

# Planning a practice

Manitoba coach  
sept 2024





# Introduction

**1**

One National program:

National Coaching Certification Program (NCCP) across all sports, contexts, provinces and territories



**3**

Three streams, based on age and stage of athlete development:



**5**

Five core competencies woven into all NCCP training:



**7**

Seven NCCP outcomes on which coaches are evaluated within the competency-based education program:



# Armband program

Armband	Footwork, Technical Elements	Preparation and Proposed Tactical Action Plan	Refereeing
<b>Yellow</b>	<p><b>Footwork</b></p> <ul style="list-style-type: none"> <li>- (Steps forward and back, lunges.)</li> <li>- Steps forward and back with step-by-step breakdown (front foot – back foot for forward step, back foot – front foot for step back.)</li> <li>- Lunge, (starting from the tip)</li> <li>- Different footwork combinations.</li> </ul> <p><b>Technical Elements</b></p> <ul style="list-style-type: none"> <li>- Holding the weapon; salute; guard position</li> <li>- Simple offense (direct and with disengage)</li> <li>- Simple 4 and 6 defense; riposte (direct and indirect)</li> </ul>	<p><b>Preparation</b></p> <ul style="list-style-type: none"> <li>- Tactical content at this level involves:               <ul style="list-style-type: none"> <li>- Choosing the action (offensive, defensive or counter-offensive).</li> <li>- Choosing the target.</li> </ul> </li> </ul> <p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>- Decision Work (based on self)</li> <li>- Recognise attacking and defending.</li> </ul>	<p>Identify the valid target</p> <p>Identify the dimensions of the fencing piste.</p> <p>Identify the basic rules of refereeing basic Criteria for Identifying Fencer Hitting and Fencer getting Hit</p>

Armband	Footwork, Technical Elements	Preparation and Proposed Tactical Action Plan	Refereeing
<b>Orange</b>	<p><b>Footwork</b></p> <ul style="list-style-type: none"> <li>- Double step forward with rhythm changes and tempo breakdowns (slow – fast) (front foot – back foot for forward step, back foot – front foot for step back.)</li> <li>- Combining yellow and Orange armband footwork with rhythm changes.</li> </ul> <p><b>Technical Elements</b></p> <ul style="list-style-type: none"> <li>- Compound attacks</li> <li>- Working with counter-sixte parries</li> <li>- Counter-ripostes</li> </ul>	<p><b>Preparation</b></p> <ul style="list-style-type: none"> <li>- Working different feints (direct feints or disengage feints)</li> <li>- Distance and hand position work to provoke the attack.</li> </ul> <p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>- In yellow and Orange level</li> <li>- Compound actions with 2 point tempos over single step tempo (start step with forward foot and quart extension of the arm during push from the forward foot).</li> <li>- Differentiating direct and disengage feints.</li> </ul>	<p>Identifying Basic Refereeing Criteria. Refereeing Matches in Groups with Coach Assistance.</p>
<b>Green</b>	<p><b>Footwork</b></p> <ul style="list-style-type: none"> <li>- InGreened Steps Forward and Back (back foot – front foot step forward, front foot – back foot for step back)</li> <li>- Glide Steps</li> <li>- Change of Direction Work Using Half-Steps, Half-Steps and Change Steps</li> <li>- Different Footwork Combinations.</li> </ul> <p><b>Technical Elements</b></p> <ul style="list-style-type: none"> <li>- Beat in Preparation</li> <li>- Beat Quarte Attack.</li> <li>- Low-line Parries (octave, septime)</li> <li>- Counterattacks, Retreat and Parry Ripostes.</li> </ul>	<p><b>Preparation</b></p> <ul style="list-style-type: none"> <li>- Beats (offensive and defensive), Hand and Point Position (invitations)</li> <li>- Action Plan Using Line to Provoke Offensive Action to Execute Second Intention Defense</li> <li>- Use of Variety of Parries</li> </ul>	<p>Referee Matches in Groups of Two or Three Referees.</p> <p>Identify Referee Gestures.</p> <p>Know How to Read and Write a Pool Sheet</p>

