



SCHOOL DISTRICT NO. 73
(Kamloops - Thompson)

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: Rachael Sdoutz
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Sport Specific Training	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

BOARD/AUTHORITY PREREQUISITE(S): Grade 10 PHE, with a genuine interest in sports, or with teacher permission. *Sport Specific Training 10 highly recommended*

SPECIAL TRAINING, FACILITIES OR EQUIPMENT REQUIRED:

Special Training	Facilities	Equipment Required
<ul style="list-style-type: none"> Teacher of class should have a Physical Education Degree and be qualified in teaching each aspect of the course for that particular sport. Utilize local specialists as guest speakers 	<ul style="list-style-type: none"> Appropriate surface for the sport in the school (soccer field, basketball court etc.) Weight room/aerobic studio/Gym or Field Access to classroom and/or multimedia equipment Utilize local/community facilities and resources (TCC, pools, Pacific sport etc.) 	<ul style="list-style-type: none"> Proper gym strip Equipment specific to the sport (i.e. Soccer ball, nets, cones, pinnies etc.) Variety of Fitness/conditioning equipment and tools Access to technology, for example: computers/chrome books

COURSE SYNOPSIS:

In Sports Specific Training 10, students were introduced to the process of "LEARN – PRACTICE - MASTER". Sports Specific Training 11 is a course designed to build upon skills and experience gained in Sport Specific Training 10, spending more time in PRACTICE mode vs. LEARN mode. Students will continue to be involved in individual skill development, conditioning, and team strategy analysis. In addition, students will continue to learn about the mental aspects of sports, and how it relates to life. Along with individual and team aspects of sports, students will be exposed

to the often-overlooked leadership sides of sport: role of the captain, coach and referee. Finally, students will learn from a variety of experiences, hands on practice, guest speakers (coaches, referees, and University level players), various types of media and literature, as well as direct and indirect instruction from the teacher, guest speakers and fellow students.

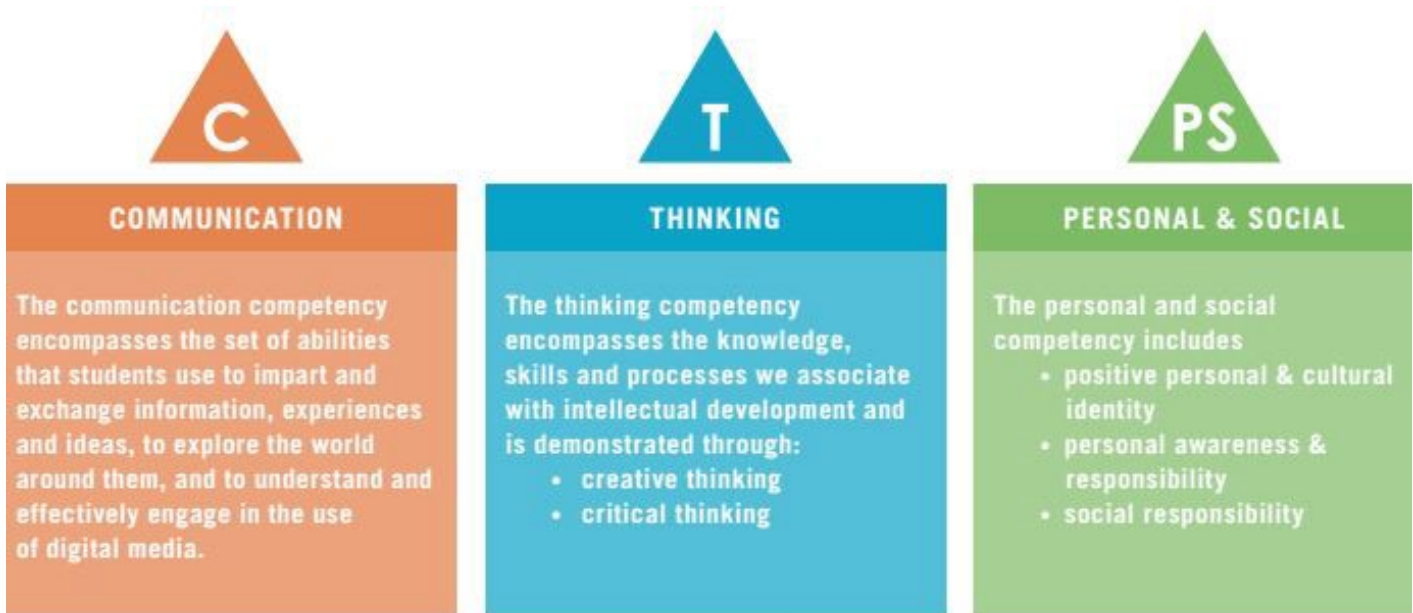
GOALS AND RATIONALE:

