



Federation of Canadian Archers

Instructor Workbook

Instruction of Intermediate Archers



**National
Coaching
Certification
Program**



Coaching
Association
of Canada

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



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Instruction of Intermediate Archers

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Dear Coach,

The Coaching Association of Canada is pleased to offer you an interactive Web site 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!



Coaching
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1.0 Introduction to competency based coach education

Introduce yourself

Years involved in archery

Involvement in coaching

Why you are taking this workshop - your expectations



1.1 The New NCCP

View the Overhead showing the new NCCP training model and discuss in group.

1.2 Training and Certification

The learning facilitator will show the OH and explain how training leads to certification. In this context, we will be evaluating, "Providing support to athletes in training", "Planning a practice", "Analyzing performance", and "Managing a program". "Make ethical decisions" will have been evaluated with Instructor Beginners, and "Designing a sport program" will be trained only.

1.3 The FCA Coach Training Model

The learning facilitator will show the OH and explain how training leads to certification.

1.4 NCCP Instructor Pathway for Instructor of Intermediate Archers

The learning facilitator will show the OH and explain how training leads to certification. The portfolio will also be outlined.

1.5 Why do you want to become an instructor at the Intermediate Instructor level?

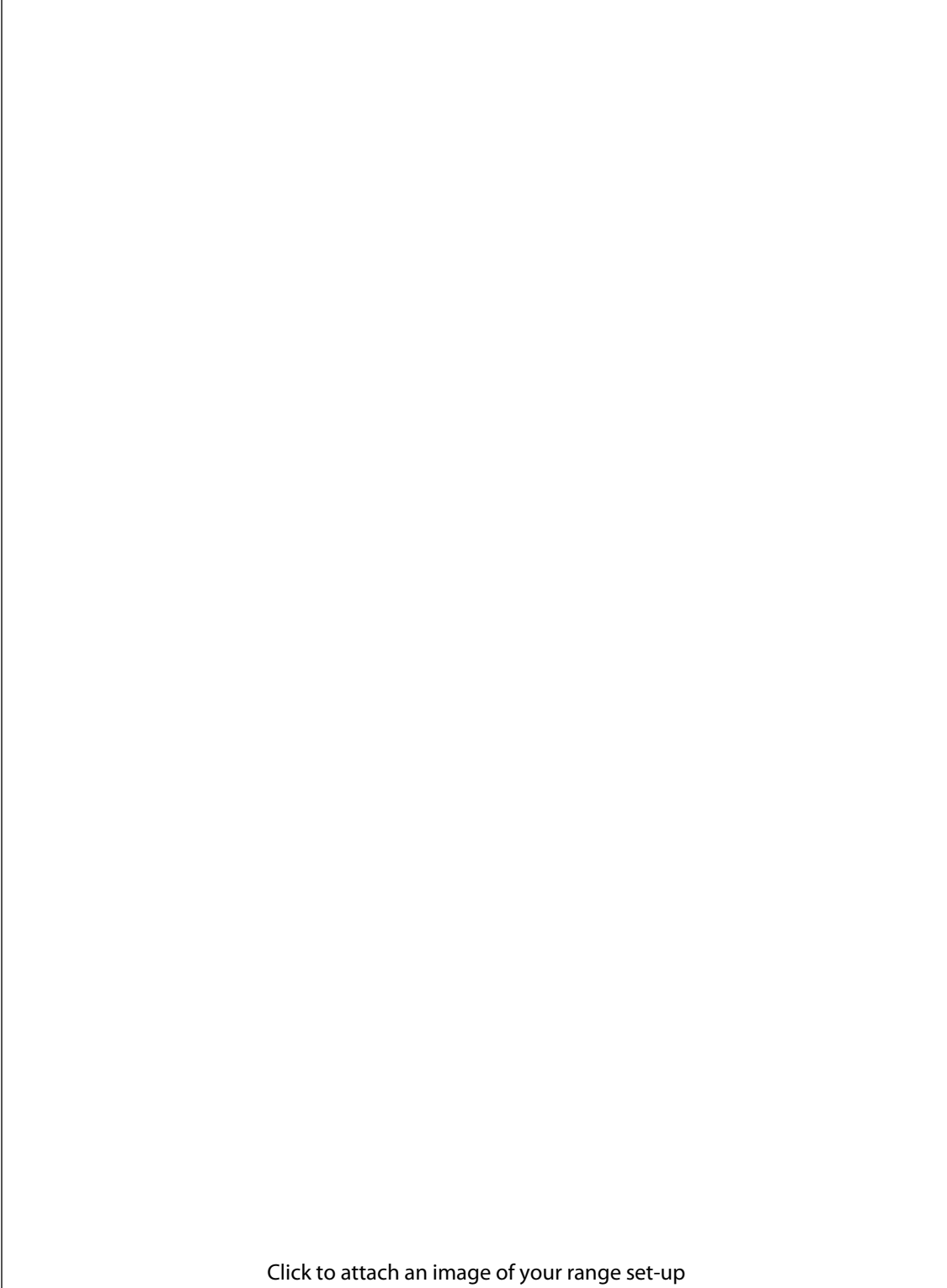


2.0 Support Athletes in Training

2.1 Facilities and safety

2.1.1 Facility layout

Draw your archery range showing set-up, shooting distances and safety items.



Click to attach an image of your range set-up

2.1.2 Facility safety inspection

Spend a few minutes to look over the shooting range to check for safety.

Facility Inspection Form

Facility: Date:

Inspected by:

Item	Adequate	Inadequate	Corrective Measures or Observations
Stationary Equipment			
room security	<input type="checkbox"/>	<input type="checkbox"/>	
shooting line	<input type="checkbox"/>	<input type="checkbox"/>	
buttresses	<input type="checkbox"/>	<input type="checkbox"/>	
stands	<input type="checkbox"/>	<input type="checkbox"/>	
safety nets	<input type="checkbox"/>	<input type="checkbox"/>	
timing lights	<input type="checkbox"/>	<input type="checkbox"/>	
Team Equipment			
target faces	<input type="checkbox"/>	<input type="checkbox"/>	
Individual Equipment			
bows	<input type="checkbox"/>	<input type="checkbox"/>	
sights	<input type="checkbox"/>	<input type="checkbox"/>	
stabilizers	<input type="checkbox"/>	<input type="checkbox"/>	
arrows	<input type="checkbox"/>	<input type="checkbox"/>	
quivers	<input type="checkbox"/>	<input type="checkbox"/>	
arm guards	<input type="checkbox"/>	<input type="checkbox"/>	
finger tabs	<input type="checkbox"/>	<input type="checkbox"/>	
First-aid kit with procedures	<input type="checkbox"/>	<input type="checkbox"/>	
Others			
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
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	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	

Corrections: add replace modify discard clean repair check

2.2 Equipment and Maintenance

Instructors will demonstrate how to adjust a compound bow, and how to adjust the stabilization of a bow.

2.3 Form Analysis

2.3.1 Instructors will demonstrate proper form, and the use of a mechanical release.

2.3.2 Select one of the shooters to fill out the following form on form analysis.

Analysis completed by:

Position: Date:

Athlete: Category:

Age: Sex: Right Handed Left Handed
Check (v) relevant items

1. Stance

Foot placement

- straight stance
- oblique stance
- reverse oblique stance
- feet apart (open)
- feet together (closed)
- feet parallel

Weight Distribution

- even
- weight on toes
- weight on heels
- weight on front foot
- weight on rear foot

Lean and Sway

- straight posture
- leans toward target
- leans back
- no sway
- forward sway
- backward sway

1. Nocking the Arrow

- directly at target
- at ground

3. Draw Hand

String fingers/release placed on bow

- bow pointed directly at target
- bow pointed at ground
- bow pointed upwards
- bow pointed sideways

4. Bow Hand

The archer uses a:

- low wrist
- high wrist
- medium or normal wrist
- bow sling Type:

Draw Started

- directly at target
- above target
- below target
- bow moving up or down

Pre-Draw

- pointed upwards
- pointed downwards
- parallel
- above shoulders and parallel
- no pre-draw

5. The Draw

Draw completed with bow pointed:

- directly at target
- above target
- below target
- bow moving up or down

Use of klicker or draw check aid

- no klicker
- smooth draw to klicker
- stops at klicker

Draw Hand Action

- directly to anchor
- low and raised to anchor
- one continuous movement
- draw made with stop
- past face and forward
- high and lowers to anchor

