

**Coach Portfolio**

**Context: Competition - Development**

**

**Acknowledgments**

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Table of Contents

[1 INTRODUCTION 6](#_Toc87267499)

[1.1 NCCP Minimum Requirements for Certification 6](#_Toc87267500)

[1.2 Competition – Development Softball Coach Context Description 6](#_Toc87267501)

[1.3 Competition – Development Softball Coach Outcomes 6](#_Toc87267502)

[1.4 Competition - Development Coach Pathway 7](#_Toc87267503)

[1.5 Multi-Sport Modules (Training) 8](#_Toc87267504)

[1.6 Multi-Sport Modules (Online Evaluation) 9](#_Toc87267505)

[2 ADMINSTRATION AND LOGISTICS OF THE CERTIFICATION PROCESS 10](#_Toc87267506)

[2.1 Steps in the Certification Process 10](#_Toc87267507)

[STEP 1: Registration for Certification 10](#_Toc87267508)

[STEP 2: Coach Portfolio Completion 11](#_Toc87267509)

[Purpose of Coach Portfolio 11](#_Toc87267510)

[Marking of the Coach Portfolio 12](#_Toc87267511)

[2.1.1 Evaluation Codes 12](#_Toc87267512)

[2.1.2 Marking Process 12](#_Toc87267513)

[STEP 3: On-Field Observations 13](#_Toc87267514)

[2.1.3 Participants Required for the On-Field Observations 13](#_Toc87267515)

[2.1.4 On-Field Observation - Practice 13](#_Toc87267516)

[2.1.5 On-Field Observation - Game 15](#_Toc87267517)

[2.1.6 On-Field Observation Debriefs and Action Plans 15](#_Toc87267518)

[2.1.7 Overview of the Evaluator’s Role 15](#_Toc87267519)

[2.2 Self-Tracking Form 16](#_Toc87267520)

[3 COACH PORTFOLIO 18](#_Toc87267521)

[3.1 Task 1: Plan a Practice (PP) Tasks 26](#_Toc87267522)

[3.1.1 PP Task 1: Athlete Profile Medical Information Form Task 26](#_Toc87267523)

[3.1.2 PP Task 2: Emergency Action Plan (EAP) Task 28](#_Toc87267524)

[3.1.3 PP Task 3: Practice Plans Task 31](#_Toc87267525)

[3.2 Task 2: Design a Sport Program 41](#_Toc87267526)

[3.2.1 DSP Task 1: Yearly Training Plan 41](#_Toc87267527)

[3.3 Task 3: Manage a Sport Program (MSP) Tasks 45](#_Toc87267528)

[3.3.1 MSP Task 1: Coaching Philosophy Task 45](#_Toc87267529)

[3.3.2 MSP Task 2: Athlete Profile Worksheet Task 47](#_Toc87267530)

[3.3.3 MSP Task 3: Parent Meeting Agenda Task 49](#_Toc87267531)

[3.3.4 MSP Task 4: Team Goals Task 50](#_Toc87267532)

[3.3.5 MSP Task 5: Individual Player Goals Task 52](#_Toc87267533)

[3.4 Task 4: Support the Competitive Experience Tasks 54](#_Toc87267534)

[3.4.1 SCE Task 1: Scouting & Game Plan Task 54](#_Toc87267535)

[3.4.2 SCE Task 2: Umpire Exam Task 58](#_Toc87267536)

[3.4.3 SCE Task 3: Focus, Pre-Competition, Competition and Post-Competition Plans 59](#_Toc87267537)

# INTRODUCTION

## NCCP Minimum Requirements for Certification

**Club Coach**

This following list describes the principles that apply in the certification of Softball Competition - Development coaches:

* A competency-based NCCP is a system for evaluating the knowledge, skills, and attitudes deemed important for a given instructional context. The evaluation must reflect the framework of ethical coaching practice promoted by the Canadian sport system.
* NCCP certification is outcomes-based and requires evidenced-based evaluation that assumes that (1) the coach can demonstrate certain criteria and that (2) sufficient evidence has been gathered to pass judgment on the attainment of a given criterion.
* The evaluation process must assist the coach in achieving certification by identifying the specific evidence and descriptors that are used to judge the successful attainment of a given criterion.
* For certification purposes, only NCCP trained and accredited Evaluators can determine a coach’s attainment of a given criterion.
* Evidence of achievement may be obtained through a number of sources and must adhere to the minimum recommendations for gathering evidence based on the specific outcomes that are being evaluated.
* Softball coaches must complete a formal observation that (1) is done by an external approved Evaluator and (2) features coaching of participants in that Competition – Development environment.

