



National
Coaching
Certification
Program



Coaching
Association
of Canada



*Community Coaching
Cross-Country Skiing*
COACH WORKBOOK

The National Coaching Certification Program is a collaborative program of the Government of Canada, provincial/territorial governments, national/provincial/territorial sport organizations, and the Coaching Association of Canada.

Partners in Coach Education

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Community Coaching Cross-Country Skiing

COACH WORKBOOK



“The importance of the role of the coach in sport cannot be over estimated. In addition to imparting technical knowledge and understanding, the coach plays a pivotal role in the moral, social and ethical development of our young people.”

Foundation Theme of an Emerging Sport Plan for Canada

Prepared under the authority of
Cross Country Canada’s
Coach and Athlete Development Committee





Illustration by Doris Barrette



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Total course time is approximately 16 hours

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Cover photo by Roy Strum





Introduction

The objectives of this section are to:

- provide an introduction to the National Coaching Certification Program and Cross Country Canada; and
- provide an overview of the goals and objectives of the Community Coaching Workshop.

Children participate in a sport in order to have fun, to be with friends and to develop skills. Every child involved should have a positive experience. This is only possible, however, if the sport environment is both physically and emotionally safe.

Children depend on their coach to build and maintain such an environment.

A sport setting provides coaches with an important opportunity to influence the lives of those involved in their program.

This workshop is intended to support coaches by providing them with the opportunity to learn and improve their skills. Congratulations and thanks go to those who are taking this step and giving their time to develop cross-country skiing for children in Canada.

The National Coaching Certification Program (NCCP)

The NCCP is a coach training and certification program offered in over 65 sports in Canada. The principle objective of this program is to develop the abilities of coaches working with athletes at all levels, from the community level through to the high performance level.

More than 1,000,000 coaches have taken part in training, education, and certification activities offered by the NCCP since its inception. This has enabled them to acquire coaching knowledge and skills aimed at:

- Providing athletes with a positive sport experience;
- Meeting the needs of athletes; and
- Providing athletes with opportunities to achieve their potential in and through sport.





The National Coaching Certification Program is a collaborative program of the government of Canada, provincial/territorial governments, national/provincial/territorial sport organizations, and the Coaching Association of Canada.

Cross Country Canada (CCC)

CCC is the national sport governing body for cross-country skiing in Canada. It is comprised of 12 provincial/territorial sport governing bodies and over 350 clubs across the country. One of CCC's most important responsibilities is to design and maintain a comprehensive athlete development program – a series of individual programs that provide a clear and continuous progression of skier development opportunities up through the various athlete development stages. CCC has partnered with the NCCP to ensure there is a close and logical relationship between its athlete development programs and the NCCP coach education progression.

Community Coaching (CC) Workshop

Cross Country Canada's Community Coaching program provides tools and develops skills that a coach can use to:

- learn about growth and development considerations for children in the FUNdamentals stage of development;
- design an effective, age appropriate seasonal plan;
- teach children basic cross-country ski skills, both classic and skating;
- teach children and their parents on how to select, prepare and care for ski equipment;
- introduce children to competition in a positive way; and
- make thoughtful and responsible decisions in situations presenting ethical and moral dilemmas.

Workshop Goals. This workshop is designed to teach community coaches how to lead a skill development program at the club level.

Workshop Objectives. Having successfully completed the Community Coaching Workshop, a coach should be able to:

- Teach an effective series of skill development sessions for children in the FUNdamentals stage of athlete development (e.g. CCC's Jackrabbit Program).





- Provide a learning environment for participants that is:
 - ✓ **Comfortable.** Incorporates a proper understanding of equipment, clothing and other requirements for participating in outdoor winter activities.
 - ✓ **Educational.** Provides the opportunity for progressive improvement;
 - ✓ **Enjoyable.** Is fun and motivating through the provision of activities that: are stimulating and novel and contain an appropriate degree of challenge.
 - ✓ **Safe.** Incorporates appropriate safety and risk management procedures, including the development of an appropriate Emergency Action Plan (EAP).
 - ✓ **Age Appropriate.** Adheres to the principles of CCC's Long Term Athlete Development (LTAD) model.
 - ✓ **Ethical.** Ascribes to the NCCP Code of Ethics.
 - ✓ **Parent Supported.** Parents are engaged and supportive of the objectives and methodology of the program.
- Provide leadership that will:
 - ✓ motivate children to learn more, ski more and continue in the sport; and
 - ✓ meet the approval of the parents.
- Pursue continuous self-improvement (develop his/her teaching abilities, coaching abilities, and personal technical skills).