6. Anchor

- centre of face
- side of chin
- high anchor
- floating anchor
- solid anchor

Anchor Aids

- peep sight
- kisser button on teeth or lips
- tab shelf
- "Can't Pinch" tab
- anchor to lips
- anchor to nose

7. Hold and Aim

Bow Hand

- relaxed
- movement during draw and hold

Bow Hand Wrist

- wrist set central on handle
- back of hand straight
- back of hand cupped
- movement
- outside centre
- inside centre

Bow Hand Fingers

- relaxed and open
- forced open
- holding bow lightly
- thumb relaxed
- movement
- gripping bow tightly
- thumb movement

Head Position

- head maintained initial position
- head moved after anchor
- string moved to head
- head moved to string

String Hand

hook: deep middle finger tips

- inside centre
- changes during hold
- finger pinch
- hand turned out at bottom
- release aid

% weight on first finger

% weight on second finger

% weight on third finger

Draw Hand and Wrist

- straight to knuckles
- bent out
- bent in
- movement

Bow Arm Elbow

- straight
- turned out
- rotated down
- locked
- broken
- movement
- hyper extended

Bow Shoulder

- extended to target
- pushed up to neck
- pulled low

String Elbow

- parallel with arrow
- above arrow
- below arrow
- in line with centre of bow
- outside of centre of bow
- inside of centre of bow

8. Release

- active
- static
- dropped hand
- pulled straight back
- rotated out from face (pluck)
- moved up
- release aid

Release Actions

- head movement
- bow arm dropped
- eye movement
- none
- release aid surprise action
- release aid trigger effect
- release aid finger movement

9. Follow Through**Bow Arm Action After Release**

- bow move right
- bow moves left
- bow arm drops
- bow torque (on axis)
- body movement right after
- body position held

10. Relax and Reflect

- stops sequence
- used optical check
- signs of emotion
- immediately prepares next shot

2.3.3 Bow and arrow tuning

- One of your peers will demonstrate how to do the initial set-up of a bow.
- One of your peers will demonstrate how to paper tune a bow and arrows.
- One of your peers will demonstrate how to tune a bow using the bare shaft technique.
- Other tuning techniques?

3.0 Teaching and Learning

3.1 Analysis of a Instructing Situation

Watch the video clips. For each one, identify the situations, attitudes, and behaviors 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 by drawing a line after each clip.

Appropriate - I agree	Inappropriate - I do not agree

3.2 Learning

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

I know that athletes are learning when ...

My definition of learning is ...

3.3 The Athlete in a Learning Situation

3.3.1 Individual reflection: How I learn best

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?

3.3.2 Learning Styles

Complete the following questionnaire designed to determine your preferred learning style and the sensory channel you perceive to be the most important for your learning.

Learning Style Checklist

Discover your preferred style of learning and self-expression.

This checklist assesses the strengths of your of your senses - auditory, visual and kinaesthetic. There are ten incomplete sentences and three choices for completing each sentence. You are asked to score the three choices for each sentence as they apply to you.

Use the rating scale of: (3) points for the choice that applies most to you
(2) points for your second choice
(1) point to the answer that is least typical of you

1. 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.
2. 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.
3. 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.
4. 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, hit or throw things.
5. A happy event I would like to have 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 a sports event
6. I prefer a teacher to
 - a. use the lecture method with informative explanations and discussions.
 - b. write on a chalk board, use visual aids and assign readings.
 - c. require posters, models or in-service practice and some activities in class.

7. I know I talk with

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

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

- a. tell it aloud to someone else or hear an audio tape recording or a song about it
- b. see pictures of it or read a description.
- c. replay it in some practice rehearsal using movements such as dance, playacting or drill.

9. 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.

10. 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 your scores for your

a. choices (Auditory)

b. choices (Visual)

c. choices (Kinaesthetic)

Look over your scores. The scores range should be from 10 to 30 and together will total 60.

Each of us learns through all three styles. A number of us have a preferred or dominant learning style. If there are four or more points between any of the scores you have a relative strength in that learning area. This means you learn more easily and express yourself more naturally in the area with the larger score.

There are, of course, no right or wrong choices. This checklist simply reveals the style of learning that you depend on and enjoy the most.

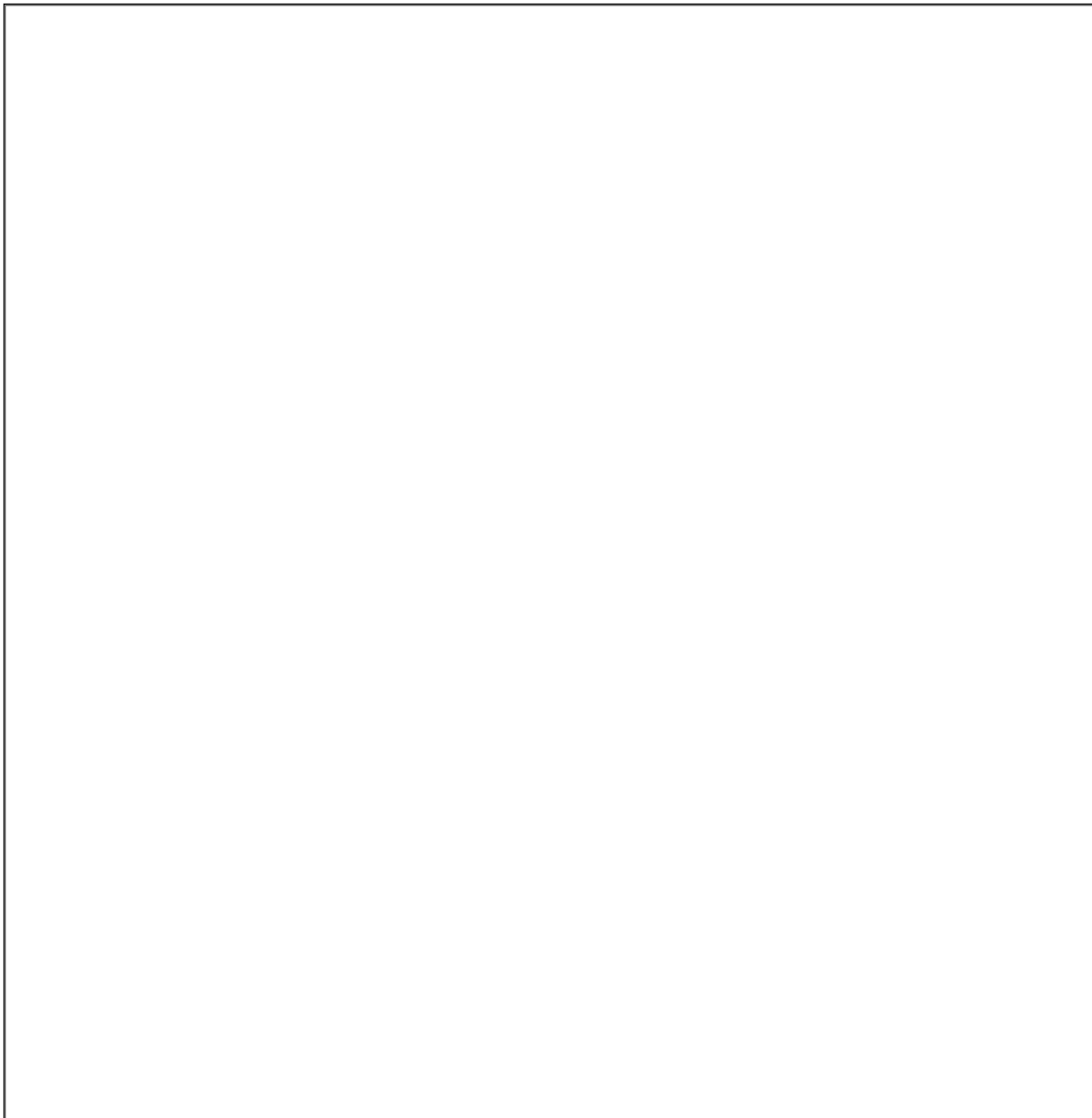


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3.3.3 How could the fact that there exists different learning styles (visual, auditory, kinaesthetic) influence your way of instructing? What concrete things could you do to ensure that each athlete is given the opportunity to learn in his/her preferred way?



