Coach Workbook

National Coaching Certification Program

NCCP Design a Basic Sport Program

Coach Workbook

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Association canadienne des entraîneurs

National Coaching Certification Program

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

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Acknowledgements

As we continue to learn and grow in coaching, we revise our programming based on the best available evidence in coaching and feedback from our partners. It's with the strong foundation of previous editions that we're able to grow our programming and respond to the needs of our community. The Coaching Association of Canada recognizes all who have contributed to the current and previous editions for setting the foundation for our success.

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The National Coaching Certification Program (NCCP) is funded in part by the Government of Canada

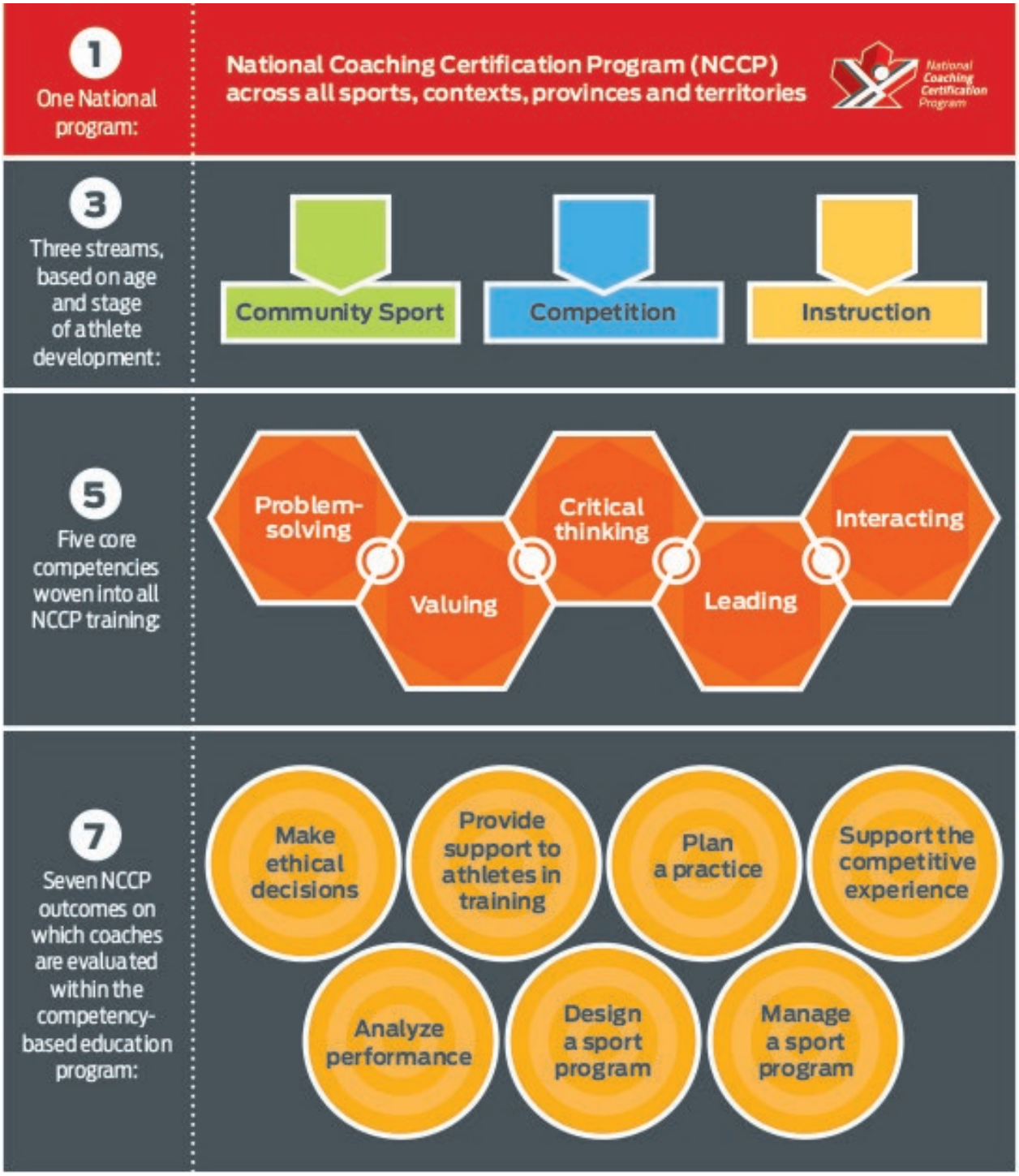
1 National Coaching Certification Program

Welcome to the National Coaching Certification Program (NCCP) Design a Basic Sport Program workshop. This workshop aims to prepare coaches to effectively plan a sports program or season.

This module is part of the NCCP, a national training and certification program offered in over 65 sports in Canada. Since its inception in 1974, more than 2 million coaches and sports leaders have participated in the training, education, and certification activities offered by the NCCP. The NCCP is a collaborative program of the Government of Canada, provincial/territorial governments, national/provincial/territorial sports organizations, and the Coaching Association of Canada.

Coaches will receive NCCP credit. They can track their progress in The Locker, the NCCP database that supports the efforts of all coaches involved in coach education in Canada.

1.1 The NCCP 1–3–5–7 definition



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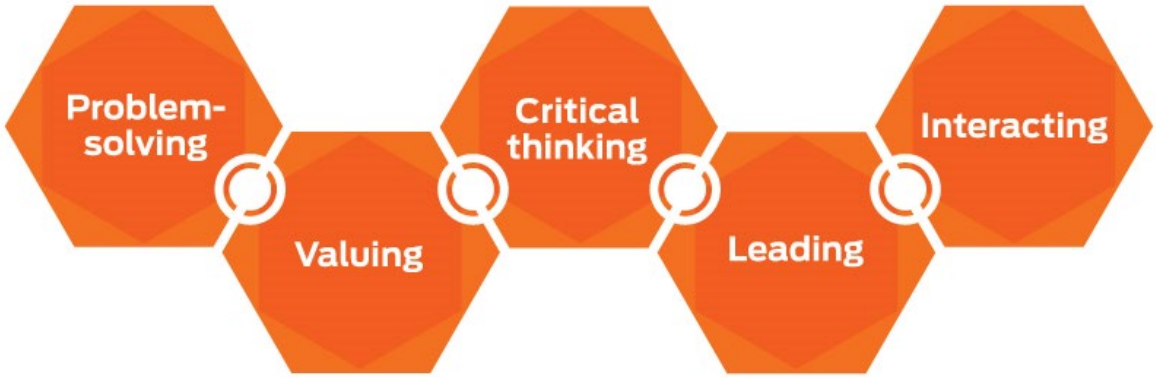
1.2 NCCP core competencies

This Coach Workbook is your record of what you did and what you learned in the Design a Basic Sport Program module. We recommend that you save your workbook and consult it regularly to ensure continuous improvement of your coaching skills.



As you progress through this module, you'll work on developing 5 core competencies. Those competencies will help you become more effective and have a more meaningful impact on participants' experiences. The competencies are problem-solving, valuing, critical thinking, leading, and interacting.

At several points in the module, you'll participate in activities that involve reflecting on and assessing your learnings, relative to these 5 competencies. These are important activities because you'll indicate how you'll apply and model the 5 core competencies in your participants' training.

Here are just some of the ways these competencies come into play in the Design a Basic Sport Program workshop:

Problem-solving

- Determine the structure of a program and the ratio of training to competition.
- Identify options to enhance a program.
- Identify training priorities and objectives at key points of the season.
- Rank the training priorities outlined in a sample program and apply them to a program

Valuing

- Appreciate the need for a long-term approach to participant development.
- Ensure that the role of competitions is consistent with the long-term approach to participant development

Critical thinking

- Compare the structure and key features of a program with recommendations aimed at promoting participants' long-term development.
- Identify specific actions needed to better align a program with the guidelines recommended for participants' long-term development.
- Establish linkages between program priorities and practice planning

Leading

- Formulate a vision for a program that promotes participants' long-term development.
- When appropriate, develop a rationale for challenging existing training and competition ratios and long-term participant development.
- Develop strategies to manage time and resources, given the need for a long-term approach to participant development

Interacting

- Brainstorm with other coaches to develop strategies and plans for having a positive effect on long-term participant development

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1.3 Learning outcomes

The NCCP distinguishes between training and certification. The NCCP Design a Basic Sport Program module is 1 of a number of training opportunities in the Competition – Introduction context. To become certified in this and other coaching contexts, you must be evaluated, and you must provide evidence in the evaluation that you meet certain criteria.

The learning outcomes listed below reflect the evidence and criteria that apply to this module. This module's learning activities will prepare you to:



1.4 Overall context

This module is one of many offered in the National Coaching Certification Program (NCCP). For more information on the NCCP and its modules, visit the Coaching Association of Canada's website at www.coach.ca.

1.5 Workbook topics

Other than the NCCP introduction and the debrief and closing, this Coach Workbook has 6 main topics:

- Know your participants
- Know your sport
- What are your training objectives?
- Developing the plan
- Linking the sport plan and practices
- Reflection and conclusion

2 Know your participants

Reminder: Complete the Pre-workshop Task first

Before starting this section, ensure you've completed section 3, "Know your participants," from the Pre-workshop Task. The information you gathered there will be essential for the activities in this section. Refer to your completed task as needed to answer questions and build your strategies.

2.1 Participant summary

2.1.1 Individual reflection

Using the insights you gathered in section 3 of the Pre-workshop Task ("Know your participants"), choose one athlete and write a short summary of their key characteristics:

- Age and developmental stage
- Strengths and weaknesses (physical, technical, social, emotional)
- Motivations for sport participation
- One coaching challenge you may have faced with this athlete

Refer to your notes from the Pre-workshop task as needed.

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2.1.2 Peer discussion

Together with your partner:

- Share an overview of your participant's main characteristics
- Discuss the following with your peer
  - What stands out about this athlete's needs and motivations?
  - How would you adapt training or communication for this athlete?
  - What's one key takeaway about knowing your participants that you feel makes you more effective as a coach, and why?

Notes

3 Know your sport

Reminder: Complete the Pre-workshop Task first

Before starting this section, ensure you've completed section 6, "Know your sport," from the Pre-workshop Task. The information you gathered there will be essential for the activities in this section. Refer to your completed task as needed to answer questions and build your strategies.

3.1 My sport snapshot

3.1.1 Individual reflection

Using your answers from Section 6 of the Pre-workshop Task ("Know Your Sport"), take a few minutes to write a short summary of the key characteristics of your sport:

- 2 or 3 most important technical or tactical skills
- 1 or 2 key athletic abilities (e.g. speed, stamina, strength, flexibility)
- Based on Activity 6.3.1 of your Pre-workshop Task (program orientation), describe in 1 sentence the main purpose of your program and what you're trying to achieve this year.

My sport:

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3.1.2 Peer discussion

Together with your partner:

- Share a quick overview of your sport snapshot:
  - Your sport
  - Key skills and abilities
  - Your program's main purpose this year
- Discuss the following with your peer
  - What skills or abilities are most important for success in your sport?
  - How does your program purpose affect what you prioritize in training?
  - What's one thing you might adjust in your approach after this conversation?

Notes

4 What are your training objectives?

4.1 Types of objectives in a sport program

The tables below list certain types of objectives that a coach can try to achieve in a sports program. Several objectives can be associated with the same activity. For example, participants can try to improve while having fun, or they can experiment while either trying to do their best or win.

Type of objective: General

Objective	Comments
Participate	• Take part in the event. • Performance and results aren't important.
Gain experience	• Experiment with new things. • Performance and results aren't important.
Have fun	• Above all, make the experience enjoyable and pleasurable.

Type of objective: Athletic, physical and motor abilities (example 1)

Objective	Comments
Develop, improve	• Try to raise the level of athletic ability.
Maintain	• When a given athletic ability is considered to be sufficiently developed, maintain it at that level and prevent it from declining.

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Type of objective: Technical elements specific to the sport (example 2)

Objective	Comments
Acquire new skills	• Learn how to correctly perform new movements and skills.
Perform the skill correctly	• Execute movements well and with correct form.
Consolidate the skill	• While still maintaining good form in the movement, try to reach a high level of efficiency or precision under variable conditions that are more difficult and unpredictable.
Increase the success rate of skills execution	• Try to reach a high level of efficiency or precision, while still maintaining good form in the movement. • Here, the action's outcome becomes important

Type of objective: Tactical elements specific to the sport (example 3)

Objective	Comments
Read a situation and react appropriately	• In a given situation, observe the right cues, analyze them, make a decision and carry out the appropriate motor response.
Vary motor responses according to the situation	• Try to increase the number of motor responses in a given situation.

Type of objective: Performance (example 4)

Objective	Comments
Do one's best	• Try to do as well as possible, whatever the outcome or result.
Personal best	• Try to do something better than you've ever done before.
Win	• Try to win, to finish in first position.
Finish among the top 8	• Try to attain a particular ranking with respect to other participants in the competition.

4.2 Training principles

Training principles table

Principles	Implications for the design of training activities
Adaptation	• Over time, the body gets used to training activities. • The body adapts and improves less as the same activities continue to be performed.
Individualization	• Training responses, in terms of both the rate and magnitude of adaptation, vary greatly from participant to participant. • The training load must be a function of the individual's current work capacity.

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Principles	Implications for the design of training activities
Interference	• Under certain conditions, a training load that's used to develop 1 athletic ability may negatively affect the performance capacity of another athletic ability.
Maintenance	• An adaptation's regression can be prevented, even if training volume and frequency are reduced. • To prevent regression, the intensity, and specificity must stay at the level that created the adaptation in the first place.
Non-uniformity	• Adaptations don't always happen in a linear and predictable fashion. In fact, they're usually rapid and more noticeable at the beginning of a program, but they usually plateau after several weeks or months of training. • When participants are less fit, it's possible to achieve significant fitness gains with a variety of training stimuli. As an individual's fitness increases, the training stimulus must become more specific to produce the desired training effect.
Overload	• For adaptation to happen, an appropriate stimulus or training load must be applied. • The training load must represent a challenge for the participant. It must also create some fatigue along with a temporary decrease in the participant's performance.
Progression	• Overloading must be progressive. For example, participants must move from easy activities to more difficult ones or from simple to complex activities.

Principles	Implications for the design of training activities
Purpose	• Training activities must be planned with specific training or learning effects in mind. • The purpose determines the best activities, methods, and conditions to use in training. • Participants must have a clear purpose in mind when they perform a task.
Recovery	• Adaptations that follow the application of a training load can take place only if the body can recover from the training load and the resulting fatigue.
Reversibility	• Adaptations may regress without an appropriate training stimulus.
Specificity	• Adaptations are specific to the training load applied, the muscle groups involved, and the energy systems used.
Variation	• To achieve the maximum effect, the training stimulus must vary from time to time, even though the target athletic ability or energy system remains the same.

4.3 Development and maintenance of athletic abilities

The intended outcome of training athletic abilities can be either development (to build) or maintenance.

Development: The aim is to improve the current level of athletic ability.

Training considerations:

- **Time:** When the goal is development instead of maintenance of a particular athletic ability, more time must be spent on the training of that particular athletic ability.

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- **Rate of improvement:** For a given athletic ability, the rate of improvement is usually fairly rapid and more noticeable during the first few weeks or months of a program. The same is true when the participant's training background is limited. However, after a while, a lot of training may be necessary to obtain relatively small gains in performance.
- **Training response:** A participant who follows a training program for a particular athletic ability may improve a lot or very quickly, while other participants may improve less or at a slower pace. The training response to specific programs and training methods seems to be genetically determined.
- **Training background:** A participant's training background is a key factor to consider when developing athletic abilities. To minimize the risk of injuries, there must be an appropriate progression in the:
    - Training methods used
    - Training load of each session
    - Training frequency
- **Optimum development:** In many sports, there's very little to be gained by developing athletic abilities beyond a certain point. Normative data from tests of successful participants provide insights into the optimum level of development for a given athletic ability. The optimum level of development is often below the participant's genetic potential.
- **Maintenance:** Once an athletic ability is sufficiently developed, the aim is to retain that level of development and prevent it from regressing.

Training considerations:

- **Intensity:** Intensity shouldn't be decreased when the goal is to maintain a given level of development for an athletic ability.
- **Volume and frequency:** The level of development for an athletic ability can be maintained, even if session or weekly training volume and frequency are less than that required to develop the given ability.

4.4 Training specific athletic abilities

Note: Please refer to Appendix D for information about how to train specific athletic abilities.

4.5 Types of seasonal planning objectives

List the types of seasonal planning objectives that were identified in the group brainstorming (examples: skill, fitness, tactical, ...).

How do your objectives for the season differ from your objectives for a practice?

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Note the importance of understanding participant goals for the season and your goals for the season. How are they alike and how do they differ?

Can other elements affect your sport program plan? What are those elements and how can you adjust for them?

4.6 Setting your training objectives

4.6.1 Training and development priorities

Step 1 – know your sport

Using your answers from section 6.1.1 of the pre-workshop task (Know Your Participants and Your Sport):

- **In column 1** of the tables below, check all athletic abilities and skills that are of **very high, high, or moderate importance** in your sport.

Step 2 – know your participants

Referring to section 6.2.1 of the same task:

- In **column 2** of the tables below, assess whether each skill or ability is a **training priority** based on the **age and stage of development** of your typical participants.

Step 3 – set your priorities

Using what you identified in steps 1 and 2:

- **Choose 5 athletic abilities** to prioritize for your program:
    - Priority 1:
    - Priority 2:
    - Priority 3:
    - Priority 4:
    - Priority 5:

4.6.2 Setting training objectives for your priorities

Consider the usual entry point of your participants (see section 3.2 of the pre-workshop task).

Use the following terms to define your training objectives:

- For athletic and motor abilities: **develop** (improve) or **maintain** (keep at the same level)
- For technical and tactical skills: **acquire** (learn), **consolidate** (execute reliably) or **refine** (make minor improvements)

For each of your 5 selected priorities:

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- In **column 3**, define objectives for the **start** of your program.
- In **column 4**, define objectives for the **middle** of your program.
- In **column 5**, define objectives for the **end** of your program.

Repeat these steps for **all 5** priority athletic abilities in the tables that follow.

Setting your training objectives table

Athletic abilities (develop or maintain)

Athletic abilities and skills with very high, high or moderate importance in your sport	Is this a training and development priority in your sport?	Training objectives: start of program (example: beginning weeks of the season)	Training objectives: middle of program (example: mid-season)	Training objectives: end of program (example: last couple of weeks of the season)
☐ **Segment speed**	☐ Yes ☐ No			
☐ **Whole-body speed**	☐ Yes ☐ No			
☐ **Multi-directional speed**	☐ Yes ☐ No			
☐ **Aerobic capacity**	☐ Yes ☐ No			
☐ **Aerobic power***	☐ Yes ☐ No			
☐ **Speed endurance**	☐ Yes ☐ No			

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Athletic abilities and skills with very high, high or moderate importance in your sport	Is this a training and development priority in your sport?	Training objectives: start of program (example: beginning weeks of the season)	Training objectives: middle of program (example: mid-season)	Training objectives: end of program (example: last couple of weeks of the season)
☐ **Core stability**	☐ Yes ☐ No			
☐ **Strength endurance**	☐ Yes ☐ No			
☐ **Hypertrophy**	☐ Yes ☐ No			
☐ **Maximum strength**	☐ Yes ☐ No			
☐ **Power**	☐ Yes ☐ No			
☐ **Flexibility, suppleness**	☐ Yes ☐ No			

* These 2 terms are used only for endurance sports. For all other sports, the broader term **aerobic stamina** is used.

Motor abilities (physical literacy) (develop or maintain)

Athletic abilities and skills with very high, high or moderate importance in your sport	Is this a training and development priority based on your participants< age and stage of development ?	Training objectives: start of program (example: beginning weeks of the season)	Training objectives: middle of program (example: mid-season)	Training objectives: end of program (example: last couple of weeks of the season)
☐ **Agility**	☐ Yes ☐ No			
☐ **Static balance**	☐ Yes ☐ No			
☐ **Dynamic balance**	☐ Yes ☐ No			
☐ **Coordination**	☐ Yes ☐ No			
☐ **Quickness**	☐ Yes ☐ No			

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Technical, tactical skills (acquire, consolidate or refine)

Athletic abilities and skills with very high, high or moderate importance in your sport	Is this a training and development priority based on your participants< age and stage of development ?	Training objectives: start of program (example: beginning weeks of the season)	Training objectives: middle of program (example: mid-season)	Training objectives: end of program (example: last couple of weeks of the season)
☐ **Basic technical skills**	☐ Yes ☐ No			
☐ **Basic tactical skills**	☐ Yes ☐ No			
☐ **Variations of basic technical skills**	☐ Yes ☐ No			
☐ **Variations of basic tactical skills**	☐ Yes ☐ No			
☐ **Advanced technical skills**	☐ Yes ☐ No			
☐ **Advanced tactical skills†**	☐ Yes ☐ No			

† **Advanced tactical skills** may include the development of game plans, competition plans, choreography, position-specific skills, decision-making, and more. What these skills are called varies from sport to sport.

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Mental skills (as appropriate)

Athletic abilities and skills with very high, high or moderate importance in your sport	Is this a training and development priority based on your participants< age and stage of development ?	Training objectives: start of program (example: beginning weeks of the season)	Training objectives: middle of program (example: mid-season)	Training objectives: end of program (example: last couple of weeks of the season)
☐ **Attentional control**	☐ Yes ☐ No			
☐ **Emotional control**	☐ Yes ☐ No			
☐ **Goal setting**	☐ Yes ☐ No			

4.6.3 Accounting for the entry point of most participants

Your participants' entry points affect your training objectives for the start, middle and end of sports programs.

- Recall the information on entry points. You'll find the information on entry points in section 3.2 of the Know Your Participants and Your Sport Pre-workshop Task.
- Examine the sample program for your sport or sports family in Appendix I, the participant development model for your sport, and reflect on what you know about your participants.
- Use the questions in the table below to guide your reflections about your program.
- Would you need to modify the objectives, based on your participants' entry points and the guidelines provided in the example programs?