Getting to Know the Workshop Materials

The following handouts are provided to coaches at this workshop:

- Community Coaching (CC) Coach Workbook;
- Community Coaching (CC) Reference Material; and
- Skill Development Program (SDP) Jackrabbit Booklet.





Step #1 - Setting the Scene

The objectives of this step are to:

- highlight the value of sport activity for children;
- provide an opportunity for you to reflect on your responsibilities as a coach at this stage; and
- present an overview of some of the key functions and tasks that a community coach undertakes.

1.1 Why Sport Experiences are Important for Children

1.1.1 What do you think are the three most important reasons why children should be involved in sport? Rank them in order of importance.

1st.

2nd.

3rd.

1.1.2 Once you have looked at “*Why Sport Experiences are Important to Children?*” in the Reference Material (section 1.1), answer the following questions:

- a. How do your reasons in question 1.1.1 compare with the information provided in the Reference Material?
- b. After jotting down any changes to your list you will be asked to share this information with the other coaches.





- 1.1.3 Pair up with another coach and review “*Why Choose Cross-Country Skiing?*” in the Reference Material (section 1.1.1). Together discuss why you think cross-country skiing is a good choice. Write five characteristics of cross-country skiing that make you think this is a great sport to coach.
- a.
 - b.
 - c.
 - d.
 - e.

1.2 Your Role as a Community Coach in Cross-Country Skiing

- 1.2.1 Your responsibilities as a community coach include the following:
- a. Teaching an effective series of skill development sessions to children in the FUNdamentals stage of athlete development (e.g. CCC’s Jackrabbit Program).
 - b. Providing a learning environment for the participant that is comfortable, enjoyable, safe, age-appropriate, ethical, and encouraging of self reliance.
 - c. Motivating children to learn more, ski more and continue in the sport.
 - d. Educating parents on the objectives and methodology of the program.
 - e. Introducing children to the full spectrum of cross-country skiing, encouraging them to experiment with a wide range of ski activities and allowing them to make their own choices as to which aspects of the sport they wish to pursue.





- 1.2.2 The tasks of the community coach are outlined in general throughout the ICC and CC Reference Material, and specifically as follows:
- a. Refer to “*Tasks of the Community Coach*” in the ICC Reference Material (section 8) for detailed checklists of common tasks.
 - b. Refer to “*Major Functions and Tasks of a Community Coach*” and “*Competition and the Community Coach*” in this Reference Material (sections 1.2.1 and 8.4) for additional checklists of common tasks.
- 1.2.3 The Facilitator will lead a group discussion on your role as a community coach and ways you can improve your coaching to help create a positive ski experience for the children in your program.
- 1.2.4 Write down the two improvements/changes that you think are the most important.
- a.
 - b.
- 1.2.5 What did you learn from this step? Make applicable notes on your Action Card at the end of this chapter.





Step #2 – Children and Their Sport Needs

The objectives of this step are to:

- provide you with an overview of the LTAD progression for cross-country skiing;
- review the growth and development characteristics for the FUNdamentals stage of development; and
- present you with tools to assist you in making age-appropriate choices with your coaching.

2.1 Stages of Long Term Athlete Development (LTAD)

2.1.1 Pair up with another coach and review “*Stages of Long Term Athlete Development*” in your Reference Material (section 2.1). Then discuss the following questions:

- a. Which goals for this stage caught your attention – which ones really stood out?
- b. What are the windows of optimal trainability that occur during the FUNdamentals stage of athlete development?
- c. According to the LTAD, what should your program emphasize most during the FUNdamentals stage of athlete development?

2.1.2 Together with your partner coach review “*Detailed Growth and Development Characteristics*” and the “*CCC Athlete Development Grid*” for children in the FUNdamentals stage of development (sections 2.3 and 2.4). Discuss the implications for coaches working with this age group and specify ways you would adapt your coaching to meet their needs. Record the key points below:

- a.





b.

c.

