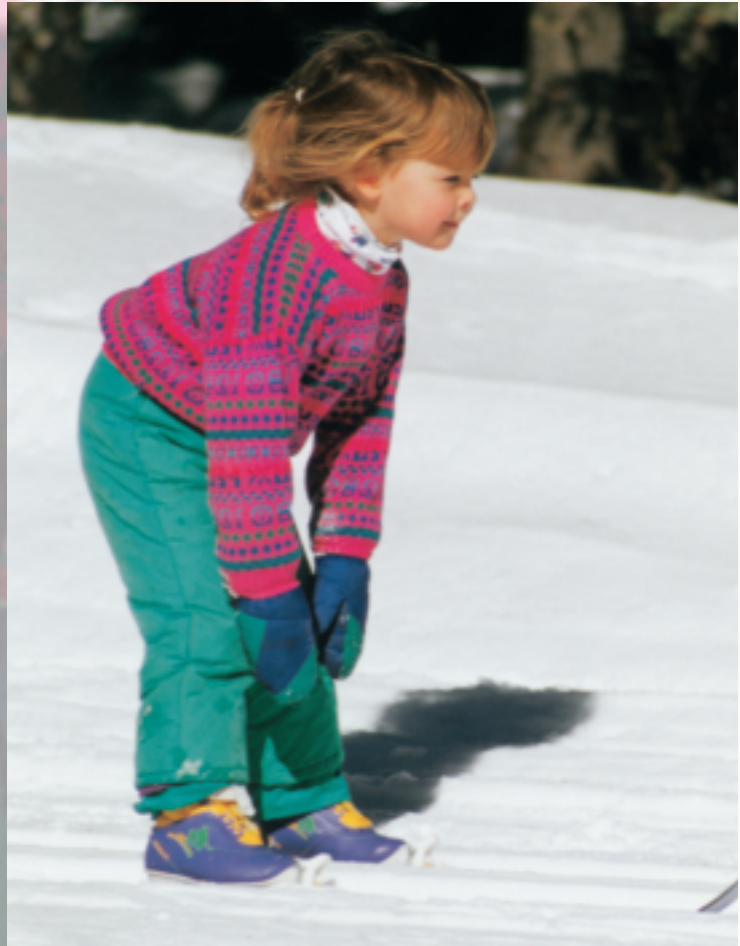




National
Coaching
Certification
Program



Coaching
Association
of Canada



*Introduction to Community Coaching
Cross-Country Skiing*

COACH WORKBOOK

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.

Partners in Coach Education and Training

The programs of this organization are funded in part by Sport Canada.



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Printed in Canada.



Introduction to Community Coaching Cross-Country Skiing

COACH WORKBOOK



“Our athletes are much too important and valuable as human beings to be exposed to enthusiasm only.”

Dr. Geoff Gowan: former President, Coaching Association of Canada

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





Illustration by Doris Barrette



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Total course time is approximately 10 hours

ACKNOWLEDGEMENTS

This Workbook was produced through the collective efforts of a sub-committee of Cross Country Canada’s Coach and Athlete Development Committee that was created to manage the conversion of NCCP coach education doctrine to the competency-based NCCP model.

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This Workbook and the Reference Material that supports it reflect the input of numerous authors, technical experts, proof-readers and others who understand the importance of a coach’s role in the development of athletes and their sport and have generously committed their time and expertise to this project. Cross Country Canada is appreciative of this invaluable support.

Cover photo by Brian Monteith.





Introduction

The objectives of this section are to:

- provide an introduction to the National Coaching Certification Program and Cross Country Canada; and
- provide an overview of the goals and objectives of the Introduction to Community Coaching Workshop.

Children participate in a sport in order to have fun, to be with friends and to develop skills. Every child involved *should* have a positive experience. This is only possible, however, if the sport environment is both physically and emotionally safe.

Children depend on their coach to build and maintain such an environment. A sport setting provides coaches with an important opportunity to influence the lives of those involved in their program.

This workshop is intended to support coaches by providing them with the 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.

