

LEVEL 2 PRACTICAL WORKBOOK

COACHING

3M National Coaching Certification Program

Coach's name: _____ NCCP Passport #: _____

Address: _____

Postal Code: _____

Phone numbers: Home(____) _____ Bus. (____) _____

Fax number: (____) _____ E-mail address: _____

NCCP INVOLVEMENT: Please indicate your course completion dates:

THEORY Level 1: _____ Level 2: _____

TECHNICAL Level 1: _____ Level 2: _____

PRACTICAL Level 1: _____ Level 2: _____

ATTENTION **Level 2 Coaches**

To receive Level 2 Practical credit, you must fully complete all pages in this workbook.

Send your completed Level 2 Practical Workbook to:

Name: _____

Address: _____

Phone: _____

Fax: _____

E-mail: _____



National
Coaching
Certification
Program

CANADIAN CURLING ASSOCIATION
LEVEL 2 PRACTICAL WORKBOOK
Coach Training Assignment

To receive credit for Level 2 Practical a coach must acquire practical experience by coaching competitive skills to intermediate/advanced level athletes. This requirement is satisfied by earning three points from the following:

- 1) The coach must obtain a minimum of 2 points by coaching competitive skills to an intermediate/ advanced level team or individual intermediate/advanced level athletes. The coaching of competitive curling skills must include technical development of delivery/brushing, strategy/tactics and mental/ physical preparation. The coach will be awarded 1 point for each 20 hours of coaching.

- 2) The coach may obtain a maximum of 1 point for instructing competitive skills to intermediate/ advanced level athletes in a curling clinic format. The coach will be awarded 1 point for a total of 10 hours of instructing.

This document confirms your fulfillment of the LEVEL 2 PRACTICAL COACHING requirement of your NCCP certification.

Please complete the form accurately and completely.

PRACTICAL EXPERIENCE

COACHING (competitive skills to intermediate/advanced level teams/athletes)

	# of sessions per week:	# of weeks:	on ice time per week:	off ice time per week:	points earned:	confirmed by:
Team/ Athlete A						
Team/ Athlete B						

INSTRUCTING (competitive skills to intermediate/advanced level teams/athletes)

clinic location:	date:	# at clinic:	length of clinic:	competitive skills instructed:	points earned:	confirmed by:

STATEMENT OF VERIFICATION:

This verifies that _____ has been directly involved in coaching/instructing competitive team skills as outlined in the LEVEL 2 TECHNICAL COURSE and has been involved for the time stated above.

Signature of Level 2 Certified Coach

Title

() _____
Telephone no.

Date



Dear Coach:

This Coaching Workbook is designed as an outline that you may use in a variety of ways.

Its purpose is to enable you to demonstrate your level of understanding relative to planning a season for a team of intermediate/advanced skill level as well as the detection and correction of major delivery faults.

In this workbook, you should make sure to demonstrate your understanding of how the emphasis of the different coaching components will vary at different times of the year/season.

Please feel free to use this workbook in a manner that suits you. It is the information that is important.

Congratulations on your progress to date, and Good Coaching!

ATHLETE INFORMATION

PROVIDE THE INDICATED INFORMATION FOR EACH OF YOUR ATHLETES.

Name:	Address:	Tel Res: Tel Bus: Fax: E-mail:
-------	----------	---

Other pertinent information (i.e. experience, technical skills):
--

Name:	Address:	Tel Res: Tel Bus: Fax: E-mail:
-------	----------	---

Other pertinent information (i.e. experience, technical skills):
--

Name:	Address:	Tel Res: Tel Bus: Fax: E-mail:
-------	----------	---

Other pertinent information (i.e. experience, technical skills):
--

Name:	Address:	Tel Res: Tel Bus: Fax: E-mail:
-------	----------	---

Other pertinent information (i.e. experience, technical skills):
--

SKILL DEVELOPMENT PLAN

The following grid demonstrates a simple tool that can be used to create a skill development plan. Please complete each section. An example can be found on page 7.

AREA	OBJECTIVE	ASSESSMENT PROTOCOL	DEVELOPMENT PLAN	PRIORITY/ TIMING
Delivery				
Brushing				
Strategy				

(Continued on next page)

SKILL DEVELOPMENT PLAN

The following grid demonstrates a simple tool that can be used to create a skill development plan. Please complete each section. An example can be found on page 7.