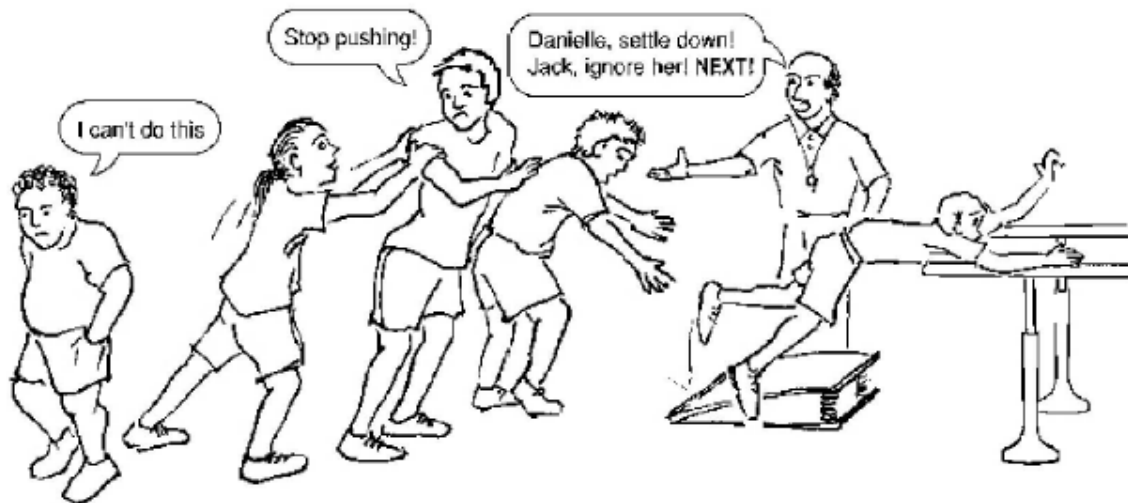
One of your peers will be asked to describe the construction and the workings of a laminated bow. How has the instructor engaged you as a participant in this presentation? What props has the instructor used to enhance the presentation? Make notes so you can discuss this with the other members of your group.



3.4 Creating Favorable Conditions for Learning

3.4.1 Organization and Set Up

3.4.1.1 In each cartoon, identify aspects about the organization and setting-up of the activity that you feel needs improvement.





3.4.1.2 In small groups, discuss your answers with other instructors, and compare your observations with the characteristics of effective organization as presented in the Reference Material.

3.4.2 **Explanation and Demonstration**

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3.4.2.1 In the next activity, you will have to explain and demonstrate a technical skill from your sport. You will be in a group of three: one instructor, who will explain and demonstrate a skill; one athlete and one observer, who will share their views on the instructor's performance. Each "instructor" will have about three minutes to explain and demonstrate. Following is a list to choose from:

3 minute Presentations

- explain (and show) how to avoid string slap
- explain (and show) how to correct a cupped string hand
- explain (and show) how to correct an arrow falling off the rest
- explain (and show) the difference between a recurve and compound anchor
- explain (and show) how to correct plucking the string
- explain (and show) how to fletch an arrow
- explain (and show) how to make a center serving on a string
- explain (and show) how to string a bow 3 different ways
- explain (and show) how to check a bow and arrows for safety

Key Points in your Explanation/Demonstration

- For the purposes of this activity, we will assume that the organization and set up of the activity have been completed appropriately.
- Focus on the message and how to get your message across to the athlete(s).
- The observer should note his/her observations on the next page.

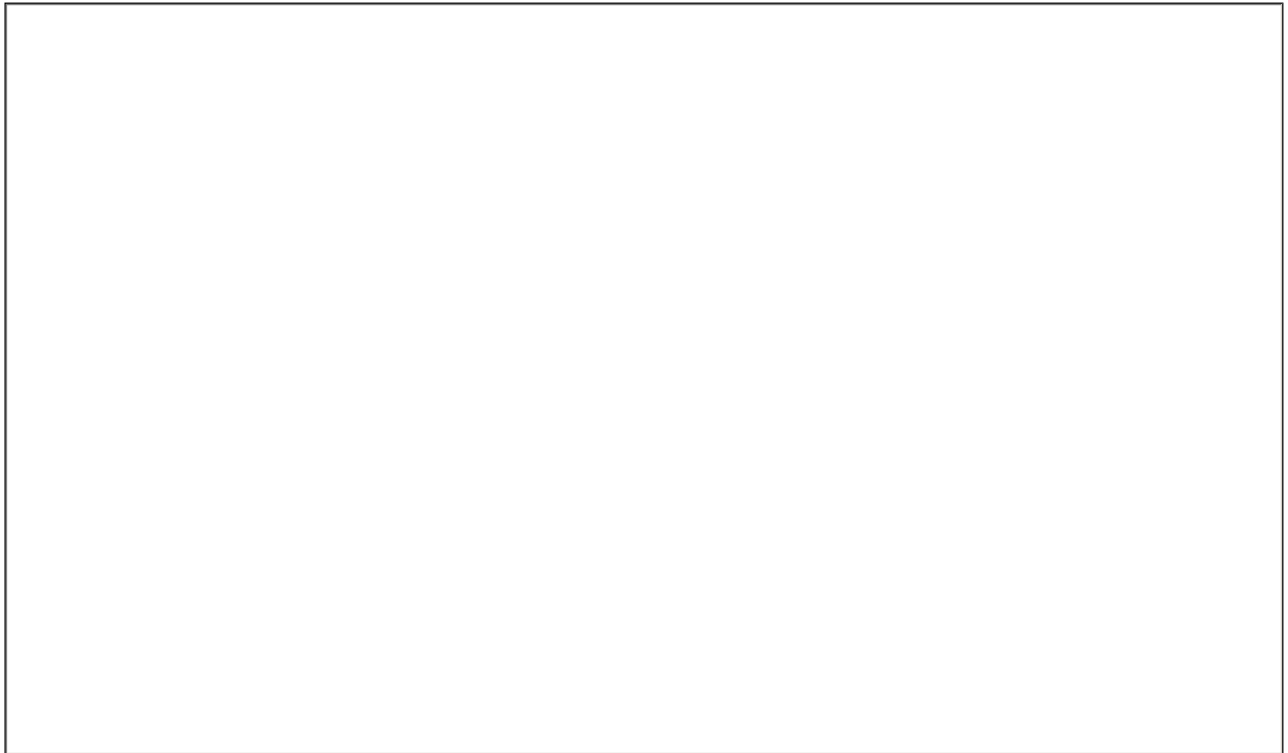
3.4.2.2 My notes when I am in the role of observer of the instructor's explanation and demonstration.

Name of the instructor being observed:

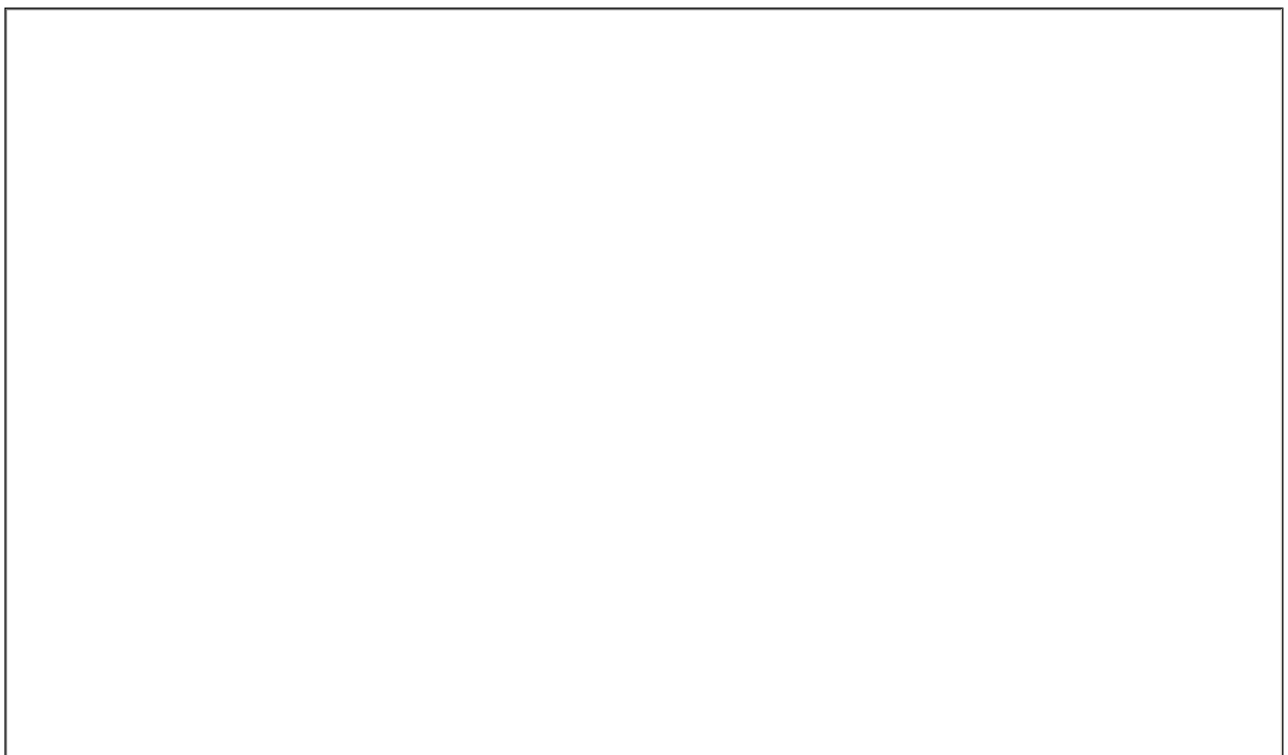
Appropriate - I agree	Inappropriate - I do not agree