The National Coaching Certification Program (NCCP)

The NCCP is a coach training and certification program offered in over 65 sports in Canada. The principal objective of this program is to develop the abilities of coaches working with athletes at all levels, from the community level through to the high performance level.

More than 1,000,000 coaches have taken part in training, education and certification activities offered by the NCCP since its inception. This has enabled them to acquire coaching knowledge and skills aimed at:

- providing athletes with a positive sport experience;
- meeting the needs of athletes; and
- providing athletes with opportunities to achieve their potential in and through sport.





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.

Cross Country Canada (CCC)

CCC is the national sport governing body for cross-country skiing in Canada. It is comprised of 12 provincial/territorial sport governing bodies and over 350 clubs across the country. One of CCC's most important responsibilities is to design and maintain a comprehensive athlete development program – a series of individual programs that provide a clear and continuous progression of skier development opportunities up through the various athlete development stages. CCC has partnered with the NCCP to ensure there is a close and logical relationship between its athlete development programs and the NCCP coach education progression.

Introduction to Community Coaching (ICC) Workshop

Cross Country Canada's Introduction to Community Coaching (ICC) Workshop provides tools and develops skills that a coach can use to:

- learn about growth and development considerations for children in the Active Start stage of development;
- set up an effective ski playground/terrain park;
- utilize terrain to teach technique;
- facilitate an appropriate mix of self-discovery experiences; and
- advise parents on the ski equipment and clothing needs of their children.

Workshop Goals. This workshop is designed to provide parents and other novice coaches with basic information and a feeling of confidence as they begin their role as a coach. It also teaches them how to deliver a series of age appropriate skill development sessions under the guidance of more experienced coaches.

Workshop Objectives. Having successfully completed the "Introduction to Community Coaching Workshop", a coach should be able to do the following tasks:

- Teach an effective series of skill development sessions for children in the Active Start stage of athlete development (i.e. CCC's Bunnyrabbit Program).





- Provide a learning environment for participants that is:
 - ✓ **Comfortable.** Incorporates a proper understanding of equipment, clothing and other requirements for participating in outdoor winter activities.
 - ✓ **Educational.** Provides the opportunity for progressive improvement.
 - ✓ **Enjoyable.** Is fun and motivating through the provision of activities that are stimulating and novel and contain an appropriate degree of challenge.
 - ✓ **Safe.** Incorporates appropriate safety and risk management procedures, including the development of an appropriate Emergency Action Plan (EAP).
 - ✓ **Age Appropriate.** Adheres to the principles of CCC's Long Term Athlete Development (LTAD) model.
 - ✓ **Ethical.** Ascribes to the NCCP Code of Ethics.
 - ✓ **Parent Supported.** Parents are engaged and supportive of the objectives and methodology of the program.
- Provide leadership that will:
 - ✓ motivate children to learn more, ski more and continue in the sport; and
 - ✓ meet the approval of parents.
- Pursue continuous self-improvement (develop his/her teaching abilities, coaching abilities and personal technical skills).

Getting to Know the Workshop Materials

The following handouts are provided to coaches at this workshop:

- Introduction to Community Coaching (ICC) Workbook;
- Introduction to Community Coaching (ICC) Reference Material;
- Skill Development Program (SDP) Bunnyrabbit Booklet.





Step #1 - Setting the Scene

The objectives of this step are to:

- present the NCCP philosophy and highlight the reasons children participate in sport;
- help you develop your own coaching philosophy and understand the expectations children and parents will have of you as a coach; and
- present guidance on how to develop an athlete-centred approach through the use of the NCCP Code of Ethics, the CCC Coaches Code of Conduct and Fair Play materials.

1.1 Your Role as a Community Coach

1.1.1 What are your reasons for being a community coach?

1.1.2 What do you think are the top five reasons children would wish to be involved in a community sport program? Rank them in order of importance.

1st.

2nd.

3rd.

4th.

5th.

1.1.3 Review “*The NCCP Philosophy*” and “*Athletes’ Reasons for Being in Sport*” in the Reference Material (sections 1.1.1 and 1.3), and answer the following questions:





- a. How do your reasons for becoming a coach in question 1.1.1 compare with the NCCP philosophy and with the reasons outlined by the young participants in the study?

