

Better Instruction,
Better Coach,
Better Athlete = More Fun

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First Peoples Acknowledgement

I wish to acknowledge all Indigenous peoples on whose traditional territories we stand and for allowing us to meet today on their traditional land



Bio



- ▶ 15 years teaching (Department Head, Athletic Director)
- ▶ 20 years District PE & Athletics Coordinator for SD 36
- ▶ 10 years Sessional Instructor UBC, SFU, Douglas College
- ▶ Project Manager for Ministry of Education elementary PE curriculum development 2003-2006
- ▶ National Advisory Committees for PE & PL

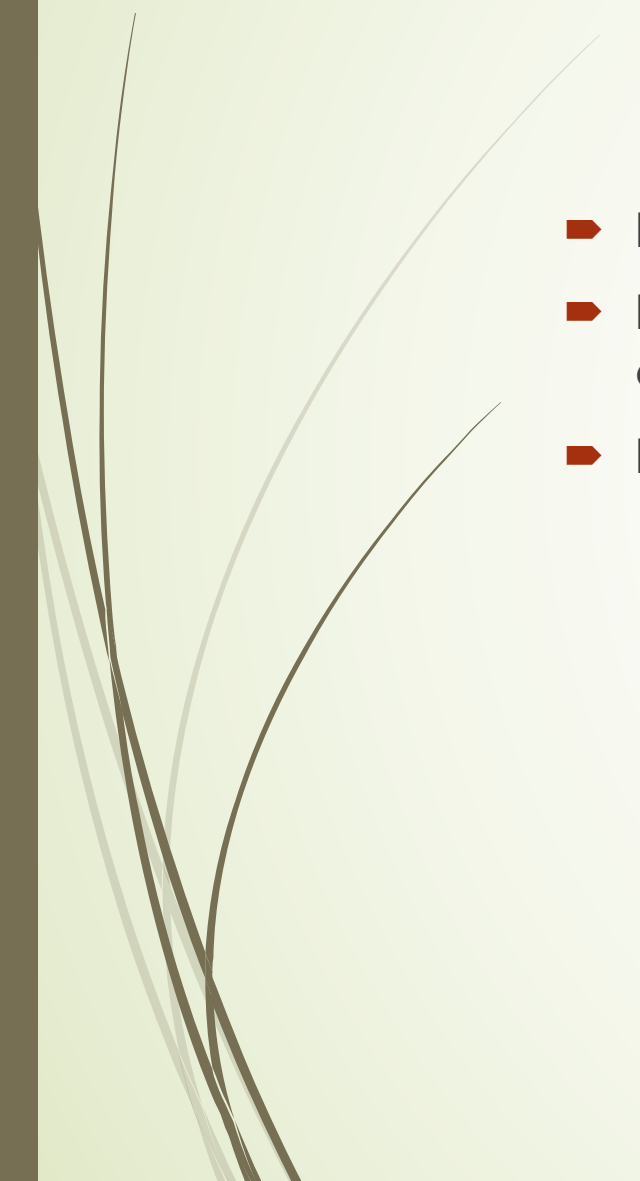


Why Are You Here?

What are you hoping to come away with after today?