Entry points relative to training objectives

If in the 2 to 3 months before the start of your program, your participants ...	Would you need to modify your objectives?
• Didn't do any particular training • Didn't do any organized sports, but did some physical conditioning from time to time	
• Didn't do any organized sports, but did regular, physical conditioning • Trained and competed in another sport • Trained and competed in a similar sport	

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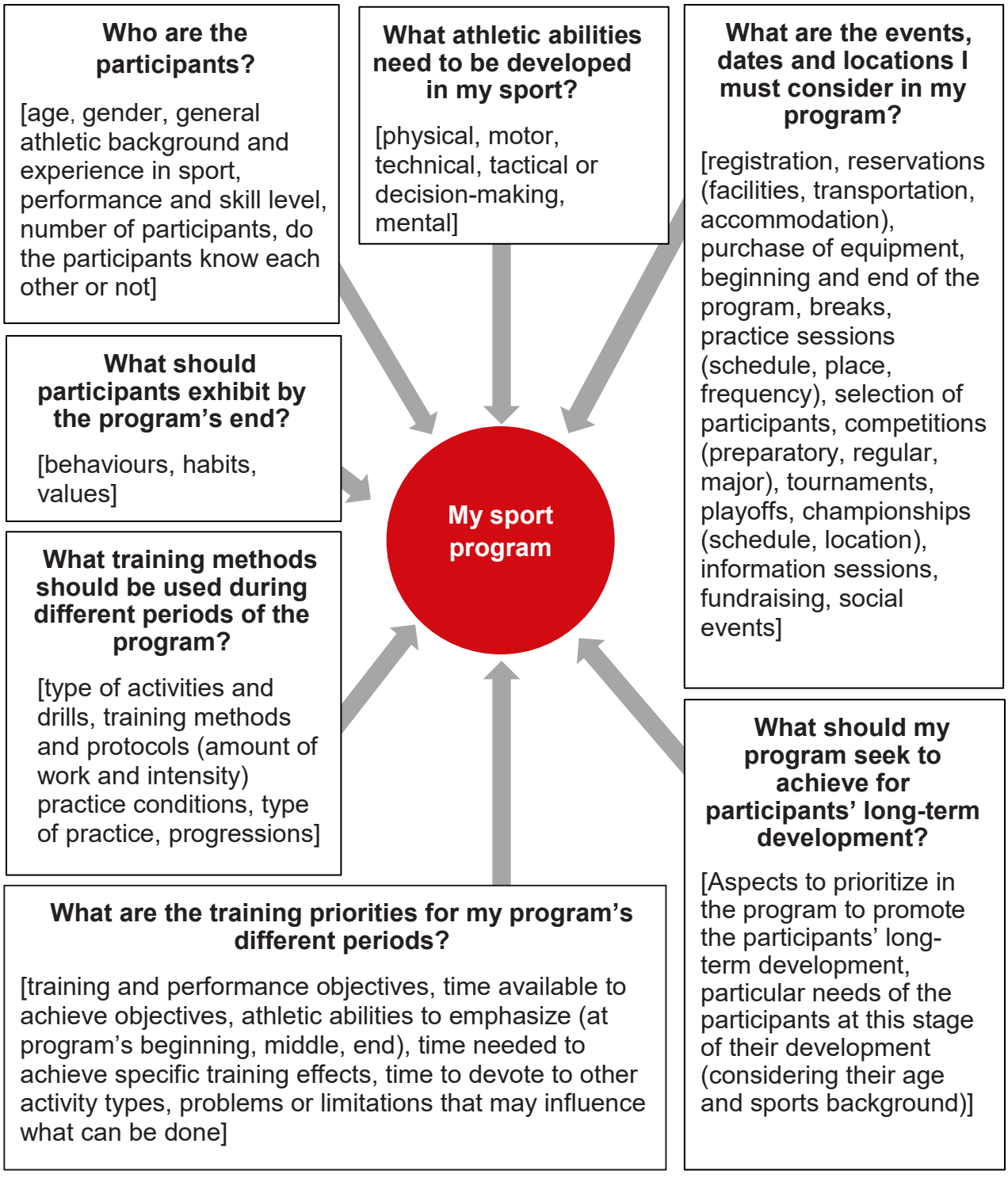
If in the 2 to 3 months before the start of your program, your participants ...	Would you need to modify your objectives?
• Trained and competed in the same sport	

5 Developing the plan

5.1 Major questions for setting up a sports program



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5.2 How is your program set up?

Note: For this step, you'll need a list of your competitions and training dates as well as a calendar for the current year.

5.2.1 When does your program start (for example, the first date you see your participants)?

What's the date of the first practice session in the program?

Month: Day:

5.2.2 When does your program end (for example, the last date you see your participants)?

When is the last time you supervise your participants (practice session or competition)?

Month: Day:

5.2.3 How many weeks (microcycles) are there between those start and end dates?

5.2.4 What are the breaks or interruptions in the program? Write down the number of weeks when there aren't any practices or competitions (for example: December holidays):

5.2.5 Can your program start earlier or finish later?

Check off the answer that applies to your program:

☐ It isn't possible for me to extend my program.

☐ I could extend my program without too much difficulty by:

- Starting weeks earlier
- Finishing weeks later

5.2.6 What's your program's actual length?

Write down your program's **actual** length in weeks. Account for all breaks or interruptions and factor in any potential program extension.

Start date: End date:

Length, excluding breaks or interruptions: weeks

5.3 Developing the plan: Dates and competitions

Step 1: Training calendar

To complete this section, use all the following:

- The Excel planning template (sent to you earlier, likely when you signed up)
- Your answers from section 5.2
- Your training and competition calendar
- A current calendar

Add the information from section 5.2 as the start and end dates for your program. Next, fill in the dates for the starting point of your week. Most often, coaches use Mondays as the starting point. Note the months in the line above the dates to indicate the month.

The sample plans that appear after step 2 show what your program should look like when you've completed this step.

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Step 2: Competitions, training camp, events dates and recovery

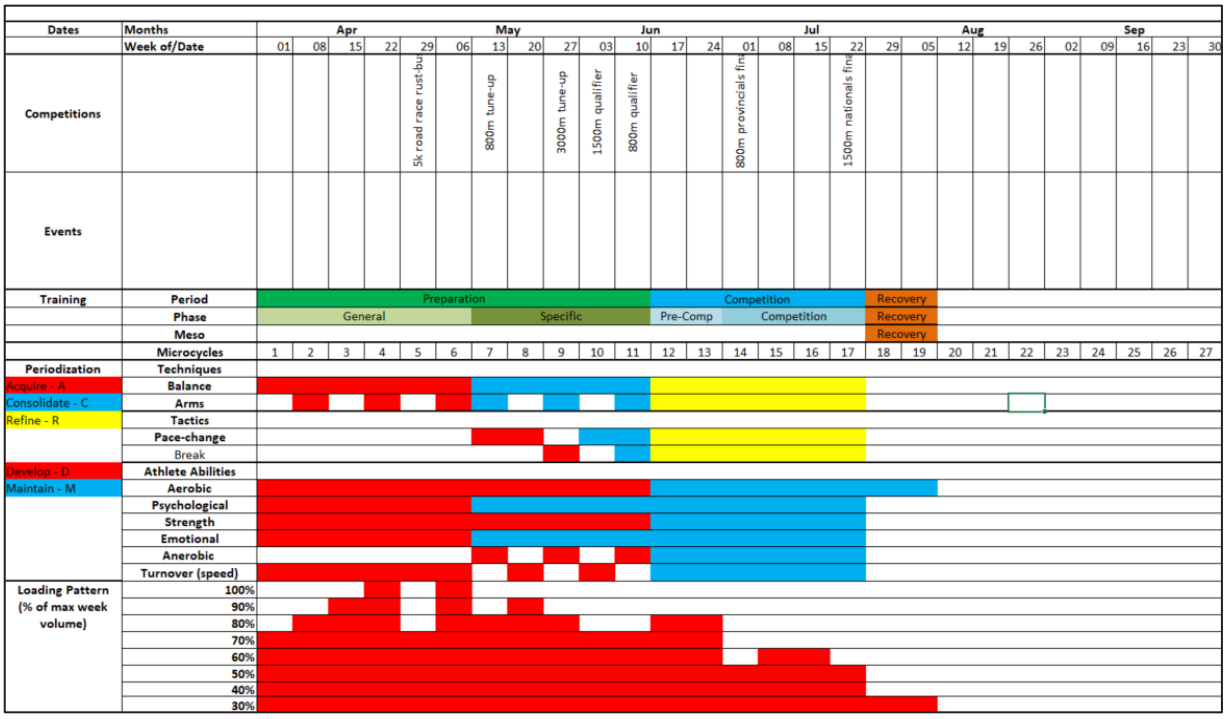
Using the competition schedule from any of those 3 examples (or 1 of your own) complete the following:

- Identify the competitions you'll attend.
- Identify the most important competition.
- Chart these competitions on your seasonal planning worksheet.
- Identify periods of recovery days

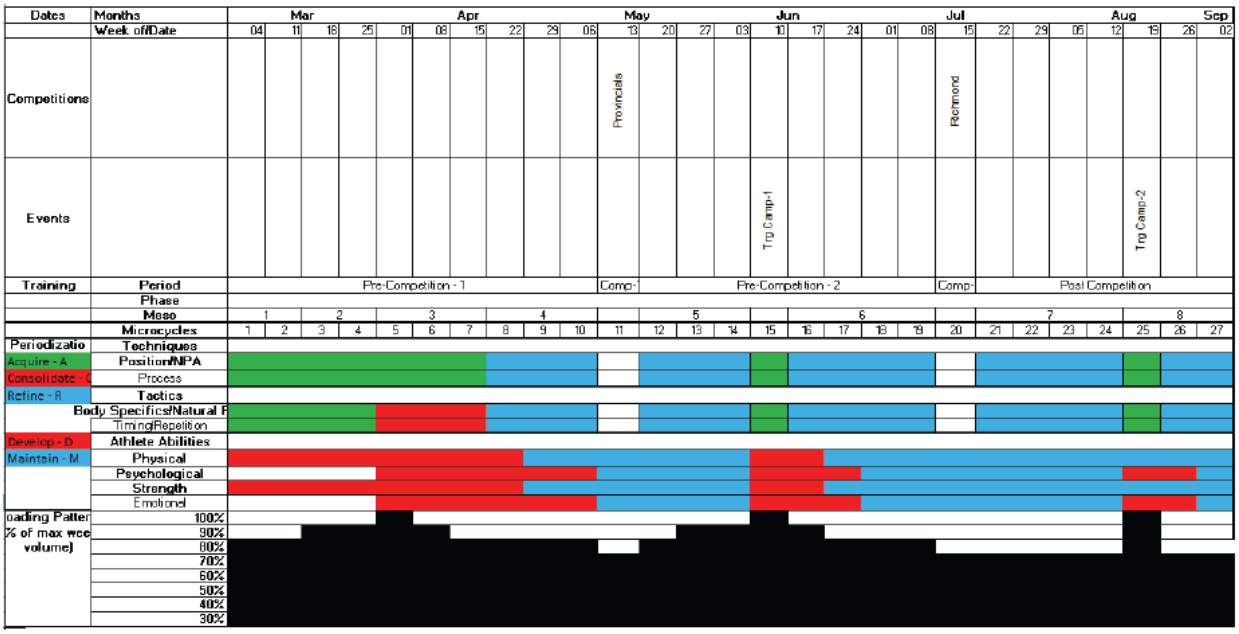
Your competition selections **must** match the participant's goals and characteristics.

- Your planning calendar should now look something like the following examples:

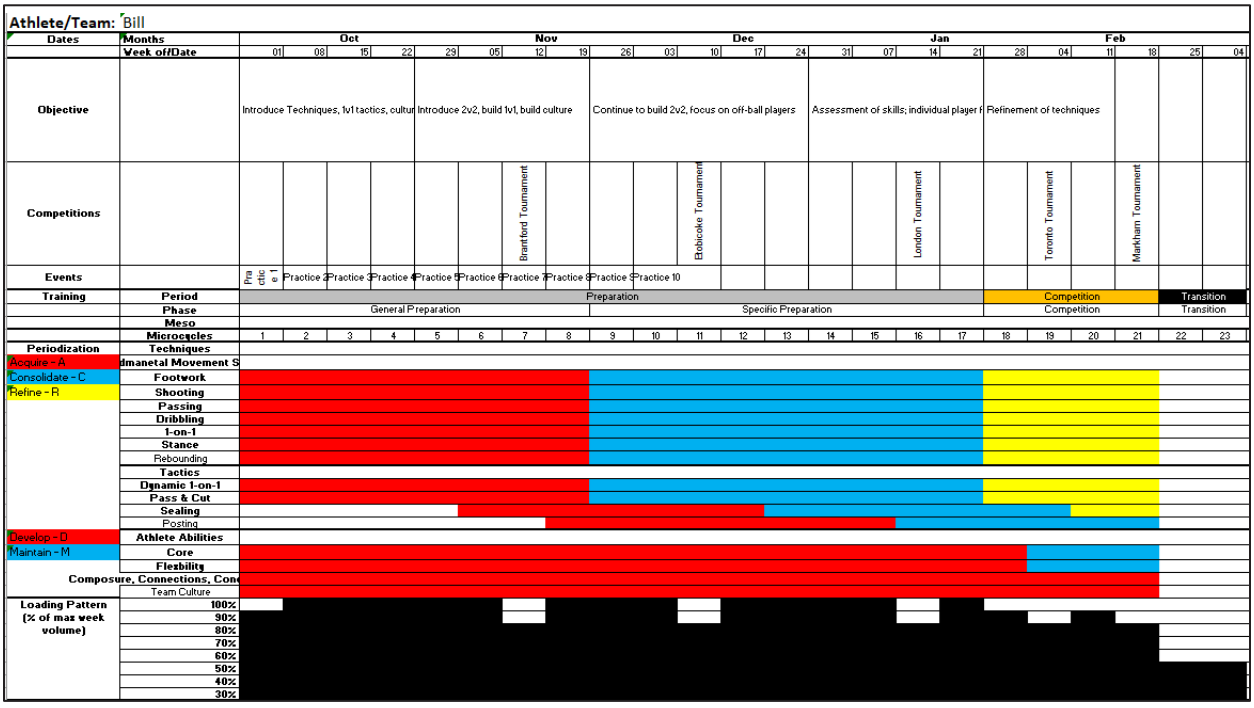
Individual (engine) sport



Precision sport



Team sport



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5.4 Developing the plan: Periods

What are the major periods in your program?

Training programs are divided into these 3 periods:

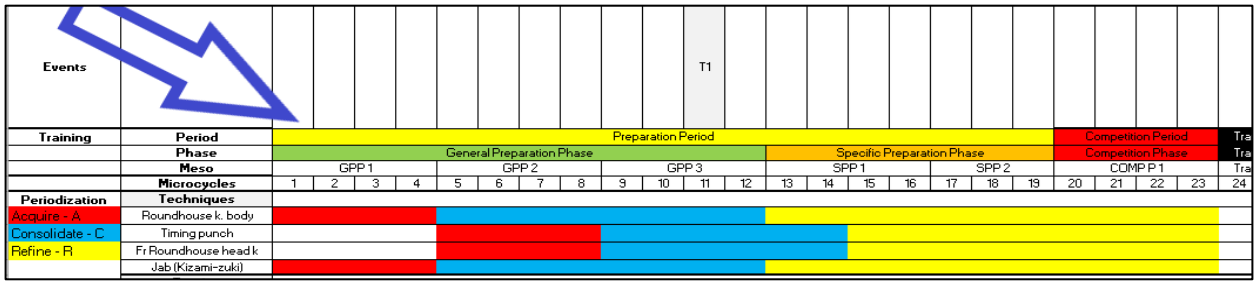
- **Preparation period (3 to 8 weeks or microcycles):** The number of weeks between the first practice session and the first regular or official competition. Note: Preparatory or unofficial competitions at the beginning of the program are part of the preparation period.
- **Competition period (4 to 12 weeks or microcycles):** The number of weeks between the first regular or official competition of your program and the last competition in which the participants will take part.
- **Transition period (2 weeks or microcycles):** The number of weeks between the last competition participants will take part in and the last supervised contact you'll 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.

Note: This is based on a 4- to 5-month seasonal program.

Step 3: Identify basic periods

- Review your current plan with key dates and competitions.
- Fill in your plan with your periods and phases. Be sure to:
    - Plan the season to get your participants fully prepared by the time of your most important competition. Work backward from that competition's date.
    - Consider where your recovery will be.
    - Use your start and end dates as guides. Then, use your competition schedule to determine and fill in your competition period, preparation period, and transition.
    - Consider how you'll structure your periods given your key dates and competitions as well as recovery.
    - Modify the program for multisport participants who'll have important competitions and training in other sports throughout your plan.
    - Review the sport plans from sports similar to yours in Appendix I. Then, review the following example of a planning calendar.

Your planning calendar should now look something like this:



Events												T1												
Training	Period	Preparation Period																			Competition Period				Tra
	Phase	General Preparation Phase												Specific Preparation Phase							Competition Phase				Tra
	Meso	GPP 1				GPP 2				GPP 3				SPP 1				SPP 2			COMP P 1				Tra
	Microcycles	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Periodization	Techniques																								
Acquire - A	Roundhouse k. body																								
Consolidate - C	Timing punch																								
Refine - R	Fr Roundhouse head k																								
	Jab (Kizami-zuki)																								

5.5 Developing the plan: Training emphasis

Step 4: Identify training emphasis for each period

Not all skills and abilities will be emphasized at the same time. In your seasonal plan, use different colours or shading to identify when a skill or ability will be focused on and when it will be maintained or absent. This step will help you organize your season.

Label physical and motor abilities only as develop (try to improve) or maintain (keep at the same level).

For skills and sport-specific, technical and tactical elements, label them only as acquire (patterning movements), consolidate (correct execution in variable conditions) or refine (minor improvements). In the examples, these elements are identified by the following colours:

Technical and tactical

- Acquire: red
- Consolidate: blue
- Refine: yellow

Athletic abilities

- Develop: red
- Maintain: blue

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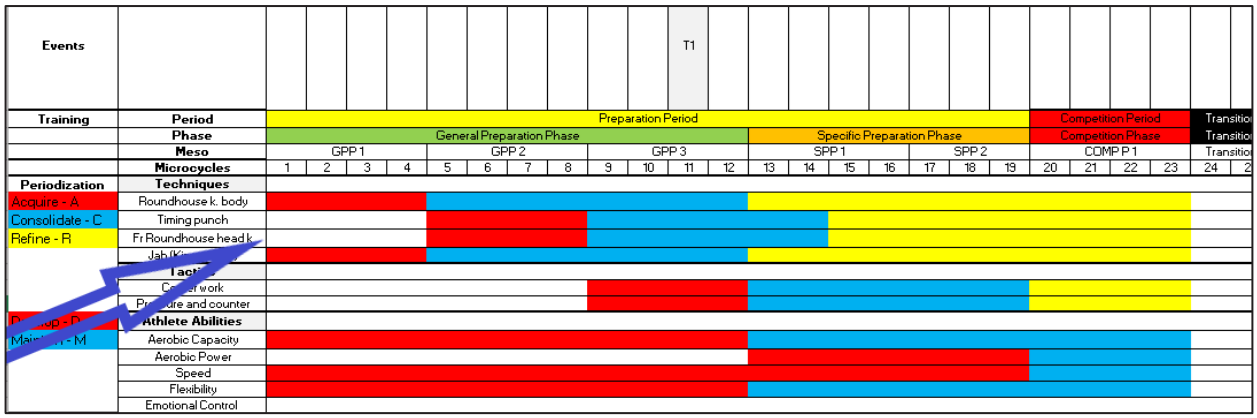
Other questions to consider:

- When will you work on speed?
- When is aerobic stamina training important?
- What skills must be developed?
- When will you develop them?

Refer to Appendix D to review sample practice plan objectives from your sport or a sport like yours. Then, based on the answers you provided in the table 4.6.1, chart your objectives in your separate Excel planning sheet.

Not all objectives will be important all the time. You may want to make notes or create shading to indicate the level of importance or focus on a specific ability or skill. The following team example uses colour coding to note the focus (develop, refine or maintain).

Your planning calendar should now look something like the following example.



6 Linking the sport plan and practices

In this section, you'll use the plan you've just created as a guide. You'll create practice objectives that will link to your plan and help you achieve the objectives you've set.

6.1 Sample practice objectives

Preparation period

- **Physical:**
    - Improve aerobic stamina through interval training (for example, 4x400m runs at 70% effort with 1-minute rest).
    - Enhance flexibility with a 10-minute dynamic warm-up sequence covering all major joints and muscle groups.
- **Technical**
    - Introduce and pattern basic passing techniques in soccer with unopposed drills.
    - Execute 10 controlled serves in volleyball focusing on proper form and consistency.
- **Mental:**
    - Develop goal-setting skills by having participants outline a specific skill improvement they want to achieve during practice.
    - Enhance emotional control through a guided cool-down that includes breathing exercises.

Competition period

- **Physical:**
    - Maintain agility through cone drills with multidirectional changes at full intensity (4 sets of 30 seconds).
    - Improve anaerobic capacity with short, intense sprints (6x20m at 90% effort, 30-second recovery).

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- **Technical:**
  - Refine free-throw shooting in basketball under time pressure (10 repetitions with a 10-second limit per shot).
  - Perform game-like passing sequences in hockey, including give-and-go drills.
- **Tactical:**
  - Practise in-game decision-making by running 5-on-5 scrimmages with an emphasis on situational awareness in soccer.
  - Execute a zone-defence strategy in a controlled basketball scrimmage.
- **Mental:**
  - Build mental resilience by simulating competition stress (for example, timed penalty shots in hockey with cheering or distractions).
  - Practise visualization techniques before mock competition scenarios.

6.2 Set practice objectives

6.2.1 Choose a microcycle (week): Select a week from 1 of the periods in your seasonal plan (for example, preparation, competition or transition).

Period:

Week or microcycle number:

Monday's date of your selected week:

6.2.2 Identify 2 to 3 practice opportunities within that week. Consider how these practices fit into the priorities outlined in the season plan. Put an "X" for the tentative practice schedule for that week.

Creating practice objectives

Time of day	Mon	Tue	Wed	Thurs	Fri	Sat	Sun
AM							
PM							

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6.2.3 Set objectives for each practice: Write 1 to 2 clear objectives per practice that directly reflect the week's priorities. These objectives should focus on what participants will achieve during the practice rather than planning every detail.

Practice 1 (date:)

Objectives		Focus area (physical, mental, technical, tactical, ...)
Objective 1		
Objective 2		

Practice 2 (date:)

Objectives		Focus area (physical, mental, technical, tactical, ...)
Objective 1		
Objective 2		

Practice 3 (date:)

Objectives		Focus area (physical, mental, technical, tactical, ...)
Objective 1		
Objective 2		

6.2.4 Share with a peer

Share your objectives with a peer. Explain to them how your practice objectives are aligned with the training priorities of your selected microcycle.

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7 Reflection

7.1 Reflecting on your program

How do the major orientations of your sport program align with your sports participant development program?

☐ They seem appropriate.

☐ They should be revised.

Explain why?

Share your plan and your practice objectives with another coach. Take a moment to review their work while they review yours. Use the checklist below to double-check the plan's components. Discuss your assessment of the plan with the coach whose plan you reviewed. Use table 7.2 to propose solutions to issues you may have found.

- Are the program's start and end points clear?
- Are the competitions identified?
- Is the most important competition identified?
- Are there 3 periods?
- Has recovery time been identified?
- Are the period's objectives clear?

- Do the objectives link to the sport's required skills and abilities?
- Do the planned practices link to the objectives for the period for which they're planned?
- How will the coach adapt the plan and practices to account for multisport participants in the program?
- Does the program align with the sport's development program?

7.2 Common issues and possible solutions

Common issues and possible solutions

Possible issue in sports program	Solutions to consider

The program is too short to allow any significant athletic development in your sport or discipline	• Encourage participants to participate in:
	  ○ other sports with similar demands
	  ○ any sports that may help them develop other types of skills
	• Enroll participants in sports schools or camps so the participants can continue to develop and avoid losing too much sports fitness.

Preparation period is too short	• Extend the preparation period by starting practices earlier, before the first regular competitions. • Use some of the early season competitions as a continuation of the preparation period (when results aren't too important).
Not enough competition	• Include simulated competition in your practice sessions. • Organize friendly or unofficial competitions.