 - b. How do your reasons in question 1.1.2 compare with the reasons proposed in Ewing and Seefeldt's study (Reference Material, section 1.3.1)?

 - c. What specifically makes sport fun for participants and what can you do to ensure this happens? After jotting down some ideas below you will be asked to share this with the other coaches.
-
- 1.1.4 What do you think others expect of you as a community coach (parents, the children you coach, your club)?

 - 1.1.5 Once you have looked at "*What Parents Expect of Sport*" and "*What Parents Expect of Coaches*" in the Reference Material (sections 1.4 and 1.5), compare what you have read to your notes in questions 1.1.2 and 1.1.4 above. Were there any differences?

1.2 Values and Ethics in Coaching

- 1.2.1 The essence of good coaching is to be athlete-centred. The NCCP Code of Ethics outlines appropriate behaviour for coaches based on four fundamental principles:
 - a. respecting participants;





- b. coaching responsibility;
 - c. maintaining integrity in relationships; and
 - d. honouring sport.
- 1.2.2 Review the section on “*Values and Ethics in Coaching*” in the Reference Material (section 1.7) and add any further perspectives you may have gained to your Action Card at the end of this step.
- 1.2.3 Please sign a copy of the “*CCC Coaches Code of Conduct*” (section 1.7.4 in the Reference Material) and return it to your Facilitator. This document will be kept on file at your Division Office. There is an extra copy in your Reference Material for your records.
- 1.2.4 Having considered some of the reasons children are involved in community sport, the expectations that parents have of you and of sport, and the goals of CCC’s Introduction to Community Coaching (ICC) Workshop, write three or more statements that describe your coaching philosophy. Below are a few sentence starters to help you organize your thoughts.
- a. When I coach, I want the children to feel ...

 - b. My goals are to ensure ...

 - c. Through my actions, I will seek to show that I ...





ACTIONS FOR SETTING THE SCENE

GREAT IDEAS:

I INTEND TO IMPLEMENT THEM BY:

Coaching Tip: Understanding what motivates children to participate in sport and coaching according to those motivations will go a long way toward keeping children involved in sport. The truest measures of your success as a community coach are the smiles on the faces of the children and whether you are gaining children in your program or losing them. Children get better at a sport through practice and encouragement. They will come to practice eagerly if they are feeling successful and are having fun.





Step #2 - Children and Their Sport Needs

The objectives of this step are to:

- provide you with an overview of the Long Term Athlete Development (LTAD) progression for cross-country skiing;
- review growth and development characteristics for the Active Start stage of development;
- provide you with information on how children develop physical literacy; and
- present tools to assist you in making age appropriate choices with your coaching.

2.1 Stages of Long Term Athlete Development (LTAD)

- 2.1.1 Team up with another coach and review “*Stages of Long Term Athlete Development*” in your Reference Material (section 2.2). Then discuss the following questions:
- a. Which goals for this stage caught your attention – which ones really stood out?
 - b. What three stages of the LTAD framework emphasize the development of physical literacy skills?
- 2.1.2 Together with your partner coach review “*Growth and Development Considerations*” and the “*CCC Athlete Grid*” for children in the Active Start stage of development (sections 2.5 and 2.6). Discuss the implications for coaches working with this age group and specific ways you would adapt your coaching to meet their needs. Note key considerations on the Action Card at the end of this step.

2.2 Teaching Children to Ski

- 2.2.1 Together with your partner coach have a look at “*Teaching Children in the Active Start Stage of Development*” in the Reference Material (section 2.3) and discuss the following:





- a. Why it is important for children to make frequent use of ski playgrounds/terrain parks during the snow season?
- b. What is the best way for a child to learn balance on skis?

2.3 Physical Literacy

2.3.1 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 at an early age. Take a few minutes to review “*Figure 2.1*” and “*Physical Literacy*” in your Reference Material (sections 2.2 and 2.4). Record below the two points from these sections that you consider most important.

a.

b.