What You'll Learn Today

- ▶ I can identify the need to reflect on my personal practice
 - ▶ I understand the critical components to better instruction and better coaching
 - ▶ I am able to implement the strategies outlined today
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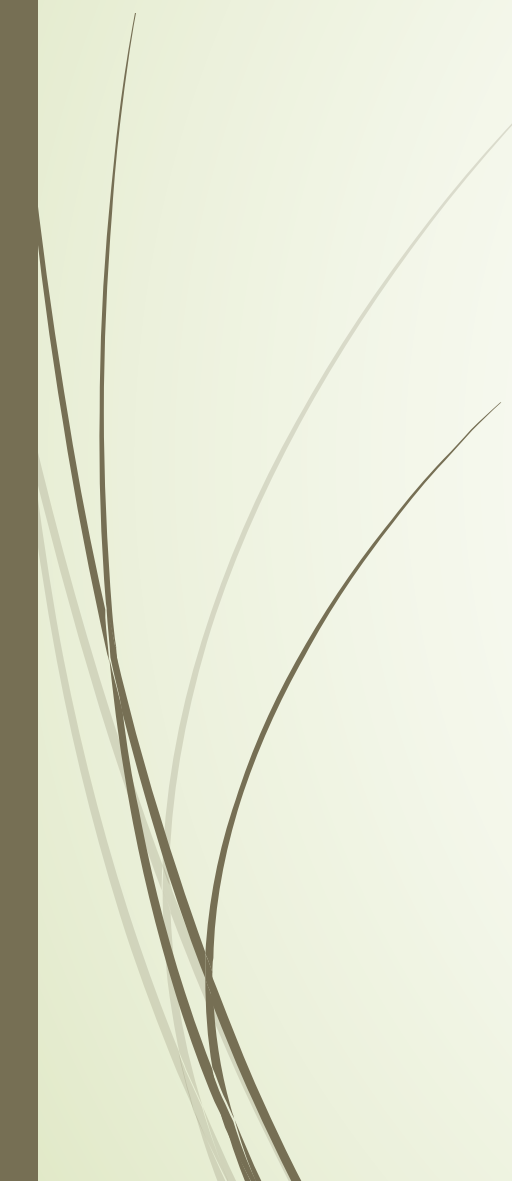
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How did he learn to do that?



How Do I Get More Out Of My Practices?

- Organization & Management
 - Program Planning
 - Content Development
 - Instructional Strategies
 - Assessment
- 



Organization & Management



- ▶ Maximize time
 - ▶ Start on time; HOOK them
 - ▶ Have an Instant Activity upon arrival
 - ▶ Use efficient transitions between drills/activities
 - ▶ Pre plan your teams and groupings
- ▶ Establish procedures
 - ▶ Entering/exiting
 - ▶ Start & Stop signal
 - ▶ Equipment distribution & return
- ▶ Effective use of formations
 - ▶ Have ALL students in the 'Club' seats



Organization & Management

- ▶ Scanning
 - ▶ Keep looking around to see whether students are showing interest, confusion, agitation, boredom, etc.
 - ▶ Faces and body language tell you everything
- ▶ Circulation
 - ▶ Move around constantly to different points in the space
 - ▶ Adjust your height to their level
 - ▶ Look into eyes, not just scanning, but pausing on people without staring



Organization & Management

- ▶ Scenarios:

- ▶ 1. You've just started practice and moved well into your dynamic warm up. You notice 2 students coming in late to your warm up. 1 gives you a reason, the other one tries to 'blend' in. You also notice 3 students who are not actively warming up. Outline how you would handle this situation.
- ▶ 2. As you are circulating through your session you have the students working in pairs. You notice several are off task. One pair is socializing, another pair is disrupting the groups around them. Outline how you would handle this situation.



Organization & Management

- ▶ Progressive Intervention Strategies
 - ▶ Don't let them know it's bothering you
 - ▶ Try not to let your session be disrupted by off task behavior
 - ▶ More 'steps' you have; more chances you allow student to demonstrate on-task behavior
 - ▶ Reinforce positive behavior
 - ▶ YOU have to know what YOU expect from them; don't make them guess
 - ▶ Identify the leaders, followers, non-followers



Organization & Management: Simple Progressive Intervention Strategies

- ▶ Position yourself next to the student who is off task (Proximity)
 - ▶ Just by the fact that you have come close to them will affect their behaviour. You can continue teaching your lesson without actually disrupting your lesson.
- ▶ Use the stare and glare
 - ▶ If you are on the other side of the room, a simple stare and glare at the person can stop the behaviour. If that doesn't work, then get their attention by calling their name and then stare. It's important to resume your teaching asap after you have done this.
- ▶ Address off task student(s) and use their name, change inflection for emphasis
- ▶ Be prepared to repeat a combination of the first 3 bullets.