## Competition – Development Softball Coach Context Description

A coach’s primary role in the Competition - Development context is to refine fundamental softball skills and basic tactics, develop advanced softball skills and tactics, and develop all-around athletic abilities. This context is for coaches preparing players/teams for provincial, national (Softball Canada’s U19, U23 and Senior Canadian Championships, Western and Canada Summer Games) and international competitions (Junior World Championships). Coaches primarily work with players who are 16 years old and older who are participating in elite level softball with a focus on skill development and performance in competitive events. Players are primarily in the Train to Train and Train to Compete stage of Softball’s Long-Term Player Development (LTPD) model but may also be in the Learn & Train to Win stage.

## Competition – Development Softball Coach Outcomes

The outcomes expected of a Softball Competition - Development coach are to:

* Refine fundamental softball skills and tactics and develop advanced softball skills and tactics for individual players and the team as a whole
* Develop the athlete and team with a holistic approach by training physical skills, mental skills, cognitive skills, emotional skills and character/life skills
* Ensure that technical softball skills, tactics and athletic abilities developed are consistent with the stage of athlete development for that individual player and the team as a whole
* Analyze individual and team technical and tactical skills and develop corrective plans for any deficiencies
* Scout the opposition and analyze their own team to assist in creating game plans to ensure competitive success
* Design a detailed yearly training plan and corresponding practice plans to meet the goals of the team and individual players
* Develop a coaching philosophy that will guide their actions and assist in applying leadership skills
* Manage their team in practices and competitions (minor and major) over the course of a season.

## Competition - Development Coach Pathway

The diagram below outlines the pathway a coach would follow in order to become trained and certified in Competition – Development context in softball.

A coach is considered to have “In-Training” status when they have completed any portion of the softball-specific training (Softball Competition – Development Clinic) which is comprised of 2 weekends of training or any of the six Multi-Sport Modules.

To achieve a “Trained” status in Competition – Development, a coach must complete Weekend #1 and Weekend #2 of the Competition – Development Clinic and the six (6) Competition – Development Multi-Sport Modules offered individually through the designated provincial/territorial organization responsible for NCCP training which are:

* Coaching and Leading Effectively (10 hours, 1.5 days)
* Leading Drug Free Sport (3.5 hours)
* Managing Conflict (4.5 hours)
* Psychology of Performance (7 hours)
* Developing Athletic Abilities (2 hour pre-task + 9 hours)
* Prevention and Recovery (7.5 hours)

To achieve “Certified” status in Competition – Development, a coach will need to successfully complete Softball’s Competition – Development evaluation process which is comprised of the following:

* Online evaluations offered by the Coaching Association of Canada ([www.coach.ca](http://www.coach.ca)):
  + Make Ethical Decisions online evaluation;
  + Managing Conflict online evaluation;
  + Leading Drug-free Sport online evaluation.
* Softball-Specific Competition – Development Evaluation:
  + Submission of a Coach Portfolio with completion of various tasks;
  + On-field evaluation of a practice;
  + On-field evaluation of a game;

To maintain Competition – Development certification, a coach must complete thirty (30) Professional Development points within five (5) years of certification.



## Multi-Sport Modules (Training)

Prior to applying to participate in the Competition – Development evaluation process, the coach must complete all training including training in the Competition - Development Multi-Sport Modules listed below. Please include a copy of your NCCP transcript within your coach portfolio showing completion of the following:

* Coaching and Leading Effectively
* Managing Conflict (training strongly recommended/online evaluation required)
* Psychology of Performance
* Prevention & Recovery
* Leading Drug Free Sport (training strongly recommended/online evaluation required)
* Developing Athletic Abilities
* Make Ethical Decisions (training strongly recommended/online evaluation required)

If you need to complete the training in any of the Competition - Development Multi-Sport Modules, please contact your Provincial/Territorial Coaching Rep (PTCR). You can find a contact list for [PTCRs](http://coach.ca/-p140497) on the Coaching Association of Canada web site ([www.coach.ca](http://www.coach.ca)).

## Multi-Sport Modules (Online Evaluation)

In addition, the following online evaluations must be completed as part of the application process to be evaluated:

* Making Ethical Decisions
* Managing Conflict
* Leading Drug Free Sport

If you have completed the training for Make Ethical Decisions (MED), Managing Conflict or Leading Drug-free Sport, there is no cost to take the online evaluations for these modules. Please log-in to [The Locker](https://thelocker.coach.ca/Account/Login?ReturnUrl=%2f) and select the “eLearning” option from the drop-down menu on the right hand side of the screen. You will have unlimited attempts at obtaining a passing grade of 75%.