AREA	OBJECTIVE	ASSESSMENT PROTOCOL	DEVELOPMENT PLAN	PRIORITY/ TIMING
Shot Communication				
Mental Preparation				
Team Dynamics				
Physical Training				

SKILL DEVELOPMENT PLANNING EXAMPLE

AREA	OBJECTIVE	ASSESSMENT PROTOCOL	DEVELOPMENT PLAN	PRIORITY/ TIMING
Shot Communication	To increase physical training to Improve stamina during competition.	<ol style="list-style-type: none"> 1. Played 3 games/day during provincial – felt tired during 3rd game, felt that we could have been more effective in sweeping and mental sharpness. Skip had difficulty concentrating for all 10 ends. 2. Can jog 20 min. before tiring. 	<ol style="list-style-type: none"> 1. Jogging 20 min. 3x/week. 2. Increase by 1 min. each for 8 weeks. 3. Maintain aerobic level by jogging 2x/week for 28 min. 	High priority. Will re-assess in 8 weeks.
Mental Preparation	To increase confidence in choice of shots.	<ol style="list-style-type: none"> 1. Randomly changed game plan several times during competition. 2. Team was unsure of where the first rock should be placed in key situations. 	<ol style="list-style-type: none"> 1. Test game plan during weekly game. 2. Conduct discussion at conclusion of test game. 3. Consult with top local skip. 	Medium priority. Will continue to develop and assess over the season.

TEAM/ATHLETE GOAL SETTING WORKSHEET
SHORT TERM

1. In consultation with the team/athlete, list specific **Short Term Goals** (both athlete and team) for your season.
2. At regular intervals, assess your team/athlete progress relative to your goal achievements.
3. Develop a plan which will assist in achieving the goals.

Coaching Tip:

Be very specific with your goals then it will be easy to design your practices to incorporate them!

GOALS (Short Term)	DEVELOPMENT PLAN	STRATEGIES
Lead		
Second		
Third/Mate		
Skip		
Team		

TEAM/ATHLETE GOAL SETTING WORKSHEET
SEASON

1. In consultation with the team/athlete, list specific **Seasonal Goals** (both athlete and team) for your season.
2. At regular intervals, assess your team/athlete progress relative to your goal achievements.
3. Develop a plan which will assist in achieving the goals.

Coaching Tip:

Be very specific with your goals then it will be easy to design your practices to incorporate them!

GOALS (Short Term)	DEVELOPMENT PLAN	STRATEGIES
Lead		
Second		
Third/Mate		
Skip		
Team		

THE ANNUAL PLAN

PRE-SEASON TRAINING SCHEDULE

To be completed once your team has been selected.
Indicate the following information for each week of each month.

Emphasis/Intensity Frequency

- | | |
|------------|------------------|
| L = low | 1 = 1 x per week |
| M = medium | 2 = 2 x per week |
| H = high | 3 = 3 x per week |
| | 4 = 4 x per week |
| | 5 = 5 x per week |

EXAMPLE				
MONTH	July			
WEEK	1	2	3	4
physical preparation	H 3	H 4	H 3	H 4

MONTH	May				June				July				August				September			
	WEEK	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3
team meeting																				
physical preparation																				
mental preparation																				
strategy session																				
team building																				
other																				

THE ANNUAL PLAN

SEASON TRAINING SCHEDULE

To be completed prior to commencing your major competitive schedule.
Indicate the following information for each week of each month.

Emphasis/Intensity	Frequency
L = low	1 = 1 x per week
M = medium	2 = 2 x per week
H = high	3 = 3 x per week
	4 = 4 x per week
	5 = 5 x per week

MONTH	September				October				November				December				January				February				March				April			
WEEK	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Team Meeting																																
Physical Preparation																																
Mental Preparation																																
Strategy Session																																
Individual Practice																																
Club Games																																
Other																																

THE ANNUAL PLAN

MAJOR COMPETITIONS

To be completed as soon as you have the dates for your competitive season.

Record the following by marking with a checkmark:

- 1) Major/Superleague schedule
- 2) Bonspiel program
- 3) Playdowns, provincial championships, Canadian championships and world championships.

MONTH	September				October				November				December				January				February				March				April			
WEEK	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Major League																																
Bonspiels																																
Cub Playdowns																																
Other Playdowns																																
Zone																																
Provincials																																
Canadians																																
Worlds																																

DELIVERY SKILL ANALYSIS

The Level 2 Coach must be able to detect and correct delivery faults of their players. In the chart below, please indicate two (2) delivery faults for each of your athletes, how you detected these faults and what you did to correct the fault.

Player	Delivery Fault	Detection	Correction
Lead			
Second			
Third/Mate			
Skip			

ELEMENTS OF A PRACTICE

Practices can be designed incorporating the following:

1. Objective - what you hope to accomplish.
2. Warm up
3. Activities (one or more) - skill development/drills/sweeping/situational play/strategy
4. Competitive component (two on two game, draw to button contest, etc.)
5. Debriefing - what was accomplished, what were the improvements, what can still be improved for next practice, etc.