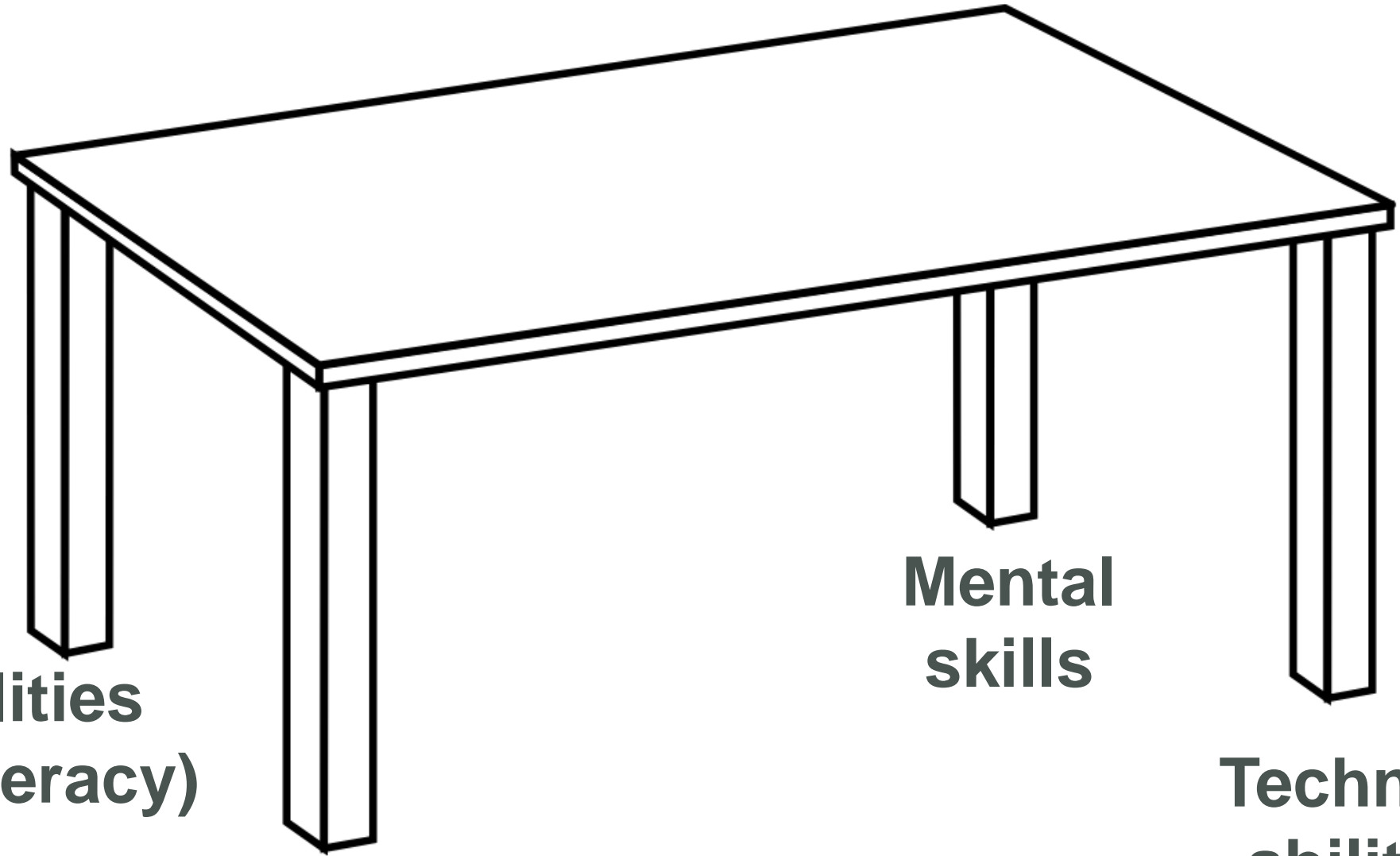
**Foil Armband**  
**Sabre Armband**  
**Epee Armband**





# **skills and abilities**

**What abilities does fencing require?**



**Motor abilities  
(physical literacy)**

**Tactical  
abilities**

**Mental  
skills**

**Technical  
abilities**

# What abilities and skills does your sport require?

- Physical abilities (athletic abilities)
- Motor abilities (physical literacy)
- Technical/tactical abilities
- Mental skills
- **Skills:** The technical and tactical elements associated with the sport
- **Abilities:** The athletic abilities needed in the sport



