



COMMUNITY DEVELOPMENT COACH

Coach Workbook

(for use during the clinic, this is not submitted;
it is a reference resource for you, the coach)

Welcome to your Community Development Coaching Clinic. This component is the “how to” coach and covers all elements of the NCCP at this level. You will still need to attend an “on floor” or “on field” session to complete your lacrosse specific training for this level.

Your Learning Facilitator may use ALL or some of these Tasks within the Community Development Clinic to assist you in gaining competence and confidence as a coach.

Setting the Scene - INTRODUCTIONS

Task 0-1 You will be introducing someone other than yourself in this exercise.

Follow the instructions of your facilitator as to how the exercise will flow.

Name of the person you will be introducing _____

Ask the following questions of the person you will be introducing and include them in your introduction:

1. What sports did they play growing up? _____

2. Other sports they have coached? _____

3. Why they decided to coach? _____

4. What age group will they be coaching? _____

MODULE 2 The Coach

Task 2-1 List some qualities of a “positive coach”.

Task 2-2 Core Competencies of the NCCP

After discussing the Core Competencies, categorize the qualities of a positive coach by writing them beside the appropriate core competency.

Include additional qualities that may have been missed during Task 1.

Valuing: _____

Problem Solving: _____

Interaction: _____

Critical Thinking: _____

Leadership: _____

Complete this task by circling your strengths.

Task 2-3 Read the NCCP Code of Ethics and watch the Responsible Coaching Movement video

Discuss

a) how the NCCP Code of Ethics can be incorporated into your coaching philosophy

b) why the Responsible Coaching Movement is important for Sport Associations

“CASE STUDIES” - Your Learning Facilitator will determine how the Case Studies will be divided up among the participants of your clinic. MODULE 2 of your coaching manual has reference material to assist you in completion of your task.

Task 2-4 Having just learned about a simplified decision-making process, read the following and use the process to come up with a viable solution.

Your team of 13 year old participants is away at a tournament out of town. As a team you have agreed on a 9:00 PM curfew. The parents of one of your participants takes their child to a movie and return to the hotel at 9:20 PM. What are you going to do?

The issues?

Solutions?

Task 2-5 Respect and Emotional Control

Coaching and Communicating with a sense of professionalism.

Create a list of strategies for constructive dialogue with officials and players.

Incident 1: In the heat of a close game the official was not calling the game fairly. After trying to get an explanation for the calls through the captain and after their own attempts at communication failed, the coach became frustrated and then angry. Finally, one of the players was checked illegally with no call and the coach started berating the official.

The issues? _____

Solutions? _____

Incident 2: The coach had spent a practise and two periods of a game trying to get players to stop taking slashing penalties. With four minutes left in the game and the game tied, a player, who was being harassed by an opponent, retaliated with a slash. The opponents scored on the ensuing power play/player up situation and when the player returned to the bench the coach started yelling and berating the player.

The issues? _____

Solutions? _____

Task 2-6 Teaching Values

Incident 1 The coach was observing a player who was having unusual success at beating their check and consequently getting good scoring chances. The coach soon realized the player was holding the opponent's stick in a way the officials could not detect.

The issues? _____

Solutions? _____

Incident 2 It has become obvious to the coach that one of their players is deliberately checking with reckless and endangering checks. (ie. Crosschecking across the back and neck, checking towards the head – WF & sixes; slashes to the knees etc)

Issues? _____

Solutions? _____

Task 2-7 Equal Playing Time

Coach "A" has shortened the bench during a league game.
Coach "B" has shortened the bench in the last five minutes of a play-off game.

Issues? A. _____

B. _____

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Solutions? A. _____

B. _____

Task 2-8 Maltreatment - Review the examples of harassment and abuse in the Reference Material and categorize each one under one of the following headings.

Abuse _____

Harassment _____

Sexual harassment _____

Sexual Abuse _____

Task 2-9 Player interaction – harassment or abuse?

Incident 1 During a practice the players tease one another with seemingly harmless cross-checks and slashes or call each other racially charged names.

Issues? _____

Solutions? _____

Incident 2 During the intermission the coach overheard their team making jokes about the opposition players in derogatory and slanderous terms.

Issues? _____

Solutions? _____

Task 2-10 Appropriate behaviour for coaches

How can the coaches tell if their coaching is abusive or is bordering on harassment?

How can coaches protect themselves from being falsely accused of abuse, harassment, sexual abuse or sexual harassment?

Task 2-11 Coaching Responsibilities

Make a list of the responsibilities of a coach.

Can any of the responsibilities from your list be delegated to other individuals?

Yes ___ No ___

Task 2-12 Involving Parents

List the ways that parents interfere with the coach or the development of players.

List some ways in which parents can help the coach.

Create a list of ways coaches can communicate with and involve parents to ensure a positive environment for the athletes.

Task 2-13 Athlete Centered Coaching / Participant Centered Coaching

In your own words, define the athlete centered approach to coaching.

List the advantages of the athlete centered approach.

How does planning an athlete centered practice differ from a coach centered practice?

Task 2-14 ARE YOU A POSITIVE COACH?