2.3.2 The Facilitator will break you into groups of three to exchange and discuss the points you noted.

2.3.2 For optimal sport specific acquisition, all basic cross-country ski skills, both classic and skating, should be learned before the end of the FUNdamentals stage of development. This LTAD principle has implications on sport programming for both the Active Start and FUNdamentals stages. The Facilitator will lead a short discussion on how this can be achieved.

2.3.4 Spend a few minutes on your own and note on your Action Card at the end of this step any specific points that you learned about the needs of the children you plan to coach.





ACTIONS FOR CHILDREN AND THEIR SPORT NEEDS

GREAT IDEAS:

I INTEND TO IMPLEMENT THEM BY:

Coaching Tip: The objective is to take advantage of the high receptiveness to motor learning in young children by providing learning situations that work for this age group. In early childhood the emphasis should be on play and discovery with limited formal instruction. The traditional role of coach/teacher should therefore become the role of organizer and facilitator, creating situations in which children learn to ski naturally.





Step #3 - Clothing and Equipment

The objectives of this step are to:

- introduce you to clothing that will allow for a comfortable, safe and rewarding ski experience for skiers of all ages;
- prepare you to assist parents in acquiring appropriate ski equipment for their children; and
- provide you with basic information on how to prepare and care for ski equipment.

3.1 Appropriate Clothing for Cross-Country Skiing Activities

- 3.1.1 The Facilitator will provide an overview of clothing that is appropriate for cross-country skiing.
- 3.1.2 Pair up with another coach, review and discuss “*Clothing for Cross-Country Skiing Activities*” and “*Dressing Appropriately for Skiing*” in the Reference Material (sections 3.1 and 3.2). Note on your Action Card at the end of this step any specific points that you wish to remember.

3.2 Keeping Warm

- 3.2.1 Together with your partner coach discuss ways to ensure the children you will be coaching stay warm and comfortable when they are skiing. Jot down your ideas below.





3.2.2 How do your points compare with the information provided in “*Tips for Keeping Warm*” (section 3.3) in the Reference Material? Add to your list any additional points that you wish to record.

3.3 Ski Equipment

3.3.1 The Facilitator will now provide an overview of the equipment needed in order to cross-country ski. The key pieces of equipment are listed below. Use the space provided to note important points about what is needed for the age group you plan to coach.

a. Skis

b. Boots

c. Bindings

d. Poles

3.3.2 After consulting “*Ski Equipment*” in the Reference Material (section 3.4), make any necessary additions to complete your answer in step 3.3.1.





- 3.3.3 The Facilitator will lead a short discussion on how you can help parents find suitable equipment for their children and teach the children you will be coaching to take care of their own equipment.

3.4 Basic Ski Preparation

- 3.4.1 The Facilitator will explain and demonstrate how to prepare a ski base and apply glide wax, grip wax and klister to meet the needs of children in the Active Start and early FUNdamental stages of athlete development.
- 3.4.2 Together with your partner coach review and discuss “*Ski Preparation*” in the Reference Material (section 3.5). The Facilitator will be available to help with any questions.
- 3.4.3 Spend a few minutes on your own and note on your Action Card at the end of this step any additional points that you wish to record.





Step #4 - Teaching Cross-Country Skiing

The objectives of this step are to:

- provide an overview of teaching methods that are appropriate for children in the Active Start stage of athlete development;
- provide information to assist you in establishing an effective ski playground; and
- provide information on skills/techniques that are appropriate for novice skiers.

4.1 The Setting

4.1.1 Watch a video.

4.1.2 In groups, discuss what you learned from the video. Next review the material on ski playgrounds in the Reference Material (section 4.1) and discuss how you would like to see this concept incorporated into your club's facility and activity/practice sessions.

4.1.3 The Facilitator will lead a group discussion on how to successfully implement what you have learned. Jot down on your Action Card any points you wish to remember.

4.2 Teaching Technique

4.2.1 It is important for children to receive enjoyable and effective technique training if they are to develop a love of the sport that will last them a lifetime.