There are many avenues to learn about life as one grows up. Sport is an excellent avenue to do this, and to find out what it takes to be successful in life. As athletes grow, the demands of the game change – the game becomes faster and stronger. The purpose of Sports Specific Training 11 allows students to continue on their journey developing these traits, while continuing to learn about and analyze the games they are passionate about along the way. Students will increase their individual and team skills through a wide variety of practice experiences, and learn about the mental side of sport, competition, and life. As well, they will be exposed to a variety of outside resources, such as coaches and players from Thompson Rivers University and other elite clubs in the city, experienced community referees, and various forms of media and literature. Overall, this course will provide an all-encompassing sport experience, one that will build skill, team, knowledge, experience and mental toughness, all key ingredients in having success in sports, as well as in life.

The goals of the students in this class are:

- 1. To continue to improve athletic performance, mental and physical, in a specific sport.**
- 2. To continue to develop or improve communication and interpersonal skills used in both sport and life.**
- 3. To continue to better understand their sport by learning to see their sport from multiple points of view.**

The core competencies pervade all Big Ideas in this course. The delivery of this curriculum will be through multiple core competencies - Communication, Personal and Social Responsibility, and Thinking. – so that students become more connected to their own learning and each other. When the connection happens, learning is likely to endure long after the course is over.



ABORIGINAL WORLDVIEWS AND PERSPECTIVES:

In this course, it is important to support and encourage integration of the First People's Principles of Learning. Sense of community and connectedness is a key theme in Aboriginal culture, and this course will foster that using the concept of "team". Students will learn that on a team, as in a family, everyone has different roles, and responsibilities to the group; but will also learn what the consequences are if you don't honour those responsibilities. They will learn to work together toward a common goal, in a respectful and considerate way. They will learn to create a safe, encouraging and positive environment where they celebrate each other's successes and support each other in challenging times. Individually, students will learn that achieving one's goals takes patience and time, as well as commitment to hard-work. Self-reflection will not only help them discover the athlete they can be, but also help them see the positive and negative effects of their actions on performance (ex. effects of eating healthy vs. eating poorly on performance). There are many positive Aboriginal professional athletes that will be used as positive role models and sources of inspiration (ex. Cary Price – NHL). In addition, many Aboriginal traditional games will be used to help explain different competitive aspects of sport, as well as being used for physical training purposes.

BIG IDEAS

Skills developed through participating in athletics are transferable and beneficial in real life situations as well as in sport.	Repeated practice leads to mastery of a skill.	As time goes on, the physical and mental demands on the individual increase; therefore, making mental and physical training essential.	Experiencing sport from different points of view will lead to better understanding and performance.
---	---	---	--

LEARNING STANDARDS:

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><u>Skills and Conditioning:</u></p> <ul style="list-style-type: none">• Demonstrate with efficiency and form ways to send, receive, project, and retain possession of an object with a partner• Learn, practice, and master individual skills in specific sports, focusing on fundamentals• Learn, practice and master numerous drills and skill building exercises related to specific sports• Apply their knowledge and development of a particular skill by demonstrating it in game/competitive situations• Learn, practice, and master various methods of conditioning beneficial to athletes in specific sports• Demonstrate basic offensive and defensive strategies of a specific sport <p><u>Personal and Social Responsibility:</u></p> <ul style="list-style-type: none">• Display effort and dedication toward improving personal skill and conditioning• Apply rules, routines, and procedures of safety in a variety of activities in specific sports• Demonstrate positive behaviors that indicate self-respect and self-confidence while participating in physical activity• Demonstrate appropriate social behavior while working co-operatively with others• Demonstrate etiquette and fair play• Demonstrate leadership skills related to specific sports• Reflect on their contribution, attitude, effort and performance during class activities <p><u>Building Team:</u></p> <ul style="list-style-type: none">• Demonstrate with efficiency and form ways to send, receive, project, and retain possession of an object with a group• Learn, practice and master numerous drills and skill building team exercises.• Learn, practice and master various team skills, strategies/formations, and plays of specific sports.• Demonstrate basic offensive and defensive team strategies <p><u>Mental Training:</u></p> <ul style="list-style-type: none">• Set a variety of effective and appropriate goals for a specific sport – personal vs. team, short-term vs. long-term, performance vs. outcome• Demonstrate knowledge of various mental training techniques	<p><i>Students are expected to know the following:</i></p> <p><u>Skills and Conditioning:</u> (technical development of the individual athlete)</p> <ul style="list-style-type: none"><input type="checkbox"/> LEARN – PRACTICE – MASTER<ul style="list-style-type: none">➤ Breaking down skills into fundamental movements➤ Repeated execution of the skill in practice situations➤ Repeated execution of the skill in game like situations or drills➤ Enhancing execution of skill with physical conditioning and fitness <p><u>Building Team:</u> (mental and tactical development of the group)</p> <ul style="list-style-type: none"><input type="checkbox"/> Understanding the roles and responsibilities of each individual and how it contributes to the team<input type="checkbox"/> Sport Specific drills to build teamwork on the field, court etc.<input type="checkbox"/> Offensive and Defensive strategies for competitive success<input type="checkbox"/> Exercises to ensure a common team philosophy and vision <p><u>Mental Training:</u></p> <ul style="list-style-type: none"><input type="checkbox"/> How to use mental training theory, techniques, and supports to enhance individual and team performance<ul style="list-style-type: none">➤ when mental training is needed➤ why mental training is needed➤ what types of mental training are needed<input type="checkbox"/> How mental techniques used in sport can be transferable to use in real life situations <p><u>Coaching:</u></p> <ul style="list-style-type: none"><input type="checkbox"/> Roles and responsibilities of being a coach:<ul style="list-style-type: none">➤ Physical and mental safety of the athletes➤ Positive role modelling➤ Teaching proper communication skills, sportsmanship and fair play➤ Development of physical and mental skills in athletes

<ul style="list-style-type: none"> • Apply aspects of mental training to drills and game-play • Overcome/take control of mentally important situations in sports by applying mental training techniques. <p><u>Coaching:</u></p> <ul style="list-style-type: none"> • Create an effective and appropriate season plan • Create and implement an effective and appropriate practice plan • Create and implement an effective and appropriate fitness/conditioning plan • Create and implement an effective and appropriate plan for a game/competition • Basic first aid and concussion protocol • Apply aspects of coaching to both drills and game-play • Apply knowledge of constructive instruction and play-calling during drills and game-play • Demonstrate positive behaviors that encourage and inspire athletes to work together in a respectful, sportsmanlike and co-operative manner • Demonstrate positive behaviors that encourage and inspire athletes to engage with non-team members (officials, spectators, opponents etc.) in a respectful, sportsmanlike manner <p><u>Refereeing:</u></p> <ul style="list-style-type: none"> • Apply leadership skills related to refereeing in game-play/competitive situations • Effectively manage the flow and tone of the game, without influencing the play or outcome 	<ul style="list-style-type: none"> <input type="checkbox"/> Supporting execution of learned skills in competition •The different levels of certification for coaching, avenues to acquire them, and the potential for advancement in the sport <p><u>Refereeing:</u></p> <ul style="list-style-type: none"> •Roles and responsibilities of a referee <ul style="list-style-type: none"> <input type="checkbox"/> Know rules, routines, and basic procedures <input type="checkbox"/> Promote and ensure safety and fair play •The different levels of certification for referees, avenues to acquire them, and the potential for advancement in the sport
---	--