Brain Break



- ▶ Squatscalator
 - ▶ Rock, Paper, Scissors (RPS) 1-2-Show
 - ▶ Winner gets to squat position; loser remains standing
 - ▶ Variations:
 - ▶ Use non-dominant hand
- ▶ Thanks to Ted Temertzoglou (Thompson Educational Publishing) for this activity



Does Hagar have a clear understanding or model of what he has to master?



Program Planning: Key Questions

- ▶ Do I have a goal for the season? Is it communicated?
- ▶ Do I have a goal for each practice session? Is it communicated?
- ▶ How well do you know your students?
- ▶ What do I want my students to learn?
- ▶ What's realistic given the range in abilities and amount of time I have?



Content Development: Key Questions

- ▶ How do I select the right drill/activity? (developmentally appropriate)
- ▶ How much practice time do I allow for acquisition vs improvement?
- ▶ Is this task helping my students become skillful?
- ▶ Should I change the task now or wait a few minutes?
- ▶ Is this the right cue to use now?
- ▶ Are my tasks-cues-challenges enabling me to reach my program goals?
- ▶ Are tasks helping players develop a functional understanding of the CORRECT ways to perform the skill?
- ▶ Are tasks sequentially developed?
- ▶ What can I effectively teach within my time constraints?



Content Development



- ▶ Task: What task to give and how to make it easier or harder
- ▶ Cue: Focus on HOW to do the task i.e. what cues learners need to work on
- ▶ Challenges: Provide learners opportunity to test their ability & motivate them to continue to practice the task



Content Development: Four Functions

- ▶ Informing
 - ▶ Giving learners information about the concept/skill
 - ▶ Describing how to do the tasks
- ▶ Extending
 - ▶ Making tasks easier or harder
- ▶ Refining
 - ▶ Providing cues to help the learners perform the task
- ▶ Applying
 - ▶ Providing challenges that motivate the learner to want to continue to participate in the task (Rink, J., 1993)

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ALL YOU NEED IS
CONFIDENCE!
NOW TRY IT
AGAIN



Early and continuing success is a critical element in the learning process.



Content Development: Activity/Drill Progression

- ▶ Definite purpose and progression
- ▶ Goldilocks Principle:
 - ▶ Too simple = BORING
 - ▶ Too hard = FRUSTRATION
 - ▶ Just right = success 80% of time
- ▶ Factors modified to change task difficulty (Differentiation)
 - ▶ Static to dynamic
 - ▶ Predictable to unpredictable
 - ▶ Number of movements
 - ▶ Number of players
 - ▶ Equipment modifications
 - ▶ Use of defenders



Content Development: Activity/Drill Progression

- ▶ Pairs Paper toss
- 



Content Development: Activity/Drill Progression

- ▶ Repetitions: self testing (use #, letters, spelling games)
- ▶ Cognitive Challenges: jump over the vocab word while saying the word
- ▶ Timing: vs a clock eg. Can you hold your balance for...
- ▶ Keeping score: how many times can you....



Content Development: Activity/Drill Progression

- ▶ Cognitive Phase
 - ▶ Learner is focused on “What to do”
 - ▶ Characterized by awkwardness, errors and confusion
 - ▶ Learner relies on visual input and trial and error to guide learning
 - ▶ Continuous feedback that is both informative and positive essential in facilitating confidence and understanding
 - ▶ Tasks structured for high degree of early success to ensure high feelings of inherent competence



Content Development: Activity/Drill Progression

- ▶ Associative Phase

- ▶ Learner is focused on “How to do”
- ▶ Learner begins to demonstrate a more refined movement through practice
- ▶ Proprioceptive (how the learner’s body moves in space) cues become more important than visual cues