3.4.2.3 The criteria used by my group to judge the effectiveness of a demonstration and explanation.

An effective explanation

A large, empty rectangular box with a thin black border, intended for students to write their criteria for an effective explanation.

An effective demonstration

A large, empty rectangular box with a thin black border, intended for students to write their criteria for an effective demonstration.

3.4.2.4 Refer to the list below and add to your list of criteria in 2.4.2.3.

The equipment was ready for the demonstration

The organization of the athletes was appropriate

You were able to understand the technique from the demonstration

The instructor pointed out what should be avoided

You were able to view the demonstration from different angles

The athletes were involved in the instruction

The instructor explained the reason for doing the activity

The instructor asked for feedback on understanding the skill

The technical elements of the demonstration were performed correctly

The instructor gave an appropriate amount of information

The instructor emphasized safety

The instructor's voice was projected adequately to the group

3.4.2.5 Based on the discussions you just had regarding effective explanations and demonstrations, what changes would you make to the explanation and demonstration you did in 2.4.2.1 ?

3.4.3 Observation and Feedback

3.4.3.1 In the cartoon, identify aspects about observation and feedback to athletes you feel need improvement.



Aspects that need improvement



3.4.3.2 Pair up with another instructor, and review the observations you made in 3.4.3.1. After consulting the Reference Material, indicate what you would do if you were the instructor interacting with each of the three athletes: Bob, Pat and Jerry.

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General Comments

Bob

Pat

Jerry

Subjective Comparative Analysis

As you observe the instructing session, identify the situations, attitudes, and behaviors that you agree with and find appropriate, or that you disagree with and find inappropriate from a teaching point of view.

Appropriate - I agree	Inappropriate - I do not agree

ORGANIZATION OF DEMONSTRATION

Instructor: Observer:

The set up of the activity was:

- Quick and efficient
- Quick but not efficient
- Neither quick nor efficient

The athletes began the activity:

- Quickly and correctly
- Quickly, but not correctly
- Correctly, but not quickly
- Neither quickly nor correctly

During the activity:

- Good use was made of the available equipment
- Good use was made of the available space
- Good use was made of the available time
- Groupings were adequate
- Athletes practiced in safe conditions

In the practice, the athletes are actively engaged:

- Most of the time (50% or more)
- Moderately (30-50%)
- Insufficiently (30% or less)

Comments:

Demonstration

Instructor: Observer:

		Demo 1		Demo 2	
		Yes	No	Yes	No
1	Equipment was ready for the start of the demonstration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Organization of the athletes was appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	The technique or skill was adequately illustrated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Attention of the athletes was directed to an external focus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Instructor pointed out what should be avoided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Demonstration was repeated from different angles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Athlete's were involved in the demonstration in an appropriate way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Instructor identified internal and external points of reference	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Instructor explained the reason for doing the activity/drill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Instructor checked that the athletes understood the skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Technical elements of the demonstration were executed correctly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Amount of information provided by the instructor was appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Instructor emphasized safety aspects when appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Instructor's voice was loud enough and projected well enough	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Overall assessment:

- Excellent performance
- Good performance, some adjustments required, but generally well done
- One or two serious mistakes, room for improvement, but acceptable
- Not acceptable, several serious mistakes

OBSERVATION OF THE INSTRUCTOR'S FEEDBACK

Instructor Number of athletes Length of time of observation

Types	Definitions	Examples	
Evaluative	The instructor assesses the quality of the performance, so the instructor makes some kind of assessment or judgment	<ul style="list-style-type: none"> • No, not like that! • Not good enough! 	<ul style="list-style-type: none"> • That's fine! Smooth shot. • Good job! Your stance was solid
Prescriptive	The instructor tells the athlete how to execute the skill next time	<ul style="list-style-type: none"> • Shoot farther! (general) • Adjust for the wind! 	<ul style="list-style-type: none"> • Get your string arm higher! (specific) • Move the sight out 2 clicks.
Descriptive	Descriptive The instructor describes to the athlete what he/she has just done	<ul style="list-style-type: none"> • Your set up was inconsistent. (general) 	<ul style="list-style-type: none"> • Your stance was too open. (specific)

Type of Feedback	Occurrence (Check Mark)	Total	# / minute
Positive Evaluative	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
Negative Evaluative	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
General Prescriptive	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
Specific Prescriptive	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
General Descriptive	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
Specific Descriptive	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		

4.0 Designing a Basic Sport Program

4.1 Developing the Program

4.1.1 Your Athletes

Describe your athletes:

Gender: Male Female

List the number of athletes in each age group

- Young children: 3-5 years old
- Children: 6-7 years old
- Children: 8-9 years old
- Pre puberty: 10-11 years old
- Puberty, stage 1: 12-15 years old
- Puberty, stage 2: 15-18 years old
- Young adults: 19-22 years old
- Adults: 22 years+

Within each age group, there are important differences:

- Height and weight Yes No
- Skill level Yes No
- Level of experience Yes No

Years of training and competition in this sport, including this present year: average:

Note: If you instruct athletes of various age groups, select one and refer to this group when you complete the exercises in this workbook.

4.1.2 Major Orientations of Your Program: Your Perception

Indicate what you believe to be the major orientations that should influence what happens in your program. In other words, given the athletes you instruct, where should you put the most emphasis and what should you look to achieve when you implement your program?

For each of the categories following, begin by reading each of the statements. Then, choose the one that spontaneously comes to mind as being the most appropriate for you.

Only check one statement for each category.

General

- Have the participants experience new activities
- Improve the general abilities of the participants and their mastery of the activity
- Identify athletes with the potential to perform at a higher level
- Have athletes specialize in a particular discipline

Skill Development

- Promote the acquisition of basic technical skills
- Improve basic technical skills already acquired
- Encourage the acquisition of new technical skills that are complex or more advanced

Physical Conditioning

- Improve the athletes' general physical condition
- Improve the athletes' sport specific physical condition
- Prepare the athletes to achieve particular levels of performance in sport-specific physical tests

Performance

- Give the athletes the opportunity to get experience by taking part in competitions
- Encourage the achievement of particular standards of performance
- Participate in competitions to win a medal or to win a championship

4.1.3 Length of Your Program

Note: For this step, you will need the calendars at the end of the workbook and your calendar of competitions, if it is available.

4.1.3.1 Date of your first supervised contact with the athletes (i.e. the date of the first practice session in the program)?

Date:

4.1.3.2 Date of your final supervised contact with the athletes (practice session or competition)?

Date:

4.1.3.3 Number of weeks between these dates:

4.1.3.4 Breaks or interruptions in the program
 Number of weeks when there are no practices and/or competitions

(i.e. - Christmas):

4.1.3.5 Possibility of starting earlier or finishing later

- It is not possible for me to extend my program
- I could extend my program without too much difficulty by:

Starting # of weeks earlier Finishing # of weeks later

4.1.3.6 Actual length of my program, with or without an extension, taking into account all breaks and/or interruptions. *(Note: This information must be the same as in 4.1.3.1, 4.1.3.2, and 4.1.3.3, providing there have been no changes in 4.1.3.4 and 4.1.3.5)*

Date of Start: End

Length, excluding breaks and/or interruptions, in weeks

4.1.4 Events in Your Program

Note: To complete this step, use Worksheet 1 "Planning Calendar" at the end of this workbook. If your competition calendar is available, use this information as well.