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Possible issue in sports program	Solutions to consider
Practice sessions are too short	• Do the general warm-up before you go out on the field or into the facility. • Spend as much of the available time on sport-specific activities. Use outside practice sessions to train motor abilities (agility, balance, coordination, ...) or physical abilities (flexibility, endurance, strength). • Create workstations or circuits that let more participants be active at the same time.
Not enough training opportunities between competitions or not enough practice or preparation time to enable significant athletic development in the sport or discipline	• Extend the preparation period, that is, begin practices earlier in the program. • Early in the season, use some competitions as a continuation of the preparation period, when results aren't too important. • Increase the number of practice sessions between competitions. • Provide participants with programs for activities that they can do on their own, between practice sessions. That way, you can focus on important, sport-specific elements during practice sessions. • Don't let performance in the most recent competition or preparation for the next competition dictate all the content for practice sessions. Situate the content of practices in a longer-term perspective (for example, several weeks or the season).

Possible issue in sports program	Solutions to consider
Competition period is too long (too many competitions in the program or too many "important" competitions)	• Talk to other coaches and administrators responsible for the competition structure. Try to reduce the length of the program and the number of competitions. • When possible, consider not taking part in certain competitions. • Give some participants rest by withdrawing them from certain competitions or not registering them. This also gives other participants chances to get competitive experience. • Consider some competitions early in the season as part of the preparation period, when results aren't too important. For example, early-season wins get fewer points than wins after a certain date. • Prioritize competitions and focus on those that lead to the next stage in the development process.
Practice sessions are too long	• If possible, reduce the length and increase the frequency of practices. • If you can only book long periods of time in facilities, be sure to include frequent breaks during practices and plan fun activities.
Practice sessions are too frequent	• To avoid fatigue, alternate hard training days with easier days during the week. • Build in a rest day every 2 to 3 days of practice. • Build in an easy session or a rest day for the day after a competition, especially if the competition is particularly demanding. • Avoid planning a tough practice session for the day before a competition.

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Possible issue in sports program	Solutions to consider
Selection dates are too early in the program	• Don't conduct selection camps that eliminate or exclude participants. • Delay selection dates. • Create different training groups within the same club or team. • Provide other opportunities later in the season for participants who weren't selected.
Selection criteria are based on current ability in the sport, not athletic potential	• Evaluate participants on their ability to apply elements from practices to competition, rather than on their performance. • Don't conduct trials that eliminate or exclude participants. • Create different training groups within the same club or team. • Provide other opportunities later in the season for participants who weren't selected.
Too much emphasis on winning or on short-term performance	• Evaluate participants on their ability to apply elements from practices to competition rather than evaluating their performance. • Redefine the program's objectives if there seems to be too much emphasis on competition results.
Participants begin to specialize too soon	• Don't start to specialize if participants haven't mastered the basic skills essential to the sport.

Possible issue in sports program	Solutions to consider
Motor abilities aren't sufficiently developed	• Introduce activities that participants can practise in their free time to train those motor abilities (for example: agility, balance, coordination, ...). • Maximize active engagement during practices and create activities that call on those motor abilities.

7.3 Issues and solutions (worksheet)

The table below proposes 2 or more solutions for various issues common to sports programs. Complete the following:

7.3.1 Select all possible issues that apply to your sports program.

7.3.2 Consider the proposed solutions and list other possible solutions.

7.3.3 After you've discussed these solutions with other coaches, select the one that's most appropriate for your program.

7.3.4 Explain how you would implement these solutions, identify other possible solutions, and record them in this table.

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Common issues and potential solutions

Possible issue in sport program	Solutions to consider	Implementation of solution
☐ **Program is too short to allow any significant athletic development in your sport or discipline**	☐ Encourage participants to participate in other sports with similar demands and in other sports that may help them develop other types of skills. ☐ Enroll participants in sports schools or camps so that they continue their development and avoid losing too much sports fitness. ☐ My other possible solutions:	
☐ **Preparation period is too short**	☐ Extend the preparation period by starting practices earlier, before the first regular competitions. ☐ Use some of the early season competitions as a continuation of the preparation period, when results aren't too important. ☐ My other possible solutions:	

Possible issue in sport program	Solutions to consider	Implementation of solution
☐ **Not enough competition.**	☐ Include simulated competition in your practice sessions. ☐ Organize friendly or unofficial competitions. ☐ My other possible solutions:	
☐ **Practice sessions are too short**	☐ Do the general warm-up before you go onto the field or into the facility. ☐ Train motor abilities (for example, agility, balance, coordination) or some physical abilities (for example, flexibility, endurance, strength) outside of practice sessions, so that you can spend as much of the available time as possible on sport-specific activities. ☐ Create workstations or circuits that let more participants be active at the same time. ☐ My other possible solutions:	

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Possible issue in sport program	Solutions to consider	Implementation of solution
☐ **Not enough practice or preparation time to enable significant athletic development in the sport or discipline. There aren't enough training opportunities between competitions.**	☐ Extend the preparation period (begin practices earlier in the program). ☐ Use some of the early season competitions as a continuation of the preparation period, when results aren't too important. ☐ Increase the number of practice sessions between competitions. ☐ Provide participants with programs for activities they can do on their own between practice sessions, so that you can focus on important sport-specific elements during practice sessions. ☐ Don't let performance in the most recent competition or preparation for the next competition dictate all the content of the practice sessions. Put the content of practices into a longer-term perspective (several weeks or the season). ☐ My other possible solutions:	

Possible issue in sport program	Solutions to consider	Implementation of solution
☐ **The competition period is too long, there are too many competitions in the program or too many "important" competitions**	☐ Talk to other coaches and administrators responsible for the competition structure. Try to reduce the program's length and the number of competitions. ☐ When possible, consider not taking part in certain competitions. ☐ Rest some participants by withdrawing them from certain competitions or not registering them. Give other participants chances to get competitive experience. ☐ Consider some early season competitions as part of the preparation period, when results aren't too important (for example, wins early in the season get fewer points than wins after a certain date). ☐ Prioritize competitions and focus on those that lead to the next stage in the development process. ☐ My other possible solutions:	

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Possible issue in sport program	Solutions to consider	Implementation of solution
☐ **Practice sessions are too long**	☐ If possible, reduce the length and increase the frequency of practices. ☐ If you can book only long periods of time in facilities, include frequent breaks during practices and plan fun activities. ☐ My other possible solutions:	
☐ **Practice sessions are too frequent**	☐ To avoid fatigue, alternate hard training days with easy days during the week. ☐ Build in a rest day every 2 to 3 days of practice. ☐ Build in an easy session or a rest day for the day after a competition, especially if the competition is particularly demanding. ☐ Avoid planning a tough practice session for the day before a competition. ☐ My other possible solutions:	

8 Debrief and closing

8.1 Action card

Action card	
Date:	**Location:**
I'll start...	
I'll stop...	
I'll continue...	

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8.2 Self-assessment

This self-assessment is an opportunity for you to reflect on your current coaching practices. The tasks listed below are the tasks that a Coach Evaluator will look for you to successfully complete during assignments and observations. The self-assessment will help you identify your areas of strength and areas for improvement.

For each statement presented below**, select the option that best represents whether you achieve the statement** (never, sometimes, often, always).

Self-assessment

I'm able to...	Never	Sometimes	Often	Always
Develop a program structure based on opportunities for training and competition.				
Establish indicators of participant development in the program.				
Develop practice plans that reflect seasonal training priorities.				

8.3 Additional notes

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Appendix A: Acronyms and abbreviations

Note: Plurals of any of these acronyms and initialisms feature lowercase, without an apostrophe. For example, Coach Evaluators would be CEs.

Acronym and abbreviations

Acronym or abbreviations	Full name or organization
AA	Athletic ability
bpm	Beats per minute
CAC	Coaching Association of Canada
DAA	Developing Athletic Abilities
FITT	Frequency, intensity, type, time
FMS	Functional movement screen
h	Hour or hours
HR	Heart rate
LTD	Long-term development
m	Metre or metres
MAP	Maximal aerobic power
max HR	Maximum heart rate
min	Minute or minutes
NCCP	National Coaching Certification Program
PNF	Proprioceptive neuromuscular facilitation
RM	Repetition maximum

Acronym or abbreviations	Full name or organization
RPE	Rating of perceived exertion
s	Second or seconds
SAQ	Speed, agility, quickness
VO2	Oxygen consumption
VO2 max	Maximum oxygen consumption
W:R	Work-to-rest ratio

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Appendix B: Know your participants

B.1: Developmental considerations

Certain changes happen as children grow and develop. These changes can also be called stages of development. They affect every aspect of life and sport. Stages of physical development influence the ability to perform skills. Stages of emotional development affect the kind of cooperation or competition that individuals are capable of engaging in.

In general, there aren't major developmental differences between boys and girls before puberty. However, during adolescence, performance capabilities become increasingly different in some areas. As a coach, you must know how such changes may affect performance in sports.

Puberty

Puberty is a time of life when important changes happen affecting the body and mind.

During this time, adult sexual characteristics develop. Here are some key points about puberty:

- It's a period of rapid change in several areas (growth, motor development, interests, relations with others).
- Individuals go through predictable phases of puberty.
- The amount of time in each phase isn't predictable. That unpredictability means that at a given age, there can be a lot of variability among individuals.

When does puberty begin?

Puberty's onset is highly variable, although, as a rule, it happens earlier for girls than boys. Puberty may begin at a wide range of ages, regardless of gender.

- **Boys:** Puberty begins on average at 12.5 to 13 years of age. However, it may begin 2 years earlier or later for about 25 to 30% of individuals. In some cases, puberty may even begin 4 years earlier or later.
- **Girls:** Puberty begins on average at 11 to 11.5 years of age. However, it may begin 1 to 1.5 years earlier or later for about 25 to 30% of individuals. In some cases, puberty May even begin 2 to 2.5 years earlier or later.

How long does puberty last?

On average, puberty lasts 4 years for both boys and girls. Again, there can be a high degree of variability. For about 25 to 30% of individuals, puberty may be 1 to 1.5 years longer or shorter than the average. In some cases, puberty may last even longer.

Why is this information important to the coach?

When it comes to puberty, there will be early developers and late developers. Participants of the same age aren't all at the same stage of development.

Some participants reach puberty at a very young age (early developers), which may give them an advantage for a short period of time when they train or compete against others of the same age. Other participants (late developers) won't enter puberty until a few years later.

Athletic success at the adult level isn't determined by how early individuals reached puberty or how quickly they went through puberty. Many late developers may become very good participants. Michael Jordan, one of the best basketball players of all time, is a notable example of a late-developing participant.

Adapting activities during adolescence

A given activity may be appropriate for training the athletic abilities of some participants, but not yet appropriate for others. Therefore, some activity characteristics (intensity, duration, practice conditions) may need to be adapted to meet the needs of some participants.

Coaches must focus on adapting activities to the participant's developmental stage, to account for the differences between average participants and any early or late developers. These adaptations will provide each participant with an appropriate challenge and increase the likelihood that those participants will enjoy, succeed in, and stay involved in sports.

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B.2: Physical literacy: Key to an active, healthy life and sporting excellence

A new approach?

As a nation, we must change the thinking of many groups that work with young children. Too many organizations think of children as a resource to be brought into their sport, and to be kept in that single sport for as long as possible. That's the familiar "get them early and keep them" approach.

This "get them and keep them" approach:

- limits the range of physical literacy skills that children develop
- decreases their all-around athletic development
- stops too many children from experimenting with different sports (and from finding the sport that's just right for them)

Over the long-term, both sports and children are hurt by this approach.

Importance of physical activity

Being physically active is more important to health than just about any other part of life over which we have control. Recent research suggests that it's better for your health to be overweight and active than to be of typical weight and be inactive. For this reason alone, it's critical that children develop the knowledge, skills and attitudes that give them the very best chance of staying active throughout their lives.

When a child has confidence in their own ability to take part in recreational and sporting activities without fear of showing themselves up, the probability is high that they'll join in the activities. If the child enjoys the activity, they'll likely continue with it. A child's confidence in movement develops gradually as the child grows and learns. Physically literate children, who move with skillful purpose, know that they move well. That confidence encourages them to try new and different activities without fear.

Physical literacy also provides a foundation from which sporting excellence can grow.

Developing the highest levels of sporting excellence in late-specialization sports requires about 10 years of deliberate practice. First, the person develops their athletic abilities. And then, only when they've refined those abilities can that person specialize in sport-specific techniques and skills.

All too often, early overspecialization in a single sport leads to:

- A failure to become physically literate

- Poorer ultimate performance than would otherwise be the case
- Injury, burnout and early retirement from sport

Physical literacy is, therefore, essential to developing habits of lifelong physical activity for enjoyment and health. Physical literacy is also key for developing participants who have a strong foundation that will permit them to reach the highest levels of international sporting excellence. That is, to become world-class participants.

(Source: Sport for Life, 2007)

Early versus late developers

Adolescence is the period between childhood and becoming an adult. While both the start and end of this period are difficult to define, it's usually obvious when a youth is experiencing the many physical, psychological, social and sporting changes that accompany adolescence.

Not all children enter adolescence at the same age, and it takes each child different lengths of time to complete the process. In general, children who enter adolescence early pass through it faster than those who start later. Whether they start early or late partially depends on their body shape. Stockier, more muscular children usually enter adolescence earlier than their peers who are thinner and leaner.

The whole process starts at about age 10 to 11 for girls and about 2 years later for boys. It usually takes 3 to 4 years to complete. This means that for girls aged 12, some will have almost completed the physical changes of puberty, while others have barely started. For boys, the greatest range of development is found in 14-year-olds.

Few sports understand the difficulties faced by early and late developers, and those difficulties are different for boys and girls. Because of this, in many Canadian sports, there are disadvantages to being either an early or a late developer.

One advantage late developers should have is that they have a longer period of time between learning fundamental movement skills and the onset of adolescence. This Learn to Train stage is a time when the human body is perfectly designed for acquiring and refining sports skills. The longer a child is in this stage, the better developed their skills can become.

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The challenge in sport for late and early developers

Boys: In reality, boys who are late developers are often at a great disadvantage. This is especially true in sports where age-group competitions are held. As their peers go through puberty, late-developing boys find themselves much smaller, less muscular and physically weaker. The late developers must train and compete against bigger, stronger and faster opponents.

Opponents aren't always fun, particularly in contact sports. Late developers, therefore, tend to drop out, despite the fact that in the long run, they have greater potential for success.

There are also disadvantages of being an early developer. Early in adolescence, early developers (who go through relatively rapid, but short adolescence) are bigger, stronger and faster than their peers. That often translates into sporting success.

However, as late-developing teammates and competitors go through their longer, more sustained growth spurt, those late developers eventually catch up with and surpass the early developers. With their late-developing peers now bigger, faster, stronger and more skilled than them, the early developers tend to drop out of their sport toward the end of adolescence.

Girls: The late-developer situation is less clear for girls, but appears to be reversed compared to boys. Physical changes (rapid growth of breasts, widening of hips), along with social pressures to discontinue sports involvement, can cause early developing girls to drop out early in their teen years. Meanwhile late-developing girls who have had sport success with their prepubescent bodies as teammates develop before they face the same difficulty when older.



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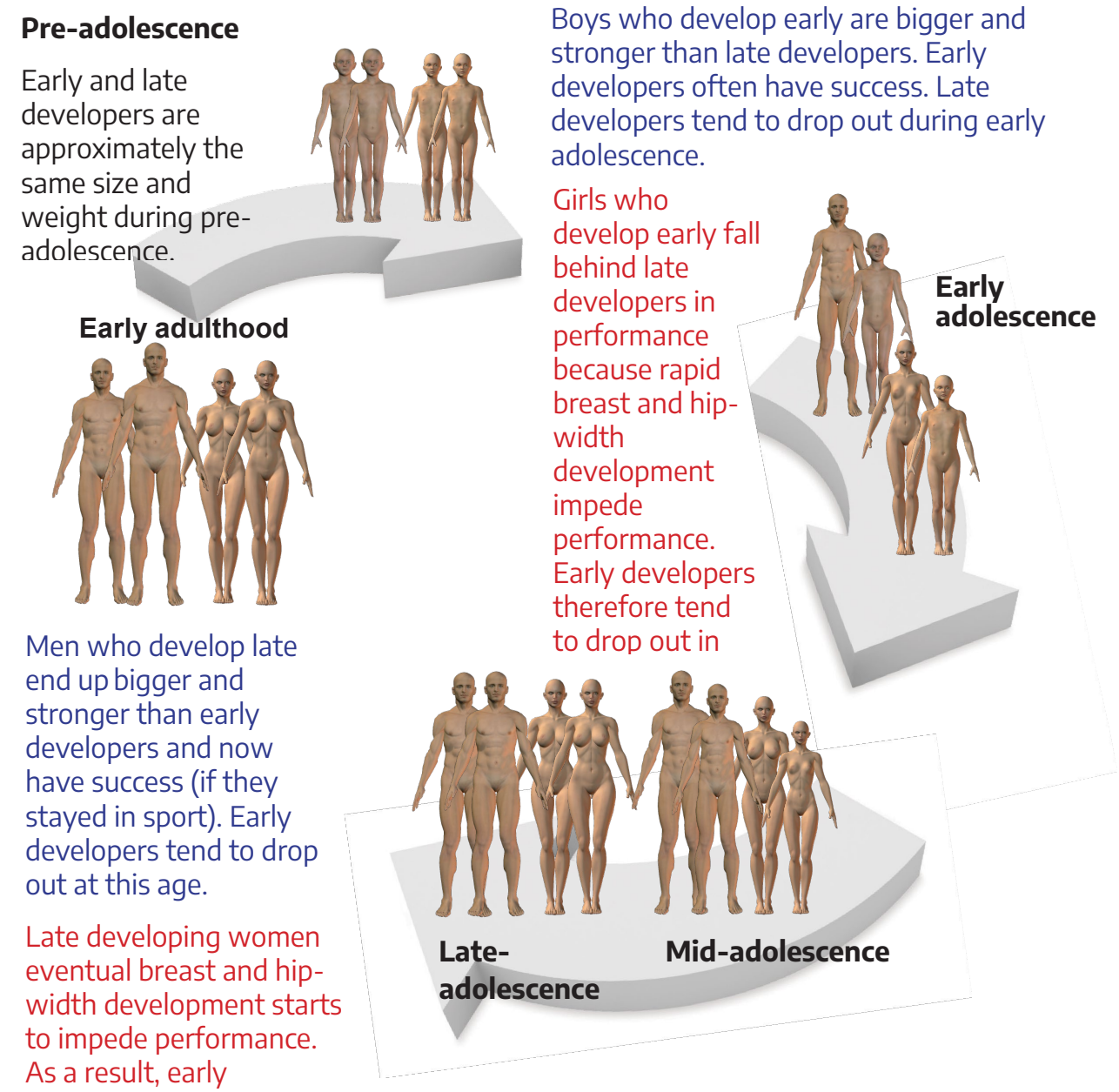
Physical literacy figure 1: Early and late maturing children drop out of sport at different times for different reasons



B.3: Long-term development (LTD)

B.3.1: LTD summary by coaching contexts

Overview of the participant's LTD

Community Sport participant LTD

Key program elements	Community Sport participant LTD
Age group	• Chronological age • Boys: 6 to 9 years • Girls: 6 to 8 years
General orientation	• FUNdamentals
Orientation	• Overall movement skills • Fun and participation • General, overall development • Integrated mental, cognitive, and emotional development • Screening for talent • Daily physical activity
Type of periodization	• No periodization, but well-structured programs
Program length	• 6 to 12 weeks
The ratio of practice (training) to competition	• Most time devoted to games and activities to develop motor skills • Competition and results aren't a priority
Specialization	• None • Encourage participation in a wide range of sports

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Key program elements	Community Sport participant LTD
Training priorities: physical preparation	• First window of accelerated adaptation to speed • Develop speed, power, and endurance using games • Introduce basic flexibility training • Develop linear, lateral, and multi-directional speed, with repetitions lasting less than 5 seconds
Training priorities: motor development	• Develop fundamental movement skills and the ABCs of athleticism (agility, balance, coordination and speed)
Training priorities: technical development	• Use the ABCs of athletics to teach appropriate and correct running, wheeling, jumping, and throwing
Training priorities: tactical development	• Introduce simple rules of ethics of sport
Training priorities: mental skills	• Not applicable
Training methods	• Medicine ball, Swiss ball, own-body-strength exercises

Competition – Introduction participant LTD (younger age range)

Key program elements	Competition – Introduction participant LTD (younger age range)
Age group	• Chronological, developmental age† • Boys: 9 to 12 years • Girls: 8 to 11 years
General orientation	• Learning to train
Orientation	• Overall sports skills development • Integrated mental, cognitive, and emotional development • Major skills learning stage: All basic sports skills should be learned before entering Training to train • Introduce ancillary capacities • Talent identification
Type of periodization	• Single or double periodization
Program length	• 20 to 30 weeks
The ratio of practice (training) to competition	• 70% of the time devoted to sports participation should be spent training • Remaining 30% to competition and competition-specific training • Percentages may vary slightly, depending on the sport
Specialization	• None • Encourage participation in a wide range of sports

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Key program elements	Competition – Introduction participant LTD (younger age range)
Training priorities: physical preparation	• Further develop flexibility through exercises • Further develop endurance through games and relays • Further develop speed by using specific activities that focus on agility, quickness, and change of direction during the warm-up
Training priorities: motor development	• Window of accelerated adaptation to motor coordination • Teach fundamental movement skills and general, overall sports skills
Training priorities: technical development	• Introduce hopping and bounding exercises or training on hills or gradients to aid in strength development
Training priorities: tactical development	• Basic tactical preparation • Correct decision-making in common competitive situations
Training priorities: mental skills	• Introduce mental training
Training methods	• Medicine ball, Swiss ball, own-body-strength exercises

† It's widely recognized that coaches must develop sport programs and activities that take into consideration the participant's developmental age. Unfortunately, few tools are available to help coaches in determining developmental age accurately. Most such tools need considerable refinement to be of use to Competition – Introduction coaches. The Coaching Association of Canada is acutely aware of this shortcoming and is working actively to find solutions. In the meantime, coaches will need to rely mainly on chronological age or on their own judgment when making decisions about a participant's developmental status.

Competition – Introduction participant LTD (older age range)

Key program elements	Competition – Introduction participant LTD (older age range)
Age group	• Chronological, developmental age† • Boys: 12 to 16 years • Girls: 11 to 15 years
General orientation	• Training to train
Orientation	• Sport-specific skills development • Integrated mental, cognitive and emotional development • Major fitness development stage: Aerobic and strength with the onset of peak height velocity (PHV) as the reference point • Develop ancillary capacities • Frequent musculoskeletal evaluations during PHV • Use talent identification to help participants focus on 2 sports
Type of periodization	• Single or double periodization
Program length	• 20 to 30 weeks
The ratio of practice (training) to competition	• 60% of the time devoted to sports participation should be spent training • Remaining 40% of competition and competition-specific training • Percentages may vary slightly, depending on the sport
Specialization	• Select 2 sports

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Key program elements	Competition – Introduction participant LTD (older age range)
Training priorities: physical preparation	• Window of accelerated adaptation to aerobic, speed and strength training • Emphasize flexibility training, given the rapid growth of bones, tendons, ligaments, and muscles
Training priorities: motor development	• Further develop and consolidate sport-specific skills
Training priorities: technical development	• Sport-specific technical training
Training priorities: tactical development	• Basic tactical preparation • Correct decision-making in common competitive situations
Training priorities: mental skills	• Learn to cope with the mental challenges of competition
Training methods	• Introduce free weights

† It's widely recognized that coaches must develop sport programs and activities that take into consideration the participant's developmental age. Unfortunately, few tools are available to help coaches in determining developmental age accurately. Most such tools need considerable refinement to be of use to Competition – Introduction coaches. The Coaching Association of Canada is acutely aware of this shortcoming and is working actively to find solutions. In the meantime, coaches will need to rely mainly on chronological age or on their own judgment when making decisions about a participant's developmental status.