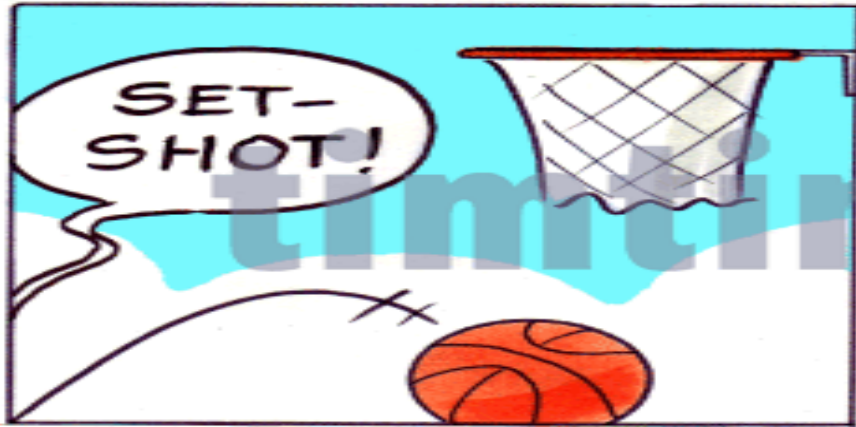
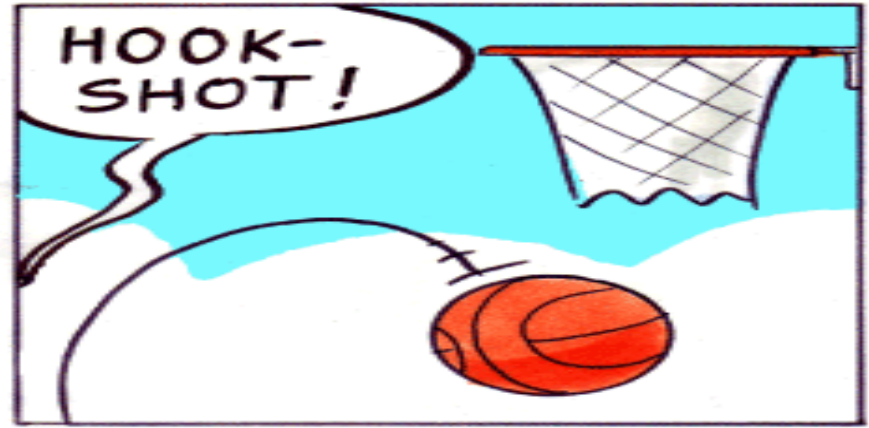
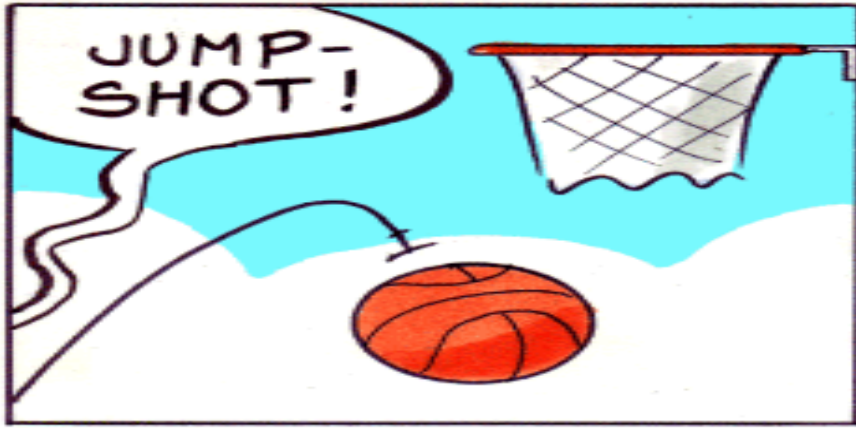
Content Development: Instructional Strategies