4.1.4.1 State the dates of the start and end of your program. Use the information you put in question 4.1.3.6, and layout the top part of Worksheet 1 so that it starts with the month of your first practice naming the first Monday, and listing all the following months and Mondays in those months.

Month	April				May				June				July				August				Sept	
Day = Monday	7	14	21	28	5	12	19	26	2	9	16	23	30	7	14	21	28	4	11	18	25	1

4.1.4.2 Now, indicate the important events in your program. In the planning calendar, start by selecting the row corresponding to the type of event. Make a circle around the most important events.

Note: A training camp is defined as a series of practice sessions usually held over 3-5 consecutive days.

In the row "Others", describe the types of events using the following code. If necessary, make up other codes to identify other events (see example below).

- S = Selection camp
- FR = Fund raiser
- SO = Social

- Note:** (1) It is possible to have more than one type of event in the same week.
 (2) If necessary, identify the weeks when there is a break or interruption in your program.

Your planning calendar should now look like the example below:

Month	April			May			June			July			August			Sept							
Day - Monday	7	14	21	28	5	12	19	26	2	9	16	23	30	7	14	21	28	4	11	18	25	1	
Championship																							X
Tournament(s)												X2					X3						
Regular comp.							X		X2	X			X		X								
Preparat. comp.				X		X																	
Training camps																							
Others						FR																	SO

Week when there are 2 events

Break – no practice sessions or other events during this week

Important competition

4.1.5 Dividing Your Program into Periods

4.1.5.1 In the planning calendar, describe the major periods in your program. The periods are defined as follows:

- **Preparation Period:** The number of weeks between the first practice session and the first regular or official competition. Note: Preparatory or unofficial competitions at the beginning of the program should be considered pari of the Preparation Period.
- **Competition Period:** The number of weeks between the first regular or official competition of your program and the last competition the athletes will take part in.
- **Transition Period:** The number of weeks between the last competition the athletes will take part in and the last supervised contact you will have with them. Note: There may be no formal Transition Period in your program, for example, if there are no supervised practice sessions after the last competition.

Draw a box to show the beginning and end of each period, and then write Preparation, Competition, and Transition (if applicable) on the row marked Period on the planning calendar.

Month	April				May			June			July				August			Sept					
Day = Monday	7	14	21	28	5	12	19	26	2	9	16	23	30	7	14	21	28	4	11	18	25	1	
Championship																							X
Tournament(s)												X2				X3							
Regular comp.							X		X2	X		X		X									
Preparat. comp.			X		X																		
Training camps																							
Others						FR																	50
Period	PREPARATION						COMPETITIONS										TRANSITION						
Week	1	2	3	4	5	6	7	8	9	10	12	13	14	15	16	17	18	19	20	21	22		

4.2 Opportunities For Athletic Development In Your Program

Refer to the information you have entered in Worksheet 1, and use the tables below to estimate the number of training and competition days of your program.

- 4.2.1 **Number of competition days:** Count all types of competition (preparatory, regular, championships, etc.) but do not include competition type exercises that might take place or be simulated during training.

Identify the number of weeks of your program when there are			Partial Total competitions
1 day of competition		x1	= <input type="text"/>
2 days of competition		x2	= <input type="text"/>
3 days of competition		x3	= <input type="text"/>
# of Days of Competition	<input type="text"/>	X <input type="text"/>	= <input type="text"/>
A: Number of days of competition in your program (add in the totals in the column "Partial Total"):			A = <input type="text"/>

- 4.2.2 **Number of training days:** Count the number of days when there is a supervised practice session in your program.

Period	Length (weeks)	Training Days per Week, on average	Partial Total
Preparation		X <input type="text"/>	= <input type="text"/>
Competition		X <input type="text"/>	= <input type="text"/>
Transition		X <input type="text"/>	= <input type="text"/>
B: Approximate number of training days in your program (add in the number in the column "Partial Total"):			B = <input type="text"/>

4.2.3 Analysis

For each statement in the column "Key Elements of Your Program" in the table below, enter the data corresponding to your program in the appropriate column (A, B, or C). To complete this exercise, refer to the information in Worksheet 1 and the data obtained from questions 4.2.1 and 4.2.2.

	Key Elements of Your Program	Column A	Column B	Column C
		If your number is less than ...	If your number is between ...	If your number is ...
1	Length (weeks) of your program	17	18 and 33	34 or more
2	Length (weeks) of the Preparation Period	6	7 and 15	16 or more
3	Length (weeks) of the Competition Period	6	7 and 20	21 or more
4	Length (weeks) of the Transition Period	2	3 and 4	6 or more
5	Number of days when there are competitions (see 4.2.1)	5	6 and 20	21 or more
6	Average length of a practice session in the Preparation Period	60 minutes	>60 to 120 minutes	>120 minutes
7	Number of training days per week in the Preparation Period, on average (see 4.2.2)	2	2 and 4	5 or more
8	Average length of a practice session in the Competition Period	60 minutes	>60 to 120 minutes	>120 minutes
9	Number of training days per week in the Competition Period, on average (see 4.2.2)	2	2 and 4	5 or more
10	% of days devoted to competition in your program *	10%	10 to 35%	>35%
11	% of days devoted to practice and training in your program *	60%	60 to 80%	>80%

Note: In the above table, reference values are only general guidelines, and may vary according to the sport or the age of the athletes.

In #10 and 11, use values obtained in Sections 4.2.1 and 4.2.2, and proceed as follows:

#10: A divided by (A + B)

Ex.: (20 competition days) ÷ (20 competition days + 30 training days) = 20 ÷ 50 = 2 ÷ 5 = 0.40 = 40%

#11: B divided by (A + B)

Ex.: (30 training days) ÷ (20 competition days + 30 training days) = 30 ÷ 50 = 3 ÷ 5 = 0.60 = 60%

4.3 Critical Reflection: Issues And Solutions

In the table of Section 4.2.3, each column outlines certain aspects that may apply to your program. For example, if for your program the data concerning a particular statement has been entered in column:

- A: the number seems insufficient
- B: the number seems appropriate
- C: the number seems too high

Even if the values in Table 4.2.3 are only guidelines and may vary depending on the sport and the age of the athletes, they nevertheless show certain general tendencies. Take a few moments to reflect on those that seem to apply to your program.

4.3.1 Assessing the Situation

On the basis of the analysis of Section 4.2.3 and the information from Istvan Balyi's model, I conclude that I instruct in a sport program:

- That features adequate training and competition opportunities to promote the development of my athletes
- Where there are significant gaps as far as opportunities for athletic development are concerned

Because

Compared with the athlete development model proposed by Balyi, the major orientations I have identified for my program (question 4.1.2):

- Seems appropriate
- Should be revised

Because

4.3.2 **Issues And Solutions:** Based on the preceding analysis, identify the major issues that seem to affect your program. Then, from the list of suggested solutions, indicate the ones that seem most realistic for you and that you could put into practice. If necessary, identify other possible solutions after you have had a chance to discuss it with other instructors.