Competition – Development participant LTD

Key program elements	Competition – Development participant LTD
Age group	• Chronological, developmental age • Boys and men: 16 to 23 years +/- • Girls and women: 15 to 21 years +/-
General orientation	• Training to compete
Orientation	• Sport-, event- and position-specific physical conditioning • Sport-, event- and position-specific technical, tactical preparation • Integrated mental, cognitive, and emotional development • Optimize ancillary capacities • Specialization
Type of periodization	• Single, double or triple periodization
Program length	• 35 to 45 weeks
The ratio of practice (training) to competition	• 40% of the time devoted to sports participation should be spent training • Remaining 60% of competition and competition-specific training • Percentages may vary slightly, depending on the sport
Specialization	• Select 1 sport
Training priorities: physical preparation	• Tailor fitness and recovery programs to the individual participant

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Key program elements	Competition – Development participant LTD
Training priorities: motor development	• Perform basic and sport-specific skills under a variety of competitive conditions during training
Training priorities: technical development	• Tailor the technical development to the individual
Training priorities: tactical development	• Develop national-level, tactical skills and decision-making abilities
Training priorities: mental skills	• Advanced mental preparation (individualized)
Training methods	• Frequent use of sport-specific and competition-specific exercises

Competition – High performance participant LTD

Key program elements	Competition – High performance participant LTD
Age group	• Chronological age • Men: 19 years +/- • Women: 18 years +/-
General orientation	• Training to win
Orientation	• Ages are sport-specific, based on international normative data • Maintain or improve physical capacities • Further develop technical, tactical and playing skills • Model all possible aspects of training and performance • Frequent, preventive breaks • Maximize ancillary capacities • High performance
Type of periodization	• Single, double, triple or multiple periodization • Frequent recovery breaks
Program length	• 45 to 50 weeks
The ratio of practice (training) to competition	• 25% of the time devoted to sports participation should be spent on training • Remaining 75% of competition and competition-specific training • Percentages may vary slightly, depending on the sport
Specialization	• Event- and position-specific specialization

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Key program elements	Competition – High performance participant LTD
Training priorities: physical preparation	• Fully established • Maximization of performance
Training priorities: motor development	• Fully established • Maximization of performance
Training priorities: technical development	• Fully established • Maximize performance
Training priorities: tactical development	• Develop international-level, tactical skills and decision-making abilities
Training priorities: mental skills	• Advanced mental preparation • Highly individualized approach
Training methods	• Frequent use of sport-specific and competition-specific exercises

***** In the tables in Appendix B, section B.3.1, much of the content is drawn from and summarizes Istvan Balyi's "The Situation and the Solutions," *Coaches Report*, Summer 2001, vol. 8, no. 1.

† It's widely recognized that coaches must develop sport programs and activities that take into consideration the participant's developmental age. Unfortunately, few tools are available to help coaches in determining developmental age accurately. Most such tools need considerable refinement to be of use to Competition – Introduction coaches. The Coaching Association of Canada is acutely aware of this shortcoming and is working actively to find solutions. In the meantime, coaches will need to rely mainly on chronological age or on their own judgment when making decisions about a participant's developmental status.

B.3.2: Sport for Life participant development matrix: Growth and developmental considerations

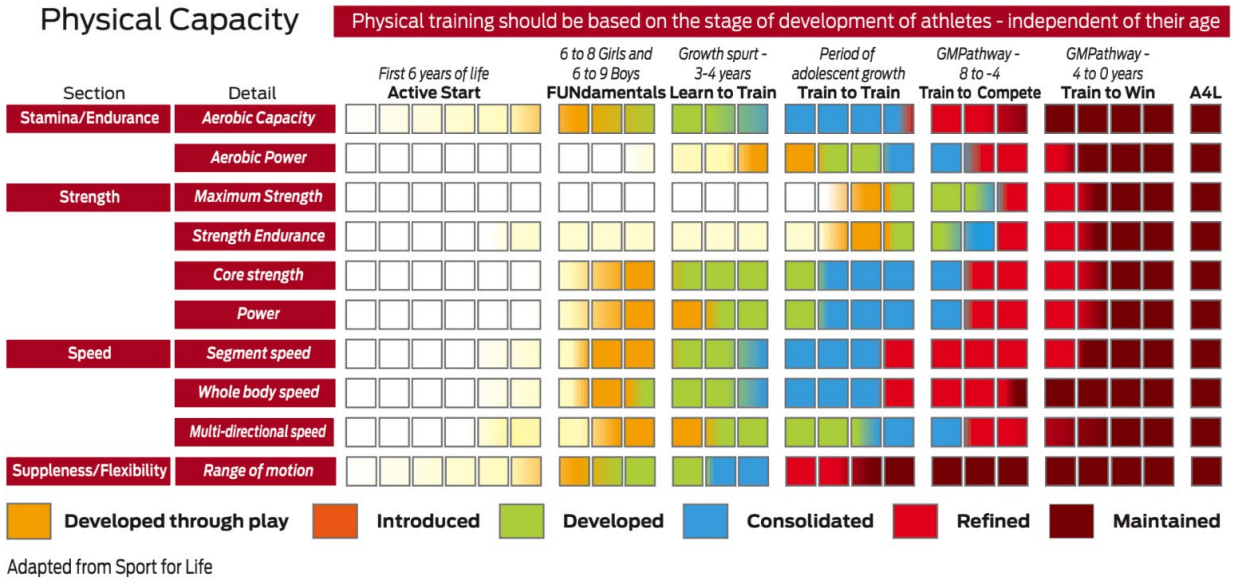
The figure on the following page presents information about when to emphasize or avoid focusing on certain athletic abilities during training.

These guidelines represent the opinion of experts in the fields of growth and development and of training. As such, the guidelines apply to most sports. However, for sports in which participants specialize at a very young age, such as gymnastics, some guidelines may seem to differ from commonly used training approaches. If this is the case:

- Exercise judgment both when interpreting guidelines and when implementing sport-specific training methods.
- Consult with recognized experts, when necessary, to ensure that training activities are appropriate, safe and adapted to participants' physical maturity.

At the same chronological age (example: 12 years of age), participants can have significant differences in physical maturity. It wouldn't be unusual for some participants to be ahead of or behind the general training guidelines for their age by 2 or more years.

Guidelines for the training of athletic abilities and participants' age



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Appendix C: Importance of physical and motor abilities by sports family

C.1: Tables by sports family

Note: The following tables represent the general abilities of sports. There will be differences based on specific positions and tasks (for example: goalkeepers, pitchers, forwards, defence, skipper and crew, ...)

Team sports

Sport for Life term	Alternative term	Soccer, lacrosse, rugby*	Ice hockey, basketball	Baseball, softball, volleyball
Stamina	Aerobic capacity	moderate	moderate	low
Stamina	Aerobic power	high	moderate	low
Stamina	Anaerobic lactic	high	very high	moderate
Speed	Segment speed	high	moderate	very high
Speed	Whole body speed	high	high	high
Speed	Multi-dimensional speed	very high	very high	moderate, high
Strength	Core strength, stability	high	high	very high
Strength	Strength endurance	high	high	moderate
Strength	Hypertrophy	moderate, high	moderate	low
Strength	Max strength	moderate, high	moderate	moderate
Strength	Power	high, very high	high	high

Sport for Life term	Alternative term	Soccer, lacrosse, rugby*	Ice hockey, basketball	Baseball, softball, volleyball
Suppleness	Flexibility	moderate	moderate	moderate
Physical literacy, motor ability	Agility	very high	very high	high
Physical literacy, motor ability	Balance	high	high	moderate
Physical literacy, motor ability	Coordination	high	very high	very high
Physical literacy, motor ability	Quickness	very high	high	high

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Cyclical sports

Long duration: speed skating (>5 km), road Cycling, Running (>5 km), cross-country skiing, distance swimming

Medium duration: speed skating (1.5 to 5 km), speed skating (short track), track cycling (3 to 5 km), running (800 to 3000 m), swimming (400 to 800 m), rowing, canoe kayak (flat water 500 m and 1000 m)

Short duration: speed skating (<1.0 km), speed skating (short track), track cycling (<2 km), swimming (<100 m), running (<400 m), canoe kayak (flatwater 200 m)

Cyclical sports

Sport for Life term	Alternative term	Long duration	Medium duration	Short duration
Stamina	Aerobic capacity	very high	very high	moderate
Stamina	Aerobic power	high	very high	high
Stamina	Anaerobic lactic	moderate	very high	very high
Speed	Segment speed	low	low	moderate
Speed	Whole body speed	moderate	moderate	high
Speed	Multi-dimensional speed	low	low	low
Strength	Core, strength, stability	low	moderate	high
Strength	Strength endurance	low	high	high
Strength	Hypertrophy	low	low	moderate
Strength	Max strength	low	low	moderate (relative to body mass)

Sport for Life term	Alternative term	Long duration	Medium duration	Short duration
Strength	Power	low	moderate	very high
Suppleness	Flexibility	moderate	moderate	moderate
Physical literacy, motor ability	Agility	low	low	low
Physical literacy, motor ability	Balance	moderate	moderate	moderate
Physical literacy, motor ability	Coordination	high	high	high
Physical literacy, motor ability	Quickness	low	low	low

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Combative sports

Sport for Life term	Alternative term	Judo, wrestling	Karate, boxing, fencing, taekwondo
Stamina	Aerobic capacity	low	low
Stamina	Aerobic power	moderate	moderate
Stamina	Anaerobic lactic	high	moderate
Speed	Segment speed	high	very high
Speed	Whole body speed	high	high
Speed	Multi-dimensional speed	low	high
Strength	Core, strength, stability	very high	high
Strength	Strength endurance	high	high
Strength	Hypertrophy	moderate to high	low
Strength	Max strength	high (relative to body mass)	high (relative to body mass)
Strength	Power	very high	very high
Suppleness	Flexibility	high	very high
Physical literacy, motor ability	Agility	very high	very high
Physical literacy, motor ability	Balance	very high	very high
Physical literacy, motor ability	Coordination	very high	very high
Physical literacy, motor ability	Quickness	very high	very high

Artistic sports

Sport for Life term	Alternative term	Figure skating, artistic swimming	Gymnastics	Diving
Stamina	Aerobic capacity	low	low	low
Stamina	Aerobic power	moderate	moderate	moderate
Stamina	Anaerobic lactic	high	high	low
Speed	Segment speed	moderate	high	moderate
Speed	Whole body speed	high	high	high
Speed	Multi-dimensional speed	low	low	low
Strength	Core, strength, stability	very high	very high	very high
Strength	Strength endurance	high	high	low
Strength	Hypertrophy	low	low	low
Strength	Max strength	high (relative to body mass)	high (relative to body mass)	high (relative to body mass)
Strength	Power	very high	very high	very high
Suppleness	Flexibility	very high	very high	very high
Physical literacy, motor ability	Agility	very high	very high	very high
Physical literacy, motor ability	Balance	very high	very high	very high
Physical literacy, motor ability	Coordination	very high	very high	very high

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Sport for Life term	Alternative term	Figure skating, artistic swimming	Gymnastics	Diving
Physical literacy, motor ability	Quickness	very high	very high	very high

Single-action sports

Sport for Life term	Alternative term	Throws	Jumps	Weightlifting
Stamina	Aerobic capacity	low	low	low
Stamina	Aerobic power	low	low	low
Stamina	Anaerobic lactic	low	low	low
Speed	Segment speed	very high	very high	very high
Speed	Whole body speed	high	high	high
Speed	Multi-dimensional speed	low	low	low
Strength	Core, strength, stability	very high	very high	very high
Strength	Strength endurance	moderate	moderate	moderate
Strength	Hypertrophy	moderate	high	high
Strength	Max strength	high (relative to body mass)	high (relative to body mass)	high (relative to body mass)
Strength	Power	very high	very high	very high
Suppleness	Flexibility	moderate	moderate	moderate
Physical literacy, motor ability	Agility	low	low	low

Sport for Life term	Alternative term	Throws	Jumps	Weightlifting
Physical literacy, motor ability	Balance	high	high	high
Physical literacy, motor ability	Coordination	very high	very high	very high
Physical literacy, motor ability	Quickness	very high	very high	very high

Precision sports

Sport for Life term	Alternative term	Curling, shooting, archery, bowling, golf
Stamina	Aerobic capacity	low
Stamina	Aerobic power	low
Stamina	Anaerobic lactic	low
Speed	Segment speed	low
Speed	Whole body speed	low
Speed	Multi-dimensional speed	low
Strength	Core, strength, stability	moderate
Strength	Strength endurance	low to moderate
Strength	Hypertrophy	low
Strength	Max strength	low
Strength	Power	low
Suppleness	Flexibility	moderate

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Sport for Life term	Alternative term	Curling, shooting, archery, bowling, golf
Physical literacy, motor ability	Agility	low
Physical literacy, motor ability	Balance	moderate
Physical literacy, motor ability	Coordination	very high
Physical literacy, motor ability	Quickness	low

Racquet sports

Sport for Life term	Alternative term	Tennis, squash, racquetball, badminton, table tennis
Stamina	Aerobic capacity	moderate
Stamina	Aerobic power	high
Stamina	Anaerobic lactic	high
Speed	Segment speed	very high
Speed	Whole body speed	very high
Speed	Multi-dimensional speed	very high
Strength	Core, strength, stability	very high
Strength	Strength endurance	high
Strength	Hypertrophy	low
Strength	Max strength	low
Strength	Power	very high
Suppleness	Flexibility	high
Physical literacy, motor ability	Agility	very high
Physical literacy, motor ability	Balance	very high
Physical literacy, motor ability	Coordination	very high
Physical literacy, motor ability	Quickness	very high

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Alpine skiing

Sport for Life term	Alternative term	alpine skiing
Stamina	Aerobic capacity	low
Stamina	Aerobic power	moderate
Stamina	Anaerobic lactic	high
Speed	Segment speed	low
Speed	Whole body speed	moderate
Speed	Multi-dimensional speed	low
Strength	Core, strength, stability	moderate
Strength	Strength endurance	high
Strength	Hypertrophy	low
Strength	Max strength	moderate
Strength	Power	high
Suppleness	Flexibility	low
Physical literacy, motor ability	Agility	moderate
Physical literacy, motor ability	Balance	very high
Physical literacy, motor ability	Coordination	high
Physical literacy, motor ability	Quickness	high

Freestyle skiing

Sport for Life term	Alternative term	Freestyle skiing
Stamina	Aerobic capacity	low
Stamina	Aerobic power	moderate
Stamina	Anaerobic lactic	high
Speed	Segment speed	moderate
Speed	Whole body speed	moderate
Speed	Multi-dimensional speed	low
Strength	Core, strength, stability	very high
Strength	Strength endurance	high
Strength	Hypertrophy	low
Strength	Max strength	moderate
Strength	Power	very high
Suppleness	Flexibility	moderate
Physical literacy, motor ability	Agility	very high
Physical literacy, motor ability	Balance	very high
Physical literacy, motor ability	Coordination	very high
Physical literacy, motor ability	Quickness	high

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Sliding sports

Sport for Life term	Alternative term	Bobsleigh	Luge, skeleton
Stamina	Aerobic capacity	low	low
Stamina	Aerobic power	low	low
Stamina	Anaerobic lactic	moderate	moderate
Speed	Segment speed	moderate	moderate
Speed	Whole body speed	very high	very high
Speed	Multi-dimensional speed	low	low
Strength	Core, strength, stability	moderate	moderate
Strength	Strength endurance	moderate	moderate
Strength	Hypertrophy	very high	moderate
Strength	Max strength	very high	moderate
Strength	Power	very high	very high
Suppleness	Flexibility	moderate	moderate
Physical literacy, motor ability	Agility	moderate	moderate
Physical literacy, motor ability	Balance	moderate	moderate
Physical literacy, motor ability	Coordination	high	high
Physical literacy, motor ability	Quickness	very high	very high

Water skiing

Sport for Life term	Alternative term	Water skiing
Stamina	Aerobic capacity	low
Stamina	Aerobic power	moderate
Stamina	Anaerobic lactic	moderate
Speed	Segment speed	moderate
Speed	Whole body speed	low
Speed	Multi-dimensional speed	low
Strength	Core, strength, stability	high
Strength	Strength endurance	moderate
Strength	Hypertrophy	low
Strength	Max strength	moderate
Strength	Power	high
Suppleness	Flexibility	high
Physical literacy, motor ability	Agility	high
Physical literacy, motor ability	Balance	very high
Physical literacy, motor ability	Coordination	very high
Physical literacy, motor ability	Quickness	high

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Sailing

Sport for Life term	Alternative term	Sailing
Stamina	Aerobic capacity	low
Stamina	Aerobic power	low
Stamina	Anaerobic lactic	moderate
Speed	Segment speed	low
Speed	Whole body speed	low
Speed	Multi-dimensional speed	low
Strength	Core, strength, stability	high
Strength	Strength endurance	moderate
Strength	Hypertrophy	low
Strength	Max strength	low
Strength	Power	low
Suppleness	Flexibility	moderate
Physical literacy, motor ability	Agility	moderate
Physical literacy, motor ability	Balance	high
Physical literacy, motor ability	Coordination	high
Physical literacy, motor ability	Quickness	moderate

Surfing

Sport for Life term	Alternative term	Surfing
Stamina	Aerobic capacity	moderate
Stamina	Aerobic power	moderate
Stamina	Anaerobic lactic	moderate
Speed	Segment speed	moderate
Speed	Whole body speed	low
Speed	Multi-dimensional speed	low
Strength	Core, strength, stability	very high
Strength	Strength endurance	high
Strength	Hypertrophy	low
Strength	Max strength	low
Strength	Power	high
Suppleness	Flexibility	moderate
Physical literacy, motor ability	Agility	high
Physical literacy, motor ability	Balance	very high
Physical literacy, motor ability	Coordination	very high
Physical literacy, motor ability	Quickness	high

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Appendix D: Training specific athletic abilities

D.1: Developing and maintaining speed

Developing and maintaining speed

Considerations	Speed	Speed of movement
Type of effort	Intermittent (repetitions of intense efforts followed by pauses, and grouped in sets)	Intermittent (repetitions of intense efforts followed by pauses, and grouped in sets)
Mode or type of movement	As sport-specific as possible	As sport-specific as possible
Intensity	All out, as fast as possible	As fast as possible
Length of a repetition	5 to 8 s	Generally less than 1 s
Number of repetitions per set	4 to 5	4 to 5
Number of sets	2 to 4	2 to 4
Total number of repetitions	8 to 20	8 to 20
Length of recovery, repetition	60 to 75 s	10 to 15 s
Type of recovery, repetition	Active, very low-intensity	Active, very low intensity, passive
Recovery between sets	Active, low intensity (5 to 6 min)	Active, low intensity (2 to 3 min)

Considerations	Speed	Speed of movement
Stop before, if ...	Participants can no longer maintain a high speed	The form of movement deteriorates, speed of movement decreases
Minimum-maximum (min-max) length of protocol	16 min 40 s to 46 min 40 s	5 min to 16 min 20 s
Significant improvement by	4 to 6 weeks	4 to 6 weeks
Development	2 to 3 times per week	2 to 3 times per week
Maintenance	1 set, once per week	1 set, once per week

Note: s = second(s) | min = minute(s) | h = hour(s)

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D.2: Developing and maintaining endurance

Developing and maintaining endurance

Considerations	Speed endurance (short efforts)	Speed endurance (long efforts)
Type of effort	Intermittent (repetitions of intense efforts followed by pauses, and grouped in sets)	Intermittent (repetitions of intense efforts followed by pauses, and grouped in sets)
Mode or type of movement	As sport-specific as possible	As sport-specific as possible
Intensity	All-out	Controlled, but almost all-out
Length of a repetition	15 to 20 s	30 to 40 s
Number of repetitions per set	3 to 5	2 to 3
Number of sets	2 or 3	2 or 3
Total number of repetitions	6 to 15	6 to 9
Length of recovery, repetition	1 min 30 s to 2 min	2 to 3 min
Type of recovery, repetition	Active, very low intensity	Active, very low intensity
Recovery between sets	Active, low intensity (6 min)	Active, low intensity (6 to 8 min)
Stop earlier, if …	Participant can no longer maintain a high speed	Participant can no longer maintain a high speed

Considerations	Speed endurance (short efforts)	Speed endurance (long efforts)
Minimum-maximum (min-max) length of protocol	19 min 30 s to 47 min	18 min to 48 min
Significant improvements in...	4 to 6 weeks	4 to 6 weeks
Development	2 to 3 times per week	2 to 3 times per week
Maintenance	1 set, once per week	1 set, once per week

Note: s = second(s) | min = minute(s) | h = hour(s)

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D.3: Developing and maintaining aerobic capacity

Developing and maintaining aerobic capacity

Considerations	Aerobic capacity (long efforts)
Type of effort	Continuous (no pauses during effort, fairly steady pace)
Mode or type of movement	Specific or involving the major muscle groups involved in the sport
Intensity	Submaximal, moderate
Length of a repetition	20 to 45 min or more
Number of repetitions per set	1
Number of sets	1
Total number of repetitions	1
Length of recovery, repetition	Not applicable
Type of recovery, repetition	Not applicable
Recovery between sets	Not applicable
Stop before, if ...	Participant is tired
Minimum-maximum (min-max) length of protocol	20 to 45 min or more
Significant improvements in ...	6 to 8 weeks
Development	2 to 3 times per week
Maintenance	Once per week

Note: s = second(s) | min = minute(s) | h = hour(s)

D.4: Developing and maintaining aerobic power

Developing and maintaining aerobic power

Considerations	Aerobic power (short efforts)	Aerobic power (long efforts)
Type of effort	Intermittent (repetitions of intense efforts followed by pauses, and grouped in sets)	Intermittent (repetitions of intense efforts followed by pauses, and grouped in sets)
Mode or type of movement	Specific or involving the major muscle groups involved in the sport	Specific or involving the major muscle groups involved in the sport
Intensity	• Below maximum speed • Should correspond to the highest speed that can be sustained for about 5 minutes • Maximal heart rate should be achieved after several repetitions	• Below maximum speed • Should correspond to the highest speed that can be sustained for about 6 to 8 minutes • Maximal heart rate should be achieved after a few repetitions
Length of a repetition	1 min	1 min to 8 min
Number of repetitions per set	4 to 6	3
Number of sets	2 to 3	2
Total number of repetitions	8 to 18	6
Length of recovery, repetition	1 min to 1 min 30 s	1 min 30 s to 2 min

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Considerations	Aerobic power (short efforts)	Aerobic power (long efforts)
Type of recovery, repetition	Active, low-moderate intensity	Active, low-moderate intensity
Recovery between sets	Active, low intensity (5 min)	Active, low intensity (5 to 8 min)
Stop before, if ...	Intensity decreases too much	Intensity decreases too much
Minimum-maximum (min-max) length of protocol	24 min to 55 min 30 s	28 min to 44 min
Significant improvements in ...	6 to 8 weeks	6 to 8 weeks
Development	2 to 3 times per week	2 to 3 times per week
Maintenance	1 set, once per week	1 set, once per week

Note: s = second(s) | min = minute(s) | h = hour(s)

D.5: Developing and maintaining strength

Developing and maintaining strength

Considerations	Strength endurance	Maximum strength
Type of effort	Intermittent (repetitions of intense efforts, followed by pauses, and grouped in sets) Alternate the muscle groups involved	Make a muscle or muscle group generate the highest level of tension during a maximum contraction, regardless of the contraction's duration.
Mode or type of movement	Tractions, pulling actions, extensions, flexions and more, using own body weight, free weights or machines	Not applicable
Intensity	Submaximal Use body weight If free weights or machines are used, participant must be able to lift the load at least 10 times.	>85% (1 RM)
Length of a repetition	3 to 4 s	3 to 4 seconds
Number of repetitions per set	10 to 15 or more	<6
Number of sets per exercise	2 to 3	2 to 6
Number of different exercises	5 to 8	Not applicable

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Considerations	Strength endurance	Maximum strength
Total number of repetitions	100 to 300 or more	Not applicable
Length of recovery, repetition	Not applicable	Not applicable
Type of recovery, repetition	Not applicable	Not applicable
Recovery between sets	30 s to 1 min	2 to 5 minutes
Stop before, if ...	Quality of execution decreases Marked fatigue happens during execution	Quality of execution decreases Marked fatigue happens during execution
Minimum-maximum (min-max) length of protocol	10 min to 32 min	Not applicable
Significant improvements in...	4 to 5 weeks	Not applicable
Development	2 times per week	3 to 4 times per week
Maintenance	1 set per exercise, once per week	Not applicable

Note: s = second(s) | min = minute(s) | h = hour(s)

D.6: Developing and maintaining power

Developing and maintaining power

Considerations	Power
Type of effort	Intermittent (repetitions of intense efforts followed by pauses and grouped in sets) Alternate muscle groups involved
Mode or type of movement	Jumping, bounding, tractions, pulling actions, extensions Use own body weight, free weights or machines
Intensity	Speed of movement as fast as possible Submaximal Use of body weight If using free weights or machines, participant must be able to lift load at least 15 times
Length of a repetition	Less than 1 s during the contraction phase of the muscle group
Number of repetitions per set	6 to 8
Number of sets per exercise	2 to 3
Number of different exercises	2 to 3
Total number of repetitions	24 to 72
Length of recovery, repetition	Not applicable
Type of recovery, repetition	Not applicable
Recovery between sets	30 s to 1 min
Stop before, if ...	Quality of execution decreases Marked fatigue happens during execution

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Considerations	Power
Minimum-maximum (min-max) length of protocol	5 min to 10 min 30 s
Significant improvements in…	4 to 5 weeks
Development	2 times per week
Maintenance	1 set per exercise, once per week

Note: s = second(s) | min = minute(s) | h = hour(s)

D.7: Correctives: Flexibility (mobility) training

Flexibility (mobility) is defined by a range of motion of a joint. Flexibility or mobility training is the combination of muscle flexibility, joint range of motion, and the ability of a body segment to move freely.

