

# Competition Introduction:

## Coach Workbook

---

### Day 1 – Morning

#### Introductions:

Test your knowledge of snowboard coach lingo. Fill out the following acronyms using the Reference Material, the people in your group or any other resources you may have:

- |            |               |
|------------|---------------|
| • CAC –    | • IOC –       |
| • CSCP –   | • IPC –       |
| • COC –    | • SMART(ER) – |
| • CASI –   | • D&C –       |
| • LTAD –   | • NSO –       |
| • CIA –    | • COM –       |
| • WADA –   | • CWG –       |
| • WSF –    | • FS –        |
| • P/TSA –  | • BS –        |
| • NCCP –   | • SwFS –      |
| • FIS –    | • OTP –       |
| • EAP –    | • FL –        |
| • YTP –    | • BL –        |
| • EEPPTT – | • YOG –       |
| • WST –    | • KPI, KPF –  |



## Design an EAP

Design an EAP for a day of training or competition with your team at a resort you visit regularly. Refer to Appendix 1 at the end of the workbook for additional information and an EAP template.

## Planning a Session

What are the six parts of a snowboard session?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Why is it important to include all parts of a session every time?

## CSCP Technical Referent Model

What is the Canada Snowboard Long Term Athlete Development (LTAD) model?

Why is it important for a coach to understand the LTAD?

Refer to the reference material (page 39-40) and list several characteristics of a rider in the Learn to Train (stage 3) of the LTAD:

- 
- 
- 
- 
- 

Technical Referent Model for the Learn to Train (Stage 3) Athlete:

- Identify the ideal performance of each skill for a rider in the Learn to Train phase of the LTAD
- How can you observe the skill? What do you watch for (snow, board, body etc)?
- Name a drill, exercise or trick that supports, tests or promotes each skill.

Skill Name & Definition	Ideal Performance	How to Observe skill	Drill(s) that promote that skill
Stance: Binding angles, width and body position over the board	Bindings slightly wider than shoulder width, relatively neutral angles (<30° diff), and athletic body position.	Look at equipment set-up. On flatland, look at riders position when they are strapped in.	Experiment and adjust with different binding set-ups. Be open to changing stance for different outcomes.
Balance & Stability			
Timing			
Coordination			
Steering (rotation)			

Edging			
Pressure			

What is the technical skills concept, and why does the CSCP promote it?

List any significant or meaningful personal learning that you had today.

What feedback did you receive about your riding today? What do you want to improve in your riding?

### Homework:

1. Finish the EAP for your regular training venue. (Refer to page 15, Appendix 1) to present to the LF tomorrow.
2. Read the Analyzing Performance Chapter in the Reference Material (pages 76-108)
3. Come up with at least one question from the material presented on day 1, or from the assigned reading that will stump your fellow candidates tomorrow.

## Day 2 – Morning

### Analyze Performance

Draw the CSCP Detection and Correction model, highlighting the 3 main “parts”.

List some key points to help with daily goal setting:

- 
- 
- 

List some key points to help identify causes for an error in performance?

- 
- 
-

Describe the type of student/athlete or situation that is most appropriate for the following Intervention Strategies:

1. Whole-Part-Whole
2. Building Block
3. Guided Discovery

Why, or why not, is it important for a coach to know how each individual athlete learns best? Give reasons to support your answer.

List the three types of feedback and describe the benefit of each type:

1. \_\_\_\_\_:
2. \_\_\_\_\_:
3. \_\_\_\_\_:

## Day 2 – Afternoon

### Analyze Performance

Name the three phases of a turn and describe some characteristics of the phase (ie. what is the board doing?). Draw a picture of the turn(s) to identifying the phases.

- 1.
- 2.
- 3.

Name the four phases of a manoeuvre (ie an Ollie or Nollie) and describe some of the characteristics of each phase? Draw a diagram to identify the phases.

- 1.
- 2.
- 3.
- 4.

Based on what you know of the phases, compare the similarities between a turn and a manoeuvre.



**Plan a Session:**

Create a **whole-part-whole session plan**, different from the one that you saw on snow today.

**WHOLE:** Describe the Manoeuvre or Turn that is being observed/detected:

Describe the problem you observe (Be specific to the phase and/or the body part that needs to improve).

**PART(s)** (Correction) and SMART GOAL:

**WHOLE:**

Present your session to the group. What improvements would you make to your session?

**Create a building block session plan**, different from the one that you saw on snow today. Add more steps if necessary to achieve your goal. For bonus points, add a time estimate to each step.

Session SMART Goal:

Step 1:

Move to step 2 when...

Step 2:

Move to step 3 when...

Step 3:

Present your session to the group. What improvements would you make to your session?

### Homework:

1. The LF will assign a week of the riders program to you. Prepare a **session plan (refer to Appendix 2)**. **You will be asked to present SOME of the main part for 20-30 minutes tomorrow.** Your athletes will be the other course candidates. Your session and coaching should help these candidates to improve their riding skills. Keep it real and try to make actual improvements.
2. Read the Plan A Session chapter in the Reference Material (pages 49-75)
3. Read and review the Riders Green Curriculum document.

## Day 3 – Morning

### Design a Program

Review the chapter on **Design a Program (pg 38-41)**. List some critical information/steps that are required to plan a season for your riders:

- 
- 
- 
- 

Complete a communication piece (letter/email) that you will send to athletes and parents outlining your plans for the season. This will be submitted as a document towards your portfolio.