# Physical abilities (athletic abilities)

- **Speed**
  - Segment speed, Whole-body speed, Multi-directional speed
- **Stamina**
  - Aerobic capacity, Aerobic power, Speed endurance
- **Strength**
  - Strength endurance, Hypertrophy, Maximum strength
- **Flexibility/suppleness**

Stamina	Aerobic capacity
	Aerobic power
	Speed endurance
Speed	Segment speed
	Whole-body speed
	Multi-directional speed
Strength	Core/stability
	Strength endurance
	Hypertrophy
	Maximum strength
Suppleness/flexibility	Flexibility/suppleness
Motor abilities (physical literacy)	Agility
	Balance
	Coordination
	Quickness



# **Skill development**

# Physical literacy

is the...



...to be  
**active for life**



If You **Can**



- Catch
- Jump
- Run**
- Swim
- Throw

You Will Take Part In



- Soccer
- Basketball
- Volleyball
- Track and Field
- Squash
- Rugby
- Tennis



If You **Can**



- Catch
- Jump
- Throw**
- Swim
- Run

You Will Take Part In



- Soccer
- Softball
- Bowling
- Baseball
- Goalball
- Football
- Rugby



If You **Can**



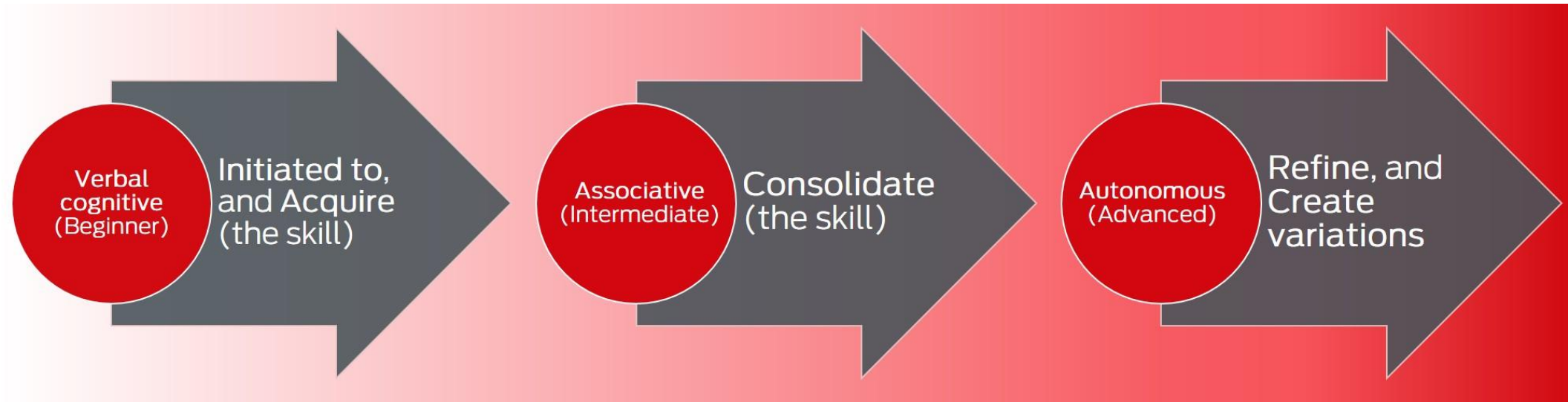
- Throw
- Jump
- Swim**
- Catch
- Run

You Will Take Part In



- Swimming
- Diving
- Water Polo
- Scuba
- Kayaking
- Sailing
- Surfing

# Stages of skill development



	Beginner		Intermediate
	Initiate	Acquire	Consolidate
<b>Key points to look for</b>	<ul style="list-style-type: none"> <li>• First contact</li> <li>• Participant may have no idea of what to do</li> </ul>	<ul style="list-style-type: none"> <li>• Participant can coordinate and execute key components of movements</li> <li>• May lack synchronization and flow (must think about how to do the movement)</li> </ul>	<ul style="list-style-type: none"> <li>• Skill executed correctly</li> <li>• Good synchronization and rhythm when not under pressure</li> <li>• Inconsistent performance under pressure</li> </ul>
<b>Participants need</b>	<ul style="list-style-type: none"> <li>• A clear mental picture of correct execution</li> <li>• To feel safe doing skill</li> <li>• To become comfortable with some of the movements</li> </ul>	<ul style="list-style-type: none"> <li>• To understand what they have to do</li> <li>• Lots of repetitions at slower pace</li> <li>• To practice on both sides</li> <li>• Trial and error with coach feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Lots of repetitions, under varied conditions</li> <li>• To increase difficulty</li> <li>• More trial and error with less feedback</li> <li>• To practice under fatigue conditions</li> </ul>

# Physical Capacity

Physical training should be based on the stage of development of athletes - independent of their age

Section	Detail	First 6 years of life Active Start	6 to 8 Girls and 6 to 9 Boys FUNdamentals	Growth spurt - 3-4 years Learn to Train	Period of adolescent growth Train to Train	GMPathway - 8 to -4 Train to Compete	GMPathway - 4 to 0 years Train to Win	A4L
Stamina/Endurance	Aerobic Capacity							
	Aerobic Power							
Strength	Maximum Strength							
	Strength Endurance							
	Core strength							
	Power							
Speed	Segment speed							
	Whole body speed							
	Multi-directional speed							
Suppleness/Flexibility	Range of motion							

Developed through play  
 Introduced  
 Developed  
 Consolidated  
 Refined  
 Maintained