2.2 Physical Literacy

2.2.1 Take a few minutes to review “*Physical Literacy*” in your Reference Material (section 2.2). Why is it important for a child to learn fundamental movement skills before they learn fundamental sport skills? Record below the two points you consider most important.

a.

b.

2.3 Skill Development Programs

2.3.1 The Facilitator will now provide an overview of CCC’s Skill Development Programs (SDP) for children.

2.3.2 The Facilitator will lead a short question and answer session on these athlete development programs.

2.3.3 Note on your Action Card at the end of this step any specific points you wish to remember.





Step #3 – Values and Ethics in Coaching

The objectives of this step are to:

- present an ethical decision-making framework for use in coaching situations involving ethical issues;
- assist you in making thoughtful and responsible decisions in situations presenting ethical and moral dilemmas; and
- introduce basic information on enhancing a child's self-esteem through your approach to coaching.

3.1 Identifying Ethical Issues in Community Sport Situations

3.1.1 Below is a situation that could occur in community sport:

Playing Time. At an early season meeting with players and parents, you indicated that your philosophy is to give each member of the team equal playing time – whatever the state of the game – as long as they are attending practices and are giving their best effort. Your most skilled player has just missed the last three practices because of family holidays. A less skilled player who plays in the same position has been at all practices. Both the players and their parents are waiting for you to decide who will be in the starting line-up, and how much playing time each player will get.

- a. If you are faced with this question, what questions could you ask to help you identify all the issues so that you can decide what you are going to do? For example, who are all the people involved?





- 3.1.2 Have a look at the situations below. As a group, determine if each situation is a legal or an ethical situation.

Cliques. Several of the participants on the team have formed a clique and regularly ostracize another player for whom English is a second language. They poke fun at his/her pronunciation, don't want to be his/her partner when asked to pair up, and exclude him/her from playing games or going for a ski before and after practice.

- Legal Ethical

The Angry Parent. You walk into the parking lot after a practice and witness one of the skiers in your group cowering below the raised hand of his/her parent. On several occasions now, you have seen the child with dark bruises on his/her face. When he/she is asked where his/her bruises came from, he/she claims to be a klutz, falling down stairs and bumping into trees when skiing.

- Legal Ethical

Minivan Pool. You have arranged for five parents to bring their minivans and car pool to a different ski area a bit out of town. One of the vans arrives, being driven by a participant's 17-year-old sister. She informs you that she is a fully licensed driver and that her mom asked her to drive because she was running late from work.

- Legal Ethical

- 3.1.3 Read "*Introduction to Making Ethical Decisions*" (section 3.1) in the Reference Material and then compare your answer above with that provided in "*Examples of Coaching Situations that Have Ethical Implications – Playing Time*" (section 3.2). Are there any points in the Reference Material that you would like to add to your notes in question 3.1.1 (a)? Review the other examples to further improve your ability to identify ethical issues.
- 3.1.4 Have a look at "*The NCCP Code of Ethics*" (section 3.3), "*What Influences How You See?*" (section 3.2.1) and "*A Simplified Ethical Decision-making Framework*" (section 3.4) in the Reference Material. These tools can be used to help you work through an ethical situation that may arise in your coaching, and can help you identify what might influence how you see a given situation. You will now use these tools to work through a situation of your choice.





3.2 Analyzing a Situation That is Relevant to You

- 3.2.1 Now that you have had practice analysing a situation with a group, choose one of the following situations - one that you can relate to - and then answer the questions that follow. Feel free to work with another coach who has chosen the same situation.

Situation #1 - The New Skis. One of the skiers in your group recently “lost” a brand new pair of skis at the clubhouse. The skis had no identifying marks. Another skier points out to you that a skier in another group has recently appeared with a new pair of skis that are very similar to the ones that were lost. What is your approach to the situation?

Situation #2 - The Disruptive Skier. You have been coaching a Jackrabbit group for several sessions. One of the participants has been on occasion disruptive but you don't feel it has been to any great degree. After a practice you are approached by the parent of another child that is upset because the “Troublemaker” is distracting their child. They feel that the child is being excessively disruptive and wants them removed from the group. What is your approach to the situation?