ELABORATIONS:

Big Ideas:

1. Sport and life have many common threads. Some examples:
 - Connecting and building relationships
 - Working collaboratively with a group toward a common goal – teammates/co-workers/family/friends
 - Facing periods of challenge – supporting each other while trying to overcome them
 - Facing periods of success – encouraging and celebrating each other’s victories
2. Some life skills that can be obtained through sport:
 - Effectively communicating with others
 - Using critical and creative thinking skills to solve problems
 - Discovering personal strengths and abilities
3. The more time you spend on improving a skill, the better you will become at it, and the faster it will become second nature. *“It takes ten thousand hours to truly master anything. Time spent leads to experience; experience leads to proficiency; and the more proficient you are, the more valuable you will be.” Malcom Gladwell*
4. Competition brings mental challenges as well as physical, so tools like goal-setting, mental toughness etc. will help prepare the athlete to face those challenges and teach them the most effective and efficient ways of dealing with them as they come up.
5. When we put ourselves in other people’s shoes, we are better able to see the “bigger picture”. In sport, it will help students understand why other athletes, coaches and/or referees make the decisions they do.

When they are able to see the game from a different point of view, they will become more aware of their own play, and become more adaptable and resilient.

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” your check (opposing offensive player with the ball)

2. Personal and Social Responsibility:

- **Effort and dedication are mandatory for improving personal skills and conditioning because growth requires pushing oneself to perform at a level that is tougher than what one can currently do.**
- **Sample rule in soccer in place for safety of athletes – no tackling from behind**
- **Example of positive behavior that indicates self-respect and confidence – willingness to try new and challenging things**
- **Example of appropriate social behavior, etiquette or fair play in soccer – shaking hands of opponents after game**
- **Example of a leadership skill one can demonstrate in sport – giving positive feedback and constructive criticism to a teammate who may be struggling**
- **If a student doesn't reflect on his/her contribution, attitude, effort and performance, they will never know if they are growing positively as an athlete and/or a teammate**

3. Building Team:

- **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 team skill acquisition progression:

- Fundamental movement – *learning to kick a ball properly (short range)*
- Sport Skill – *learning the basic 10 yard push pass (with a partner or small group)*
- Applying skill in a drill – *3 v 3 possession drill*

- 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. **Mental Training:**

- **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. **Coaching:**

- **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>
- <http://coach.ca/concussion-awareness-s16361>

- **Coaches have a huge impact on the development of the athlete, especially their mental development and how they interact with others. It is important that coaches model positive behaviors not only with their team members, but also officials, opponents and spectators. Such behaviors include being respectful, playing by the rules and being considerate of the effect they have on others.**

6. Refereeing:

- **An example of a leadership skill needed to be an effective referee is confidence. One must be able to make decisions quickly and be able to stand by them, especially when there is disagreement by players, coaches or spectators.**

Content: (using Soccer for all examples)

1. Skills and Conditioning:

- **Fundamental movements include:**

- *Balance*
- *Locomotor skills such as running, jumping, hopping, galloping*
- *Ball skills such as projecting/sending, receiving, striking and retaining possession*

- **Sample skills to be able to be successful at soccer:**

- *Dribbling*
- *Passing*
- *Shooting*
- *Trapping*

- **Practice is vital in sport success because it directly refines the execution of the skill while the repetition improves muscle memory and the speed of the refined movement.**
- **Conditioning is vital in sport because increasing strength allows the body to withstand the stresses it will face in sport, and stabilize the body parts while executing the movements. It also increases stamina.**
- **Sport involves periods of being offensive and periods of being defensive, both individually and as a team, and understanding both is important to success in the sport.**

2. Building Team:

- **A “team” is defined as a group of players forming one side in a competitive game or sport working together toward a common goal.**

- It is important that the philosophy, values, and vision of the team is understood and executed by all involved in order to be successful.
- Depending on the sport, there will be different roles to be played to create a well-rounded and balanced team. An example of a role is Captain.
- Strategies, formations, plays etc. implemented and executed by a team will depend on the sport, the strengths/weaknesses of the team, and the opponent being faced at the time.

