



# EFFECTIVE: SEPTEMBER 2004

## CURRICULUM GUIDELINES

**A. Division:**                      **Education**                      Effective Date:                      **September 2004**

**B. Department /**                      **Science and Technology**                      Revision                      ☒ **X**                      New Course                      ☐

Program Area:                      **Sport Science – Coaching**

If Revision, Section(s)                      **C**

Revised:

Date of Previous Revision:                      **June 2002**

Date of Current Revision:                      **September 2004**

**C: SPSC 1442**                      **D: Planning in Coaching and Teaching**                      **E: 3**

Subject & Course No.	Descriptive Title	Semester Credits
<b>F: Calendar Description:</b>  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.		
<b>G: Allocation of Contact Hours to Type of Instruction / Learning Settings</b>  Primary Methods of Instructional Delivery and/or Learning Settings:  <b>Lecture / Practice</b>  Number of Contact Hours: (per week / semester for each descriptor)  <b>4 hours per week</b>  Number of Weeks per Semester:  <b>15</b>	<b>H: Course Prerequisites:</b>  none	
	<b>I: Course Corequisites:</b>  none	
	<b>J: Course for which this Course is a Prerequisite</b>  none	
	<b>K: Maximum Class Size:</b>  35	
<b>L: PLEASE INDICATE:</b>  <div style="display: flex; align-items: center;"> <input type="checkbox"/> Non-Credit  <input type="checkbox"/> College Credit Non-Transfer  <input checked="" type="checkbox"/> <b>X</b> College Credit Transfer: </div> SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ( <a href="http://www.bccat.bc.ca">www.bccat.bc.ca</a> )		

**M:** Course Objectives / Learning Outcomes

The learner has reliably demonstrated the ability to:

1. Design effective activities and drills.
2. Implement effective activities and drills.
3. Design and implement sessions and lessons appropriate to units, phases, macro-cycles and micro-cycles showing vertical integration and sequencing.
4. 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:

1. Effective competition: practice ratio
2. Design effective physical, mental and technical emphasis
3. Calculate frequency and duration of drills, activities, practices and lessons
4. Analyze constraints on seasonal or yearly plan
5. Adhere to the Sport Development Model in designing learning tasks

**Module 2** - Create an annual plan structure:

1. Determine type of periodization
2. Choose seasonal dates appropriate to phases
3. Peak and taper sequence maximized
4. Control factors of training load
5. Vary type of macro-cycles logically
6. Choose appropriate micro-cycle types
7. Volume and intensity calculations
8. Vertical and horizontal integration of the six "Ss"
9. Graphing

**Module 3** - Construct measurable, meaningful and individualized objectives:

1. Sessions or lessons
2. Weekly or micro-cycle
3. Units or macro-cycle
4. Matching learning activities with objectives

**Module 4** - Implement the structure of a session / lesson plan:

1. Demonstrations
2. Explanations
3. Athlete-centred activities
4. Interventions
5. Debriefing
6. Summary
7. Evaluation

**Module 5** - Utilize sport resources effectively; problem solve to maintain flow of session / lesson:

1. Be aware and logically utilize space and facility
2. Design effective usage of equipment and equipment modification
3. Manage personnel within your staff during a session
4. Master the ability to keep athletes / students maximally on task in all activities

continued

**Module 6** - Interpret and engage in instructional styles that match skill development:

1. Command
2. Task
3. Reciprocal
4. Small groups
5. Individual programs
6. Guided discovery
7. Problem solving

**Module 7** - Show an awareness of skill development methods and use them accurately:

1. Key words
2. Progressions
3. Breakdowns
4. Chaining
5. Shaping
6. Modelling
7. Biomechanics

**Module 8** - Plan drills / activities that relate to the intended purpose of the session:

1. Reach each athlete's level of development through the design of drill variations
2. Incorporate complimentary training as a practice management strategy
3. Individualization of practices and lessons
4. Demonstrate the integrating of fun within a session / lesson
5. Create scoring systems for activities and drills
6. Advocate equal involvement
7. Adhere to time on task in drill / activity design
8. Compare traditional drills to decision making drills and implement both:
  - 8.1. Random
  - 8.2. Variable
  - 8.3. Tactical

**Module 9** - Task Analysis:

1. Preparation, execution and follow through
2. Plan activities based on phases of performance
3. Identify phases of performance
4. Evaluate phases of performance

**Module 10** - Assume responsibility for group interactions that occur within a session:

1. Facilitate a cooperative learning environment
2. Facilitate a competitive learning environment
3. Demonstrate athlete leadership in practice
4. Create a self-directed learning package
5. Manage group dynamics

**Module 11** - Display a process of recognition of correct performance:

1. Understand and implement observation techniques
2. Articulate biomechanical principles of movement and analyze performance
3. Identify the phases of skill analysis and detect errors
4. Create and use skill checklists to detect performance errors

continued

**Module 12** - Communicate with athletes and / or team positively, fairly and effectively:

1. Types of feedback
2. Modes of delivery
3. Decision training
4. Techniques

**Module 13** - Evaluate effectiveness of athletes, staff and practice:

1. Monitoring process
2. Progress reports
3. Record keeping
4. Evaluate drills, practices, phase planning and seasonal planning
5. Methods of evaluation for physical, mental and technical development

**Module 14** - Demonstrate the ability to sequence activities, drills, sessions and lessons:

1. Activities within a session / lesson
2. Activities between sessions
3. Activities within a day

**Module 15** - Recognize and adhere to sessional differences in practice planning:

1. Differences in micro-cycle type
2. Differences in age within Sport Development Model
3. Differences in phases

**O:** Methods of Instruction

Lecture / Practice

**P:** Textbooks and Materials to be Purchased by Students

Decision Training Booklet

NCCP Level I, II, and III Theory Manuals

**Q:** Means of Assessment

Mid-term Examination	20%
Planning Assignment	20%
Computer Assignment	20%
Final Examination	20%
Attendance and Labs	<u>20%</u>
Total:	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