Situation #3 - The Harassing Coach. Having completed the Introduction to Community Coaching workshop, you have been assigned to coach one of the groups in your club's Jackrabbit Program. At a practice, you notice that another coach – one who has coached for several years in the Program - seems to be talking harshly to the participants in his group, so much so that some of them have their heads down, have pulled back from the group and look upset. You hear the coach saying: “You don't deserve my time”; “You can't learn anything”; and “You're slow and clumsy – you have no skill”.

- 3.2.2 Is the situation you have chosen a legal situation or an ethical situation? If it is a legal situation, your next step would be to contact the appropriate authorities. If it is an ethical situation, please complete the following questions.
- What are all the issues at play in the situation you have chosen?
 - Who are the people involved?





- c. What might influence how you see the situation?

- d. What are all your possible choices of action?

- e. What would you do if this situation were to occur today?

3.2.2 What did you learn from this exercise? Make applicable notes on your Action Card at the end of this chapter.

3.3 How Sport Experiences Can Help Children Improve Their Self-Esteem

- 3.3.1 Sport gives participants the opportunity to acquire new skills and abilities. Because one of the most important phases of self-esteem development occurs between the ages of six and 11, coaches who work with young participants in sport can play a significant role in helping them feel good about themselves.

- 3.3.2 Together with a partner coach, discuss ways to help the children you work with develop confidence and self-esteem through their involvement with your program. Jot down ideas that you would like to try on the Action Card at the end of this step.

- 3.3.3 Review “*Sport and Self-Esteem*” in the Reference Material (section 3.7) and make additions or changes to your list as appropriate.





Step #4 – Teaching Classic Technique

The objectives of this step are to:

- present an overview of the factors that you need to consider in order to teach technique effectively;
- help you improve your own classic technique skills, and thus your ability to teach others;
- prepare you to teach children the basic actions of classic techniques, including appropriate weight transfer; and
- introduce you to tools that will help you deliver a successful skill development program for children in the FUNDamentals stage of development: skill criteria, skill checklists, a progress report form and practice plans.

4.1 Factors to Consider When Teaching Technique

- 4.1.1 One of the best ways to develop ski skills in children is through the use of ski playgrounds. Share experiences on how you have incorporated this concept into your sessions. Jot down new ideas on your Action Card at the end of this step.
- 4.1.2 Together with a partner coach, review and discuss “*General Factors to Consider When Teaching Technique*” in your Reference Material (section 4.1). You will be given a few additional moments to look specifically at “*Ski Exercises*” (section 4.1.4). These exercises encourage the development of balance which in turn allows children to learn technique effectively.

4.2 Introducing the Classic Techniques

- 4.2.1 The Facilitator will provide a brief overview of the following classic techniques: Diagonal Stride, Double Poling, One-Step Double Poling, Herringbone, Uphill Diagonal, Snowplow and Snowplow Turn.
- 4.2.2 From the Reference Material, pull out the “*Classic Technique Checklists*” listed above (section 4.2.1), as well as the “*Self-Assessment Sheet*” (section 6.2). The





Facilitator will review them with you. Take the assessment sheet out on the snow with you.

4.3 On-Snow Session - Classic Technique

4.3.1 You will now prepare for the on-snow session, which the Facilitator will lead.

4.3.2 After the on-snow session, your group will return to the classroom.

4.4 Review of the Classic Techniques

4.4.1 The Facilitator will:

- a. show you examples of the different classic techniques practiced during the on-snow session;
- b. assist you in identifying common errors;
- c. help you determine how to correct the error; and
- d. lead a short discussion period on technique-related questions.

4.5 Teaching Classic Technique to Children

4.5.1 The Facilitator will review with you the function of the following information in the Reference Material:

- a. Skill Criteria (section 4.3).
- b. Skill Checklists (section 4.3).
- c. Games for Teaching Technique (section 4.3.9).
- d. Progress Report (section 4.3.10).
- e. Practice Plans (sections 5.3 to 5.6).