Keywords for flexibility (mobility)

- Warm muscles
- Controlled stretching
- Large range of movement
- No pain

Guidelines for developing flexibility

Variable	Key points
Type of training	• Individual training or with a partner's help
Activities, movements	• Reach the limit of the range of motion under control and without any pain • Stretch the muscles and connective tissues
Frequency	• To develop: 2 to 4 times per week • To maintain: 1 to 2 times per week
Intensity	• Perform so there's some tension, but no pain, and it's felt in the muscle being stretched.

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Variable	Key points

Duration of each repetition	• Varies with type of stretching:
	  ○ Up to 30 seconds or more for static stretching
	  ○ Up to 20 seconds for active stretching
	  ○ Up to 15 seconds for assisted stretching using the proprioceptive neuromuscular facilitation (PNF) method

Number of repetitions	• Perform at least 1 exercise for each of the major muscle groups. • Where applicable, do the exercise on both the right and the left sides of the body. • Do 3 to 4 repetitions of each exercise, using the same kind of stretching (passive, active, ...) for all repetitions.
Duration of recovery between repetitions	• A few seconds
Duration of recovery between sets	• Optional, relatively short
Type of recovery	• Passive or gentle, relaxed movements
Time	• Typical sessions last 20 to 30 minutes.

Variable	Key points
Position in training session	• Stretching should follow a vigorous general warm-up. • Do moderately intense aerobic activity, lasting at least 10 to 15 minutes. This can vary depending on the time it takes to elevate the temperature of the muscles and connective tissue, especially in a hot or cold environment. • Use the muscle groups that will be stretched. • Be sweating by the time flexibility training starts. • Do static stretching exercises first. Then do active stretching exercises, then assisted stretching exercises and finally dynamic stretching exercises. • Within a session, move from the general (major joints) to the specific (sport-specific joints and ranges of motion). • Do specific flexibility training late in the session, when the muscles are already warm.

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Variable	Key points
Safety considerations	• Stretch muscles only when they're warm. • Avoid jerky movements when doing stretching exercises. • For muscle stretching, always keep stretches under control. • If any pain happens while stretching, slowly decrease the stretch's intensity. • Breathe slowly and stay relaxed while stretching. • Stretching must be viewed as an individual activity. Don't compete against each other when you're doing flexibility training. • Partners who help in flexibility training must apply force slowly and in a controlled way.
Position in the training program	• Focus on static stretching first. • After a few sessions of static stretching, start extending the stretch slightly beyond the limit of the range of motion. For example, if trying to touch the toes, grasp the ankles to pull the body a bit closer to the toes. • Then, in the following order, introduce active stretching, assisted stretching and dynamic stretching. • 3 to 5 sessions per week

Types of stretching

The key factors in determining the level of flexibility a participant needs to achieve are the demands of the sport and the specific range of motion that the limbs are required to move through to execute the technique.

To improve flexibility, you must stretch muscle fibers and connective tissue. The table on the following pages describes the 5 main types of stretching used in flexibility training:

- Static stretching
- Active stretching
- Assisted stretching
- Dynamic stretching
- Ballistic stretching

Each type of stretching is based on 1 or more of the following facts:

- Flexibility increases when muscle tension is reduced.
- Flexibility increases when force is applied to increase the range of movement.
- Flexibility is specific to a joint. It can vary from joint to joint and with the direction of movement. For example, a participant could have good shoulder flexibility, but poor trunk flexibility.
- The range of motion at a joint can be limited by bone or soft tissue. Soft tissue includes ligaments, tendons, cartilage, joint capsules and muscles.
- Flexibility increases when connective tissue (muscle sheath and tendons) is lengthened. In contrast, flexibility decreases when connective tissue is shortened. For example, even a few days in a cast can cause connective tissue to shorten and resist stretching.

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Types of stretching used in flexibility training

Type of stretching	Description	Examples	Notes

Static stretching	• Get into a starting position for the stretching exercise.
	• In a controlled way, slowly assume the stretched position. At this point, the muscles are only stretched slightly.
	• In a controlled way, progressively increase the stretch's intensity until you've reached the limit of the range of motion. At this limit, there will be some tension, but no pain.
	• Hold the position for 20 to 30 seconds (or longer, if possible).
	• At the end of the stretch, release the tension slowly and return to the starting position again.
	• Stay relaxed and breathe normally throughout the stretch.
	• Repeat 2 to 4 times.
	• If applicable, repeat the stretch for the other side of the body.
		• Slowly perform a sitting toe touch.
		• Hold 1 leg in front of the body, rest the leg on a chair and stretch the hamstrings
			• Apply light force throughout the stretch.
			• Once you reach the limit of your range of motion, the muscles opposing those being lengthened do not contract to allow the stretch to become even longer.
			• Don't use bouncing movements at the end of the stretch.
			• If pain happens during the stretch, slowly decrease the stretch's intensity.
			• Static stretching:
			  ○ Is easy to learn
			  ○ Produces little soreness
			  ○ Has a generally low risk of injury
			  ○ Doesn't trigger the myotatic stretch reflex

Type of stretching	Description	Examples	Notes
Active stretching	• The steps involved in active stretching are very much like those for static stretching. The only difference is that in active stretching participants use their own force to move the body part being stretched and they bring it into the appropriate stretching position. • Stretch in a controlled way. • Hold the stretch position for 10 to 20 seconds. • Repeat 2 to 4 times • If applicable, repeat the stretch for the other side of the body.	• Stand on 1 leg, lift the other leg as high as possible in front of the body, and twist from side to side. • Wrestling moves • Partner-assisted movements, where the partner puts pressure on a limb	• Active stretching doesn't trigger the myotatic stretch reflex. • Static stretching is preferred when the elasticity of the muscles being stretched (agonists) restricts flexibility. • Active stretching is preferred when the weakness of the muscles being stretched (agonists) restricts flexibility.

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Type of stretching	Description	Examples	Notes
Assisted stretching (general concepts)	• Assistance may come from self-applied force, from a partner or from a device (example: towel or rubber tubing)	• Wrestling moves • Partner-assisted movements, where the partner puts pressure on a limb	• Assisted stretching involves a greater range of motion than in other types of stretching, is very effective at increasing range of motion and can lead to some muscle soreness and stiffness • Stretch to reach as full a range as possible, and only then get extra stretch from either self-applied force or force from a partner.
Assisted stretching with self-applied force	• Apply force in static or active stretching to increase the range of motion.	• For instance, when stretching the neck, lean the head to 1 side. Use the hand to apply some force to increase the range of the stretch.	• Apply force slowly and in a controlled way.

Type of stretching	Description	Examples	Notes
Assisted stretching with force from a partner	• Proprioceptive neuromuscular facilitation (PNF) is the dominant form of assisted stretching with force from a partner. • The following PNF variant is called the contract-relax PNF technique: ○ Perform a slow, controlled and held stretch, where the limb reaches the limit of its range of motion. ○ Have a partner assume a stable position to provide resistance against the limb being stretched. ○ At a signal from the partner (example: "Push."), perform a progressive, isometric contraction for 3 to 4 seconds, against the resistance provided by the partner. The tension in the muscle or muscles previously stretched will increase gradually,	• See the previous column	• The effect of the inverse myotatic reflex makes it possible to increase the range of motion after the isometric contraction. • There should be at least 48 hours between PNF stretching routines. • Do only 1 exercise per muscle group. • PNF stretching isn't recommended for children or adolescents. • If PNF stretching is a separate exercise session, do it **after** a thorough warm-up, consisting of at least 10 minutes of light aerobic exercise and some static and dynamic stretches. • Partners must always apply force slowly and in a controlled way.

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Type of stretching	Description	Examples	Notes
Assisted stretching with force from a partner (cont'd)	but no movement happens. ○ Follow this progressive contraction with a near-maximal isometric contraction lasting about 5 seconds. ○ The partner must not allow the limb (whose muscles are being stretched) to move. ○ At the end of the isometric contraction, relax the muscle or muscles for 3 to 4 seconds. The partner may signal the start of the relaxation period. ○ The partner applies controlled force to passively increase the degree of the stretch. ○ Hold the new stretching position for 10 to 15 seconds. ○ Repeat 2 to 5 times from the starting position.		• Partners must assume a stable position that enables them to resist the force generated during the isometric contraction.

Type of stretching	Description	Examples	Notes
Assisted stretching with force from a partner (cont'd)	• Contract-relax antagonist-contract PNF is a slight variant of contract-relax PNF: ○ Follow the steps for a contract-relax PNF, up to and including the 3- to 4-second relaxation period. ○ While the partner applies force to the limb and increases the stretch, perform a submaximal concentric contraction with the muscles that work opposite to the ones being stretched. ○ Hold the new stretching position for 10 to 15 seconds. ○ Repeat 2 to 5 times from the starting position.		

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Type of stretching	Description	Examples	Notes
Dynamic stretching	• Start with a thorough warm-up and perform appropriate static and active stretching exercises. • Then, do sport-specific movements in sets of 8 to 12 repetitions. • Perform movements slowly at first (example: half speed) and progress to faster movements. • As movements get faster, the range of motion increases. • A few sets may be necessary to reach the full range of motion. • Stop if any signs of fatigue appear or form deteriorates.	• Leg action that mimics kicking a ball (soccer player) • High knee raises, with an emphasis on knee height and arm action (sprinter)	• Dynamic stretching triggers the myotatic stretch reflex and so must be performed with caution. • If done incorrectly, it's potentially hazardous. • Initially, coaches should supervise this type of stretching to ensure correct form and appropriate intensity.

Type of stretching	Description	Examples	Notes

Ballistic stretching	• Use rapid movements that involve high forces (for example, crouching, bouncing, pulling) to stretch muscles and other connective tissue.	• Sit, with a bar on the shoulders, and twist rapidly from side to side
		• A series of very fast toe touches, followed by a return to the standing position
			• The momentum caused by the rapid movements is used to increase muscles' range of motion.
			• The forces involved can be high and may not be under control.
			• This ballistic stretching:
			  ○ Evokes the myotatic stretch reflex
			  ○ May cause more soreness than other types of stretching
			  ○ Poses a higher risk of injury than other types of stretching
			  ○ Isn't recommended for beginning or developing participants

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D.8: Correctives - core (stability) training

Stability is defined as the ability to maintain posture or control movement. Core training improves the body's ability to minimize forces or loads applied to the spine. Stability training tends to enhance the success of other athletic abilities.

Keywords for core (stability)

- Stabilization
- Muscle engagement
- Controlled movement
- No pain

Guidelines

Variable	Key points
Type of training	• Static or dynamic
Activities, movements	• Postural control • Stabilization • Muscular endurance
Frequency	• To develop: 2 to 4 times per week • To maintain: 1 to 2 times per week
Intensity	• Time to fatigue

Duration of each repetition	• Varies with the type of core:
	  ○ Up to 3 to 5 minutes for static
	  ○ Up to 3 sets of 12 to 15 repetitions for dynamic

Variable	Key points
Number of repetitions	• Perform at least 1 exercise for each of the major muscle groups. • Where applicable, do the exercise on both the right and the left sides of the body. • Engage both agonist and antagonistic muscles.
Duration of recovery between repetitions	• Muscular endurance can be continuous when alternating muscle groups.
Duration of recovery between sets	• Optional, relatively short
Type of recovery	• Passive or gentle, relaxed movements
Position in training session	• Core training should follow a vigorous, general warm-up. • Perform moderately intense aerobic activity, lasting at least 10 to 15 minutes. This can vary depending on the time it takes to elevate the temperature of the muscles and connective tissue, especially in a hot or cold environment.
Safety considerations	• Maintain postural control and alignment. • Proper technique is important. • Breathe normally. Avoid holding your breath.
Position in training program	• Focus on static and stable core exercises first. • Progress to static and unstable by removing points of contract, • Then, introduce dynamic core exercises. • Don't add additional weight or resistance to the exercise without a good foundation of core. • Add resistance to the trunk or core. Don't add additional weight to the extremities.

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Types of stability

The 2 main types of stability training are:

- Static or positional fatigue
- Dynamic fatigue

The table below provides sample exercises and progressions for stability training in a specific core training.

Example: Progressing through 5 levels of difficulty for a core exercise

Progression	Description
1. Static stable	Hold a plank position for as long as possible, potentially 3 to 5 minutes. If successful]] in maintaining proper technique for 5 minutes, progress to difficulty level 2.
2. Static unstable	Remove a point of contact. For example, lift 1 arm or 1 leg, so that the plank is supported by fewer than 4 points of contact. If successful in maintaining proper technique for 5 minutes, progress to difficulty level 3.
3. Dynamic stable	Add movement to the plank. For example, progress to a push-up and do repetitions for 3 to 5 minutes. If you're successful in holding proper technique for 3 to 5 minutes, progress to difficulty level 4.
5. Dynamic unstable	Similar to level 2, remove a point of contact, but do repetitions for 3 to 5 minutes. If you're successful in holding proper technique for 3 to 5 minutes, progress to difficulty level 5.
6. Dynamic unstable resisted	Similar to level 4, however, add resistance or weight to the core and do repetitions for 3 to 5 minutes. Note: Don't load or add weight to the extremities.

Other considerations

- Before planning a stability program, identify the muscle groups and movement patterns that require stability training. FMS can be used to help identify the groups and patterns. Use the required sport-specific movements as the baseline for analyzing the participant's current stability level and the improvement needed.
- Many exercises can help participants improve their stability. There are often several variations of the same exercise.
- Most exercises can be executed using either static or dynamic methods.
- To maximize gains, establish specific times for stability training. Set that time outside of the regular training sessions, warm-ups and cool-downs. If time restrictions apply, schedule any activities designed to improve stability for the end of a session, not during the warm-up.
- Vary the exercises for stability training to help participants stick to the program. To add variety and effectiveness to the program, switch up both the types of stability and the exercises executed.
- Participants can significantly increase stability in about 12 weeks. In many cases, participants can maintain (or even improve) stability through sport-specific training.

D.9: Motor athletic abilities (agility, balance, coordination)

These abilities are commonly included as specific components of every warm-up. They're highly individualized, based on movement deficiencies and performance limiters.

Unfortunately, little information is available on either the optimal frequency for training these motor abilities or the minimal amount of time necessary for a training response. Therefore, if they're important in the sport, motor athletic abilities should be regularly incorporated into the program's activities, particularly during the first few weeks.

The Planning a Practice module's Reference Material or appendices provide more information on activities that may contribute to developing motor athletic abilities.

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D.10: Project SCORE

Project SCORE[1] (Sport COnnect and REspect) is a free personal development resource for coaches. It focuses on the 4 main areas (the 4 C's) of sports development: confidence, competence, connection and character.

Themes under each of the 4 C's in Project SCORE

Confidence	Competence
• Your turn • Recognize • Tell a story	• Training the mind • Let's train • Sport for life
Connection	**Character**
• Team connection • Coach connection • Parent, guardian or caregiver connection • Community connection	• Respect • Fair play • Developing leaders

The 4 C's are used as a platform to teach positive development through sport. Project SCORE has developed into a key resource for coaches, participants, and parents, guardians or caregivers. The goal is to support youth's growth throughout sports and life. The focus is to deliberately deliver the 4 C's in sports programs and help parents, guardians or caregivers support these lessons outside of sports. Within the projectscore.ca website, you'll find the Coach's Locker Room, featuring information and activities for coaches related to the 4 C's and encouraging a positive experience in the sport. There are also simple activities or drills called SCORE Plays, which coaches can use and integrate into practices.

[1] The University of Manitoba's Dr. Leisha Strachan served as Principal Investigator of the project, which involved researchers Dr. Dany MacDonald from the University of Prince Edward Island and Dr. Jean Côté from Queen's University. Project SCORE was developed through grants from the Social Sciences and Humanities Research Council, the Sport Canada Research Initiative and the University of Manitoba.

Ideally, spend at least a few minutes per week per C of the 4 Cs to emphasize the themes within practices and during games. Project SCORE also has a supplementary resource for parents, guardians or caregivers called Parent Lounge. This resource provides them with ideas of how to support the development of the 4 Cs, reinforces lessons learned in sports, and gives them SCORE Plays activities for them to follow as well.

Created in 2010, Project SCORE is based on research in the field of positive youth development in sport. It's available in English, French and Portuguese. True Sport endorsed Project SCORE, which was developed through the support of and partnership with the Social Sciences and Humanities Research Council's Sport Canada Research Initiative, involving the University of Manitoba, Coaching Manitoba, University of Prince Edward Island, Queen's University and True Sport.

These lessons will help coaches make better connections with participants to enhance their athletic performance, participation and personal development.

For more information, visit projectscore.ca.

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Appendix E: Planning a sport program

E.1: Sport program

A sports program is a planned, progressive sequencing of activities. Adapt the nature, number, frequency, duration and content of these activities to the participants' age and sports experience. Over time, the goal of the program is to foster participants' athletic development and sports form.

Sport form refers to the level of development of athletic abilities at a given time, compared to what's required in competition. In other words, sports form represents the participant's level of readiness (from a physical, technical, tactical and mental point of view) to meet the requirements of competition. So, sport form is specific to the:

- Sport
- Participants' age and gender
- Level of competition in which participants compete

A sports program's 6 main components

- **Time dimension**
    - A sports program usually has a well-defined beginning and end.
    - Its length varies, ranging from a few weeks to several months.
    - A sports program is part of the long-term development of participants. It should account for where they're starting, what they've done before, and what they should be able to do by the end of the program.
- **Events**

  A sports program consists of different types of events:
    - Sports events (practices, preparatory competition, regular competition, trials, playoffs, championships, tournaments, tests, ...)
    - Social events (suppers, parties, awards ceremonies, distribution of prizes, ...)
    - Administrative events (registration, equipment purchases, fundraising, meetings with participants' adults (parents, guardians or caregivers), meetings with league or club administrators, ...)

- **Intentions, objectives and priorities**

  Within a sports program, either the program or the coach:

  - Factors in the participants, their interests and their individual needs
  - Accounts for the sport's competitive demands
  - Has a clear purpose or philosophy (why it exists), focus (participation, development, excellence), desired outcome (goals and objectives) and method of operating (rules, policies, procedures)
  - Prioritizes objectives, events, time devoted to certain activities, ... (given any applicable constraints).
  - Makes public its intentions, objectives and priorities to help justify choices and decisions
  - Has intentions, objectives and priorities that are all consistent with the values of the coach and the organization

- **Structure**

  A sports program's coach proposes:

  - Activities that are organized and planned (the level of detail and sophistication may vary)
  - A framework for providing certain services to participants
  - Links between components (objectives, philosophy, priorities, participants' individual needs, activities, events) and ensures consistency among them

- **Progression**

  A sports program is characterized by:

  - Intentions, objectives and priorities that may change as the season progresses
  - Evolving training activities and content that reflect the intentions, objectives and priorities (that apply at a given time)

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- **Adjustment and evaluation**

  Within a sports program…

  - Participants will progress from a given starting point.
  - This progression may happen in different ways: group or team cohesion, technical and tactical mastery, physical condition and tolerance of fatigue, attitudes (work, participants' behaviour, commitment, discipline), performance, and more.
  - The coach must assess participants' starting point.
  - This assessment identifies what can realistically be accomplished in the short, medium and long term. It also guides the coach in choosing appropriate ways to reach realistic accomplishments. Such decisions usually require some form of evaluation.
  - One must accept that adjustments will probably be needed along the way, even if the initial plans were carefully laid out along with the desired outcome (goals and objectives) and method of operating (rules, policies, procedures).
  - Prioritizes objectives, events, time devoted to certain activities, … (given any applicable constraints).
  - Makes public its intentions, objectives and priorities to help justify choices and decisions.
  - Has intentions, objectives and priorities that are consistent with the values of the coach and the organization.

E.2: Overview of periodization terms

Periodization: Division of the training year or training time into periods to meet training objectives

Macrocycle: The macrocycle for a yearly training plan is 1 year and for a seasonal plan, it's 1 season

Microcycle: A week of training (7 days)

Mesocycle: A series of microcycles linked together by a training theme (phases are mesocycles)

Period: Divisions of a seasonal plan into training themes (the periods of a sports program are preparation, competition and transition)

E.3: Structure of a sports program

Periods of a sports program

If you know the general pattern according to which sport forms evolve in the short term, you can divide a sports program or season into periods. Periods promote the progressive development of athletic abilities and prepare participants for their major competitions.

As noted in the overview section, a sports program's 3 periods are preparation, competition and transition.

Periods of a sports program

Period	Beginning	End
Preparation	First practice of the program	The first official competition of the program
Competition	The first official competition of the program	The last competition of the program
Transition	The last competition of the program	The last structured training activity of the program

To describe more precisely the major characteristics of a program, each period is usually subdivided into smaller units called phases.