1 - Most of the time # 2 - Some of the time # 3 - With difficulty or never

1	2	3	COACHING CHARACTERISTICS
			1. Treat everyone fairly within the context of their activity, regardless of gender, place of origin, colour, sexual orientation, religion, political belief or economic status.
			2. Place the emotional and physical well being of the athlete ahead of the goals of the team or the needs of the coach.
			3. Treat players as individuals and with respect and continually work toward enhancing their self-image and self-esteem.
			a) Call each player by name.
			b) Make sure the players all know each other.
			c) Speak to every player at every practice. Help shy players.
			d) Use partner and small group activities and then rotate partners.
			e) Organize the instructional material so the players are challenged at their own level.
			4. Direct comments or criticism at the performance rather than the athlete and do not allow players to harass or put each other down.
			5. Ensure the activity being undertaken is suitable for the age, experience, ability and fitness level of the athletes and educate athletes as to their responsibilities for safety and team harmony.
			6. Involve the athletes or the athletes' parents or guardians in the management decisions pertaining to the athletes' development.
			7. Supervise and control players while they are in the coach's custody.
			8. Communicate effectively with officials
			9. Regularly seek ways of increasing professional development and self-awareness.
			10. Consistently display high personal standards and project a favourable image of lacrosse and of coaching.
			a) Refrain from public criticism of fellow coaches; especially when speaking to the media or recruiting athletes.
			b) Abstain from the use of tobacco products or drinking alcoholic beverages while in the presence of his/her athletes and discourage their use by athletes.
			c) Refrain from the use of profane, insulting, harassing or otherwise offensive language in the conduct of his/her duties.

MODULE 3 The Player

Understanding the “development age” of our athletes vs. “chronological age” is key to assist in their growth within the game.

Task 3-1 Growth and Development

Develop a profile of the age group you will be coaching in the upcoming season. Use the Age Related Growth and Development information contained in the Player Module of the Reference Material.

Age of Athletes: _____

LTAD stage of athletes: _____

General _____

Psycho/Social _____
Emotional _____

Physical _____

Readiness _____
Learning _____
Ability _____

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Task 3-2 Players go through their growth and development at different rates. How can you adjust your practices to accommodate the individual differences in your team?

Task 3-3 Access the Reference Material about Emotional Intelligence and answer this.
When participants are playing on their own, how can the following psychological needs be developed

MOTIVATIONAL NEEDS	EMOTIONAL SKILLS LEARNED
Achievement	
Self-determination	
Affiliation	
Sensation	

Task 3-4

In your own words, write a definition for self-esteem.

How is self-esteem developed in lacrosse?

List symptoms of low self-esteem and identify who might need extra help in building self-esteem.

Describe some ways in which you might build self-esteem in your athletes.

Task 3 – 5 Skill Development

As the coach, what will you do to assist your players through the various levels of learning when they are learning a skill?

Module 5 Mental Training

Task 5-1

What does mental preparation mean to you?

Task 5-2

Using the information contained in your reference manual on the mental skills, and examples provided by the Learning Facilitator, how would you employ or develop each of the mental skills to assist your participants in learning the technical skills necessary to play lacrosse?

Concentration

Relaxation

Visualization

Positive Self-Talk

Emotional Control

Module 6 Physical Training

The focus of **Physical Training in Community Development and working with U13 participants** is on executing a dynamic stretch, building in A,B,C's into practice & hydration of your participants.

**Your Learning Facilitator may do this entirely with on floor/field examples or ask you to complete some of these tasks.

Task 6-1 A,B,C's

Give an example of how you can adapt a warm-up, activity or game in order to assist in the development of the following:

A - Agility _____

B - Balance _____

C – Coordination _____

s- Speed _____

Task 6 - 2 Hydration and Nutrition

What are some HEALTHY suggestions you can make to parents regarding hydration & nutrition before and on game/tournament days?

Module 7

TASK 7-1 Implementing the Five Links of Teaching

Using the scenario provided to you, create a 10 minute practice plan to address the issue. Consider the 5 Links' in preparing your presentation to the coaching group, (ie., key teaching points, use of teaching tools/ demonstrations, set up and rotations, type of feedback, etc.)

1. Describe the scenario (skill you are to teach):

2. Plan the Explanation and Demonstration:

3. How will participants Practice the skill:

4. Examples of Constructive Feedback for this scenario:

5. Using Voice & Body: (appropriate language, structure for instruction?)

Task 7-2

List and distribute the organizational and managerial responsibilities of running a team among the volunteers you see with your team.

Manager -

Trainer -

Assistant Coaches -

What responsibilities are ultimately those of the head coach?

Task 7-3

Using the PRACTICE PLANNING GUIDANCE in the Reference Material, design one of your first practices of the year.

Introduction _____

Warm-up _____

Main Part _____

Cool Down _____

Conclusion _____

Task 7-4 Planning the game

“Plan the game in the same detail as the practice”

List the components of the dressing room procedure (or pre-game preparations) the coach must plan for:

Make a list of equipment a coach should have with them every game and practice:

To prepare the athletes for the game while in the dressing room/sidelines, the athletes will need to know:

To keep the athletes and bench organized during a game, the coach must:

You are encouraged to seek out learning opportunities to continue your growth as a coach.

Good luck with your upcoming season and your journey as a Coach!