4.5.2 Spend a few minutes on your own and note what you learned during this step on your Action Card.





Step #5 – Designing an Overall Plan for the Season

The objectives of this step are to:

- provide tools to assist you in designing an appropriate seasonal plan for children in the FUNdamentals stage of development, and
- provide tools to assist you in developing a practice plan for children in the FUNdamentals stage of development.

5.1 Design a Seasonal Plan

5.1.1 Select one of the Levels (from Level 1 to Level 4) that you would like to coach. Pull out the “*Seasonal Plan Chart*” in section 5.1.3 and record below (question “a”) the total recommended number of sessions per season (dryland, classroom and on-snow) for children this age. Next pull out “*Snow Play Goals*” in section 4.1.3 of your Reference Material and record below (question “b”) the minimum recommended number of practice sessions on-snow, per season, for the same age of skier. Finally, using the Snow Play Goals chart, record (question “c”) the recommended number of times on skis, on-snow, per season in addition to practice sessions (e.g. time at the ski playground, time with family or friends).

a. Total number of practice sessions per season:

b. Number of on-snow practice sessions per season:

c. Number of times on-snow per season in addition to practice sessions:

5.1.2 Pair up with a coach who is interested in coaching the same level of skier and pull out the “*Special Activities Grid*” and “*CCC Athlete Development Grid*” from your Reference Material (sections 5.1.2 and 2.4).

5.1.3 Next pull out the working copy of the “*Seasonal Plan Worksheet*” (section 5.1.4) and place it in front of you. Using the resources you have gathered plus the “*Seasonal Plan Checklist*” and “*Designing a Practice Plan*” sections of your Reference Material (Figure 5.1 and section 5.2), develop an age-appropriate, comprehensive seasonal plan for the level of skiers you have selected. Aim for





the best plan possible, regardless of the limited resources you may have to work with at your club.

- 5.1.4 The Facilitator will lead a group discussion to exchange ideas and brainstorm on how you and the others in your class might achieve the seasonal plans you have developed.

5.2 Design an Effective Practice Plan

- 5.2.1 Briefly review section 5.2 and the first page of section 5.3 in your Reference Material. Then review the practice plans provided in your Reference Material for Level 3 (section 5.5).

- 5.2.2 Next, have a look at the “*Sample Pre-Ski Season Activities*” provided in the Reference Material (section 5.2.3). Pair up with another coach and discuss the goals and key elements of a pre-ski season practice plan. Note on your Action Card at the end of this step any new points you wish to record.

- 5.2.3 The Facilitator will break you into groups of three to review and discuss one of the Level 3 special activity practice plans in your Reference Material – “*Practice Plan 35 (Level 3 On-Snow) - Orienteering Poker Ski*” (section 5.5) and the associated resource material “*Nature and Environment*” (section 5.4). Discuss how you would undertake implementing this practice session at your club. Note on your Action card any points you wish to remember.

- 5.2.4 Children will remain in a program if they like the group environment, they are motivated by the experience and they are developing a degree of confidence with the activity - i.e. they feel good about their improving skills! It is essential therefore to utilize games that will inject fun into the learning experience.

- 5.2.5 Select a practice plan from section 5.5 (Level 3) where you think the games would be particularly effective in reinforcing the skills they are intended to support. The Facilitator will lead a short session where you and the others in your class will relate the reasons why you selected the practice plan that you did.

- 5.2.6 Spend a few minutes on your own and note on your Action Card at the end of this step any further perspectives you may have gained.





ACTIONS FOR DESIGNING AN OVERALL PLAN FOR THE SEASON

GREAT IDEAS:

I INTEND TO IMPLEMENT THEM BY:

Coaching Tip: The more a young person practises, the more quickly they will become competent and develop an appreciation of the sport.





Step #6 – Preparing for Your Practice Coaching Session

The objectives of this step are to:

- prepare you to teach a basic technique skill to children in the FUNdamentals stage of development; and
- provide you with a tool to assess how you and others teach a skill.