4.2.2 Refer back to Step #2, question 2.1.2. Review the points you made on specific ways you would adapt activities and your coaching methods based on the growth and development needs of children in the Active Start stages of development. Which comments specifically relate to the teaching of technique? Review "*Active Start Stage of Development*", "*Teaching Children in the Active Start Stage of Development*", "*CCC Athlete Grid*" and "*Growth and Development Considerations*"





in the Reference Material (sections 2.4, 2.5 and 2.6) for additional information.

- 4.2.3 In keeping with accepted growth and development principles, children should develop balance and coordination on skis at an early age. By first becoming comfortable and developing balance on skis when stationary and when sliding on hills and flats, children will be able to learn more advanced techniques more easily. Learning these skills at a young age involves the extensive use of “ski playgrounds” that promote relevant activity and “natural learning”. This approach to teaching recognizes that children can learn to ski before they can comprehend what they are doing. In addition, guidance and easy-to-understand instructions from the coach can be used to teach basic techniques, preferably in a one-on-one situation. Where appropriate, simple games and exercises can also be used to encourage the development of different aspects of technique.
- 4.2.4 During the next stage in growth and development (i.e. FUNdamentals), there should be an increased emphasis on “formal” instruction. The smaller the group and the more similar the skill levels within the group the better. At this stage the use of games and exercises to reinforce specific technique development is very effective, although children should continue to learn technique naturally from skiing on varied terrain at ski playgrounds.
- 4.2.5 It is essential for children to spend time on snow in addition to their programmed activity/practice sessions during these first two stages of athlete development. This can be done at a ski playground, in a backyard or on regular club ski trails.

4.3 Technique Skills - “The First Steps”

- 4.3.1 CCC has established specific skill criteria/benchmarks for children in the Active Start and FUNdamentals stages of development. The Facilitator will introduce you to these criteria and other tools for teaching technique that are included in the Reference Material, and explain their function:
- Skill Criteria* – Active Start (section 4.2.1).
 - Skill Evaluation Benchmarks* – Active Start (section 4.2.2).
 - Skill Criteria and Evaluation Benchmarks* – FUNdamentals: Level 1 (section 4.2.3).
 - Skill Checklist* – FUNdamentals: Level 1 (section 4.2.2).
 - Games for Teaching Technique* (section 4.3).
 - Activity Plans* (section 5.3).





g. *Practice Plans* (section 5.4).

4.3.2 Record below what you learned during this exercise.

4.4 Improving Your Own Ski Technique

- 4.4.1 Experience shows that children often learn best by imitating the ski technique of others. Together with a partner coach, discuss how you can improve your own ski technique, and determine some other resources you might be able to use to help provide good technique role models for the children you work with.
- 4.4.2 Refer to “*Coach Education/Training*” in the Reference Material (section 4.4) for more information on improving your own abilities and thus your ability to teach technique.
- 4.4.3 Spend a few minutes on your own and note on your Action Card what you learned during this step.





Step #5 - Designing a Seasonal Plan and Activity Plan

The objectives of this step are to:

- assist you in developing an ideal seasonal plan for young children; and
- provide you with an opportunity to develop and modify an activity/ practice plan for young children.

5.1 Designing an Overall Plan for the Season

- 5.1.1 Planning ahead for the season is an important component of every successful Skill Development Program (SDP).
- 5.1.2 The Facilitator will break you into small work groups to design an ideal seasonal plan for children in both the Active Start and FUNdamentals – Level 1 stages.
- 5.1.3 In your groups, have a look at “*Designing a Skill Development Program (SDP) Plan for a Season*” and “*CCC Athlete Grid*” in the Reference Material (sections 5.1 and 2.6). Pull out the “*CCC Athlete Grid*” and place it in front of you.
- 5.1.4 Next, pull out the “*Seasonal Plan Checklist*”, “*Seasonal Plan Chart*”, and “*Seasonal Plan Worksheet*” (sections 5.1.1, 5.1.2 and 5.1.3) from the Reference Material. The points on the Checklist will be your guide to developing a plan for a season.
- 5.1.5 Using the materials provided, develop a plan. Aim for the best plan possible, regardless of the limited resources you may have to work with in your community.
- 5.1.6 Spend a few minutes on your own and note on your Action Card anything new you learned about designing a plan for a season.