## Day 3 – On Snow

Candidates will have an opportunity to practice leading a session for the group. Coaches should try to help their peers improve as snowboarders during their session. The sessions will be evaluated based on the following guidelines:

- Environmental:
  - Safe and suitable terrain choice that relates to athlete's skill level
  - Positive and athlete-centred
  - Anticipates safety concerns
- Communication:
  - Effective communication
  - Effective Session Structure
- Demonstrations:
  - Stage appropriate
- Analysis/Detection:
  - Follows the D&C Model
  - Looks at causes
  - Provides positive feedback
  - Provides plan/strategy for improvement
  - Technically correct (utilizing the CSCP Technical Model)

## Day 3 – Afternoon

Reflect on the session that you gave today. What went well, what would you do differently next time?

Review the chapter on **Managing a Program**. Discuss with your group the Strengths, Weaknesses, Opportunities and Threats (SWOT) to snowboarding in your region.

- **Strengths:**

- **Weaknesses:**

- **Opportunities:**

- **Threats:**

As a leader in snowboarding, what steps can you take to see snowboarding continue to grow in your region? List the top things that you can actually do to make a difference:

1.

2.

3.

## Next Steps:

1. Complete your portfolio and submit digitally (take a picture of any work completed on this course in hard copy only).
  - a. Complete an Emergency Action Plan for your ‘regular’ resort (done as homework on Day 1).
  - b. Complete a session plan for a day of the Riders Green Program (done as homework on Day 2).
  - c. Complete a communication to athletes and parents about your program (reviewed morning of Day 3).
2. Complete NCCP Competition Introduction Modules – Plan a Practice, Making Ethical Decisions (+ online evaluation post module) and Teaching & Learning
3. Complete successful mentorship/evaluation within two (2) years of completing CI Workshop.

Find more information at: <http://www.canadasnowboard.ca/en/programs/coaching/currentcoach/Certified/>

Get your paper work in and enjoy the feeling of a job well done! Good work coach!

## Notes:

## Appendix 1: DESIGN AN EMERGENCY ACTION PLAN

An Emergency Action Plan (EAP) is a plan designed by coaches to assist them in responding to emergency situations. The idea behind having such a plan prepared in advance is that it will help you respond in a responsible and clear-headed way if an emergency occurs.

An EAP should be prepared for regular training venue and for any area where you travel to for training or competition.

An EAP can be simple or elaborate should cover the following items:

1. Designate in advance who is in charge in the event of an emergency (this may very well be you). The roles of the Person in Charge may include:
  - Clear the risk of further harm to the injured person by securing the area and shelter the person from the elements.
  - Designate who is in charge of the other participants.
  - Protect yourself (wear gloves if he/she is in contact with body fluids such as blood).
  - Assess ABC's (check that the airway is clear, breathing is present, a pulse is present, and there is no major bleeding).
  - Wait by an injured person until patrol or EMS arrives and the injured person is transported.
  - Fill in an accident report form (with patrol and any other necessary).
2. Have a cell phone with you and make sure the battery is fully charged. If this is not possible, you will have to send someone at any ski lift to call the ski patrol. The Call Person should have the following information available:
  - Location of injured person
  - Nature of injury
  - What, if any, first aid has been given
  - Contact the emergency contact person listed on the injured person's medical profile.
3. Have contact numbers (parents/guardians) for your athletes.
4. Have on hand a medical profile for each of your athletes, so that this information can be provided to emergency medical personnel. Include in this profile a signed consent from the parent/guardian to authorize medical treatment in an emergency.
5. Prepare descriptions of training site to provide ski patrol to enable them to reach the site as rapidly as possible.
6. Have a first aid kit accessible and properly stocked at all times (all coaches are strongly encouraged to pursue first aid training).

When an injury occurs, an EAP should be activated immediately if the injured person:

- Is not breathing
- Does not have a pulse
- Is bleeding profusely
- Has impaired consciousness
- Has injured the back, neck or head
- Has a visible major trauma to a limb

Refer to the EAP Checklist in the Comp Intro Reference Material for additional information.

## EMERGENCY ACTION PLAN FORM

Attach the medical profile for each participant and for all members of the coaching staff. Access to telephone must be available for the duration of the training/event.

**EMERGENCY ACTION PLAN (EAP)****Event:****Emergency Phone Numbers:****Coach:****Assistant coach:****Date:****Location:****9-1-1 for all emergencies****Charge Person:****Charge Person Backup #1:****Charge Person Backup #2:****Call Person:****Call Person Backup #1:****Call Person Backup #2:****Site/Facility:****Site/Facility Address:****Facility Manager:****Patrol Contact Number:****Name of Trail for Training/Event:****How/Where to Contact Patrol:****Name of Closest Chair:****Addition Location Info:****Nearest Hospital:****Address:****Location of Athlete Medical Info:****Athlete Info Collected:**

## Appendix 2: SESSION PLANNING TOOL

TEAM:

DATE

TIME: from

to

LOCATION:

GOAL(S):

EQUIPMENT NEEDED:

Key messages/safety points

Introduction

Warm-up

Key messages/safety points

*Include general and specific warm-up, and stretching exercises*

Key messages/safety points

Main part

Key messages/safety points

Cool down

Key messages/safety points

Conclusion &  
Reflection