6.1 Preparing to Teach a Basic Technique Skill

- 6.1.1 In a few minutes you will be asked to work with a partner coach to prepare for teaching basic skating progressions to a Level 3 skier. This is an opportunity for you to prepare for your practice coaching assignment during Step #10, towards the end of the workshop.
- 6.1.2 Pull out one copy of the “*Self Assessment Sheet*” from the Reference Material (section 10.1) and have a look at all of the points on the sheet.
- 6.1.3 Have a look at “*Tips for Leading a Practice Session*” in the Reference Material (section 6.1).
- 6.1.4 With your partner, review “*General Factors to Consider When Teaching Technique*”, “*Skating Technique Checklists*”, and “*Teaching Cross-Country Ski Skills to Children*” in the Reference Material (sections 4.1, 9.1.1 and 4.3.5).
- 6.1.5 During your practice coaching session in Step #10, one of you will teach the first progressions of a technique, and the other the subsequent progressions, as assigned by your Facilitator. Each will observe and provide feedback to the other at the end of the session using your “*Self-Assessment Sheet*”.
- 6.1.6 Prepare your practice plan for your practice coaching session tomorrow.
- 6.1.7 Spend a few minutes on your own and note on your Action Card at the end of this step points you want to remember for your practice coaching session.





ACTIONS FOR PREPARING FOR YOUR PRACTICE COACHING SESSION

GREAT IDEAS:

I INTEND TO IMPLEMENT THEM BY:

Coaching Tip: Do the games reinforce the technique skill being taught?





Step #7 – Equipment Selection and Ski Preparation

The objectives of this step are to:

- provide you with a basic understanding of how to select cross-country ski equipment appropriate for the needs of children in the FUNdamentals stage of development; and
- prepare you to teach the children you coach, and their parents, how to select, prepare and care for ski equipment.

7.1 Equipment Selection and Binding Placement

7.1.1 Review “*Selecting the Right Equipment*”, “*Ski Equipment Considerations for Children in the FUNdamentals Stage of Development*” and “*Binding Placement*” (sections 7.1.2, 7.1.3 and 7.1.4) in your Reference Material.

7.1.2 The Facilitator will provide you with an overview of what to look for when selecting ski equipment.

7.1.3 Next the Facilitator will demonstrate how to determine the camber of a ski, how to locate the wax pocket and how to place the binding.

7.1.4 There will be a question and answer period for you to obtain more information. Record on your Action Card any points that you wish to remember.

7.2 How to Care For Your Equipment

7.2.1 Review “*How to Care for Your Ski Equipment*” in your Reference Material (section 7.2) for some tips on how to care for your ski equipment and the standards you should expect from the children you coach. Use the space provided to note important points that you wish to record.





a.

b.

c.

Discuss any questions you have with the other coaches or the Facilitator. Add to your list any additional points that you wish to remember.

7.3 Base Preparation, Glide and Grip Waxing

7.3.1 The Facilitator will demonstrate and explain how to prepare a ski base, the protocols for applying glide wax and grip wax, and what tools and waxes a coach needs in their wax box.

7.3.2 Pair up with another coach and have a look at “*Base Preparation, Glide and Grip Waxing*” in the Reference Material (section 7.3). Discuss what would be appropriate to teach children in the FUNdamentals stage of development and how you would teach it to them. The Facilitator will be available to help with any questions.





ACTIONS FOR EQUIPMENT SELECTION AND SKI PREPARATION

GREAT IDEAS:

I INTEND TO IMPLEMENT THEM BY:

Coaching Tip: Encourage young skiers to develop an interest in how their skis are prepared and cared for, and to associate good ski-care habits with enjoyable ski experiences. This should begin early – at six years of age.





Step #8 – Introducing Competition to Children

The objectives of this step are to:

- help you introduce children to cross-country ski competitions in an appropriate way; and
- provide useful guidelines to help you plan and implement an entry-level competitive activity.

8.1 How to Introduce Competition to Children

8.1.1 In the right hands, and with the right attitudes, competition can be a positive, character building experience. It provides one of the best opportunities for children to come in contact with rules and social values. It demonstrates the need to get along well with others and be accepted as part of a team. It promotes values such as tolerance, fairness and responsibility.

8.1.2 Once you have read “*Children and Competition*” in the Reference Material (section 8.1) jot down three points that are of particular interest to you:

a.

b.

c.

