

THEORY AND TECHNIQUES OF COACHING

Sessions 6, 7, 8: Sport Specific Clinic

These sessions include sport specific coaching clinics combined with practical experiences/observations relative to the interests of the coaching course candidates. Each coaching course candidate will have the opportunity to be mentored in a three-hour educational setting by an experienced coach. The session should include the identification of skills and drills, conditioning methods, practice planning, contest strategies, motivational techniques, etc. Coaching course candidates can receive instruction in one sport per session. A coach can attain certification in another sport if he/she meets additional requirements for participating in another session. For each sport that the coaching course candidate takes, an internship evaluation must be completed by an athletic administrator or authorized coach to prove satisfactory performance during the coaching experience. The coaching experience/observation must be related to a school, club, or community team.

For the successful completion of the practicum it is necessary to include the following:

- A. Complete weekly practice plans.
- B. Provide a sample player evaluation.
- C. Provide a scouting report or game plan.

The practicum will account for one of the four sessions.

Session 6

If an experienced coach is unavailable to provide instruction for a sport specific clinic, the coaching course candidate may choose a sport that he/she is most interested and use the format below to design a parallel program. This format includes plans for daily practice sessions as well as a season plan.

- A. Gathering Information Needed to Develop a Season Plan.
 - 1. Facilities available for practice.
 - 2. Equipment available for practice.
 - 3. Instructional resources (books, videos, charts, books, etc.)
 - 4. Number of assistant coaches.
 - 5. Other support personnel available.
 - 6. Other factors affecting season planning.
 - 7. Number of practices to be held during the season.
 - 8. Special events (team meetings, parent orientation sessions, banquets, tournaments, etc.)
 - 9. Number and age range of athletes to be coached.
 - 10. Skill levels and experience of players at the beginning of the season.
- B. Daily Planner.

1. Choose a planner.
 2. Go through the planner marking each day of practice and competition and record the following information:
 - a. Write "Practice 1" on the first day of practice and number all remaining practices sequentially.
 - b. Record practice locations if they vary.
 - c. Record the date, game number, opponent, and location of each contest.
 - d. Record special events, such as pre-season team meeting, parent orientation, post-season wrap-up, and awards banquet.
- C. Developing a Season Plan.
1. Establish instructional goals.
 2. Select and organize appropriate subject matter to achieve the instructional goals.
- D. Major Instructional Goal Categories.
1. Technical skills focus on learning and performing motor skills needed to play the sport.
 2. Tactical skills focus on knowing when and how to use the technical skills.
 3. Legal skills focus on knowing the rules and officiating procedures.
 4. Physical skills focus on teaching and training athletes to be physically prepared for practices and competitions.
 5. Mental skills focus on teaching and training athletes to be mentally prepared for practices and competitions.
 6. Moral skills focus on teaching sportsmanship and responsibilities to others.
- E. Instructional Goals for Soccer.
1. Players will demonstrate the following:
 - a. Mastery of individual skills needed to participate in the game (technical).
 - b. Knowledge of offensive and defensive patterns of team play necessary for successful participation in the game (tactical).
 - c. Comprehensive knowledge of rules and the ability to apply this knowledge during competition (legal).
 - d. Knowledge and practice of good nutrition and health, improved strength through safe training methods, and the endurance necessary to play hard throughout practices and competition (physical).
 - e. The ability to psychologically prepare for competition and to evaluate personal performance rather than outcome (mental).
 - f. The ability to enhance the self-worth of teammates, opponents, coaches, and officials (moral).
 2. Using these examples, write six goals for another sport.
 3. Use the planner to indicate when these goals will be taught.
- F. Selecting Material to be taught.
1. Observe the sport being played by others.
 2. Accessibility of prospective team players.
 3. Review material available in this sport.