Adapted from Sport for Life



# Performance versus learning





**who are my  
participants**



# Know your participants



Active Start

FUNdamentals

Learn to  
Train

Train to  
Train

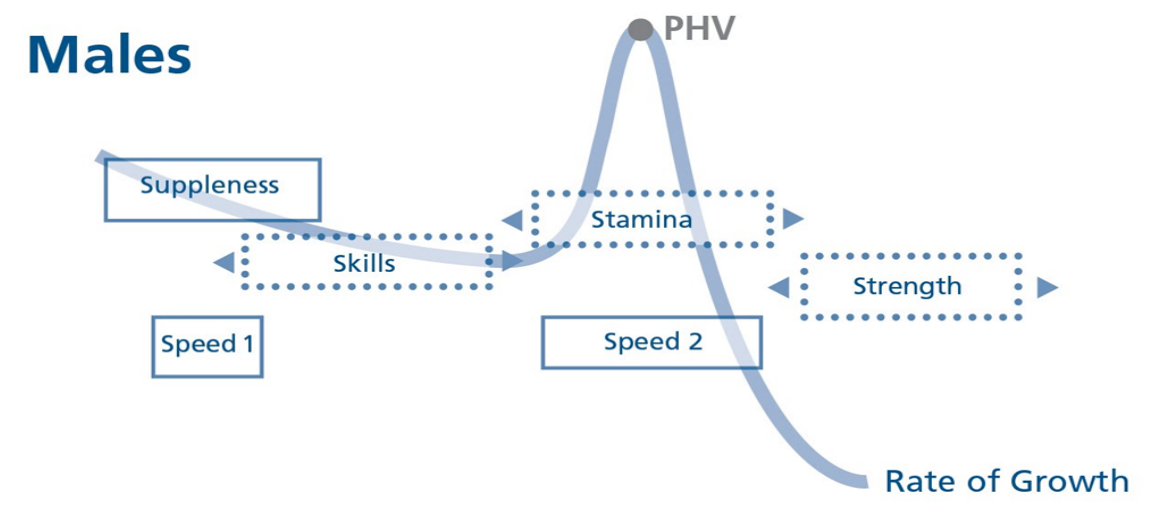
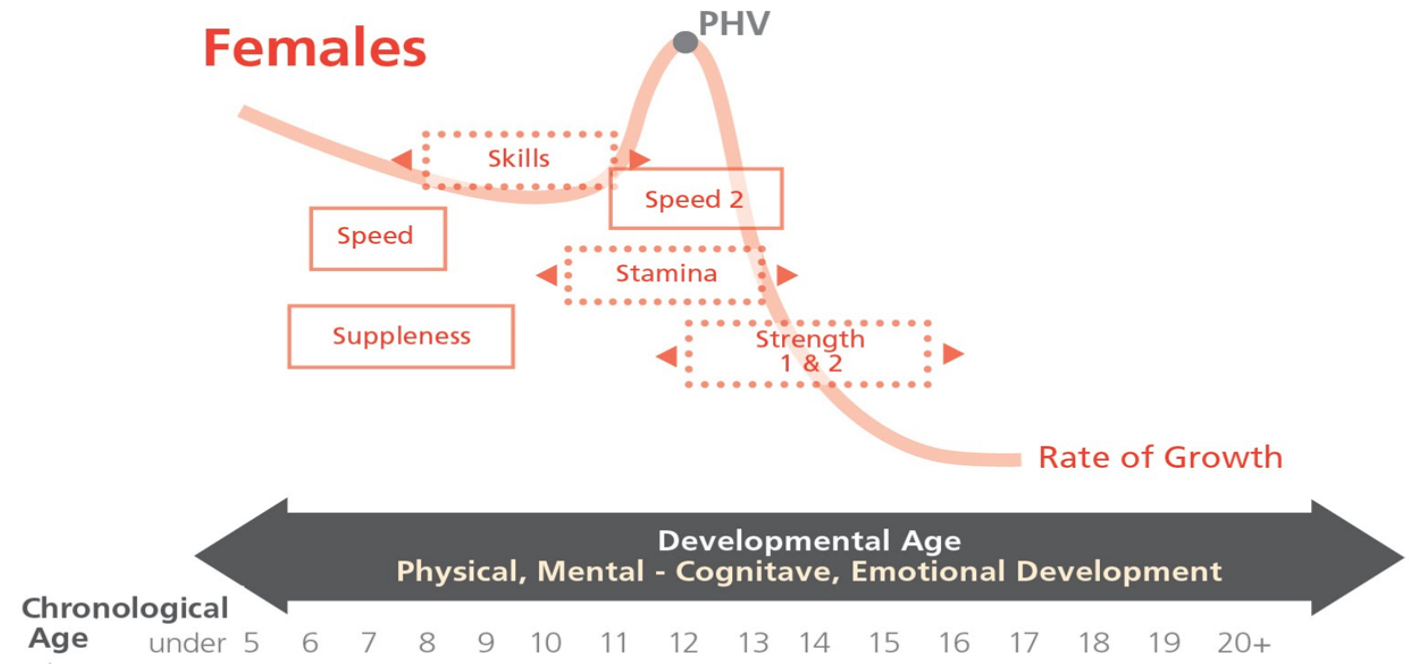
Train to  
Compete

Train to Win

Active for  
Life

*Source: Sport for Life, 2019*

Developmentally appropriate, aligned with growth and development



# Motivating activity



# Diversity and inclusion considerations

- Gender
- Culture/religion
- Social/emotional differences
- Intellectual and physical disabilities
- Invisible disabilities
- Allergies
- Developmental differences



# Consider...

- Number of participants in attendance
- Age/maturity of participants
- Skills and abilities of participants
- Gaps in ability level among participants
- Injuries that are relevant
- Reasons why your participants are involved
- Awareness of individual or cultural considerations (injuries, cultural considerations, allergies, personality differences, time in the sport).
- Social/emotional needs (gender differences)



**What are the  
logistics of my  
practice**

# Logistics for a practice

- Safety considerations
- Facilities available
- Equipment needed or available
- Length of the practice (time available)
- Number of practices per week



# What are the safety risks? How should you prepare for them?

Factor in the:

- Nature of the participants' activities and the conditions in which they'll take place
- Weather
- Playing surface and facilities
- Equipment
- Human error
- Emergency procedures to follow in case of an accident

# Safety considerations

- Keeping participants safe is your primary job.
- Consider potential environmental, mechanical and human risk factors, and design activities to minimize those risks.
- Create an environment that is psychologically safe, where participants and coaches are able to be their authentic selves.
- Consider the nature of your sport and its inherent risks.
- Have an emergency action plan (EAP) available.