Possible Issues Associated with your Sport Program	Solutions to Consider
<p><input type="checkbox"/> Program is too short to allow any significant athletic development in your sport or discipline (see #11 in 4.2.3)</p> <p><input type="checkbox"/> Preparation Period is too short (see #2, in 4.2.3)</p> <p><input type="checkbox"/> Not enough competition (See #3, 5 and 10 in 4.2.3)</p> <p><input type="checkbox"/> Practice sessions are too short (see #6 and 8 in 4.2.3)</p> <p><input type="checkbox"/> Not enough practice or preparation time to enable significant athletic development in the sport or discipline; not enough training opportunities between competitions (see #2,7,9, 11 in 4.2.3)</p>	<ul style="list-style-type: none"> • Encourage the athletes to participate in other sports with similar demands, and in other sports that may help them develop other, types of skills. • Enroll the athletes in sport schools or camps, so that they continue their development, and avoid losing too much sport fitness • Extend the Preparation Period, by beginning practices earlier before the first regular competitions. • Use some of the early season competitions as a continuation of the Preparation Period, and therefore not too important as far as results are concerned • Include simulated competition in your practice sessions • Organize friendly or unofficial competitions • Do the general warm-up before you go onto the field or into the facility • Train the motor abilities (Agility, Coordination, Balance, etc.) or some physical abilities (flexibility, endurance, strength) outside practice sessions so that you can spend as much of the available time as possible on sport-specific activities. • Create workstations or circuits that enable a larger number of athletes to be active at any given time. • Extend the preparation period, i.e. begin practices earlier in the program. • Use some of the early season competitions as a continuation of the Preparation Period and therefore not too important as far as results are concerned. • Increase the number of practice sessions between competitions. • Provide the athletes with programs relating to activities they can do on their own between practice sessions, in order to focus on important sport-specific elements during your practice sessions • Don't allow all of the content of the practice sessions to be dictated by performance in the last competition or by preparation for the next competition; situate the content of practices in a longer-term perspective (several weeks, or the season).
<p><input type="checkbox"/> Competition Period is too long; too many competition competitions in the program; too many "important" competitions (see #3,5 and 10 in 4.2.3)</p>	<ul style="list-style-type: none"> • Discuss with other instructors and administrators in charge of the structure and seek to reduce the length of the program and the number of competitions. • Consider not taking part in certain competitions when possible. • Give rest to some athletes by withdrawing them from certain competitions or not registering them, and give other athletes opportunities to get competitive experience. • Consider some early season competitions as part of the Preparation Period; so, don't give too much importance to the results of the early season competitions (for example, less points for an early season win up to a certain date). • Prioritize the competitions and focus on those that lead to the "next stage" in the development process.
<p><input type="checkbox"/> Practice sessions too long (see #6 and 8 in 4.2.3)</p>	<ul style="list-style-type: none"> • Reduce the length (but not the frequency) of practices if possible. • If it is only possible to get into the facilities for long periods of time, include frequent breaks during practices and plan fun activities.
<p><input type="checkbox"/> Practice sessions too frequent (see #7 and 9 in 4.2.3)</p>	<ul style="list-style-type: none"> • Alternate hard training days with easy days during the week, in order to avoid fatigue. • Build in a rest day every 2-3 days of practice. • Build in an easy session or a rest day the day after a competition, especially if the competition has been particularly demanding. • Avoid planning a tough practice session the day before a competition.

4.4 Athletic Abilities to Prioritize and Training Objectives to Set at Different Points in the Program



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- 4.4.1 Identify the athletic abilities that are moderately important, important or very important in archery. Check off those that meet the criteria in column 1 of the table on the next page. If necessary, refer to page 45 of the Reference Material to find the definition of the athletic abilities, and to page 47 for their relative importance in archery.



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- 4.4.2 Identify the athletic abilities that can be trained given the age of your athletes. Check those that meet this criterion in column 2 of the table on the following page. To help you do this, refer to the Reference Material. Then, draw a line through the athletic abilities that should not be trained given the age of your athletes, even if they are ranked moderately important or important in your sport.

- 4.4.3 Take a few moments to think about the "entry point" of the majority of the athletes in your program. From the options below, check all those that apply.
During the 2-3 months before the start of your program, your athletes:

- don't do any particular type of training
- don't do any organized sport, but do a little bit of physical conditioning on an irregular basis
- don't do any organized sport, but do serious physical conditioning on a regular basis
- train and compete in another sport
- train and compete in a similar sport
- train and compete in the same sport

- 4.4.4 Now, refer only to the athletic abilities that are ranked **very important, important, or moderately important** in your sport, and that can be trained by athletes of the age you instruct.

In columns 3,4 and 5 of the table on the following page, indicate which training objectives you should try to achieve at the beginning, in the middle and at the end of your program, given the "entry point". of the majority of the athletes. Choose from the following options to indicate the objectives for various types of athletic abilities:

- Physical and Motor Abilities: **Development** (try to improve) or **Maintenance** (keep at same level).
- Skills and sport-specific technical/tactical elements: **Acquisition** (patterning movements), **Consolidation** (correct execution in variable conditions) or **Refinement** (minor improvements).

Use this table to answer questions 4.4.1, 4.4.2, and 4.4.4

Section 4.4.1	4.4.2	Section 4.4.4		
Column 1	C2	Column 3	Column 4	Column 5
Very Important Important or Moderately Important		Objectives - Start of the Program	Objectives - Middle of the Program	Objectives - End of the Program
Physical abilities				
<input type="checkbox"/> Maximal Speed	<input type="checkbox"/>			
<input type="checkbox"/> Speed-Endurance	<input type="checkbox"/>			
<input type="checkbox"/> Aerobic Endurance	<input type="checkbox"/>			
<input type="checkbox"/> Aerobic Power	<input type="checkbox"/>			
<input type="checkbox"/> Maximum Strength	<input type="checkbox"/>			
<input type="checkbox"/> Speed-Strength	<input type="checkbox"/>			
<input type="checkbox"/> Strength-Endurance	<input type="checkbox"/>			
<input type="checkbox"/> Flexibility	<input type="checkbox"/>			
Motor abilities				
<input type="checkbox"/> Coordination	<input type="checkbox"/>			
<input type="checkbox"/> Balance	<input type="checkbox"/>			
<input type="checkbox"/> Agility	<input type="checkbox"/>			
Skills and sport-specific technical/tactical elements				
<input type="checkbox"/> Basic Technique	<input type="checkbox"/>			
<input type="checkbox"/> Game or Competition Plan	<input type="checkbox"/>			
<input type="checkbox"/> Variations of Basic Techniques	<input type="checkbox"/>			
<input type="checkbox"/> More Advanced Techniques	<input type="checkbox"/>			
<input type="checkbox"/> Decision-Making	<input type="checkbox"/>			

In columns 3, 4 and 5, use the following options to define your objectives:

- Physical and Motor Abilities: Development (try to improve) or Maintenance (keep at same level)
- Skills and sport-specific technical/tactical elements: Acquisition (patterning movements), Consolidation (correct execution in variable conditions) or Refinement (minor improvements).

4.4.5 Taking Into Consideration The Entry Point Of Most Athletes Into Your Program

The facilitator has provided you with some information about sample sport programs, and has explained the code used to specify training objectives and priorities. When using the sample program pertaining to your own sport family, refer to the suggestions below to take into consideration the "entry point" of most of the athletes into your program.

If, during the last 2 or 3 months before the beginning of your program, your athletes:

1. Don't do any particular training: Follow the recommendations as they are.
2. Don't do any organized sport, but do some physical conditioning from time to time: Follow the recommendations as they are.
3. Don't do any organized sport, but do regular, serious physical conditioning: (1) For the physical and motor abilities, follow the priorities and objectives of weeks 6 to 8 right from the start; and (2) for skills and sport-specific technical/tactical elements, follow the recommendations as they are.
4. Train and compete in another sport: Same as #3.
5. Train and compete in a similar sport: Same as #3.
6. Train and compete in the same sport: Follow the priorities and objectives for the middle of the program right from the start, i.e. refer to the information for weeks 10 to 12.



- 4.4.6 **Critical Reflection** - Now that you have been exposed to a sample program outlining training priorities and objectives for archery, what major differences do you see between these guidelines and what you wrote down in the table of the previous page? If there are differences, what are they?

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- 4.4.7 **On your action card**, note the changes that you would make in the future with regard to training priorities and objectives at the beginning, in the middle, and at the end of your program.

4.5 **Link Between Program Orientations, Priorities and Training Objectives, and Content of Practice Sessions: Taking the Best Possible Decisions in your Context**

The examples given for the different families of sports illustrate what the training priorities and objectives could be at different times during a 30 to 35 week sport program.

This information also shows the progression within a sport program over the course of a number of weeks. These guidelines may also help instructors to make certain decisions about the nature and the characteristics of the training activities that can be planned on a weekly and daily basis. In other words, they can help to determine the content of practice sessions.

To do so, however, additional reflection is required by the instructor. This is precisely the purpose this section, which describes a step-by-step process to link the major orientations of the program, from a seasonal point of view, to the specific activities instructors can plan for their practice sessions.

For some of these steps, you will have to refer to specific information in the Reference Material. Also, Worksheets 2 and 3 in this workbook have been designed to help you manage this information, and facilitate your decision-making.

Preliminary Steps

- 4.5.1 Follow the instructions of the facilitator; refer to page 62 for Worksheet 2, and refer to the sample program for archery provided in the Reference Material.



- 4.5.2 **Select one week** of this sample program (e.g., week number 1). Note: In the sample programs, each vertical line corresponds to one week.

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- 4.5.3 **Identifying The Athletic Abilities To Train In Priority During The Week**

Identify the most important athletic abilities (maximum of 5) to train in this particular week by referring to the lines of different thicknesses. Then, enter this information in the first column of Worksheet 2.

