Board/Authority Authorized Course Framework
Sport Specific Training 11

School District/Independent School Authority Name: School District No. 73 (Kamloops-Thompson)	**School District/Independent School Authority Number (e.g. SD43, Authority #432):** SD73
Developed by: Mary Bartucci	**Date Developed:** February 2019/December 2012
School Name: Sa-Hali Secondary	**Principal's Name:**

to the often-overlooked leadership sides of sport: role of the captain, coach and referee. Finally, students will learn from a variety of experiences, ha

LEARNING STANDARDS:

Curricular Competencies	Content
Students are expected to do the following: Skills and Conditioning: • Demonstrate with efficiency and form ways to send, receive, project, and retain possession of an object with a partner •	

Curricular Competencies: (***using Soccer for all examples***)

1. **Skills and Conditioning:**
    - **Learn, practice, master, from the Fundamental Movement, to the sport skill, to performing the skill in a drill (with and without pressure), to performing the skill in a game situation**

Sample of a Soccer skill acquisition progression:

Fundamental movement – *learning to kick a ball properly (mechanics and demonstration)*

Sport Skill – *learning to turn the kick into a shot (the skill) on net (mechanics and demonstration)*

Applying skill in a drill – *coach lays a ball off, player sprints through the ball and takes a shot on net*

Performing skill in a game situation – *scrimmaging with the team for shooting practice under pressure, then perform in a competitive game vs. a real opponent*

- **Samples of a conditioning exercise beneficial to Soccer:**

Interval training – ex 10 yard sprint x 8 reps, 15 yard sprint x 8 reps, 20 yard sprint x 8 reps

Fifa 11+ warm up (dynamic warm-up and ACL prevention workout)

Leg Press – 3 sets of 15 reps

- **Sample of a basic offensive strategy (individual) in soccer**

Learning how to perform the “scissors” move to beat a defender

- **Sample of a basic defensive strategy (individual) in soccer**

Learning how to properly “close down” 444p/C2_0 1 .2 (n”-6.3 (s)-8 .8254 -0 ( )Tj -0.002 Tc 0.001 Tw 9.96 -0 0 2.4:0 Tc 0

Performing skill in a game situation – *scrimmage with 11 v 11 in practice, to performing in a competitive game vs a real opponent*

- **Sample formations used in soccer – advantages and disadvantages of each**

Learning the difference between a 4-4-2 vs a 4-3-3 vs a 3-5-2

- **Sample offensive team strategy in soccer**

Learning a set play for a corner kick in the attacking zone

- **Sample defensive team strategy in soccer**

Learning how to defend a direct free kick at the edge of the 18 yard box in the defensive end

4. <u>Mental Training:</u>

- Personal Goals – *for the individual - Ex. Improvement of a particular skill*
  Team Goals – *for the team – Ex. Win a championship*
  Short-term – *ex. For a week or specific game*
  Long-term – *ex. For the season*
  Performance – *a specific skill or level*
  Outcome – *a trophy, title, championship*

- **Sample mental training technique that can be learned and applied to drills or game play** – *use of a mantra or key word for focus*

5. <u>Coaching:</u>

- **An effective and appropriate season plan requires**:

Having a set of goals

Understanding your players and what is a reasonable rate of growth to expect from them (how hard you can push them)

Understanding what you have to work with in terms of strengths and weaknesses of your players/team compared to what is needed to achieve your goals

Appropriately pairing what your team needs to work on with what you will be facing competitively

- **An effective and appropriate practice plan should**:

Have a proper warm up and cool down

Be a reasonable amount of time for the athletes you have (ex. An hour and a half to two hours)

Drills specific to your needs

A time frame for drills that is not too short (so you have enough time to learn), but not too long (so players lose focus)

Integrating a balance of drills for skill development vs. game-like situations (technical vs. tactical)

- **An effective and appropriate fitness/conditioning plan should**:

Be considerate of overtraining or physically taxing the athletes which may negatively affect performance

Be complimentary to/and enhance the types of movements and physical demands of the sport

Incorporate variety in types of exercises and equipment used

- **An effective and appropriate plan for a game/competition should:**

Be based on the goal(s) of that particular game (understand the focus and what your team needs to get out of it)

Be considerate of your opponent, their strengths, their weaknesses, and how players from each team match up

Include an idea of which players to start the game, and then how/when you want to use the remaining players

Understanding how to be competitive and fair with distribution of playing time

- **Concussion protocol for coaching in British Columbia high schools can be found at:**

https://sportmedbc.com/programs/sportmed-safety/concussion-resources-and-links

RECOMMENDED INSTRUCTIONAL COMPONENTS:

- **Direct Instruction**
- **Group work**
- **Indirect instruction**
- **Personal assessments of development**
- **Daily journal**
- **Daily Nutrition Log**
- **Daily Training Log**
- **Modeling**

This course is also designed for those wishing to learn about specific sports, all their aspects, and want to excel in them. Sport Specific Training 11 aims to illustrate the importance of sport and how it relates to life. Students will do some of the teaching, in the form of presentations on various skills and techniques, and they will be introduced to the coaching and refereeing side of specific sports. Moreover, this course will touch on the mental aspects of sports, and how they relate to everyday life.