- ▶ Questioning techniques
 - ▶ Open ended vs closed
 - ▶ Individual vs group
 - ▶ Probing vs recall
- ▶ Activity/drill progression model
 - ▶ Simplify (regress)
 - ▶ Extend (progress/challenge)
- ▶ Differentiation
 - ▶ Content, process, products, learning environment



Content Development: Presenting Questions

- ▶ Be sure the question is clear in your own mind
- ▶ Frame the question without calling on a specific individual
- ▶ After framing question, pause (3-5 secs) while everybody has a chance to think of an answer
- ▶ Ask only one question at a time
- ▶ Comprehension questions require understanding
- ▶ Analysis questions require application
- ▶ Evaluation questions require opinion





Differentiation:

“No two learners are alike”

- Tailoring instruction to meet individual's needs by modifying:
 - Content (information)
 - Process (task)
 - Products
 - Learning environment



Assessment

- ▶ How do I know the athletes learned the skill?
- ▶ What do I do if they can't?
- ▶ Providing cues (verbal reminders/tips)
- ▶ Effective cue provision
 - ▶ One at a time; not overloading
- ▶ Informal & formal



Practice Plan Template: 60 minutes

Practice Objective 1-2 minutes

Post a practice objective and **briefly** speak to your group about working towards it.

Dynamic Warm up 5 minutes

Goal: Prepare the body for vigorous activity.

Elevate the heart rate and body temperature, eg. tag or light jog

Can be skill/sport specific, eg. use a ball in the warm up to dribble, pass, volley, etc.

Don't need to stretch at this point in time. Use cool down for that.

Review 5 minutes

Goal: Review a simple skill from previous day. Use a skill where the students will achieve success easily.



Practice Plan Template: 60 minutes

Drill Sequences 20 minutes

Select your drill for game relevance or relationship to your practice objective.

Don't pick a drill that doesn't have any game relevance. Eg. 3 man weave in bball. Players don't run up the court that way in a game!

Keep them short and teacher controlled. You dictate the flow of the drill, when to start, when to stop.

If the kids don't get it, then modify or adapt. Don't be afraid to change.

Spend equal time on offence, defence, and transition.

Practice Properly. Don't allow errors in execution.

Don't waste time playing a game!!!



Practice Plan Template: 60 minutes

Game Simulations 20 minutes

Goal: Reproduce the specific scenarios you would encounter in a game. Eg. your team is down game point in Vb and the other team is serving. You need a side out, otherwise game over. There are 10 seconds left in the game and you are down 1 point.

Cool Down 10 minutes

Goal: Bring the body back down from an elevated level of activity. Eg. static stretching. Talk about the practice and achieving your practice objectives for the day. How hard did the players work? Did they grow as a team? Did players improve some aspect of their game? Eg. skill, conditioning, knowledge, execution, etc. Preview what you want to do next practice.



How Do I Help ALL My Athletes Get Better?

- Make each practice session FUN!
- Use Dynamic Warm ups to focus on Fundamental Movement Skills & disguise fitness
 - Fig 8 progression
 - Gears and locomotor patterns
 - Go-Go-Stop
- Select drills that have relevance to your practice goal and reinforce skill development
- Provide game simulations that replicate realistic specific scenarios
- Reinforce proper form, technique and practices



Figure 8 Warm Up

- ▶ Gears
 - ▶ 1st, 2nd, 3rd
- ▶ Go-Go-Stop
 - ▶ Switch
 - ▶ Reverse
- ▶ Locomotor Patterns F-B-L-D
- ▶ Dynamic Stretches
 - ▶ Lunge series, High step & hold, High step on toes to hold,
- ▶ Movement Prep
 - ▶ Butt kicks, high knees,



Things You Can Do

- ▶ Ensure athletes develop Fundamental Movement Skills
 - ▶ Stabilizing
 - ▶ Locomotor
 - ▶ Manipulative
- ▶ Ensure athletes develop Fitness Components
 - ▶ Health Related
 - ▶ Skill (Sport) Related



Stabilizing

- ▶ Bend, curl, hold, lift, lower, pull, push, stand, stretch, reach, swing, turn, twist, fall, dodge, stop
- ▶ Requires balance, maintaining equilibrium and gaining and maintaining postural control
- ▶ Things we do on a daily basis
- ▶ Who taught you these skills?
- ▶ Can you perform them properly?