Consider concentrating on the following areas when planning a practice:

Pre-Season

- improve fitness level;
- team building;
- season planning;
- tactical discussion and familiarity;

Early Season

- conditioning - improve fitness;
- emphasize fundamental and basic skills;
- focus on major delivery faults;
- basic strategy and game plan;
- simple shot-making drills;
- basic communication skills;

Mid-Season

- conditioning - maintenance;
- fault correction;
- expanding tactical plans;
- finer shot-making drills;
- solving problems that have developed;
- further developing communication skills;

Late Season

- conditioning - maintenance;
- minor fault correction;
- expanding game plan to meet different situations;
- specific shot-making drills;
- competitive practice session;
- fine tuning communication skills;
- team building;

Post Season

- evaluation of all areas;
- planning for maintenance and improvement of skills

Other training components should be integrated maintaining similar strategies. For example major nutritional adjustments should be introduced pre or early season and fine tuned in late season. Mental preparation techniques would be introduced in a similar manner and fine tuned and expanded in late season.

EXAMPLE OF SAMPLE PRACTICE

PLANNING YOUR COMPETITIVE SKILL DEVELOPMENT

SEASON: Early Middle Late Date: _____

Potential Elements

(delivery, brushing, strategy & tactics, mental preparation, physical preparation, shot communication)

TEAM	<i>Establishing and communicating take-out weights prior to delivery, at release, while brushing. Use stopwatch effectively.</i>
LEAD	<i>Work on tendency to over-throw.</i>
SECOND	<i>Work on tendency to under-throw.</i>
THIRD	<i>Strive for greater consistency.</i>
SKIP	<i>Clearly communicate preferred take-out weight and learn team tendencies (strengths/weaknesses).</i>

Equipment Needs

<i>Stopwatch</i>

TIME (MIN)	ACTIVITY	DESCRIPTION OF ACTIVITY	PLAYER/TEAM
15	<i>Warm up</i>	<i>Step, stretch, slide</i>	<i>Team</i>
15	<i>Hit drill</i>	<i>Outside in hits – normal & control</i>	<i>Team</i>
15	<i>Competitive component</i>	<i>Each player has 6 shots – record results</i>	<i>Team</i>
15	<i>Feedback</i>	<i>Interactive discussion on progress</i>	<i>Team</i>

Assessment of Activities:

Observation	Measure	Correction(s) Made
Team <i>Communication improved</i>	<i>Weights for hits communicated were similar to times on stop watch</i>	<i>Established a number system for hit weight</i>
Lead <i>Normal weight improved</i>	<i>2 out of four shots timed 10 seconds hog to hog</i>	<i>Concentrated on consistent leg drive</i>
Second <i>Some improvement</i>	<i>1 out of four shots timed 10 seconds hog to hog</i>	<i>Changes position of hack foot and hips in take back</i>
Third <i>Much improvement</i>	<i>Played numerous shots in a row and executed consistently</i>	<i>Concentrated on leg drive and timing</i>
Skip <i>Communication improved Recorded front end tendencies</i>	<i>More talk to other players</i>	<i>Establishing number system assisted in better communication.</i>

Future Development Needs

<i>Repeat same practice next week. Continue to monitor improvement.</i>

**SAMPLE PRACTICE
PLANNING YOUR COMPETITIVE SKILL DEVELOPMENT**

SEASON: Early Middle Late Date: _____

Potential Elements

(delivery, brushing, strategy & tactics, mental preparation, physical preparation, shot communication)

TEAM
LEAD
SECOND
THIRD
SKIP

Equipment Needs

TIME (MIN)	ACTIVITY	DESCRIPTION OF ACTIVITY	PLAYER/TEAM

Assessment of Activities:

Observation	Measure	Correction(s) Made
Team		
Lead		
Second		
Third		
Skip		

Future Development Needs

**SAMPLE PRACTICE
PLANNING YOUR COMPETITIVE SKILL DEVELOPMENT**

SEASON: Early Middle Late Date: _____

Potential Elements

(delivery, brushing, strategy & tactics, mental preparation, physical preparation, shot communication)

TEAM
LEAD
SECOND
THIRD
SKIP

Equipment Needs

TIME (MIN)	ACTIVITY	DESCRIPTION OF ACTIVITY	PLAYER/TEAM

Assessment of Activities:

Observation	Measure	Correction(s) Made
Team		
Lead		
Second		
Third		
Skip		

Future Development Needs

**SAMPLE PRACTICE
PLANNING YOUR COMPETITIVE SKILL DEVELOPMENT**

SEASON: Early Middle Late Date: _____

Potential Elements

(delivery, brushing, strategy & tactics, mental preparation, physical preparation, shot communication)

TEAM
LEAD
SECOND
THIRD
SKIP

Equipment Needs

TIME (MIN)	ACTIVITY	DESCRIPTION OF ACTIVITY	PLAYER/TEAM

Assessment of Activities:

Observation	Measure	Correction(s) Made
Team		
Lead		
Second		
Third		
Skip		

Future Development Needs

COACHING ASSETS INVENTORY

To be completed by the coach

Coaching assets represent qualities which athletes have used to describe the coaches with whom they are most satisfied.