# Structure



**What are the  
objectives of my  
practice**

# What am I trying to accomplish with the practice?

- What participants need to improve
  - Purpose of the practice
  - Team goals and short-term objectives
  - Goals
  - Time of the season
  - Links with previous practices and competitions
  - Links with future practices and competitions
- 


# Questions to consider

- Safety
- Logistics and structure
- Objectives
- Athletes
- Demands of the sport

*Make practices fun, challenging and motivating.*

A-D-A-P-T-I-V-E	Considerations
Ability	Skill tasks should match the participants' interests and abilities. Goals should be set with input from participants (and sometimes from the parents or caregivers).
Difficulty	Adapt the activity or task if it's too difficult (low success), too easy (high success without reward) or 1-sided (success for only 1 team or athlete).
Area	Select size, shape and playing surface so that equal participation is possible. For example, use floor markings with glare to replace floor markings that aren't readily visible to participants with visual impairments.
Participants	Change the number of participants involved, as needed. Consider participant groupings. For example, use pairings rather than large groups to focus on skill development opportunities and peer interaction.
Time	Adjust time on-task to reflect participants' needs. Adjust game time to allow for sufficient rest and recovery. Consider whether participants need more or less downtime or structure.
Inclusion	Where is your program on the inclusion spectrum? Adapt practice structure and coaching methods to ensure all participants get what they need.
Variability	Allow participants to choose movement forms and skill tasks. Alter rules to optimize movement patterns and ensure appropriate level of success for different participants.
Equipment	Adapt size, shape, texture and weight of equipment to accommodate participants' needs to ensure safety, fun and success.

# How to organize a practice

- Structure of the session
  - Choice of activities
  - Sequence of activities
  - Transition between activities to avoid wasting time
- 



# Planning

What is your goal for the practice?

Does your choice of activity in each part reflect your goal?

## Group Lesson

- Engaging a group of students
- Practices a pre-established action
- In pairs, facing each other, rotation

## Individual Lesson

- Warm-up lesson
- Teaching/study lesson
- Technical training lessons
- Combat/competitive lessons

### PRACTICE PLAN TEMPLATE-- GROUP CLASS

Practice plan – individual class						
Equipment			Date		Duration	to
Age – level						
Location				Objective		
Integrate general and specific warm-up						
Introduction						Main Keys /Security
						Equipment
Pay attention to the order of activities						
MAIN PRACTICAL COMPONENT						Main Keys /Security
						Equipment
Cool-down						Main Keys /Security
Conclusion						Main Keys

# Main part of the practice

## Early in the main part of the practice

Participants aren't tired, so try to plan for:

- Activities to acquire new techniques, skills or motor patterns
- Activities that develop or require coordination or balance
- Activities that develop or require speed
- Activities that develop or require strength