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The **preparation period** is usually divided into 3 phases:

- General preparation phase
- Specific preparation phase
- Pre-competition phase (sometimes this phase falls under the competition period, in which case the preparation period only has 2 phases)

The **competition period** is usually divided into 2 phases (but it can be 3 phases if pre-competition phase is inserted here instead of under the preparation period):

- Regular competition phase
- Major competition phase

Phase lengths

- General preparation phase (6 to 8 weeks): For some school programs, this phase may not be planned or may be much shorter (2 to 4 weeks). This is because the participants come from another sport and have a good fitness base from other sports training programs in which they've participated.
- Specific preparation phase (3 to 5 weeks)
- Pre-competition phase (2 to 3 weeks)
- Competition phase (4+ weeks) *
- Recovery, transition (2 to 8 weeks): Recovery must be built into each cycle.

*From sport to sport, the competition period's phases may be completely distinct, or the regular and major competitions may overlap.

The **transition period** isn't usually divided into smaller units like phases. Generally, the transition period happens after the last competition of the season. It's a time for physical, mental, emotional and social recuperation. It follows a high-intensity period of training and competition. This recuperation can be achieved by complete rest or active rest, when participants drastically reduce their training volume and intensity as well as participate just for fun in other physical or sporting activities.

Note: The main characteristics of each period and phase of a sports program and the priorities and objectives of each are covered later in this document. Objectives of periods and phases of seasonal sports programs.

Preparation period

Phase	Objectives and priorities	Training methods
General preparation phase Recommended length: 6 to 8 weeks, or more	• Develop general physical, motor and mental athletic abilities • Acquire new technical abilities and skills • Consolidate already-acquired technical and tactical abilities • Progressively increase the quantity of work done during practices • Improve participants' weak points • Develop interpersonal bonds within the group • Establish general objectives related to athletic development	• A large proportion of general activities and exercises • A small proportion of specific and competition activities and exercises • Training and practice conditions are fairly stable and predictable, or they're controlled by the coach • Average intensity is lower than that of later phases

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Phase	Objectives and priorities	Training methods
Specific preparation phase Recommended length: 3 to 5 weeks, or more	• Progressively develop physical conditioning adapted to the sport • Specifically develop the primary physical, motor and mental athletic abilities required in the sport • Improve participants' weak points • Consolidate already-acquired technical and tactical abilities • Acquire new tactical abilities and knowledge • Progressively increase the quantity of work done during practices • Progressively increase the activity intensity to approach competition-level intensity toward the end of this phase	• Greater proportion of specific or competition exercises • Decrease in the proportion of general activities and exercises • More specific and less predictable training and practice conditions • Conditions controlled by the coach are more frequent than random conditions

Phase	Objectives and priorities	Training methods
Pre-competition phase Recommended length: 2 to 3 weeks, or more	• Prepare participants for future competitions • Maintain physical, motor and mental athletic abilities of low or moderate importance in the sport • Specifically develop the primary physical, motor and mental athletic abilities required in the sport • Consolidate already-acquired, technical and tactical abilities • Increase activity intensity to be at competition-level intensity toward the end of the phase • Stabilize the quantity of work done during practices • Identify more specific performance objectives • Manage stress and control emotions when the outcome is important • Cooperate within the group • Coordinate first selection activities (if applicable)	• Large proportion of specific or competition exercises • A small proportion of general activities and exercises • Specific training and practice conditions • Conditions controlled by the coach more frequently than random conditions • Participation in a few preparatory and non-official competitions

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Competition period

Phase	Objectives and priorities	Training methods
Regular competition phase Length: variable	• Validate and confirm learning and progress made by participants during training • Achieve performance goals • Maintain the primary physical, motor and mental athletic abilities required in the sport • Consolidate already-acquired technical and tactical abilities • Maintain recently acquired technical and tactical abilities • Stabilize or decrease the quantity of work done during practices, and maintain an intensity similar to that found in competition • Manage stress and control emotions when the outcome is important • Acquire, implement the game, combat or race plan • Cooperate within the group • Coordinate other selection events (if applicable)	• A very large proportion of specific or competition exercises • Very small proportion of general activities and exercises, unless the latter are required to correct persistent shortcomings • Specific training and practice conditions similar to those of competition • Conditions controlled by the coach less frequently than random conditions • Practise simulation of situations likely to be encountered in major competitions • Use of specific competition situations or of less important competitions as difficult practices or as tests in which participants can experiment • Include psychological stress during training only, when participants have a high success rate in the execution of technical skills

Phase	Objectives and priorities	Training methods
Major competition phase	• Implement game, combat or race plan with the aim of achieving a performance in competition • Achieve performance goals when the stakes or competition levels are higher • Manage stress and control emotions when the outcome is very important • Recover from fatigue and stress due to participation in regular and major competitions • Rather than trying to increase the length of practices, make sure that their frequency is maintained and the intensity remains high • Achieve a high success rate when performing actions • in training (precision and consistency) • Attain high levels of cooperation within the group • Make final selections (if applicable)	• A very large proportion of specific exercises • Random conditions are more frequent than conditions controlled by the coach • Exercises and activities intended to refine preparation • Insert frequent breaks in practices to avoid fatigue and maintain high intensity

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Transition period

Length	Objectives and priorities	Training methods
Variable (2 to 8 weeks)	• Recover and regenerate • Heal injuries that were sustained during the competition period • Decrease the length, frequency and intensity of sports activities	• Active rest • A very large proportion of general activities and exercises • Participation in activities other than organized competitive activities • Participation in sports with different physical and motor requirements, with or without competition, without stress

E.4: Types of sport programs

There are 3 main types of sports programs. These types can be defined by the number of competition periods that happen every year:

- **Sports programs based on single periodization**

  As its name indicates, a sports program based on single periodization has only 1 competition period per year. This period usually ends with 1 or several major events. For example, a league with regular games in the fall and winter seasons, followed by playoffs in the spring. Another example would be regular competitions followed by a championship at the end of the season.

- **Sports programs based on double periodization**

  Double periodization consists of 2 distinct competition periods each year. For instance, a sport that has a summer season and a winter season.

- **Sports programs based on multiple periodization**

  Multiple periodization consists of more than 2 distinct competition periods and several times when the participant must achieve high-performance goals.

For participants in the Competition – Introduction context, the sport program should be based on single periodization.

Other than in the definitions above, all examples in this document represent single-periodization sport programs.

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Appendix F: Planning a practice

F.1: The warm-up

Effective warm-ups

Warm-ups and cool-downs are fundamental to all training and conditioning practices. This is true regardless of the sport, the intensity of the workout, or the participant's age, stage and ability. Warm-ups and cool-downs should be considered mandatory. A warm-up's purpose is to:

- Prepare the body for physical activity
- Reduce the chance of injury

Warm-ups can be defined as 1 of 3 types: passive, general or specific. Regardless of the warm-up type, a warm-up is important before physical activity or exercise because the warm-up increases muscle temperature, moves limbs through an active range of motion, and physically prepares the body for the upcoming activity's movement patterns and intensity.

Types of warm-ups

- **Passive warm-ups** involve methods such as hot showers, heating pads or massage. The major advantage of passive warm-ups is that they increase or maintain body temperature without fatiguing the participant. An example from sport would be the use of heating pads or heated clothing to keep participants warm as they wait to compete in colder environments.
- **General warm-ups** involve basic activities that require moving major muscle groups (examples: jogging, cycling or jumping rope). An increase in body temperature allows for greater flexibility, which prepares the body for movement. General warm-ups are commonly used to prepare the body for any type of physical activity.
- **Specific warm-ups** involve movements related to the upcoming activity (examples: jogging before going for a run or performing light repetitions of bench presses before a weight workout). They're the preferred way to increase body temperature while activating specific muscle groups required by the upcoming activity.

Warm-up guidelines

The type, intensity and duration of a warm-up should be determined by the participant's age and stage of development, as well as by the sport, training or event for which the participant is warming up.

- **Type** depends on the upcoming activity or event for which the participant is warming up.
- **Length** depends on the participant's age, stage of development and physical conditioning. General warm-ups should typically last 5 to 15 minutes. Keep in mind that the duration depends on the activity's intensity. For example, warming up should take longer when the upcoming activities are more intense.
- **Intensity** also depends on the participant's physical conditioning and the upcoming activity's intensity. Well-conditioned participants require longer and more intense warm-ups to prepare for workouts that will be more intense.

Components of a warm-up

Component	Definition	Time
Thermal warm-up	It involves light aerobic activity to increase blood flow, heart rate and body temperature.	5 to 10 min
Soft tissue work	Increases blood flow to muscle groups and addresses any soft-tissue restrictions. Use rolling aids like foam rollers, the "stick," lacrosse balls, ... These aids can improve the soft tissue quality of muscles, especially for muscles that will be heavily used during activity, are overly tight or may have been previously injured. Remind participants to breathe as they work on tight muscles. Spend 30 to 60 seconds per side for the muscle groups being rolled. **Caution:** Rolling shouldn't be painful.	3 to 5 min

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Component	Definition	Time
Static stretches	Static stretching is sometimes used to lengthen and mobilize certain muscle groups after rolling. Common muscle groups that benefit from static stretching prior to dynamic work include hip flexors, quadriceps, pectorals (major and minor) and the latissimus dorsi. Hold each stretch for 30 seconds, once per side. **Caution:** Static stretching can have a negative effect on some athletic performances. Complete static stretches during the cool-down, not the warm-up.	2 to 3 min
Activation	The inability to adequately activate certain muscle groups is a common problem for both participants and non-participants. Whether from prolonged sitting or the biomechanical demands of a sport, muscles can become neurologically "sleepy." Activation exercises re-establish a neural drive to those muscles and reinforce proper firing patterns. The gluteal and lower trapezius muscles are 2 common areas that benefit from activation exercises.	2 to 3 min
Dynamic stretches or movement preparation	These are multi-jointed, whole-body movements used to move the muscles through full ranges of motion. Attention should be paid to moving through different planes: frontal, sagittal and transverse. Ensure the quality of movement is high (think sharp and controlled, as opposed to sloppy). Most of these movements are done for 8 to 10 repetitions per side or for a distance of 15 meters.	5 min

Component	Definition	Time
Neural activation, sport-specific movement preparation	This is the final step of a full warm-up. It's where the intensity and speed of movement increase, and drills are determined by the training or sport that's going to follow. For example, a participant should focus mainly on linear accelerations and short sprints when warming up to do a speed workout for the track. Whereas a basketball player needs to include multi-directional movement (linear, lateral and diagonal patterns) and change of direction (COD) drills to prepare for basketball's demands. This includes closed and open skills (for example, predetermined routes versus reacting to verbal or visual cues). Be careful not to overload in volume at this step. The goal is to raise intensity without causing fatigue, which can be achieved by taking planned periods of rest.	3 to 5 min

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F.2: Activity planning guidelines for various stages of skill development

The following table describes the recommended practice conditions for various stages of development.

Activity planning guidelines for various stages of skill development

	Verbal cognitive stage	Associative stage	Autonomous stage
Activity	**Initiate to and Acquire** (First contact and movement patterning)	**Consolidate** (Correct execution in variable conditions)	**Refine** (Minor improvements)
Surrounding environment	• Stable and predictable • Free of distractions	• Increased variability and distractions in the environment, but not to the point where movement patterns deteriorate	• Competition Conditions

	Verbal cognitive stage	Associative stage	Autonomous stage
Decision-making	To start: • No decision-making • No options from which to choose Progress to: • Simple decision-making • Maximum of 2 options	• More complex decisions to make • Increased frequency of decision-making • More options (3 to 4)	• Complex decisions, because many options and at the same frequency as in a competition
Speed of execution	• At speed	• At speed	• At speed
Number of repetitions	To start: • As needed, depending on participant's general motor development Progress to: • High	• High	• As many as possible
Risk factor	To start: • Completely safe conditions • Errors of no consequence Progress to: • High • Low-risk conditions	• Less risk than or similar risk to what's encountered in regular competition	• Similar to a high level of competition

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	Verbal cognitive stage	Associative stage	Autonomous stage
Training should emphasize	To start: • Basic stances and positions • Getting an idea of what the movements are about and look like Progress to: • Global execution and general form of the movement • High attentional focus for the participant	• Maintaining the form of movements and some performance consistency, under a variety of conditions and under stress	• Creating conditions that stress the specific elements that need adjustments

F.3: Summary table: Training methods

Training methods

Athletic ability	Training objective	Number of weeks required for significant improvement	Training frequency (per week)	Minimum total training time (minutes)	Maximum total training time (minutes)
Technique	Initiation	1 to 2, variable	3 or more	30 minutes	60 minutes
Technique	Acquire	4 to 6	3 or more	30 minutes	60 to 90 minutes
Technique	Consolidate	3 to 4	2 or more	20 minutes	60 to 90 minutes
Technique	Refine	Variable, probably several months or more	2 to 3 or more	Most likely at least 20 to 30 minutes	60 to 90 minutes
Tactics	Acquire	4 to 6	2	20 minutes	45 minutes
Tactics	Consolidate	Variable, 3 to 4	2	20 minutes	45 to 60 minutes
Tactics	Decision-making	Probably several	2	Variable	Variable
Aerobic capacity	Develop	6	2 to 3	20 to 30 minutes	60 to 75 minutes
Aerobic capacity	Maintain	Not applicable	1	20 to 25 minutes	60 to 75 minutes
Aerobic power	Develop	6	2 to 3	20 minutes	55 to 60 minutes
Aerobic power	Maintain	Not applicable	1	12 to 15 minutes	55 to 60 minutes
Speed	Develop	4	2 to 3	15 minutes	45 to 50 minutes

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Athletic ability	Training objective	Number of weeks required for significant improvement	Training frequency (per week)	Minimum total training time (minutes)	Maximum total training time (minutes)
Speed	Maintain	Not applicable	1	10 minutes	45 to 50 minutes
Speed endurance	Develop	4	2 to 3	18 to 20 minutes	45 to 50 minutes
Speed endurance	Maintain	Not applicable	1	Variable	45 to 50 minutes
Maximum strength	Develop	Not applicable*	Not applicable*	Not applicable*	Not applicable*
Maximum strength	Maintain	Not applicable*	Not applicable*	Not applicable*	Not applicable*
Strength endurance	Develop	4 to 5	2	10 minutes	30 to 35 minutes
Strength endurance	Maintain	Not applicable	1	10 minutes	30 to 35 minutes

* Seeking systematic development of this athletic ability in young participants isn't recommended

Notes

- Training time has been adapted for Competition – Development participants. It includes time for physical effort, motor engagement and recuperation.
- The column labelled Minimum represents the lowest threshold likely to have a training effect on athletic ability in a sports context.
- Some of these guidelines may not be appropriate for all sports. Or the guidelines may be difficult to implement without modifications in sports that take place in an environment that: (1) is unpredictable and unstable, and (2) requires efforts that aren't easily controllable and quantifiable.
- For example, the guidelines relating to speed or endurance are relatively easy to apply to cyclical sports like running, cycling, cross-country skiing, speed skating or

swimming. However, they're harder to apply to team sports, racquet sports, artistic sports, and combat sports. For those sports, the guidelines may still help coaches implement sport-specific activities, particularly concerning work-to-rest ratios, the number of repetitions and the required level of intensity.

Most scientific studies on training methods are based on research conducted on adult participants. The findings have been modified to take into account that repetitions are generally necessary if workouts seem too easy or too hard.

- For sports in which athletic ability is of high importance, use the highest weekly frequency proposed. Additionally, establish a progression that will enable the participant to complete the maximum amount of work suggested for each session. It may take several weeks of training to achieve.
- For sports in which athletic ability is of moderate importance, start out using the lowest weekly frequency that's proposed. Additionally, establish a progression that will still enable the participant to complete the least amount of work suggested for each session. It may still require several weeks of training to achieve this. If there's enough time during practices, try to have participants do more work.
- For sports in which athletic ability is of low importance, time restrictions may prevent you from including this type of activity in your program. If this is the case, ensure that participants can participate in different forms of sports activity outside your program or during the off-season. That way, they can still do some work in this area to achieve balanced athletic development.

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F.4: Types of exercises and their use in different phases of a sport program

Types of exercise and their use in different phases

Type of exercise	Characteristics	Examples	When it's used
General exercises	• No sport-specific elements • No elements encountered when performing movements in competition • Set of exercises borrowed from various forms of physical activity or other sports	• Strength-training exercises for different parts of the body • Running in the woods • Rolling, bounding, and more	• Beginning of the preparation period
Specific exercises	• Some sport-specific elements or certain parts of movements performed in competition	• See below	• See below
For cyclical sports	• Movements that recruit the same muscle groups used in the activity	• For a cyclist, perform strength-training exercises on a bicycle (example: using a big gear on a hill) • For a cross-country skier, roller skiing	• End of the preparation period and the first half of competition period

Type of exercise	Characteristics	Examples	When it's used
For the team, technical-artistic, combat, and racquet sports (simple, specific exercises)	• Sport-specific, technical movements executed in a way that's consistent with the sport's rules • But only 1 predetermined motor response is performed	• In volleyball, a smash where the coach feeds the ball • In judo, execute a throwing technique with a passive partner	• End of the preparation period and beginning of the competition period
For the team, technical-artistic, combat, and racquet sports (complex, specific exercises or serial skills)	• Execute a variety of sport-specific movements, in the right order and at close-to-competition speed	• In figure skating, execute parts of a routine containing certain elements at the level of difficulty to be used in competition	• End of the preparation period and beginning of the competition period
Competition exercises	• Execute sport-specific movements or tasks, in the same conditions encountered in competition, considering aspects such as rules, the presence of opponents, and equipment	• Train at target speeds based on competition intensity • Execute whole routines at the level of difficulty of competition • Simulate competition situations • Games, directed games,	• Second half of the competition period • The weeks leading up to important competitions

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Type of exercise	Characteristics	Examples	When it's used
		exhibition games	

F.5: Combining athletic abilities in training

In some cases, a lack of time may make it impossible to train athletic abilities separately. In other cases, training inevitably involves certain technical elements as well as 1 or more physical abilities. For example, swimming several lengths of the pool involves doing some aerobic work and working on stroke technique. The following table shows how some athletic abilities can

be combined for training purposes, provided the characteristics of the activity and the practice conditions are appropriate.

Combining athletic abilities for training purposes

Training priority	Athletic ability
Technical elements can be combined in training with:	• Some tactical elements and decision-making skills • Aerobic capacity • Aerobic power • Speed • Speed endurance • Strength endurance • Agility • Balance • Coordination

Training priority	Athletic ability
Tactical elements and decision-making can be combined in training with:	• Some sport-specific technical elements • Speed • Speed endurance • Power • Strength endurance • Agility • Balance • Coordination
Stamina • **Aerobic capacity** • **Aerobic power** can be combined in training with:	• Some sport-specific technical elements • Agility • Coordination
Speed can be combined in training with:	• Some sport-specific technical elements • Some tactical and decision-making elements • Agility • Coordination
Speed endurance can be combined in training with:	• Some sport-specific technical elements • Some tactical and decision-making elements • Agility • Coordination
Power* can be combined in training with:	• Some sport-specific technical elements • Some tactical and decision-making elements • Coordination

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Training priority	Athletic ability
Strength endurance* can be combined in training with:	• Some sport-specific technical elements • Some tactical and decision-making elements
Flexibility* can be combined in training with:	• Some phases of technical execution
Agility can be combined in training with:	• Some sport-specific technical elements • Some tactical and decision-making elements • Speed • Speed endurance • Coordination
Balance can be combined in training with:	• Some sport-specific technical elements
Coordination can be combined in training with:	• Some sport-specific technical elements • Some tactical and decision-making elements • Speed • Speed endurance • Agility

* Denotes athletic abilities that lend themselves well to individual training, outside of the practice sessions that are directly under your control. Ensure that participants actually train as required and that they use appropriate methods (duration of effort, intensity, work-to-rest ratios).

F.6: Types of exercises and their use in different phases of a sport program

Training exercises are usually divided into 3 main categories:

- Category 1: general exercises
- Category 2: specific exercises
- Category 3: competition exercises

Each type of exercise has its own training effects on athletic abilities. The general characteristics of the main types of exercises are described below.

General exercises

- Have no elements specific to a sport or competition movement. They're a series of exercises borrowed from various forms of physical activity or other sports.
- Serve as a general physical preparation for motor abilities.
- Can also be used when the participant needs to do active physical or mental recovery. For example, after a difficult competition or a series of particularly demanding practices.
- Examples of general exercises are push-ups, sit-ups, skipping, hopping and bounding, rolls, swimming for gymnasts, badminton for cyclists, and so on.

Specific exercises

- Specific exercises contain elements of the sport as well as certain parts of movements performed in competition. Consequently, the muscle groups used in the sport are recruited to reproduce some of the demands of competition. For example, movements, execution speed and duration of effort.
- Specific exercises aren't necessarily carried out in conditions that are perfectly identical to those of competition, particularly concerning the intensity, duration and environment.
- For example, a sport-specific movement can be repeated several times at a lower than competition intensity or by taking breaks that are shorter or longer than those of competition.

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- The movements specific to a sport can also be performed in an artificial context. That is, participants might swim in a river rather than in a pool, run in the woods rather than on a track, practice with an object that's heavier or lighter than what's used in competition, carry out certain movements with no opposition or against reduced opposition as compared to competition situations, and so on.

Specific exercises contribute directly to the development of physical conditioning essential to a sport.

In the case of team sports, technical effectiveness, and specific physical preparation are closely related. Consequently, this type of exercise helps participants acquire sport-specific skills. For example, the vertical jump requires muscular power and is important to executing a smash in volleyball. Therefore, vertical jumps imitating the smash would constitute a specific exercise, even when there's no ball to hit. Some specific exercises relevant to team, technical-artistic, combat and racquet sports are briefly described below.

- **Simple, specific exercises**

  In simple, specific exercises, the participant performs a technical movement in keeping with the rules of the sport. However, the conditions are such that there's only 1 predetermined motor response to perform.

  The exercises usually focus on a particular component of the movement or a precise technical element. They're used especially during the introduction or acquisition stages of a new skill because simple, specific exercises are used to acquire the mechanics of a movement. Participants are put in conditions that are artificial, easy, constant and predictable. The participants then learn the movement's precise mechanics.

  The exercises require executing a large number of repetitions at a submaximal physical effort. Simple, specific exercises can also contribute to reinforcing or maintaining a technical movement in keeping with competition demands.

- **Complex, specific exercises or serial skills**

  Complex, specific exercises or serial skills are exercises in which participants execute several different movements in the correct order. The participants know in advance which motor ability task they must accomplish.

When executing the exercises, participants try to perform each movement correctly. The purpose of the exercises is to ensure a smooth transition from 1 movement to another with the same sequence of movements as in competition.

The speed of execution can be somewhat lower than that of competition, but it should get closer to competition speed over time. These exercises contribute to the development of variants of basic skills and foster the consolidation of technical movements.