5.2 Designing an Activity Plan

5.2.1 Look at the activity/practice plans provided in the Reference Material (sections 5.3 and 5.4). What key elements do all the plans have, and what do you think the goals are for each one?

	Key Element	Goals for This Element
a.		
b.		
c.		
d.		
e.		

5.2.2 Review “*Choosing Activities*” and the “*Activity/Practice Planning Checklist*” in the Reference Material (sections 5.2.1 and 5.2.2). Make any necessary changes to your notes on the chart above. In the future these references will help guide you in developing new activity/practice plans or modifying the plans included in the Reference Material.





5.3 Modifying an Activity Plan

5.3.1 From the Reference Material (section 5.3), select an activity plan that you would like to use if you like working with children in the Active Start stage of development. Choose one of the situations below, pair up with another coach who has selected the same situation and work out how each of you would adapt your plans to that situation:

a. *The Groomer Broke Down!* You arrive at the ski facility to set up the ski playground for your session and discover that the snow cat has broken down and 10 centimetres of fresh snow has fallen since the area was last groomed. The ski area has not been packed and no tracks have been set. Describe what you would do.

b. *Mixing Different Skill Levels!* One of the coaches leading another group can't show up for a session and it is necessary to combine that group with yours. Some of the skiers are at a more advanced skill level than that for which the activity was designed. Describe what you would do.

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





Step #6 - Sport Safety

The objectives of this step are to:

- help you identify and consider appropriate approaches to safety and risk factors that you may encounter in your coaching;
- introduce you to proper trail etiquette;
- provide guidance on the development of an appropriate Emergency Action Plan (EAP); and
- provide information on liability and risk management considerations for coaches.

6.1 Emphasizing Safety in Your Session

6.1.1 Using the Activity Plan you chose in Step 5.3.1, identify the potential risks to the participants and what you would do to control them. Feel free to pair up and work with another coach.

Risk Factor	What I Do To Control This Risk

6.1.2 Have a look at “*Sport Safety through Risk Management*”, “*Cold as a Risk Factor*”





and “*Hypothermia*” in the Reference Material (sections 6.1, 6.3 and 6.6). Based on this information, add any risk factors you may have missed in question 6.1.1.

- 6.1.3 Together with your partner coach discuss how you would handle the following practical situations if you didn't have a daylodge at your ski area?
- A child has been dropped off for the session and you discover he/she is not dressed warmly enough? The parent has already left.
 - A child has cold feet.
 - Half an hour after the session has ended, most participants and most of the coaches have left the ski area. One child is waiting to be picked up.

6.2 Trail Safety

- 6.2.1 As a coach, you will be responsible for introducing novice skiers to trail safety. Look up “*My Trail Etiquette Promise*” in the Reference Material (section 6.4).
- 6.2.2 The Facilitator will lead a short discussion on ways to teach this information to the skiers in your group. Write down the points you wish to remember.

6.3 Winter Safety - Responding to an Emergency

- 6.3.1 In your opinion what constitutes an emergency situation? In other words, when would you call for emergency medical services?
- 6.3.2 What would you do if an emergency does occur - i.e. what is your Emergency Action Plan, or EAP? Use the blank “*EAP Worksheet*” in the Reference Material (section 6.7.4) and create your own EAP for the ski area where you hold your sessions. Feel free to use “*Emergency Action Plan (EAP)*”, “*Emergency Action Plan Checklist*” and “*Sample Emergency Action Plan*” in the Reference Material (sections 6.7, 6.7.1 and 6.7.2) to help you.