Locomotor

- ▶ **Crawl, walk, run, hop, jump, leap, skip, climb, gallop, roll, slide**
- ▶ Used to move the body from one location to another
- ▶ Things we do on a daily basis and in a sporting environment
- ▶ Who taught you these skills?
- ▶ Can you perform them properly?



Manipulative



- **Send** (roll, strike, underhand throw, overhand throw, kick)
- **Receive** (catch, trap)
- **Retain** (carry, dribble)

- Handle objects (ball, puck, bird, etc)
- Things we do in a sporting environment
- Did you learn these skills?
- Can you perform them properly?



Fitness Components



Health Related

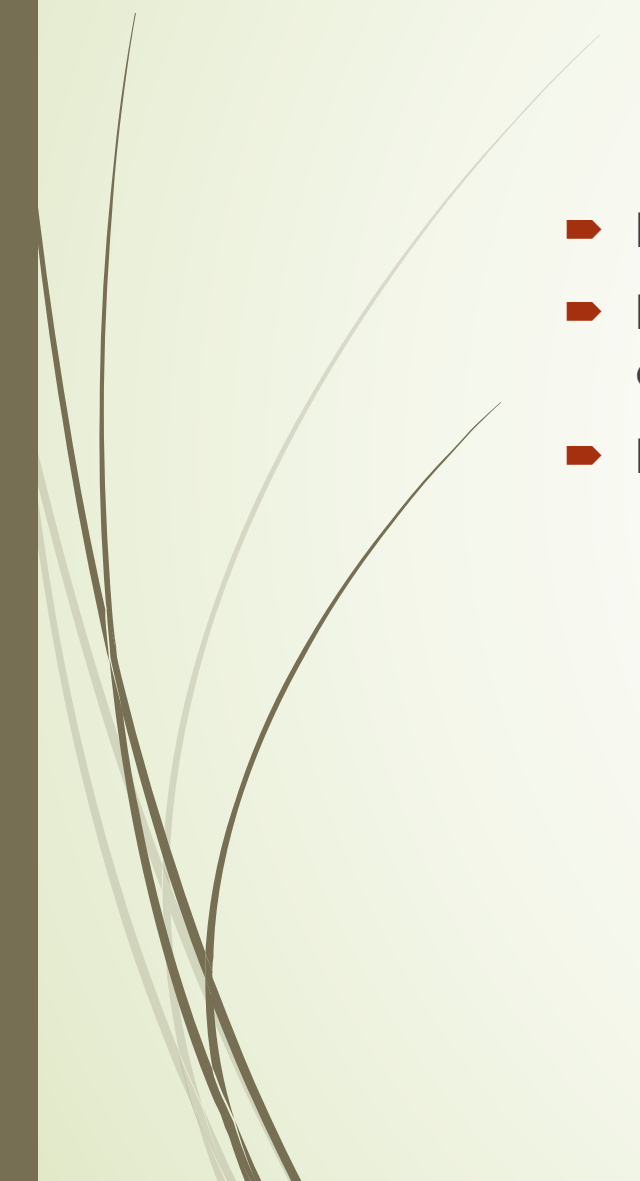
- Cardiovascular Endurance
- Muscular Endurance
- Muscular Flexibility
- Muscular Strength
- Body Composition


Skill Related

- Agility
- Balance
- Coordination
- Power
- Reaction
- Speed



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The 3 Cs

- ▶ When will what we know change what we do? (Curiosity)
- ▶ Why doesn't what we know change what we do? (Concern)
- ▶ When what we know changes what we do. (Commitment)

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