Competition exercises

- Competition exercises (or simulated competition) are the most specific form of preparation there is for a participant.
- They consist of executing movements or tasks in the same conditions as those that will be encountered in competition. Additionally, the exercises consider particular aspects, such as rules, equipment used, opponents' level, environmental conditions (surface, lighting, temperature, time of day when the activities are performed, ...), and more.
- The following individuals are all doing competition exercises:
    - A cross-country skier who skis 10 kilometres at race speed
    - Volleyball players who make passes that finish with a smash at the net against defenders using unpredictable tactics
    - A gymnast who executes the elements of a routine in sequence and at competition speed
    - A tennis player who practices volleys at the net after an exchange

Competition exercises lead to complex adaptations because they simultaneously involve physical, motor, technical, mental, and decisional elements. For this reason, they're important to the development and maintenance of sport form during the competition period.

- When the conditions created during training replicate the demands of competition, this type of exercise represents an effective way of preparing and stabilizing sports form for actual competitions.
- This type of exercise can also be used to reinforce technical movements, foster tactical learning or make very specific modifications to the technique. They can be done at a slightly lower than competition intensity.

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- **Note:** With young participants, general and specific exercises should be used most of the time, not competition exercises. This is particularly true during the first weeks of a program.

Simulated competition exercises

In this type of exercise, participants are placed in competition-like conditions and must solve a problem. The conditions call upon the participants' perceptual abilities (read and react). In certain sports, simulated competition exercises bring into play the concept of cooperation and synchronization with other partners against active opposition. In team sports, the conditions created by the coach for this type of exercise may involve 2, 3 or 4 players who are engaged in a partial phase of the game. The practice usually focuses on running through the team's tactical combinations and tries to develop organization and cooperation among the players.

To solve the problems encountered in simulated competition exercises, the participants must do each of the following steps:

- **Step 1:** Quickly analyze the situation by absorbing relevant information about the intentions (behaviour) of partners and opponents.
- **Step 2:** Decide about solutions to the problem.
- **Step 3:** Carry out the appropriate motor response.

This last aspect requires the correct technical execution, conducted with precision, at the right time, and at the right speed, in a changing or dynamic situation.

This type of exercise's objective is to develop the participants' self-reliance during the execution of various competition tasks. In the case of team sports, this type of exercise also fosters the capacity for collective organization and emphasizes the completion of a game's important phases. As such, team members try to:

- Take advantage of the team's strong points
- Limit the effectiveness of their opponents' strong points
- Take advantage of their opponent's weak points and shortcomings

Competition exercises: Modified game

These are competitive situations, such as 2 against 2, 3 against 3, or 4 against 4 on a smaller or normal playing field. Regular rules can be used, or the coach can modify them if necessary (for example, make at least 3 passes before shooting).

Competition exercises: Directed game

A directed game involves the whole team going through a partial phase of a game, with or without opponents. The coach's input is essential if tactical learning is to happen in this type of exercise.

Two points are of particular importance. First, the tactics practiced must consider the players' current physical and technical abilities and be achievable in the immediate future. Second, for participants to acquire and master the tactics, the coach must provide specific feedback on the aspects that require correction.

An example of a directed game is an intrasquad game during practices, with specific directions being given to certain players in some situations. In fact, the game often unfolds along well-defined lines, with the coach intervening at any time to make corrections or changes.

Competition exercises: Exhibition game

An exhibition game takes place against a real opponent. It's used to verify participants' performance capability in terms of technique and tactics. It's also used to: evaluate participants' attitudes in stressful situations, determine competitors' skills, and assess participants' ability to apply the game plan. In team sports, the coach can take advantage of the situation to experiment with player combinations and substitutions. This avoids disrupting the team during major competitions. Exhibition games should fully respect real competition conditions.

F.7: Use of exercises in different phases of a sports program

Proportions of general, specific, and competition exercises vary from phase to phase in a sports program. A progression should happen throughout the program's phases to promote the development of sports form.

Progression parameters in a sport program provide recommendations about the relative proportions of general, specific and competition exercises in the different phases of a sports program.

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F.8: Progression parameters in a sport program

Progression parameters for program elements

Program elements	Quarter 1 (start of program)	Quarter 2	Quarter 3	Quarter 4 (end of program)
General exercises	• Large proportion	• Decrease proportion	• Small proportion	• Small proportion
Specific exercises	• Small proportion	• Increase proportion	• Large proportion	• Large proportion
Competition exercises	• Small proportion	• Increase proportion	• Large proportion	• Large proportion
Movement specificity	• Low to moderate	• Moderate to high	• High	• High
Athletic abilities that are important in the sport	• Develop	• Develop	• Maintain	• Maintain
Athletic abilities that are moderately important in the sport	• Develop • Maintain	• Maintain	• Maintain	• Maintain
New technical elements	• Introduction • Acquire • Correct execution	• Consolidate • Increased success rate during execution	• Consolidate • Technical element variations	• Consolidate • Maintain • Refine • Link with more advanced elements

Program elements	Quarter 1 (start of program)	Quarter 2	Quarter 3	Quarter 4 (end of program)
Acquired technical elements	• Consolidate • Increase success rate during execution	• Consolidate • Technical element variations	• Consolidate or maintain • Link with more advanced elements	• Maintain or refine
Tactical knowledge	• Correct link between technical and tactical elements	• Acquire basic tactics • Athletes' specific roles in their execution	• Variation in basic tactics • Athletes' specific roles in their execution	• Variation in basic tactics • Athletes' specific roles in their execution
Tactical elements (decision-making)	• Recognize certain tactical situations	• Read and react quickly to situations (conditions controlled by the coach)	• Vary responses according to the demands of the situation (conditions controlled by coach and random conditions)	• Vary responses according to the demands of the situation (random conditions)
Mental preparation	• Self-knowledge • Setting objectives	• Concentration	• Emotional control (anxiety)	• Emotional control (confidence)

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Progression parameters for practice elements

Types of practices	Quarter 1 (start of program)	Quarter 2	Quarter 3	Quarter 4 (end of program)
Practice conditions	• Predictable • Stable	• Increase in unpredictability and consequences of errors	• Increase in unpredictability and consequences of errors like competition	• Increase in unpredictability and consequences of errors like competition
Activity complexity	• Simple to moderate	• Moderate • Progressive increase	• Close to competition intensity	• Competition intensity
Activity intensity during practices	• Moderate	• Progressive increase • Approaches competition intensity	• Close to competition intensity	• Competition intensity
Amount of work during practices: general	• Moderate • Progressive increase	• Progressive increase • High	• Levelling out • Progressive decrease	• Progressive decrease • Moderate
Amount of work during practices: particular considerations	• Increase in number of repetitions • Constant length of effort	• Progressive increase in length of effort and number of repetitions	• Progressive increase in length of effort • Decrease in number of repetitions and recovery	• Maintenance of length of effort and recovery time • Decrease in number of repetitions

F.9: Progression parameters for technical and tactical training in team sports

Progression parameters applied for technical and tactical training in team sports

(Source: Charles Cardinal, 1993)

Stages	Learning the movement's mechanics	Consolidating or maintaining technical efficiency	Developing tactical intelligence in competition	Integrating participants and movements in a group
Objectives	• Acquire the overall form of the movement	• Stabilize the execution of movements under a variety of conditions • Develop technical details • Develop a repertoire of techniques	• Develop participants' self-reliance on the field • Perform the task with less effort • Control unpredictability • Increase decision-making efficiency	• Increase tactical knowledge • Create a group of possible solutions to situations frequently encountered • Seek to take advantage of or dominate an opponent
Practice conditions	• Artificial • Easy and constant • Controlled by the coach • Blocked practice	• Controlled by the coach, but getting closer to real game situations	• 2, 3 or 4 players in a partial and temporary game phase • Controlled or unpredictable	• Controlled or unpredictable • Full teams on the field • Read a situation and react

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Content	• Basic position • Interception • Interception movement • Interception position • Propulsive movement • Contact with implement or passing patterns	• Speed up movement • Be precise • Add other movements • Practice at various places on the field	• Execute a partial phase of the game • Identify tactical components related to an analysis of the situation and the choice of appropriate responses	• Individual directions for a game plan • Systematize the participants' roles and tasks at various moments of the game • Independently identify tactical solutions, given the circumstances
Methods	• Simple exercises	• Simple exercises • Serial-skill exercises	• Simple exercises with opponents • Complex exercises • Modified games	• Directed games • Exhibition games
Task requirements	• Concentration • Movement control (optimal nervous-system stimulation)	• Concentration • Optical-motor judgment (such as trajectories, hand-eye and foot-eye coordination)	• Concentration • Optical-motor judgment • Detect meaningful cues and choose appropriate motor response	• Concentration • Optical-motor judgment • Detect meaningful cues and choose appropriate motor response

Appendix G: Selection of participants

At some point or another, most coaches must make decisions about participant selection. The goal of these decisions can be to identify those who will:

- Be chosen for a team
- Take part in a particular competition
- Go with the team to a tournament
- Have more competitive opportunities

These decisions are often unavoidable because of restrictions on how many participants can register for certain competitions or be part of a team. Other times, financial resources may be insufficient to provide everyone with equal support, even if each participant may be permitted to take part in competitions and club or team policies state that each participant can participate.

Regardless of the reasons, scenarios exist that may require a coach to choose some participants and not others.

Possible negative impacts of selection

Selection decisions inevitably lead to disappointment among those participants who weren't chosen. Parents, guardians or caregivers may feel disappointed too. Indeed, most participants will have invested considerable effort and energy to be picked, to say nothing of the financial investments made by their parents and others.

When participants learn the news that they weren't selected, they might feel they've failed.

Some will be afraid of their family and friends' reactions. Others may even be ashamed of themselves after this perceived failure, which may negatively affect their self-esteem. Now and then, the participants or their parents, guardians and caregivers show frustration.

Unfortunately, these negative reactions sometimes encourage participants to change sports or drop out of organized sports.

Selection is a serious task that coaches must carry out professionally.

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Make the selection procedure and criteria public

To minimize negative reactions that can arise after selecting participants, make sure that everyone involved knows the exact procedure for selection and when the decision will be made. In other words, clearly indicate the following to all participants, their responsible adults (parents, guardians or caregivers) and directors at the club or sport association:

- **When** the decision will be made
- **Who** will decide
- **How** the decision will be made
- **How many** participants will be chosen
- **What** criteria will be used to decide

The selection procedure and criteria might include other information (example: the place, future opportunities available for those who weren't picked, and options for appealing a decision).

Defining the selection procedure and criteria is often more difficult than it appears at first glance. These difficulties present themselves because of the stakes involved for the participants, the resulting consequences and emotions, and the numerous unforeseen situations that can arise. Therefore, it's useful to talk about the challenges of selection with other coaches, experienced directors and even with the participants themselves.

Such discussions will provide you with feedback and ideas from people who often have a wide range of experience with the difficulties involved in trials and who've developed effective ways of managing the process fairly. Even if you have a clear idea of how you want to proceed, the viewpoints of others can help you refine your procedures and criteria to make them clearer and more precise.

Well before the date you intend to announce your decision, write out and share the selection procedure and criteria with the participants, their responsible adults (parents, guardians or caregivers), and the directors of the club or sports association. Be sure to consider having the procedure and criteria approved by the participants, their responsible adults (parents, guardians or caregivers), and administrators before making public your procedure and criteria. This will provide you with feedback and suggestions and ensure that everyone has understood the implications of what's announced.

Selection procedure and criteria

When you're writing the selection procedure and criteria, you should consider the following:

- **Don't conduct trials** unless you're obliged to do so.
- **Encourage the largest possible number of participants to take part in the program activities.**
- **Don't be afraid to question certain well-established practices if their main effect is to discourage young participants and reduce their development opportunities.** For example, when possible, consider forming more than 1 team or more than 1 training group, and enlist the help of some assistants.
- **If you absolutely must carry out trials, make sure that their timing is well chosen.** You don't want trials to interfere with the main principles of athletic development.
- **Avoid selecting participants very early in the program.** Early selection isn't recommended for programs involving young participants for the following reasons:
    - An early emphasis on specific preparation and program performance is detrimental to a more progressive approach to training that focuses on long-term development.
    - The participants who haven't done any specific training during the off-season or who've participated in other sports are often at a disadvantage. Even when they have high athletic potential, they can be at a disadvantage compared to those participants who've been involved in sport-specific training all year.
    - Selecting participants at the beginning of the program encourages early specialization and emphasizes results too early in the season, which isn't desirable for young participants' long-term development.
- **The selection criteria must reflect the values and development objectives of the coach, club, and sports association** (for example: participation, equal opportunities for everyone, performance, progress, effort, attitude, ...).
- **The procedure and criteria must be simply and clearly described.** There shouldn't be any grey zones. Everyone must unequivocally understand the how, when and where, as well as other information dealing with the decision-makers

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and the number of participants who will be selected. Avoid complicated sentences or words that no one can understand.

- **Whenever possible, the criteria should include objective elements.**

  For example, specific performance standards, a point system, statistics dealing with important aspects of your sport, results during previously identified competitions, and so on. An objective approach is more inclusive. It will avoid situations where participants feel excluded from the outset or that they've no chance of being picked because of who's in charge of the selection process. The criteria must also appear to be fair and reasonable to the majority of participants.

- **Make sure that your criteria cover the most likely scenarios and possibilities.**

  For instance, what happens if one of the participants is sick or injured, breaks equipment during one of the trial stages, or can't be present for an unavoidable reason? Clarify what constitutes an injury and an unavoidable reason. What happens in the case of a tie or if 1 of the preliminary trials isn't held? What happens if 1 of the participants who systematically dominated suddenly has a poor performance?

  What if certain participants are showing considerable potential but aren't yet able to perform at the required level? Despite that, in the weeks to come, they'll undoubtedly surpass others who might be picked at selection time. It isn't a good strategy to cross your fingers and hope that such types of situations won't happen. Experience shows that dilemmas happen fairly frequently. One option is to prepare for these possibilities by indicating in the criteria that a certain number of participants will be picked at the coach's discretion. In other words, they'll be picked based on your personal evaluation of their current or future aptitudes, their level of commitment, and their attitude. However, you should expect to be asked to justify any choices based on the coach's discretion.

- **Explain the criteria exactly the same way to each participant, other coaches, participants' responsible adults (parents, guardians or caregivers), and members of the team or club's support personnel**.

  Avoid presenting to them separately or presenting different, incompatible selection approaches. Otherwise, the resulting differences in understanding and expectations may prove impossible to reconcile and carry out.

- **Indicate that criteria were developed to identify participants with a particular profile or who demonstrate precise performance skills or aptitudes,** when appropriate.

  This can allow you to provide additional explanations about why certain criteria are used. In such a case, it could be useful to refer to certain facts or statistics to justify the criteria choices.

- **Once the criteria are made public, stick to what was announced.**

  You should stand by the criteria even if the implementation of the procedure and criteria created some surprises about which participants are selected. In this way, you'll prove your integrity and credibility in other people's eyes. This shows how important it is to think seriously about the procedure and criteria used in selecting participants.

Managing selection announcements

- Once you've made your decisions, as quickly as possible meet individually with each of the participants who wasn't selected to tell them about your choice. Avoid making public or delayed announcements or relaying the information to a participant through a third party.
- When you meet with participants, do the following:
  - Reassert their strong points.
  - Praise their participation and efforts.
  - Go over the selection criteria and the way you applied them.
  - Avoid comparing participants during the discussion.
  - Provide simple, precise and constructive strategies for improvement.
  - Remove drama from the trials. Remind participants that there will be other opportunities and that the most important thing isn't the final result but having tried one's best.
  - Encourage them to continue and persevere. Express your confidence in them.
  - Acknowledge their emotions and be ready to listen.

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- Always respect their dignity.
- Actively seek their comments and reactions. Respect their viewpoint.
- Before proceeding with announcements, explore possible alternatives for those who haven't been picked. Suggest those options to them. For instance, provide them with the phone number of another coach who could take them into their program.
- Make sure that the participants learn a positive lesson from the experience. End on a positive note by once again praising their participation and effort. Re-assert their strong points.

For each participant who wasn't selected, meet with their parents, guardians or caregivers to answer their questions.

Appendix H: Practice plans from various sports

Team sport: rugby

Practice plan	Rugby
Team	High school
Date	April 14, 2016
Time	3:00 to 5:00 pm
Age, level	14 to 16 years old
Location	Indoor dome turf field
Objective	Improve contact skills (tackle)
Equipment needed	Balls, cones, pop bags, sausage bags, tennis balls, pinnies
Introduction	Today, we'll address the tackle, both on attack and defense. We'll work on footwork, proper body shape and technique.
Warm-up	General: cone flip drill x 3 2 teams, 30 seconds to flip or unflip the cones, the winning team has the most flipped or unflipped cones. Specific: contact • Knee slapping game, pairs, 15 seconds. • Pairs, back-to-back, seated. Link arms and force partner to go in 1 direction. Partner resists. 10 seconds. • Same as warm-up 2 above, but face-to-face from the knees. Pay attention to the order of the activities.

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Practice plan	Rugby
Warm-up (cont'd)	**Key message and safety:** Ensure pairs are spaced apart. Keep intensity from escalating too quickly, still warming up. **Equipment needed:** Cones
Main part	How to fall: • Explain knees, hips, shoulders. Practise stationary, no ball. Sideways and forward. Practise walking (2 lines, 10m apart, participants 5m apart), no ball. • Add ball, talk about 3 points of contact and placement. • Practise walking with the ball. 3 points of contact. Progress to placement. • Progress to jog. Groups of 5. Fall, place, continue. Progress to only fall when a teammate tells you to fall. Body shape: • Explain and demo with team: Trex hands, eyes through sunglasses, flat back, knees and hips bent. • Practise all together. Practise in pairs. Tackle from knees: • Explain and demo with team. • Groups of 3. On knees. Tennis balls x2. No ball. • Two outside players face 1 way, as the middle player faces the other way. Tackle 1 way, back to knees. Tackle the other way and rotate. Team tackle from standing: • Explain and demo. 1 on 1. Walking. With ball.

Practice plan	Rugby
Main part (cont'd)	• Defence: shape, cheek to cheek, squeeze all the way to ground, roll and up quickly A: fall properly, placement Head-to-head drill: • 1 on 1. Lying on backs head-to-head. Get up and tackle or up and run on "Go." Team game (attack, defence). Small-sided games: • 5 on 5. 1 on 1 tackle. No ruck. Tackler rolls away. Tackled player places. The next player picks up and must pass. The defence must retreat 2 metres. Defence footwork with bags: • Explain and demo. • Cones form a square. 1 on 1. One person with the bag. Players start facing each other. The person with the bag jogs across the square, and the tackler hits, squeezes and drives. • Defence: same foot, same shoulder, but more emphasis on squaring up and hitting with shoulder instead of arms. • Back to games. Attack footwork with bags: • Explain and demo. • 1 sausage up front, 2 bags back to either side. The player with the ball in their hands. Sidestep first bag, lower shoulder into side bag, and drive. • Attack footwork, 2 hands on the ball, 3 points of contact, square, shape, leg drive. • Back to games.

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Practice plan	Rugby
Cool-down	Games, active cool-down, extra time 360 backpack and race: • Pairs. the player makes a 360 around their partner without touching the ground, runs around a large circle, and hops back on. Chaser: • Groups of 6 to 7. Designate 1 chaser and designate 1 target. The team links arms and circles back and forth. The chaser must tag the target. **Key message and safety:** Keep it fun.
Conclusion	Ask participants to resume key points from the session about safety, body shape and proper technique. What did they learn? What was fun?

Endurance sport: athletics

Practice plan	Athletics
Team	High school team
Date	April 1, 2019
Time	3:30 pm to 4:30 pm
Age, level	16 to 17 years old
Location	High school track or park
Objective	Start building the aerobic system
Equipment needed	
Introduction	The workout will be an easy run with some strides, with a drills warm-up. **Key message and safety:** Participants will run in the park adjacent to the track. Coaches will run with them.

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Practice plan	Athletics
Warm-up	10-minute easy jog, followed by foam rolling, then dynamic stretching. Leg swings (10 each leg, lateral and medial), hurdle drills (20m, 1 leg over hurdle every 1 to 2m). Lunge matrix (multi-directional lunge). Drills 30m each, jog back: A-skip, B-skip, butt-kicks. Strides: 4x to 6x gradual accelerations over 30 to 50m. **Key message and safety:** Warming up the body, working on a range of motion, preparing the body for movement. **Equipment needed:** Foam rollers, hurdles
Main part	45-75-minute run (depending on ability) on soft trails with 4-6 x 15-second accelerations with full recovery. **Key message and safety:** Run in a group as much as possible, at a relaxed, conversational pace. During accelerations focus and ensure good footing in the trail. **Equipment needed:** Clothing to match the weather (hat, rain jacket if necessary)
Cool-down	Jog back to track. Foam rolling and static stretching as needed. Hydration and snacks, not because the practice was particularly strenuous, but to create good habits. Such good habits are part of building psychological and emotional aspects of training.

Practice plan	Athletics
Conclusion	Remind participants that we're in a building phase and that consistency and easy volume are the main elements of training. After the workout, you should be pleasantly tired but not sore and ready to come back and do the same the next day. There will be faster workouts at other times of the week. This particular session is an example for emphasizing the importance of easy aerobic work at this time of year.

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Team sport: karate

Practice plan	Karate
Team	Gatineau Dojo
Date	April 21, 2019
Time	7:00 pm to 8:30 pm
Age, level	12 to 14 years old
Location	Dojo
Objective	• Reverse punch + jab blitz • Decision training after a clash
Equipment needed	Agility ladders, elastics, gloves, shin pads
Introduction	• You'll need your protective gear for this practice. • We'll be training the Reverse punch and Jab blitz by training speed and working with partners. • We'll also be doing decision-training drills after clashes.
Warm-up	General warm-up: • Jog 2 tatamis lengths. • Do 2 lengths of kareoka. • Do 2 lengths of dynamic front-side knee raises. • Agility ladder drill A (side-side) and drill B (outside-inside). • Do 10 dynamic leg raises front and side. • Do 2 lengths of forward and backward lunges. • Do 10 trunk rotations. • Rotate shoulders 10 times.

Practice plan	Karate
Warm-up (cont'd)	Specific warm-up: • With a partner, alternate roundhouse kicks going higher and higher. • With a partner, alternate hook kicks going higher and higher. • With a partner, do 10 blitzes on each side. **Key message and safety:** Be progressive in range of motion for dynamic stretches **Equipment needed:** Agility ladder
Main part	**Drill 1:** Get into groups of 3. Participant 1 will hold an elastic band around participant 2 (for resistance). Participant 3 will be in a push-up position. Participant 2 will jump over participant 3. As they land, they'll do a blitz over 3 sprint steps. After 6 repetitions, rotate so that participant 3 is holding the elastic. **Drill 2:** With a partner, alternate roundhouse kicks to the body, 10 repetitions on each side. **Drill 3:** Do reverse punch-jab blitzes with the opponent moving back slightly, 10 repetitions on each side with each partner.

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Practice plan	Karate
Main part (cont'd)	**Drill 4:** With a partner, simulate a clash. Defender (Uke) has the option to (1) stay on the spot (2) move back or (3) attack forward. Attacker (Tori) will react accordingly. If Uke stays on the spot, Tori will attack with a roundhouse kick. If Uke moves back, Tori will attack with a blitz. If Uke attacks forward, Tori will escape backward at an angle. **Key message and safety:** 1. As soon as you touch the ground, you must explode. 2. Ensure kicks are low, just over the belt. 3. Attack on the outside of the opponent's guard. 4. Determine who is Uke and who is Tori. Start in a clinch position. **Equipment needed:** Protective gear and mouthguard
Cool-down	Light sparring. Light static stretches. Kneeling bow (seiza). **Key message and safety:** Low intensity and reduced speed
Conclusion	Blitzes are a fast attack covering a short to long distance. It's important you don't set forward with the front foot. Instead, you must dive in.