8.1.3 The Facilitator will lead a short discussion on the potential benefits of competition in a sport environment. Write down on your Action Card at the end of this step any points you wish to remember.





8.2 Competition Model for Cross-Country Skiing

- 8.2.1 Together with a partner coach have a look at the “*CCC Athlete Development Grid*” in your Reference Material (sections 2.4) and review the “competition” column for children in the FUNdamentals stage of development. Then scan the “*Special Activities Grid*” (Figure 5.1 in section 5.1) of the Reference Material. Discuss additional ways you could introduce children to competitive activities, taking into consideration their age and skill level. Be creative! Note any new ideas on your Action Card at the end of this step.
- 8.2.2 As a general principle, children should get their first exposure to competition in the context of games during their practice session, or in a special event specifically organized for their age group. Beginning with a game or a treasure hunt held during a practice session, and moving on to short relays, sprints and other competitive “games” held at club events/special activities, develop your own preferred progression of activities for introducing the children you coach to competition. Include suggested age and skill level considerations for each activity.
- a.
 - b.
 - c.
 - d.
 - e.
 - f.





- 8.2.3 With your partner, review “*An Appropriate Competitive Pathway*” in the Reference Material (section 8.3.2) and discuss the different options you have for introducing your group to more structured FUN-oriented competitive activities. Refer back to question 8.2.2. How would you change your list?
- 8.2.4 The Facilitator will now lead a short discussion on how to introduce children to competition “the right way”.

8.3 Competition and the Community Coach

- 8.3.1 As a means to learning about planning and implementing an entry level competitive activity, you will be assigned to a group to research how to organize a modified Ski Tournament for your club Skill Development Program.
- Look up “*Ski Tournaments*” in section 8.3.3 of your Reference Material and read the guidelines for organizing a regional Ski Tournament.
 - Keeping in mind that you are preparing for a scaled down version of this activity, list all the organization-oriented tasks you can think of that need to be done before, during and after the event in the top section of the chart below.
 - In the bottom section, list all the tasks you can think of that are skier-oriented, and need to be done before, during and after the activity.

	Before the activity	During the activity	After the activity
Organizational Considerations			





Skier Considerations			

Review the section on “*Competition and the Community Coach*” in your Reference Material (section 8.4). Make the necessary additions to complete your plan.

8.3.2 Spend a few minutes on your own and note on your Action Card what you learned during this step.





ACTIONS FOR INTRODUCING CHILDREN TO COMPETITION

GREAT IDEAS:

I INTEND TO IMPLEMENT THEM BY:

Coaching Tip: The formative years are the time to teach youngsters important values such as the spirit of competition and how to cope with defeat. Children need to be taught at an early age how to celebrate accomplishments even if they don't win the competition.





Step #9 – Teaching Skating Technique

The objectives of this step are to:

- help you improve your own skating technique skills, and therefore your ability to teach others;
- prepare you to teach children the basic actions of skating techniques, including appropriate weight transfer; and
- prepare you to give effective feedback.

9.1 Introducing Skating Techniques

9.1.1 The Facilitator will provide a brief overview of the principal skating techniques: Offset, One Skate, Two Skate and Free Skate.

9.1.2 From the Reference Material, pull out the “*Skating Technique Checklists*” for the skating progressions listed above (section 9.1.1), as well as the “*Self-Assessment Sheet*” (section 10.1). The Facilitator will review them with you. Take the assessment sheet out on the snow with you.

9.2 On-Snow Session – Skating Technique

9.2.1 You will now prepare for the on-snow session, which the Facilitator will lead.

9.2.2 After the on-snow session, your group will return to the classroom.

9.3 Review of the Skating Techniques

9.3.1 The Facilitator will:

- a. show you examples of the different skating techniques practised during the on-snow session;





- b. assist you in identifying common errors;
- c. help you determine how to correct the error; and
- d. lead a short discussion period on technique related questions.

9.3.2 Once you have looked at “*Giving Feedback*” in the Reference Material (section 6.3), note below what you consider to be key points on the “do’s” and “don’ts” of giving feedback.

a.

b.

c.

d.

9.3.3 Join up with a partner coach and discuss ways to effectively communicate technique corrections to the children you are coaching. Do you have anything you would like to add or change to question 9.3.2?