- 4.5.4 **Identifying The Training Objectives Associated With The Athletic Abilities Prioritized During The Week**

Specify the objectives associated with each of the athletic abilities you have identified; to do so, refer to the color code. Enter this information in the second column of Worksheet 2.

- 4.5.5 **Identifying Appropriate Types Of Exercises And Practice Conditions**

Refer to the tables on pages 64-65 of the Reference Material. For each combination of athletic ability and objective, determine the types of exercises (do so for all athletic abilities) and the practice conditions (do so for sport-specific skills and technical/tactical elements only) that seem to be the most appropriate. Enter this information in the third column of Worksheet 2. This will provide you with the general characteristics the training activities should have.



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4.5.6 Identifying Appropriate Training Methods

Now refer to the Summary Table on page 46 of the Reference Material. This table describes specific methods for training athletic abilities. For each of the athletic abilities that you have identified, and bearing in mind the desired objective, determine the number of training sessions needed per week and the training time that should be planned within each practice. Enter this information in the fourth column of Worksheet 2.

Note: You may choose to spend more time than the "minimum recommended time" for training a particular athletic ability; however, you should not devote less time than recommended if you really want to achieve the desired training effect.

Managing Time

4.5.7 Add up all the training time in column 4 of Worksheet 2. This represents the amount of time you should devote to training the different athletic abilities for the week you have chosen if you were in an ideal instructing situation".

4.5.8 To determine if the total time obtained in 4.5.7 is realistic for your training situation, add up the number of practice sessions that you can have during the selected week, and the length of the main part of each session. This figure represents the actual time available to train the various athletic abilities during the week that you have chosen.

4.5.9 Determine the gap between the "time required" and the "time available" for training.

4.5.10 Deciding What To Do And Managing Priorities

If the gap in time between the "time required" and the "time available" for training is significant, consider the following questions when you come to decide which athletic abilities to prioritize:

- **Can the athletes train certain athletic abilities individually, outside your practice sessions, or before or after the sessions?** *If yes, take note of this option, and devote a larger part of the available training time to the other athletic abilities. Among the athletic abilities that lend themselves well to individual training by the athletes outside the practice sessions are flexibility, aerobic endurance and strength endurance. However, you should ensure that the athletes do train as required, and that they use the right training methods.*

- **Is it possible to combine the training of certain athletic abilities in your sessions?** *If yes, take note of this option, and adapt your activities accordingly. In the Planning a practice module, you saw how to design activities that produce a training effect on more than one athletic ability, based on the specific characteristics they have.*

- **Which athletic abilities are the most important according to the sample program for my family of sports?** *If the previous options are not possible, or **if** the gap between the time required and the time available is too great, then focus only on the most important athletic abilities, and make sure to do a good job developing them. In this case, you must, however, appreciate that your athletes' progress may be impacted.*



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4.5.11 Breaking Down Training Priorities And Content During The Week

Bearing in mind the training time available and the reflection you did in 5.9 and 5.10, layout the training priorities and content in the different practice sessions of the week. Use Worksheet 3 and, for each session, specify the following:

- The athletic abilities to be worked on
- The desired objectives
- The appropriate practice conditions and types of exercises
- The training protocols and the time devoted to training each ability

Once you have this information, you should be able to put together the main part of each of your practice sessions using the process presented in the Planning a practice module.

Worksheet 1: Program Planning Calendar

Season:

Month	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
Monday																													
Championship																													
Tournaments																													
Important competit.																													
Regular competition																													
Preparation - comp.																													
Training camps																													
Other activities																													
Period																													
Phase																													
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29

Codes for other activities in the training chart:

Sample Planning Worksheet - Worksheet 2

Week # of the program

		p. 64-65 of ref. material	p. 64-65 of ref. material
4.5.3 Athletic ability to prioritize p. 63 of ref. material	4.5.4 Training objectives p. 63 of ref. material	4.5.5 Appropriate types of exercises (all athletic abilities) and practice conditions (sport-specific elements only)	4.5.6 Protocols and time: number of sessions/week X time required in each session (respect the recommended minimal time)
1.		<input type="checkbox"/> General exercises <input type="checkbox"/> Specific exercises <input type="checkbox"/> Competition exercises Conditions: <input style="width: 100px;" type="text"/>	sessions/week X <input style="width: 50px;" type="text"/> minutes/session <input style="width: 50px;" type="text"/> hours <input style="width: 30px;" type="text"/> min <input style="width: 30px;" type="text"/>
2.		<input type="checkbox"/> General exercises <input type="checkbox"/> Specific exercises <input type="checkbox"/> Competition exercises Conditions: <input style="width: 100px;" type="text"/>	sessions/week X <input style="width: 50px;" type="text"/> minutes/session <input style="width: 50px;" type="text"/> hours <input style="width: 30px;" type="text"/> min <input style="width: 30px;" type="text"/>
3.		<input type="checkbox"/> General exercises <input type="checkbox"/> Specific exercises <input type="checkbox"/> Competition exercises Conditions: <input style="width: 100px;" type="text"/>	sessions/week X <input style="width: 50px;" type="text"/> minutes/session <input style="width: 50px;" type="text"/> hours <input style="width: 30px;" type="text"/> min <input style="width: 30px;" type="text"/>
4.		<input type="checkbox"/> General exercises <input type="checkbox"/> Specific exercises <input type="checkbox"/> Competition exercises Conditions: <input style="width: 100px;" type="text"/>	sessions/week X <input style="width: 50px;" type="text"/> minutes/session <input style="width: 50px;" type="text"/> hours <input style="width: 30px;" type="text"/> min <input style="width: 30px;" type="text"/>
5.		<input type="checkbox"/> General exercises <input type="checkbox"/> Specific exercises <input type="checkbox"/> Competition exercises Conditions: <input style="width: 100px;" type="text"/>	sessions/week X <input style="width: 50px;" type="text"/> minutes/session <input style="width: 50px;" type="text"/> hours <input style="width: 30px;" type="text"/> min <input style="width: 30px;" type="text"/>
		4.5.7 Total Training hours required during the week (rounded off):	

Number of sessions in the week X length of the main part of each of your sessions

hours min = hours available for athletic development in the week.

Gap between "hours required for training" and "hours actually available for training" =

Questions to help me choose the training priorities given the limitation in my program:

- Can athletes train certain athletic abilities on their own, outside practices I lead?
- What are the most important athletic abilities in my sport?
- Can the training of some athletic abilities be combined during practice?

Under these conditions, the instructor might consider the following to take into account the gap between the "required training time" and the "actual training time available":

- Ask athletes to work out on their own to achieve the training objectives in the area of aerobic conditioning (e.g., individual running sessions the days when no practices are scheduled; running sessions after practices; etc.). This would take approximately 40 minutes off the 2-hour gap between the "required training time" and "actual training time available", so it would now be reduced to 1 hour and 20 minutes.
- Ask athletes to work out on their own to achieve the training objectives in the area of flexibility (e.g., individual stretching sessions the days when no practices are scheduled; stretching sessions after practices; etc.). This would take an additional 30 minutes off, so the gap to bridge between the "required training time" and "actual training time available" would now be reduced to approximately 50 minutes.

Assuming the previous options are possible, the instructor should now prioritize the most important athletic abilities identified in the sample program, e.g. (1) basic skills and (2) motor abilities.

To manage the 50-minute gap that still remains between the "required training time" and the "actual training time available", and to make optimal use of the 3 hours available for training while respecting the guidelines pertaining to (1) priorities and objectives in the first week of the program and (2) the characteristics activities must have to produce specific training effects, the instructor could design activities that:

- promote the acquisition of basic techniques while also featuring simple decision-making requirements.
- promote the acquisition of basic techniques while also having certain demands in the area of coordination, balance, and agility.