6.4 Liability and Risk Management

- 6.4.1 No matter what your certification, experience, employment or volunteer status, sport discipline, or location of residence, you have a legal obligation to provide a safe environment for participants. Information on your liability as a coach can be found under “*Coach Liability*” and “*Legal Questions and Answers (FAQ)*” in the Reference Material (sections 6.8 and 6.10).
- 6.4.2 Information on risk management can also be found in your Reference Material (section 6.9) under “*Risk Management*”.
- 6.4.3 Coaches who are registered members of a CCC registered club receive liability insurance coverage as a benefit of their membership. Note that membership in a CCC club must be renewed each fall if liability insurance coverage is to be continued.
- 6.4.4 Spend a few minutes on your own and note on your Action Card at the end of this step what you learned about safety and risk management.



ACTIONS FOR SPORT SAFETY

GREAT IDEAS:

I INTEND TO IMPLEMENT THEM BY:

Coaching Tip: Ensure the skiing environment is safe and well-suited to the ability of the participants. For children in the Active Start stage of athlete development the location should be sheltered from the wind, protected from the general flow of skier traffic and set up to encourage age-appropriate adventure, discovery and play.





Step #7 - Practice Coaching Session

The objectives of this step are to:

- prepare you to lead an activity for children in the Active Start stage of athlete development;
- provide you with a tool to assess how you and others coach an activity;
- provide you with a tool for assessing safety considerations for an activity; and
- provide you with an opportunity to practise coaching a group of skiers, and to receive feedback.

7.1 Preparing to Lead an Activity

- 7.1.1 You will be assigned one of the skills/techniques from the sections on skill development in the Reference Material (sections 4.2.1 or 4.2.3 and the corresponding activity/practice plans in sections 5.3 or 5.4). Review the purpose of this technique and its key characteristics.
- 7.1.2 Pull out the working copy of the “*Self-Assessment Sheet*” from the Reference Material (section 7.1) and have a look at all the points on the sheet.
- 7.1.3 Look at “*Effective Communication*” and “*The Steps to Coaching an Activity*” in the Reference Material (sections 7.2 and 7.3).
- 7.1.4 You will be asked to coach a game/activity appropriate for teaching the skill you have been assigned. Use the other coaches as your participants. Plan how you will coach your activity using the self-assessment sheet as a guide. You will only have five minutes to set up and run your activity and to listen to a few feedback points from the Facilitator.





7.2 Model Coaching by the Facilitator

- 7.2.1 The Facilitator will demonstrate how to coach an activity with a group of participants. Look at your “*Self-Assessment Sheet*” and watch how the Facilitator follows the guidelines for:
- selection of the activity;
 - safety before the activity;
 - explanation;
 - demonstration;
 - organization; and
 - safety during the activity.

7.3 Safety Check

- 7.3.1 Pull out a copy of the “*Facility Safety Checklist*” from the Reference Material (section 7.4). Use the checklist to do a five-minute safety check of the facility you will be using for your (dryland) practice coaching session.
- 7.3.2 Compare what you found to what the other coaches found.

7.4 Practice Coaching Session

- 7.4.1 You will be asked to:
- coach your activity;
 - listen to some feedback from the Facilitator and other coaches;
 - take five minutes to complete “*Self-Assessment Sheet*”; and
 - jump back in and be a participant while another coach practises coaching an activity.





7.5 Debriefing Your Practice Coaching Session

- 7.5.1 Discuss your self-assessment with another coach. Practice being an active and effective listener when the other coach is commenting on his/her performance.
- 7.5.2 Take a few minutes on your own and note on your Action Card anything that you learned from the practice coaching session. Be sure to note things you did well, things you need to improve and ideas from watching others practice coaching. You should undertake this type of assessment following every session you give. Discuss how things went with other coaches in your program, get some feedback from the children and improve your coaching skills by utilizing this type of feedback.





ACTIONS FOR PRACTICE COACHING SESSION

GREAT IDEAS:

I INTEND TO IMPLEMENT THEM BY:

Coaching Tip: Remember that children can learn to ski before they can comprehend what they are doing.





Step #8 - Understanding the Coaching Environment

The objectives of this step are to:

- present an overview of the tasks of a community coach and others involved in the delivery of a successful Skill Development Program (SDP);
- provide tips for positively involving parents in your program; and
- provide an overview of the context into which community coaching fits.