9.4 Teaching Skating Technique to Children

9.4.1 The Facilitator will introduce the following items in the Reference Material and explain its function:

- a. Skill Criteria (section 4.3).
- b. Skill Checklists (section 4.3).
- c. Games for Teaching Technique (section 4.3.9).





- d. Progress Report (section 4.3.10).
 - e. Practice Plans (sections 5.3 to 5.6).
- 9.4.2 Spend a few minutes on your own and note on your Action Card at the end of this chapter important concepts you have learned about teaching skating technique.





ACTIONS FOR TEACHING SKATING TECHNIQUE

GREAT IDEAS:

I INTEND TO IMPLEMENT THEM BY:

Coaching Tip: Remember that it can take a child a lot of practise over weeks, months and years to develop a skill well. Your challenge is to find creative ways to keep the participant practising and interested, and to avoid too much waiting in line and too many repetitive movements.





Step #10 – Practice Coaching Session

The objectives of this step are to:

- provide you with an opportunity to practise teaching basic technique skills under the observation of another coach, and receive feedback; and
- provide you with an opportunity to observe and assess another coach teaching basic technique skills.

10.1 Implementation

10.1.1 Pull out the copy of the “*Facility Safety Checklist*”, the “*Technique Checklists*” that have skating technique on them, and two copies of the “*Self-Assessment Sheet*” from the Reference Material (sections 10.2, 9.1.1 and 10.1). Take them out on the snow with you.

10.1.2 As a group, complete a five-minute safety check of the area you will be using for your practice coaching session.

10.1.3 If your turn is first, demonstrate your assigned skating technique progressions under the observation of your partner coach.

10.1.4 Take a few minutes to complete a “*Self-Assessment Sheet*”.

10.1.5 Observe your partner coach teach the next skating progressions that were assigned. Provide feedback for him/her on your second copy of the “*Self-Assessment Sheet*”.

10.1.6 Reverse the practice coaching order if your turn was second.





10.2 Debriefing Your Practice Coaching Session

- 10.2.1 Discuss your self-assessment with your partner. Practise being an active and effective listener when the other coach is commenting on his/her performance.
- 10.2.2 Keep in mind that the most important feedback is going to be from the children you coach. Will they leave your sessions with smiles on their faces, eager to return?
- 10.2.3 Take a few minutes on your own and note on your Action Card anything that you learned from this practice coaching session. Be sure to note things you did well, things you need to improve and ideas from watching the other coach practise his/her coaching. You should undertake this type of assessment following every session you give. During the season, discuss how things are going with other coaches in your program, get some feedback from the children, and improve your coaching skills by utilizing this type of feedback.





Step #11 - Workshop Wrap-up and Evaluation

The objectives of this step are to:

- provide an overview of the next step in the NCCP progression for the sport of cross-country skiing;
- provide guidance to help you with the Community Coaching certification process; and
- provide an opportunity for you to provide feedback that will help improve future workshops.

11.1 The Community Coaching Certification Process

11.1.1 Review the “*Community Coaching Certification Process*” and “*Community Coach Flowchart*” in your Reference Material (sections 11.1 and 11.2) to find an outline of the remaining steps in the Community Coach context.

11.1.2 The Facilitator will lead a discussion on what needs to be done to complete the certification process at this level.

11.2 Evaluation

11.2.1 Complete the “*Certification Test*” found in section 11.4 in the Reference Material.

11.2.2 Take the “*Certification Test*” to the Facilitator.

11.2.3 Take a few minutes to share ideas that you have learned and exchange contact information with the other coaches.





11.2.4 Please complete the “*Evaluation Form*” also found in the Reference Material (section 11.5) and take it to the Evaluator. Your feedback is important.

Cross Country Canada and the National Coaching Certification Program thank you for the time you dedicate to coaching. Your efforts make a difference in the lives of those you coach. Congratulations on completing the workshop!





Dear Coach,

The Coaching Association of Canada is pleased to offer you an interactive Web site that enables you to check your accreditation online. Go to www.coach.ca where you can:

- track your progress through the NCCP;
- update your coaching profile;
- print out copies of your coaching card or a transcript of your coaching courses;
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