Team sport: canoe-kayak

Practice plan	Canoe-kayak
Team	Team X
Date	July 22, 2019
Time	4:00 pm to 6:00 pm
Age, level	U13 Kayak
Location	River
Objective	• Develop speed and aerobic capacity. • Develop an effective catch from a strong set-up. • Develop focusing skills.
Equipment needed	Singles kayak and canoes, PFDs
Introduction	**5 min:** • Greet participants at the judges' tower and welcome them. • "Sharing circle" with the following question: "Name 1 thing you'll do this practice to make yourself better." • Review previous practices and provide reminders about logistics for the race on the upcoming weekend. • Outline the objectives of the practice and give an overview of the activities in the practice. **Key message and safety:** On-water safety reminders: PFDs, EAP, on water, meeting points

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Practice plan	Canoe-kayak
Warm-up	**Dryland (10 minutes):** 1. Easy jog, 5 minutes. 2. Dynamic warm-up: high knees, lunge walk with rotation, shuffle - rotate - sumo squats, skipping, can openers (shuffle - high knee - abduction), I-T-W-Y (6), dynamic planks (4 on each side). **Game (5 minutes):** "Freeze tag." Rotate between participants being "it" every 1 minute. Participants who are tagged are to freeze with their feet wide apart. Other participants can free those who are frozen by crawling under their legs. **On water (10 minutes):** easy paddling (aerobic capacity) **Key message and safety:** • Keep your head up while playing tag. • Buddy system for on-water warm-up **Equipment needed:** • Dryland: pylons • On water: singles kayak or canoe, paddles, PFDs

Main part	1. **Skill development (10 minutes): Technical activities to work on catch - each activity is done 3 x 30 seconds, 1 minute break.** • **3 x "Pause paddling"** at set-up, hold set-up position for 2 seconds. • **"Spearfishing" catch entry drill:** Focus on using the hands to "stab" the blade into the water. For kayak, alternate left and right sides. • **Lower body focus:** canoers: "Hips forward," paddle with paddling side hip forward. Kayakers: Exaggerate holding opposite leg down and pressure on footboard until catch. 2. **Speed (15 minutes):** 2 x (4 x 5 seconds / 1-minute rest) / 5 minutes rest (easy paddling) between sets. Make sure paddlers start each interval together, at the same time. 3. **Scavenger hunt (35 minutes).** Put participants into groups of 2 or 3. Participants paddle in partners to collect as many balls as they can as a team in 30 minutes. Participants must return a ball back to home base after they get it. Balls have a different point value, depending on the distance from the club dock. **Key message and safety** • **Technique:** o Use hands and arms to put blade in the water. o Quiet blade entry "no splash" at catch. • **Safety:** o Buddy system during aerobic capacity work and stay right on the river. **Equipment needed:** Singles kayaks and canoes, paddles, PFDs. Safety boat, safety kit. Foam balls (different colours).

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Practice plan	Canoe-kayak
Cool-down	1. Easy paddle (10 minutes) 2. Static stretching (10 minutes). Do a debrief during stretching. **Key message and safety:** Low intensity and reduced speed
Conclusion	1. Summarize or review technical focus about catch. 2. Follow-up from the introductory activity: "Did you make yourself better at practice today?"

Precision sport: shooting

Practice plan	Shooting
Team	Participant 1
Date	March 4, 2019
Time	5:00 pm to 7:00 pm
Age, level	14, beginner
Location	Range
Objective	Basic intro
Equipment needed	Shooting gear, rifles, targets, pellets
Introduction	• Introduce all concepts, approaches, principles, and paths of development for air rifle shooting. • Describe the importance of **range and firearms safety**! • Describe the need for regular exercises in both physical and mental disciplines. **Key message and safety:** Introduce/promote the sport and its safety concepts.
Warm-up	Basic static stretches. Keep the heart rate low. **Key message and safety:** The need for physical condition and agility **Equipment needed:** Loose, comfortable clothing

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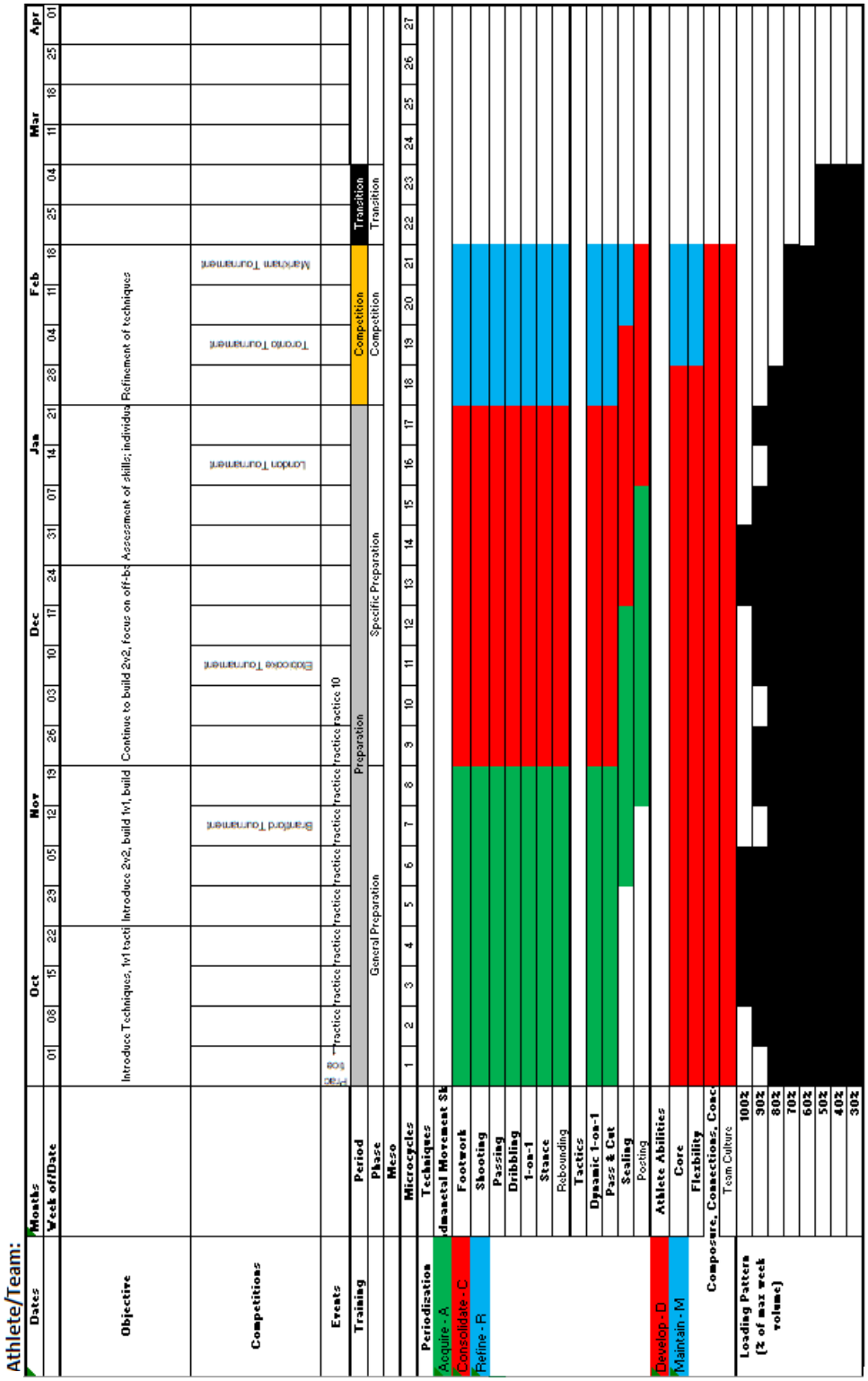
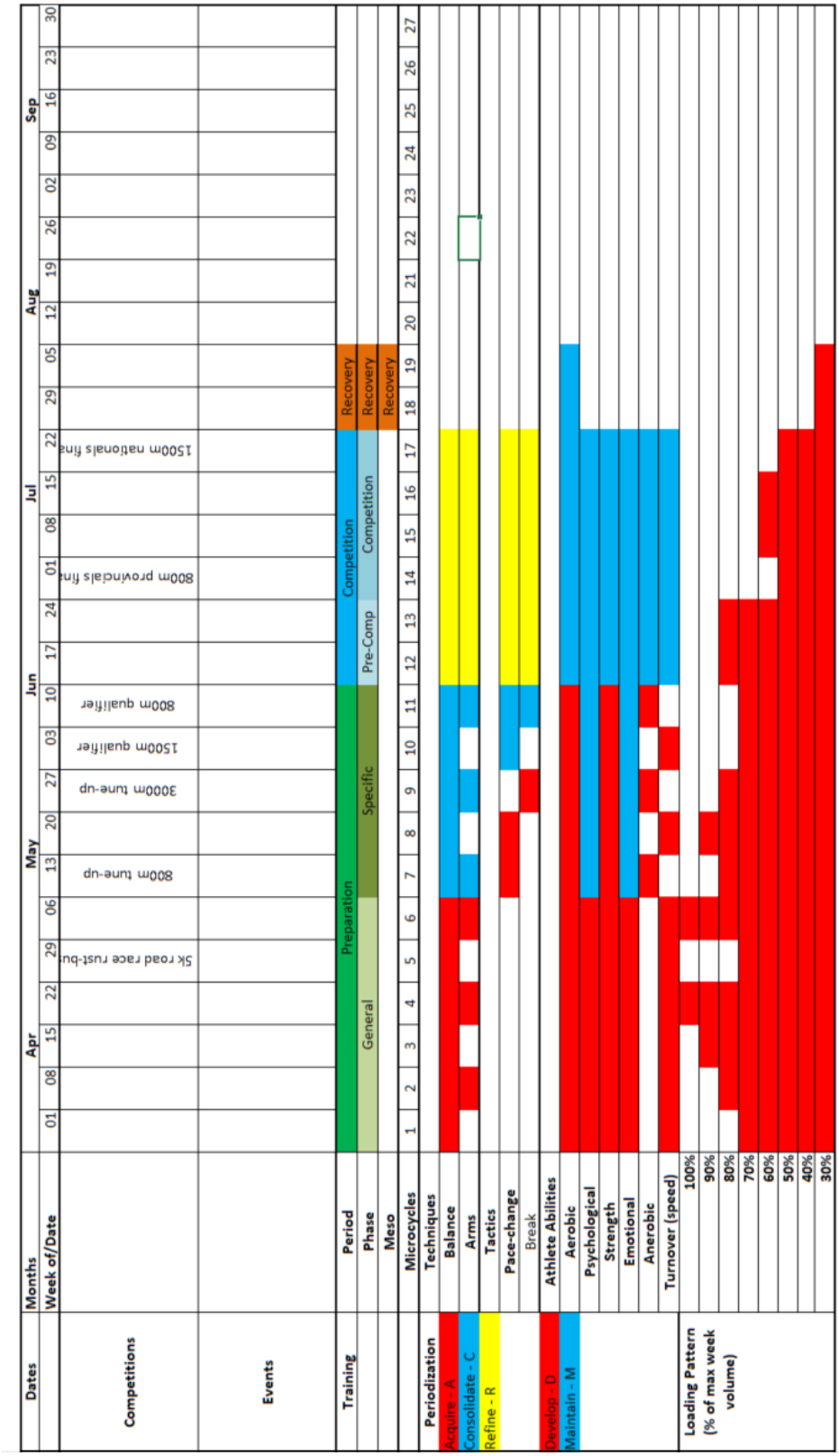
Practice plan	Shooting
Main part	• Detailed demonstration of standing position. • Start with participants on the line and have them build the position. • Focus on each body part (1 at a time) to develop an understanding of how and why each body part is set. • Have participants provide feedback heart rate on how the position feels with respect to balance, fatigue and comfort. **Key message and safety:** Develop an understanding **Equipment needed:** Shooting gear, rifle
Cool-down	Debrief the practice session with the participants. Provide instruction and direction on how to improve or change a particular aspect of their standing position. Encourage feedback from the participants. **Key message and safety:** Encouragement with constructive feedback
Conclusion	Describe details for the next practice.

Appendix I: Seasonal plans from various sports

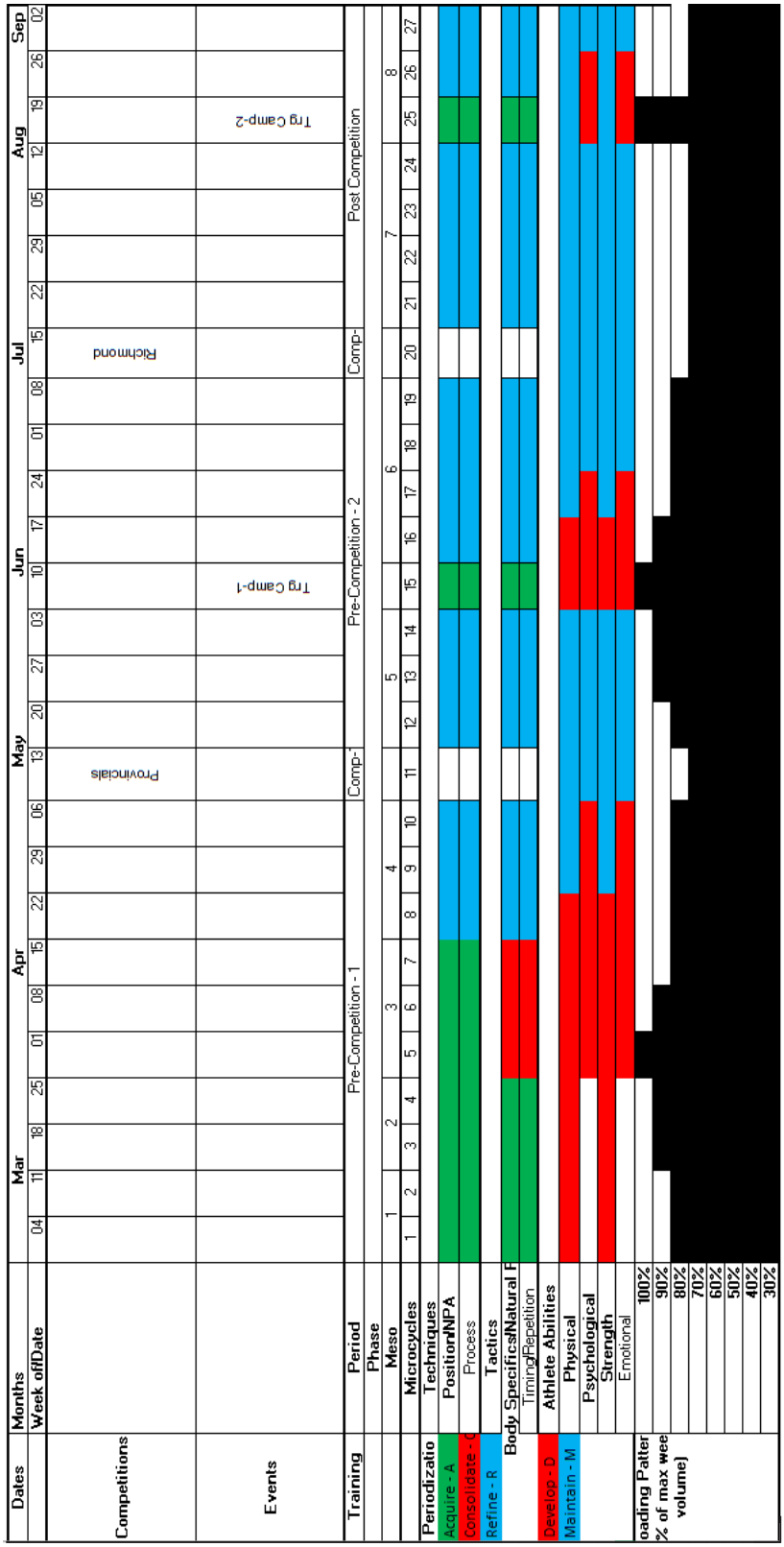
Team sport: example seasonal plan



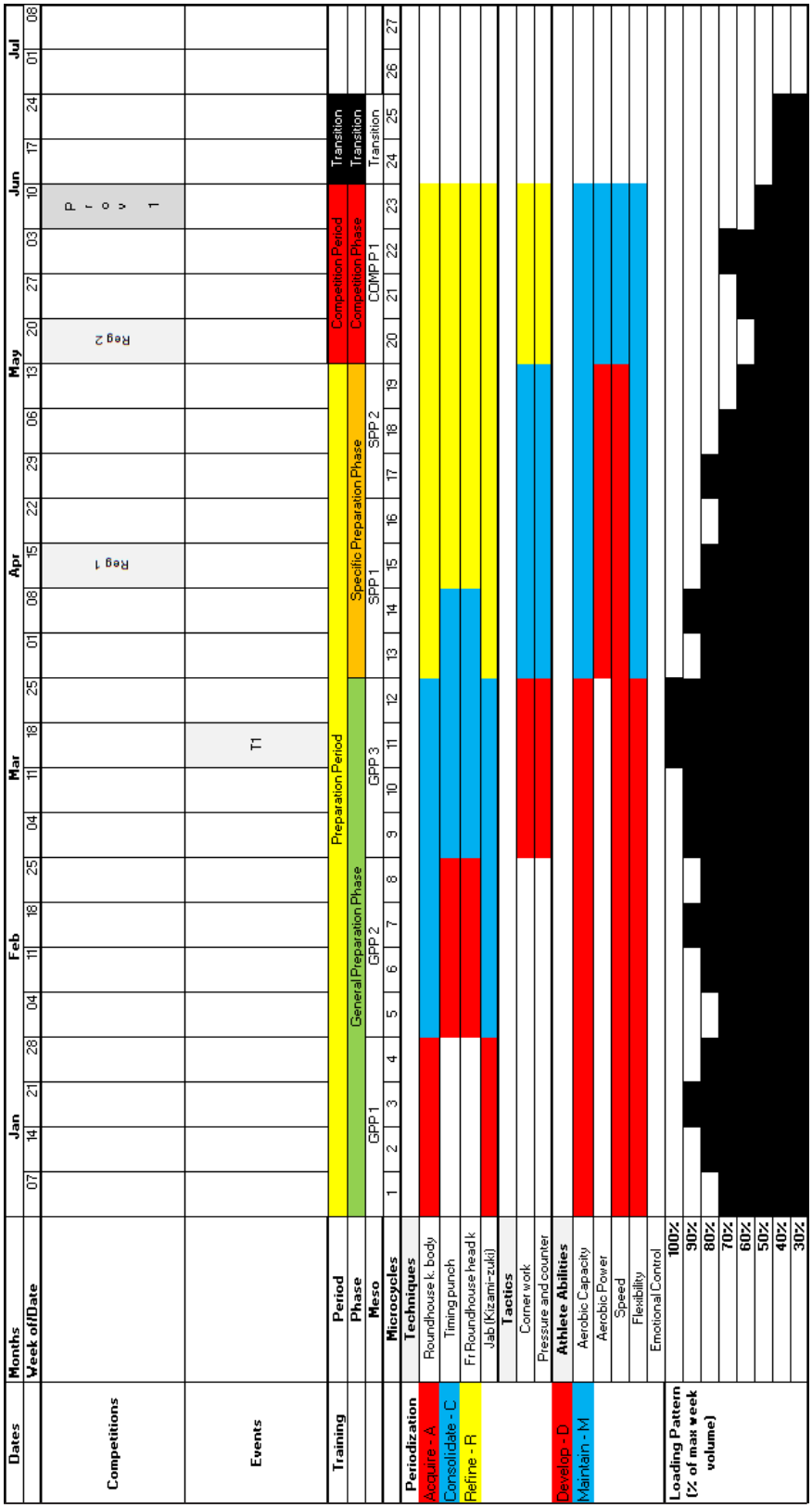
Endurance sport: example seasonal plan



Precision sport: example seasonal plan



Combative sport: example seasonal plan



Appendix J: Seasonal plan templates

Participant 1 or team 1

Dates and months	
Week of or date	
Objectives	
Events	
Training period	
Phase	
Meso	
Microcycles	
Periodization (techniques)	
Periodization (tactics)	
Periodization (participant abilities)	

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Participant 2 or team 2

Dates and months	
Week of or date	
Objectives	
Events	
Training period	
Phase	
Mesocycle	
Microcycles	
Periodization (techniques)	
Periodization (tactics)	
Periodization (participant abilities)	

EVERYONE HAS A ROLE TO PLAY.

SAFE SPORT TRAINING

IT'S EVERYONE'S RESPONSIBILITY.

Creating a culture where everyone can thrive is a shared responsibility. Safe Sport Training was developed to help anyone involved in sport to promote physical, psychological, social, and spiritual health, in line with the *Universal Code of Conduct to Prevent and Address Maltreatment in Sport.*

WHO IT'S FOR?



National Decision-makers in Sport



Those with Direct National Athlete Contact



Those with No Direct Athlete Contact

WHAT IS IT?



eLearning module



Complete in under 1.5 hours



FREE!



Available on any device

WHAT WILL I LEARN?

ACKNOWLEDGEMENT

Understand that everyone has a role to play in keeping sport safe, how the misuse of power leads to maltreatment, and the principles of the *Universal Code of Conduct.*

AWARENESS

Learn about the various types of maltreatment, the conditions that enable them, and how to recognize signs that they may be happening.

ACTION

Find out what to do if you suspect maltreatment, and how you can create a culture that protects all participants

HOW DO I ACCESS IT?

1. Log in to The Locker or create an account
2. Complete the training on the eLearning page
3. Track your completion in your transcript

LEARN MORE

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NCCP Code of Ethics

1 Leadership and professionalism

This principle considers the inherent power and authority that a coach holds.

Ethical standards of behaviour

- Understand the authority that comes with your position and make decisions that are in the best interest of all participants
- Share your knowledge and experience openly
- Maintain the athlete-centered approach to coaching so that every participant's well being is a priority
- Be a positive role model
- Maintain confidentiality and privacy of participants' personal information

2 Health and safety

This principle considers the mental, emotional, physical health and safety of all participants.

Ethical standards of behaviour

- Recognize and minimize vulnerable situations to ensure the safety of participants
- Prioritize a holistic approach when planning and delivering training and competition
- Advocate for, and ensure appropriate supervision of participants, including the Rule of Two
- Participate in education and training to stay current on practices to ensure the continued safety of your participants
- Understand the scope of your role and skills and call upon others with specialized skills when needed to support your participants

3 Respect and integrity

This principle considers respect and integrity, which are the rights of all participants.

Ethical standards of behaviour

- Provide equitable opportunity and access for all
- Establish a respectful and inclusive sport environment where all participants can raise questions or concerns
- Obey the rules and participate honestly and respectfully
- Be open, transparent and accountable for your actions
- Maintain objectivity when interacting with all participants

Rule of two

The goal of the Rule of Two is to ensure all interactions and communications are open, observable and justifiable. The purpose is to protect participants (especially minors) and coaches in potentially vulnerable situations by ensuring more than one adult is present. There may be exceptions for emergency situations.

Contact

Questions related to the NCCP Code of Ethics design may be directed to the Chief Operating Officer at the Coaching Association of Canada. Send an email to coach@coach.ca or call 613-235-5000 ext. 1.

For complaints related to Registered Coaches or Chartered Professional Coaches, refer to the Coaching Association of Canada's Code of Conduct.

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