3. Mental Training:

- As a player and team work on physical skills for their sport, it is as important to have a set of mental skills or tools that will help them with the cognitive part of the game – vision, decision making, stress reduction etc. There will be challenges faced in sport, that come in a variety of forms - some anticipated and some unexpected. It is important that the athlete and the team prepare for these circumstances so that they are able to overcome them quickly and efficiently. Building mental toughness lessens the impact of these stressors.

4. Coaching:

- **A safe team and sport environment:**
 - *Is both physically and mentally safe for the athlete*
 - *Physical examples include – the playing surface, the equipment, the execution of fair play (rules and regulations) etc.*
 - *Mental examples include – feeling respected, feeling included, being treated fairly etc.*
- **Roles and responsibilities of the coach and assistant coach in games and practices include:**
 - *Encourage young athletes to be active and to have fun*
 - *Plan purposeful practices and create engaging activities*
 - *Lead their participants in developing gross motor skills*
 - *Help participants identify how to improve their performance by providing constructive criticism and advice*
 - *Manage problems by making ethical and respectful decisions*
 - *Enable safe participation by creating a safe environment*
 - *Teach others how to respect themselves, others, and their sport*
- **Different levels of sport certification for coaches in Canada can be found at <https://www.coach.ca/>**

5. Refereeing:

- While officiating different sports - umpires, referees, and other sports officials must anticipate play and position themselves where they can best see the action, assess the situation, and identify any violations of the rules. Sports officials typically rely on their judgment to rule on infractions and penalties. Enforcers of the game, referees make decisions regarding the application of the laws of the game. In some cases, a main referee works in conjunction with partners or assistant referees, who are in charge of watching the lines and ensuring the game is being played fairly.
- The more experience an official has, the more effective they can be as there will be an increase in self-confidence and knowledge of how the game should be played.

- Levels of certification for referees will depend on the sport, and can be found at sites such as Canada Soccer (<https://www.canadasoccer.com/referee-resources-s14693>).

RECOMMENDED INSTRUCTIONAL COMPONENTS:

- Direct Instruction
- Indirect instruction
- Personal assessments of development
- Daily journal
- Daily Nutrition Log
- Daily Training Log
- Modeling
- Group work
- Analysis of articles
- Interactive instruction
- Individual instruction
- Student presentations
- Essays/reports

RECOMMENDED ASSESSMENT COMPONENTS:

Type of Assessment:	Details:	Weight:
Formative	<ul style="list-style-type: none"> • Daily Performance Mark • (Daily) Journal/Log 	<ul style="list-style-type: none"> • 50% • 10%
Summative	<ul style="list-style-type: none"> • Fitness/Skill Testing • Assignments/Projects/Presentations 	<ul style="list-style-type: none"> • 20% • 20%

LEARNING RESOURCES: (will depend on the specific sports in focus)

Videos – skill based, informative, motivational/inspirational, and philosophical

Books/Literature - skill based, informative, motivational/inspirational, and philosophical

Examples:

- Complete Conditioning for Soccer - Schmid/Alejo
- Soccer – Perfect Ball Control – Schreiner
- Developing Game Intelligence – Wein
- Focused for Soccer – Beswick
- The Ultimate Guide to Weight Training for Soccer – Price

“Playbooks” – high school, university, professional club

Internet - Example – Canadian Sport for Life, Coaching Association of Canada, Canada Soccer, BC Soccer

Guest Speakers – specializing in coaching, refereeing, sport psychology, fitness/conditioning

ADDITIONAL INFORMATION:

This is a course intended to provide students with training and experience in specific sports. It is meant to be intense, and demanding, and not recommended for students unwilling to dedicate themselves to challenge. Students can be expected to push themselves outside of their comfort zone (in terms of performance) to grow and evolve as an athlete. It is highly recommended that students entering this course have a background in individual and/or team sports. Much of the course will be taught in sport camp style – teaching, practice, application and reflection occur daily.

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.