8.1 The Support Structure

8.1.1 Pair up with another coach and scan “*The Support Structure*” in the Reference Material (section 8.1). Together discuss what you think are the most important requirements for a successful SDP. Rank them in order of importance.

1st.

2nd.

3rd.

8.1.2 Together with your partner coach, have a look at “*Full Service Clubs*” in the Reference Material (section 8.3). Take a few minutes to discuss how your respective clubs compare to the model shown in section 8.3.1. Jot down on your Action Card at the end of this section any ideas you would like to remember.

8.2 Roles and Responsibilities

8.2.1 What do you think the principal tasks of a Club Head Coach, SDP Coach and SDP Programmer would be? Record them in the chart on the following page.





Club Head Coach	SDP Coaches	SDP Programmer

8.2.2 Next review the tasks outlined in “*Club Coaches*”, “*SDP Programmer*” and “*Common Tasks of Community Coaches*” in the Reference Material (sections 8.1.4, 8.1.5 and 8.2). Are there any additional tasks that you would now like to add to the chart?

8.2.3 Parents are essential partners in ensuring their child has a positive experience with your program. Together with another coach, look up the section on parents in the Reference Material (section 8.1.6). List three initiatives you would like to try to encourage parents to become more effective partners.

a.

b.





c.

8.2.4 The Facilitator will now lead a short discussion on this topic.

8.3 You as a community coach: the big picture

As a community coach “in training”, you have an important role to play in cross-country skiing. You are the person from whom children get their first formal introduction to the sport. This often determines the nature and duration of their future involvement.

In your ski club you are not alone. Many clubs in Canada are now characterized as “full service clubs”, and there are many resources in a full service club that can help you as you continue to develop your abilities as a coach.

Typically, a full service club will offer a progression of skill development opportunities for children as well as recreational through to competitive programs for junior and adult skiers. More experienced coaches from your club can provide advice and help from a technical perspective, and many clubs will have a Head Coach (a paid position in larger clubs!) who can help you as well. As you have learned during this workshop, the Head Coach is the person responsible for overseeing the integration of the club’s athlete development programs and ensuring that all the coaches in the club receive suitable training and upgrading so that they can effectively perform their duties.

In addition to the above, most clubs provide personal technique improvement sessions as well as offering specialized sessions on waxing, equipment selection and other topics of special interest to developing coaches.

CCC encourages you to move on to the next level of NCCP training and to further develop your skills by working with mentor coaches in your club.

8.3.1 What did you learn from this step? Note on your Action Card at the end of this step any specific points you wish to remember.





ACTIONS FOR UNDERSTANDING THE COACHING ENVIRONMENT

GREAT IDEAS:

I INTEND TO IMPLEMENT THEM BY:

Coaching Tip: It is good and right for parents to be interested in how you are coaching their children. Take the time to communicate positively with them. In general, the more proactive you are in communicating with the parent the more time you will spend coaching their children.





Step #9 - Workshop Wrap-Up and Evaluation

The objectives of this step are to:

- provide an overview of the next step in the NCCP progression for the sport of cross-country skiing;
- provide guidance to help you with the Community Coaching certification process; and
- provide an opportunity for you to give feedback that will help improve future workshops.

9.1 The Community Coaching (CC) Certification Process

9.1.1 Refer to “*Community Coaching Certification Process*” and “*Community Coach Flowchart*” in your Reference Material (sections 9.1 and 9.2) to find an outline of the next step in the NCCP progression.

9.2 Evaluation

9.2.1 Complete the “*Self Test*” found in the Reference Material (section 9.1). Take the “*Self Test*” to the Facilitator.

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

9.2.3 Please complete the “*Evaluation Form*”, also found in the Reference Material (section 9.2). Your feedback is important. 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!







Dear Coach,

The Coaching Association of Canada is pleased to offer you an interactive website that enables you to check your accreditation online. Go to www.coach.ca where you can:

- track your progress through the NCCP;
- update your coaching profile;
- print out copies of your coaching card or a transcript of your coaching courses;
- visit the Coaching Tips and Tools section;
- and so much more!



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