

CURRICULUM GUIDELINES

A: Division: **Science and Technology**

Date: **June 2002**

B: Department/
Program Area: **Sport Science -
Coaching**

New Course		Revision	X
------------	--	----------	----------

If Revision, Section(s) Revised: **C,M,N**

Date Last Revised: **20 September 2000**

C: SPSC 442

D: Planning in Coaching and Teaching

E: 3

Subject & Course No.

Descriptive Title

Semester Credits

F: Calendar Description: This course applies the principles of daily, weekly, monthly and seasonal or yearly planning with an emphasis on drill design, error detection and correction, performance enhancement and individual and group communication. Leadership in the role of the teacher or coach will continue to be developed.

G: Allocation of Contact Hours to Types of Instruction/Learning Settings

Primary Methods of Instructional Delivery and/or Learning Settings:

Lecture/Practise

Number of Contact Hours: (per week / semester for each descriptor)

4 hours

Number of Weeks per Semester:

14

H: Course Prerequisites:
None

I. Course Corequisites:
None

J. Course for which this Course is a Prerequisite:
None

K. Maximum Class Size:
35

L: PLEASE INDICATE:

☐

Non-Credit

☐

College Credit Non-Transfer

☒

College Credit Transfer:

Requested

☒

Granted

☐

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)

M: Course Objectives/Learning Outcomes

The learner has reliably demonstrated the ability to:

- Design effective activities and drills.
- Implement effective activities and drills.
- Design and implement sessions and lessons appropriate to units, phases, macrocycles and microcycles showing vertical integration and sequencing.
- Understand long term planning and create an effective seasonal or yearly plan structure.

N: Course Content

- Module #1: Relate knowledge of Session / Lesson planning to long Term Development
- Effective competition:practise ratio
 - Design effective physical, mental and technical emphasis
 - Calculate frequency and duration of drills, activities, practices and lessons
 - Analyze constraints on seasonal or yearly plan
 - Adhere to the Sport Development Model in designing learning tasks.
- Module #2: Create an Annual Plan Structure
- Determine type of periodization
 - Choose seasonal dates appropriate to phases
 - Peak and taper sequence maximized
 - Control factors of Training Load
 - Vary Type of Macrocycles logically
 - Choose appropriate microcycle types
 - Volume and Intensity calculations
 - Vertical and Horizontal integration of the Six “Ss”
 - Graphing
- Module #3: Construct measurable, meaningful and individualized Objectives
- Sessions or lessons
 - Weekly or Microcycle
 - Units or Macrocycle
 - Matching learning activities with objectives
- Module #4: Implement the structure of a session / lesson plan
- Demonstrations
 - Explanations
 - Athlete centered activities
 - Interventions
 - Debriefing
 - Summary
 - Evaluation
- Module #5: Utilize sport resources effectively; problem solve to maintain flow of session/lesson
- Be aware and logically utilization space and facility
 - Design effective usage of equipment and equipment modification
 - Manage personnel within your staff during a session
 - Master the ability to keep athletes/students maximally on task in all activities
- Module #6: Interpret and engage in Instructional styles that match skill development
- Command
 - Task
 - Reciprocal
 - Small groups
 - Individual programs
 - Guided discovery
 - Problem solving
- Module #7: Show an awareness of Skill Development methods and use them accurately
- Key Words
 - Progressions
 - Breakdowns
 - Chaining
 - Shaping
 - Modelling
 - Biomechanics

- | | |
|-------------|---|
| Module #8: | Plan Drills / Activities that relate to the intended purpose of the session <ul style="list-style-type: none"> • Reach each athletes level of development through the design of drill variations • Incorporate complimentary training as a practice management strategy • Individualization of practices and lessons • Demonstrate the integrating of fun within a session / lesson • Create Scoring systems for activities and drills • Advocate Equal involvement • Adhere to Time on task in drill/activity design • Compare traditional drills to decision making drills and implement both <ul style="list-style-type: none"> Random Variable Tactical |
| Module #9: | Task Analysis <ul style="list-style-type: none"> • Preparation, Execution and Follow Through • Plan activities based on Phases of performance • Identify phases of performance • Evaluate phases of performance |
| Module #10: | Assume responsibility for Group Interactions that occur within a session <ul style="list-style-type: none"> • Facilitate a Cooperative learning environment • Facilitate a Competitive learning environment • Demonstrate Athlete leadership in practice • Create a Self directed learning package • Manage Group dynamics |
| Module #11: | Display a process of Recognition of Correct Performance <ul style="list-style-type: none"> • Understand and implement Observation techniques • Articulate Biomechanical principles of movement and analyze performance • Identify the phases of skill analysis and detect errors • Create and use Skill Checklists to detect performance errors |
| Module #12: | Communicate with athletes and/or team positively, fairly and effectively <ul style="list-style-type: none"> • Types of Feedback • Modes of Delivery • Decision Training • Techniques |
| Module #13: | Evaluate effectiveness of athletes, staff and practice <ul style="list-style-type: none"> • Monitoring process • Progress reports • Record keeping • Evaluate drills, practices, phase planning and seasonal planning • Methods of evaluation for physical, Mental and Technical development |
| Module #14: | Demonstrate the ability to sequence activities, drills, sessions and lessons <ul style="list-style-type: none"> • activities within a session / lesson • activities between sessions • activities within a day |
| Module #15: | Recognize and adhere to Sessional Differences in practice planning <ul style="list-style-type: none"> • differences in Microcycle type • differences in age within Sport development model • differences in Phases |

O:	Methods of Instruction Lecture/Practise												
P:	Textbooks and Materials to be Purchased by Students Decision Training Booklet NCCP Level I, II, III Theory Manuals												
Q:	Means of Assessment <table style="width: 100%; border: none;"> <tr> <td style="width: 80%;">Midterm</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Planning Assignment</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Computer Assignment</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Final</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Attendance and Labs</td> <td style="text-align: right;"><u>20%</u></td> </tr> <tr> <td></td> <td style="text-align: right;">100%</td> </tr> </table>	Midterm	20%	Planning Assignment	20%	Computer Assignment	20%	Final	20%	Attendance and Labs	<u>20%</u>		100%
Midterm	20%												
Planning Assignment	20%												
Computer Assignment	20%												
Final	20%												
Attendance and Labs	<u>20%</u>												
	100%												
R:	Prior Learning Assessment and Recognition: specify whether course is open for PLAR No												

Course Designer(s)

Education Council/Curriculum Committee Representative

 Dean/Director

 Registrar