1. Rate yourself, with a checkmark on each statement as you think your athletes would assess your qualities.
2. In the priority column, indicate those assets which you feel should be upgraded in order to maximize your efforts to develop your athletes/team to the fullest.

NOTE: Your team members should be asked to complete the same form to provide feedback on how players perceive you as a coach.

ASSETS	RATING					Priority
	Low	Average			High	
	1	2	3	4	5	
hard worker						
qualified						
enthusiastic						
understanding						
helpful						
interested in performance						
builds confidence						
motivates						
develops player potential						
good teacher						
encourages						
praises effort						
open						
likable						
respects players						
patient with players						
sense of humour						
communicates well						

COACHING ASSETS INVENTORY

To be completed by the athlete

Here are some statements which athletes have used to describe their coaches.

1. Rate your coach, with a checkmark indicating your assessment of your coach's skill on each asset.

ASSETS	RATING				
	Low 1	2	Average 3	4	High 5
hard worker					
qualified					
enthusiastic					
understanding					
helpful					
interested in performance					
builds confidence					
motivates					
develops player potential					
good teacher					
encourages					
praises effort					
open					
likable					
respects players					
patient with players					
sense of humour					
communicates well					

COACHING ASSETS INVENTORY

To be completed by the athlete

Here are some statements which athletes have used to describe their coaches.

1. Rate your coach, with a checkmark indicating your assessment of your coach's skill on each asset.

ASSETS	RATING				
	Low 1	2	Average 3	4	High 5
hard worker					
qualified					
enthusiastic					
understanding					
helpful					
interested in performance					
builds confidence					
motivates					
develops player potential					
good teacher					
encourages					
praises effort					
open					
likable					
respects players					
patient with players					
sense of humour					
communicates well					

COACHING ASSETS INVENTORY

To be completed by the athlete

Here are some statements which athletes have used to describe their coaches.

1. Rate your coach, with a checkmark indicating your assessment of your coach's skill on each asset.

ASSETS	RATING				
	Low	Average			High
	1	2	3	4	5
hard worker					
qualified					
enthusiastic					
understanding					
helpful					
interested in performance					
builds confidence					
motivates					
develops player potential					
good teacher					
encourages					
praises effort					
open					
likable					
respects players					
patient with players					
sense of humour					
communicates well					

COACHING ASSETS INVENTORY

To be completed by the athlete

Here are some statements which athletes have used to describe their coaches.

1. Rate your coach, with a checkmark indicating your assessment of your coach's skill on each asset.

ASSETS	RATING				
	Low 1	2	Average 3	4	High 5
hard worker					
qualified					
enthusiastic					
understanding					
helpful					
interested in performance					
builds confidence					
motivates					
develops player potential					
good teacher					
encourages					
praises effort					
open					
likable					
respects players					
patient with players					
sense of humour					
communicates well					

THE COACHING CODE OF ETHICS

Coaching Association of Canada

INTEGRITY

The coach must act with integrity in performing all duties owed to athletes, the sport, other members of the coaching profession, and the public.

COMPETENCE

The coach must strive to be well prepared and current in order that all duties in the respective discipline are fulfilled with competence.

ATHLETE'S INTEREST

The coach must act in the best interest of the athlete's development as a whole person.

RESPECT FOR THE RULES

The coach must accept both the letter and the spirit of the rules That define and govern sport.

RESPECT FOR OFFICIALS

The coach must accept the role of officials in providing judgment to ensure that competitions are conducted fairly and according to the established rules.

RESPONSIBILITY TO OTHER COACHES

The coach's conduct toward other coaches must be characterized by courtesy, good faith and respect.

PERSONAL CONDUCT

The coach must maintain the highest standards of personal conduct and support the principles of fair play.

A coach's legacy is better measured by the quality of the individuals under his guidance as opposed to the number of trophies on his wall.

CONGRATULATIONS!

YOU HAVE COMPLETED THE
LEVEL 2 PRACTICAL COACHING COMPONENT.

GOOD LUCK WITH YOUR ATHLETES AND TEAMS.
I HOPE TO SEE YOU AT A NATIONAL CHAMPIONSHIP.

MAIL THIS BOOKLET TO YOUR
PROVINCIAL/TERRITORIAL
TECHNICAL CO-ORDINATOR



Gerry Peckham,
Manager of High Performance
Canadian Curling Association.