## Then, consider

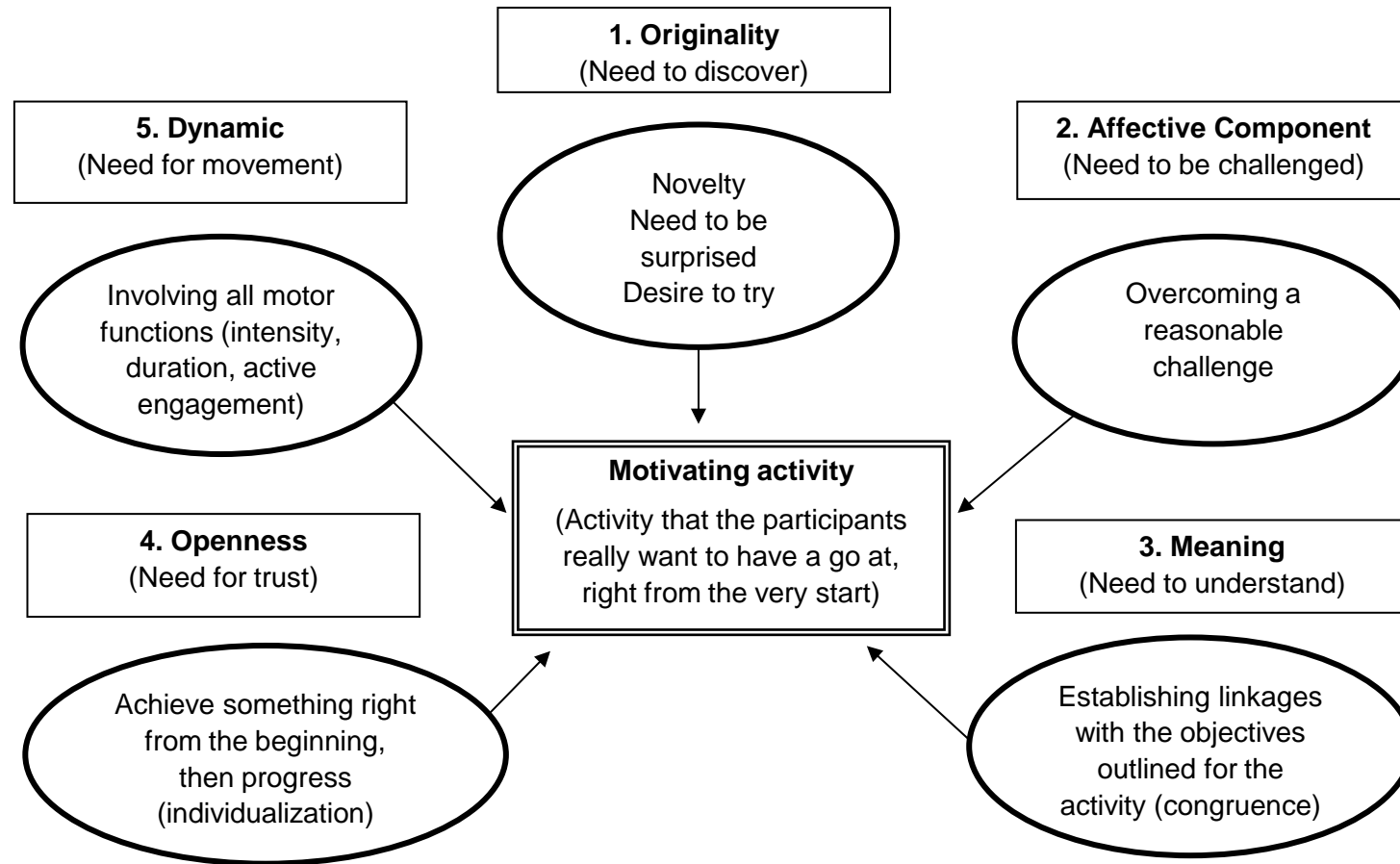
- Activities to develop or require speed endurance
- Activities that develop or require strength endurance
- Activities to consolidate skills already acquired

## Later, in the main part of the practice

Participants may be tired, so try to plan for:

- Activities that develop or require aerobic capacity
- Activities to develop flexibility

# Motivating activity



# Safety

- Have you considered safety at every part?
- What safety notes would you add to each part of the practice to ensure participant safety?
- Have you considered the Rule of 2 and your behaviour?
- What about facilities?
- Psychological safety?



# **Debrief after class**

# Debrief and reflection

## Tool to do effective feedback

- Debrief executed by the athlete for the athlete
- Share your standard
- Open vs close questions
- Ask athlete what to change to be better. If they don't know ask what if you know?

## Conduct your own reflection

- Did you accomplish your goal?
- What could you change?
- What should you adapt for the next lesson?

# Build a practice and reflection

Lesson plan 5 - Group lesson #3					
Equipment	Equipment presents in the room	Date	IB Worksh op	Duration	35 min
Age – level	To adapt to the participants			Location	Gym
Objective	Attack with a preparation: beat				
Introduction			Key message/ security		

Warm-up	Warm-up #3 Develop coordination/agility <ul style="list-style-type: none"> <li>▪ Focus on throwing the ball,</li> <li>▪ Obstacle course.</li> <li>▪ Etc,</li> </ul>	Key message/ security
		Injury prevention.
		Avoiding contact.
		Equipment
		Available equipment.
		Cone, rhythm ladder, glove.