Practice Sessions - Worksheet 3

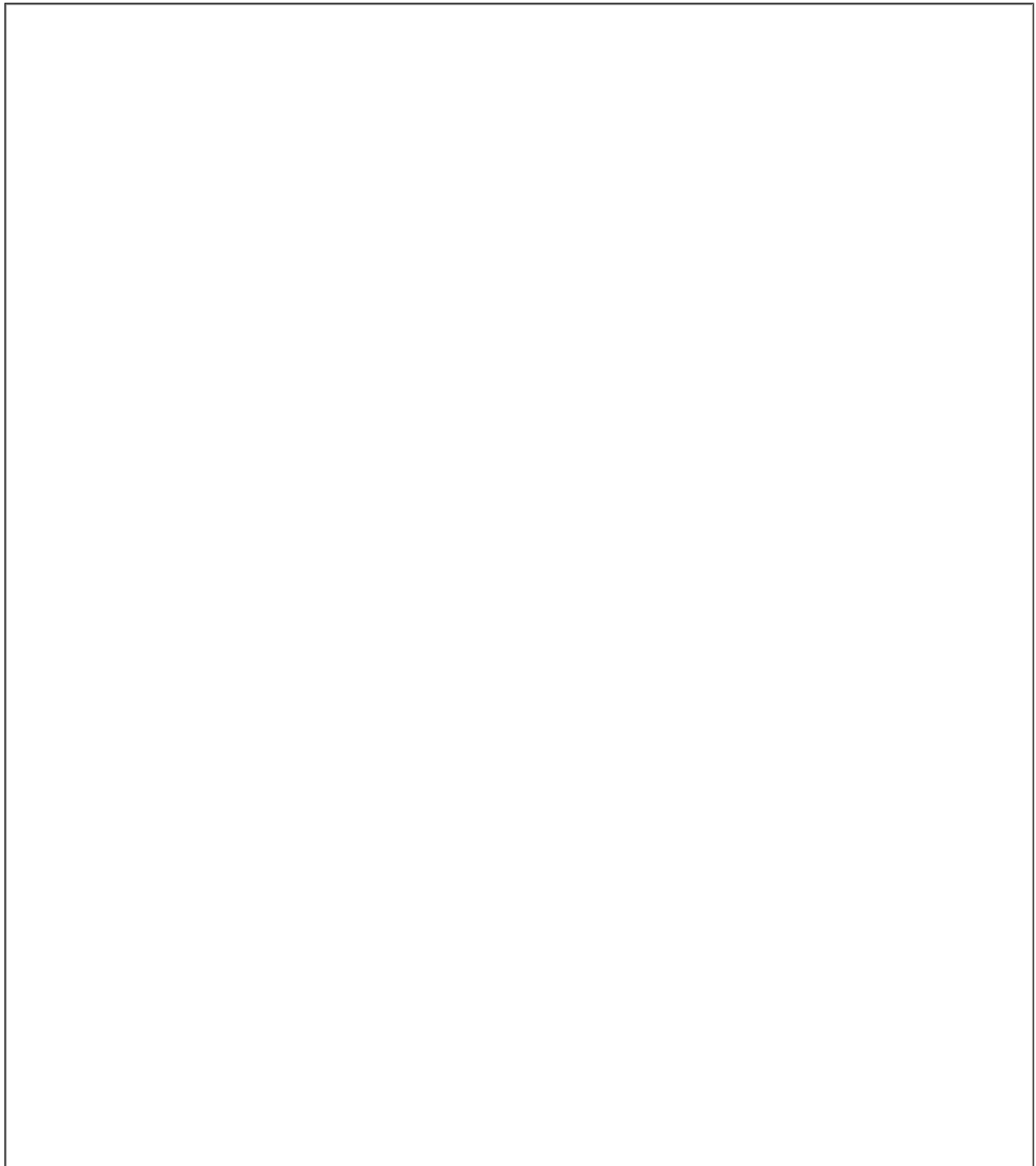
Practice Session	Athletic Ability	Objective	Practice Conditions Type of Exercises	Time
One				<div style="border: 1px solid black; height: 150px; width: 100%;"></div> <div style="display: flex; justify-content: flex-end; align-items: center; margin-top: 5px;"> Total min <input style="width: 30px; height: 20px;" type="text"/> </div>
Two				<div style="border: 1px solid black; height: 150px; width: 100%;"></div> <div style="display: flex; justify-content: flex-end; align-items: center; margin-top: 5px;"> Total min <input style="width: 30px; height: 20px;" type="text"/> </div>
Three				<div style="border: 1px solid black; height: 150px; width: 100%;"></div> <div style="display: flex; justify-content: flex-end; align-items: center; margin-top: 5px;"> Total min <input style="width: 30px; height: 20px;" type="text"/> </div>

4.6 Managing a sport program

4.6.1 Program administration

Design a letter to the parents of your program outlining the following:

- Objectives and philosophy of your program
- Behavior and expectations of your athletes, parents and other instructors
- Outline of your program including the schedule
- Financial commitments for participants (equipment, clothing, travel, etc.)
- Practice and competition schedule



Worksheet 1: Program Planning Calendar

Season:

Month	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
Monday																													
Championship																													
Tournaments																													
Important competit.																													
Regular competition																													
Preparation - comp.																													
Training camps																													
Other activities																													
Period																													
Phase																													
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29

Codes for other activities in the training chart:

Sample Planning Worksheet - Worksheet 2

Week # of the program

		p. 64-65 of ref. material	p. 64-65 of ref. material
4.5.3 Athletic ability to prioritize p. 63 of ref. material	4.5.4 Training objectives p. 63 of ref. material	4.5.5 Appropriate types of exercises (all athletic abilities) and practice conditions (sport-specific elements only)	4.5.6 Protocols and time: number of sessions/week X time required in each session (respect the recommended minimal time)
1.		<input type="checkbox"/> General exercises <input type="checkbox"/> Specific exercises <input type="checkbox"/> Competition exercises Conditions: <input style="width: 100px;" type="text"/>	sessions/week X <input style="width: 50px;" type="text"/> minutes/session <input style="width: 50px;" type="text"/> hours <input style="width: 30px;" type="text"/> min <input style="width: 30px;" type="text"/>
2.		<input type="checkbox"/> General exercises <input type="checkbox"/> Specific exercises <input type="checkbox"/> Competition exercises Conditions: <input style="width: 100px;" type="text"/>	sessions/week X <input style="width: 50px;" type="text"/> minutes/session <input style="width: 50px;" type="text"/> hours <input style="width: 30px;" type="text"/> min <input style="width: 30px;" type="text"/>
3.		<input type="checkbox"/> General exercises <input type="checkbox"/> Specific exercises <input type="checkbox"/> Competition exercises Conditions: <input style="width: 100px;" type="text"/>	sessions/week X <input style="width: 50px;" type="text"/> minutes/session <input style="width: 50px;" type="text"/> hours <input style="width: 30px;" type="text"/> min <input style="width: 30px;" type="text"/>
4.		<input type="checkbox"/> General exercises <input type="checkbox"/> Specific exercises <input type="checkbox"/> Competition exercises Conditions: <input style="width: 100px;" type="text"/>	sessions/week X <input style="width: 50px;" type="text"/> minutes/session <input style="width: 50px;" type="text"/> hours <input style="width: 30px;" type="text"/> min <input style="width: 30px;" type="text"/>
5.		<input type="checkbox"/> General exercises <input type="checkbox"/> Specific exercises <input type="checkbox"/> Competition exercises Conditions: <input style="width: 100px;" type="text"/>	sessions/week X <input style="width: 50px;" type="text"/> minutes/session <input style="width: 50px;" type="text"/> hours <input style="width: 30px;" type="text"/> min <input style="width: 30px;" type="text"/>
		4.5.7 Total Training hours required during the week (rounded off):	

Number of sessions in the week X length of the main part of each of your sessions

hours min = hours available for athletic development in the week.

Gap between "hours required for training" and "hours actually available for training" =

Practice Sessions - Worksheet 3

Practice Session	Athletic Ability	Objective	Practice Conditions Type of Exercises	Time
One				<div style="border: 1px solid black; height: 150px; width: 100%;"></div> <div style="text-align: right; margin-top: 5px;">Total min <input style="width: 30px; height: 15px;" type="text"/></div>
Two				<div style="border: 1px solid black; height: 150px; width: 100%;"></div> <div style="text-align: right; margin-top: 5px;">Total min <input style="width: 30px; height: 15px;" type="text"/></div>
Three				<div style="border: 1px solid black; height: 150px; width: 100%;"></div> <div style="text-align: right; margin-top: 5px;">Total min <input style="width: 30px; height: 15px;" type="text"/></div>

Action Card



Date:

Location:



I intend to STOP... _____

I intend to CONTINUE... _____

I intend to START... _____

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Action Card



Date:

Location:



I intend to STOP... _____

I intend to CONTINUE... _____

I intend to START... _____

www.coach.ca

Action Card



Date:

Location:



I intend to STOP... _____

I intend to CONTINUE... _____

I intend to START... _____

www.coach.ca

Action Card



Date:

Location:



I intend to STOP... _____

I intend to CONTINUE... _____

I intend to START... _____

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