Facility Safety Checklist

Facility: _____ Date: _____

Inspected by: _____

Item	Adequate	Inadequate	Corrective Measures*	Observations
Practice Area				
Ski Trails				
Daylodge and Waxing Area				
Equipment				
First Aid Kit & Procedures				
Others				
<i>*Ensure corrective measures are taken if safety standards are inadequate.</i>				

Facility Safety Checklist (working copy)

Facility: _____ Date: _____

Inspected by: _____

Item	Adequate	Inadequate	Corrective Measures*	Observations
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Daylodge and Waxing Area				
Equipment				
First Aid Kit & Procedures				
Others				
<i>*Ensure corrective measures are taken if safety standards are inadequate.</i>				

10.3 Assessment Tools for Community Coaches

Great coaches are continually looking for ways to improve. In order to be able to tell if you are improving, you will need to ask yourself and others “How am I doing?”

The following assessment tools are provided to help you check how you are doing as a community coach. You will see that they are clearly focused on your ability to provide a fun and safe environment in which children can learn through playing a sport. You will use some of these tools during your practice coaching sessions in the workshop, but you may also choose to use them throughout your season by asking a trusted parent or an assistant to fill them in for you, or by filling them in yourself.

A few words on receiving feedback from others:

- When you ask others for their feedback, remember to listen attentively to their observations and comments without expressing defensiveness. You may not always agree with their observations, but you have asked for the input, so it deserves to be considered with an open mind.
- If possible, try to gather feedback from more than one person, and look for commonalities among their comments.

It is your choice which comments you decide to implement and what you choose to ignore. The power to change your behaviours remains yours alone.

Coaching Tip:

The best way to encourage children/youth to receive your coaching feedback positively and improve their abilities accordingly is to model this behaviour. Coaches who regularly ask for feedback and who actively seek to improve their intervention skills are showing the children they coach that it is good to aim at getting better in whatever you do.

It is very true that a picture is often worth more than words alone.

10.3.1 Are the Children Having Fun?

While the children were participating, the following was observed:
(Tick once in the shape for each time it was observed)



A child smiled



A child laughed or giggled



A child encouraged another
(cheer, pat on back, high five)

YOUR SELF-ESTEEM METER (count your ticks)
Today, your coaching helped make a child feel good about himself/herself _____ times.
Way to go!

10.3.2 Are You Spreading Your Attention Around?

This is a tool to help you assess whether you are reaching all of the participants you coach. Are you sure that you are spreading your attention among all of the participants that you coach? Sometimes, what we think we do is quite different from what we actually do. In reality, as coaches we are not able to pay attention to everyone all of the time. Sometimes, some participants need more of our help than others. As a general guideline, however, because you are valued by the participants that you coach, try to make an intervention at least once during a practice with each participant, especially to point out the specific things he/she is doing well. Using the table below, write in each of the names of the participants you coach, and tick on their “Int” boxes each time you intervene with a given participant. Compare your results over several practices to be sure you are spreading your attention among all participants.

Date of practice: _____ Int = Intervention

Name	Int 1	Int 2	Int 3	Int 4	Int 5
Ex. Jamie	✓	✓			

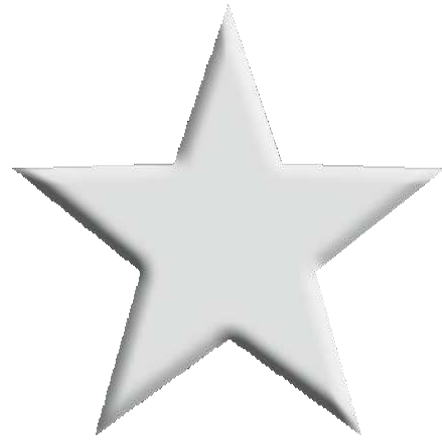
10.3.3 How Are You Acting During Competitions?

While the children were participating, the following was observed:

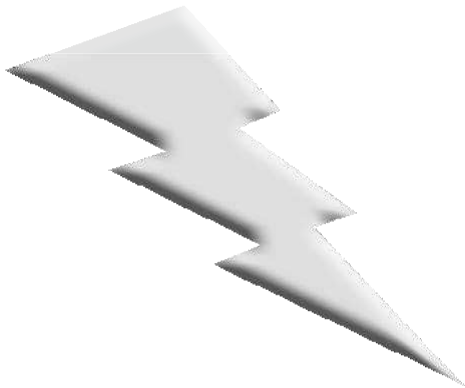
(Tick once in the shape for each time it was observed)



**The coach spoke harshly
or yelled at a child**



**The coach encouraged a child (smile,
cheer, pat on back, high five)**



**The coach commented negatively
about or to the official**



**A child smiled,
laughed or cheered**

REFERENCES

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