4. Consult other coaches.
5. Consult assistant coaches.
6. Consult athletes with experience.

Session 7

- A. Organize Materials to:
1. Teach basic skills first.
 2. Teach skills essential to compete in the first contest.
 3. Develop the practice plan, including the number of minutes to be used to teach each skill.
 4. Develop subsequent practice plans.
- B. Soccer Season Sequence of Instruction (for example).
1. Perspective on success and dealing with failure.
 2. Intrinsic motivation.
 3. Illness and injury prevention and care.
 4. Principles of training.
 5. Dribbling.
 6. Receiving and controlling.
 7. Passing.
 8. Field dimensions and marking.
 9. Position names and roles.
 10. Fakes.
 11. Elements of the game.
 12. Heading the ball.
 13. Shooting (including headers).
 14. Major and minor fouls.
 15. Sportsmanship.
 16. Respect.
 17. Marking an opponent with and without the ball.
 18. Getting open without the ball.
 19. Elements of a balanced diet.
 20. Water intake and pre- and post-game meals.
 21. Block and side tackles.
 22. Goal setting.
 23. Offensive attack strategies.
 24. Teamwork.
 25. Offensive formations.
 26. Components of muscular fitness.
 27. Energy balance, sleep and rest.
 28. Types of defenses.
 29. Defenses against certain offensive formations.
 30. Trust.
 31. Body composition and weight.

32. Offensive set plays.
 33. Aerobic fitness concepts.
 34. Anaerobic fitness concepts.
 35. Physical stress management methods.
 36. Mental stress management methods.
 37. Drugs and their effects on health and performance.
- C. Evaluating Pre-season Knowledge and Skills.
1. Select skills essential to safe play.
 - a. Dribbling.
 - b. Passing accuracy.
 - c. Receiving and controlling.
 - d. Faking.
 - e. Shooting.
 - f. Heading.
 - g. Marking.
 - h. Tackling.
 2. Demonstrate each skill and have each player perform the skill.
 3. Return to the Strategy section of Session 3, page 7, of the course and using the information from A and B above, begin to develop a practice plan for your chosen sport. You may want to develop a chart for this purpose. Remember to state our objectives (technical, tactical, etc.) for each session. Complete: Strategy, A. Practice; Step 1 (dates and times) through 8 (cool down).

Session 8

A. Completing the Practice Plan.

1. Refer to the Strategy section of Session 3. Practice, Step (i), Coach's comments.
 - a. Review the practice.
 - (1) Address the team.
 - (2) Address individuals privately.
 - b. Compliment accomplishments.
 - c. Emphasize skills that will need more drill work.
 - d. Discuss (don't preach) displays of good/poor sportsmanship.
 - e. Prepare the team for the next practice.
2. Refer to the Strategy section of Session 3. Practice, Step (j), Evaluation of the session.
 - a. Schedule as soon after practice as possible.
 - b. Indicate whether or not objectives were met.
 - c. Indicate what you plan to do next.
 - d. File each practice plan for future reference.

B. Maintaining Motivation during Practice.

1. Match the difficulty of the skills to be performed to the athletes' ability.
2. Use a wide variety of drills during each practice session.

3. Keep all athletes active.
 4. Alternate instruction with performance.
 5. Confine evaluation of athletes to post-practice wrap-ups.
- C. Other Motivational Activities.
1. Individual.
 - a. Posters with statistics.
 2. Team.
 - a. Tee shirts.
 - b. Team breakfast or other activities.
 - c. Annual dinner.
 3. School.
 - a. Pep rallies.
 - b. Homecoming.
 - c. Booster clubs.

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Internship Evaluation Information

Name of Coach: _____

Name of Evaluator: _____

Sport: _____ Date Completed: _____

Briefly describe the demonstrated competencies of the coach in each of the listed areas of responsibilities as determined by your personal observation:

- A. Team selection.

- B. Practice planning (clear daily, weekly, and seasonal objectives).

- C. Warm-up and conditioning activities.

- D. Organization of drills, etc.

- E. Skill instruction.

- F. Strategy analysis.

- G. Awareness of individual and team strengths/weaknesses.

H. Use of teaching aids.

I. Motivational techniques.

J. Professional relationship with fellow coaches.

K. Control of player and team behavior/conduct.

L. Care of Equipment.

The above information is provided as a result of my observation and evaluation of this coach during the _____ season for the sport of _____.

Signature of Evaluator: _____

School: _____