Main practical component	Movement #3 - Pedagogical progression in movement	Key message/ security Guard position bent. Position of feet apart and orientation of feet. Coordination of footwork, arms/legs.
	<ul style="list-style-type: none"> <li>▪ Step to lunge action</li> <li>▪ Footwork repetition</li> <li>▪ Using a tennis ball to develop movement.</li> <li>▪ Etc,</li> </ul>	Equipment Glove
	Technique - Preparation in the offensive action	Key message/ security Coordination of arms and legs. Hand direction in the offensive. Parry: Blocking the attack (close the door)
	Exercise 1: The different beats	<ul style="list-style-type: none"> <li>• Relaxed grip,</li> <li>• Thumb and finger position,</li> <li>• Closed line 6/3,</li> <li>• Position of the arm and threatening blade,</li> <li>• Relaxed shoulder.</li> </ul>
	<u>Fencer A</u> : makes one or more beats with varying force, <u>Fencer B</u> : repeats the range of beats 5 repetitions each - 2 partners	
	Exercise 2: Simple attack with a beat	Equipment
	<u>Fencer A</u> : beats 4te forehand in lunge, <u>Fencer B</u> : lets himself be touched. 10 repetitions each - 3 partners	Complete fencing equipment.
	Tactics	
	<u>Fencer A</u> must make an attack with a beat <u>Fencer B</u> moves and raises or lowers the blade	
	<u>Fencer A</u> must seize the offensive opportunity when it occurs 5 attacks for the attacker then change roles - 3 partners	
<ul style="list-style-type: none"> <li>▪ Tip: Set up a game situation that encourages attacks.</li> </ul>		





# **What next for your certification**



# Fencing/Para-fencing Coach Development Model



	NCCP COACHING CONTEXT	NCCP FENCING TRAINING	NCCP MULTI-SPORT TRAINING	EVALUATION	NCCP CERTIFIED
<b>FENCER'S LTD STAGE</b> → FUNDAMENTALS → LEARN TO TRAIN <i>Active for Life</i> → TRAIN TO TRAIN <i>Active for Life</i> → TRAIN TO COMPETE <i>Compete for Life</i> → TRAIN TO WIN	<i>Community Instructor</i>	Foundations Workshop + Community Instructor Workshop	> Three multi-sport modules	> Portfolio + Observation in training	> <i>Certified Community Instructor</i>
	<i>Instructor Beginner</i>	Foundations Workshop + Instructor- Beginner Workshops 1 & 2	> Three multi-sport modules	> Portfolio + Observation in training	> <i>Certified Instructor- Beginner</i>
	<i>Instructor Intermediate</i>	TO BE DEVELOPED			
	<i>Competition Introduction Coach</i>	Foundations Workshop + Competition Intro Workshops 1 & 2	> Six multi-sport modules	> Portfolio + Observation in training	> <i>Certified Competition Introduction Coach</i>
	<i>Competition Development Coach</i>	Foundations Workshop + Fencing Competition Development Workshops	> Eleven multi-sport modules	> Portfolio + Observation in training & in competition	> <i>Certified Competition Development Coach</i>
	<i>HP Coach</i>	TO BE DEVELOPED			

# Certification



## Requirements for NCCP certification

- Be 16 or 18 years old or older
- Valid CFF membership licence
- Basic First Aid Certificate
- Provide a criminal record check
- Complete Safe sport Training

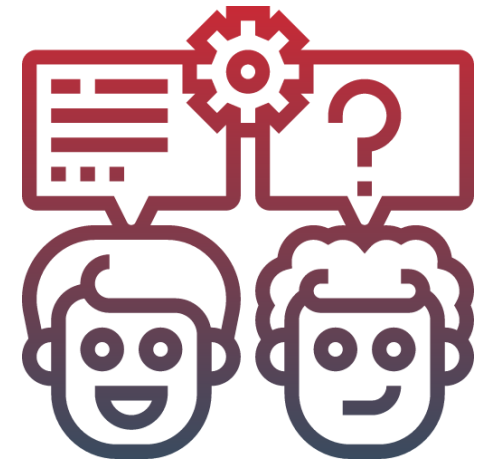
## Evaluation process

- Submit a portfolio
- Pay evaluation fee (set by province)
- Pre-brief with evaluator
- Formal observation
- Debrief and action plan

# Lifelong learning and maintenance of certification

To keep learning and improving

Profesional development Points over 5 year per Stream	
Community	10
Instructor beginner	10
Competition introduction	20
Competition development	30



## Example of activity

- Coaching – 1pd points/year
- Non NCCP activity – up to 3pd points/activity