If you have not completed the training for Make Ethical Decisions (MED), Managing Conflict or Leading Drug-free Sport, you can still take the online evaluations. To take any of these online evaluations, please log-in to [The Locker](https://thelocker.coach.ca/Account/Login?ReturnUrl=%2f) and select the “eLearning” option from the drop-down menu on the right hand side of the screen. You will be prompted to enter your credit card information (Visa, Mastercard, AMEX, Discovery) to pay the $85 fee once you have selected which evaluation you wish to complete. Please note that you will only have 2 attempts at obtaining a passing grade of 75%**. If after two attempts you have not obtained a passing grade you will need to complete the appropriate NCCP training before being able to attempt the evaluation again.** The online evaluation is based on the training you will receive at the workshop for each of these modules. It is highly recommended that you complete the training before taking the online evaluation.

To log into The Locker, you will need your NCCP #. On The Locker log-in page, you can look up your NCCP # by providing the email address you have on file in the Locker. An email will be sent to you with your NCCP #. If you have forgotten your password for The Locker, you can use the “retrieve your password” feature on the log-in page. If you need further assistance, contact Coach Services at the Coaching Association of Canada ([coach@coach.ca](mailto:coach@coach.ca) or (613) 235-5000), your [Provincial/Territorial Softball Association](http://www.softball.ca/english/about/directory/provincial-territorial-offices.html), or Softball Canada [aballantyne@softball.ca](mailto:aballantyne@softball.ca)).

# ADMINSTRATION AND LOGISTICS OF THE CERTIFICATION PROCESS

## Steps in the Certification Process

Congratulations on making the decision to complete certification as a Softball Competition - Development Coach!

The following diagram illustrates the steps you must take in the Competition – Development evaluation process:

**STEP 1:**

Register for COACH certification with Softball Canada

**STEP 2:**

Complete requirements of the Coach Portfolio and submit package to Softball Canada

**STEP 3:**

Register and engage in a formal observation of a practice and competition upon approval from an Evaluator

**STEP 4:**

Engage in a Debrief with the Evaluator and develop an Action Plan for further Coaching development.

**Figure 1** – Steps for certification at the Competition – Development context in Softball.

## STEP 1: Registration for Certification

Once the coach has completed the training requirements and once they feel they are ready to do so, the first step in Softball’s Competition - Development certification process is for the coach to register to participate in the evaluation process. A copy of the registration form can be found at the end of this document. The coach will forward their registration form to Softball Canada ([aballantyne@softball.ca](mailto:aballantyne@softball.ca)) accompanied by a copy of their Coaching Portfolio along with the Competition – Development evaluation fee. Softball Canada will:

* Verify the coach has completed the necessary training which includes:
  + Softball’s Competition – Development Weekend #1 and Weekend #2
  + Six (6) Competition – Development Multi-Sport Modules
  + Make Ethical Decisions Multi-Sport Module and/or MED online evaluation

Once the coach is approved, Softball Canada will inform the Provincial/Territorial Softball Association that the coach has entered the Competition – Development evaluation process and will assign an accredited Evaluator to review the Coach Portfolio.

## STEP 2: Coach Portfolio Completion

As a second step in the certification process, you will be required to complete the **COACH PORTFOLIO**. The completed portfolio **must** be submitted to Softball Canada and approved prior to engaging in the formal two- part on-field observation of your coaching.

Purpose of Coach Portfolio

The concept of building a coach portfolio is a method to compile evidences and to assist an Evaluator in making a decision on a coach’s competence. The pre-interview and coach portfolio evaluation enables the evaluator to determine the readiness of the coach candidate for the formal observation portion of the Competition – Development evaluation. The coach presents the Evaluator with elements of their coach portfolio that are required prior to the observation. Elements of the coach portfolio can be gathered either electronically or in the form of hard copies. Each of the tasks detailed in the portfolio provide you with an opportunity to demonstrate some of the required coaching competencies for certification. All tasks in the coach portfolio must be completed. The coach portfolio must be approved by Softball Canada before the on-field observations (practice and game) will be scheduled.

The portfolio will require you to complete the following tasks:

|  |
| --- |
| **Task 1: Plan a Practice Tasks** |
| **PP Task 1:** Athlete Profile Medical Information Forms Task   * Submission of one (1) completed Athlete Profile Medical Information Form |
| **PP Task 2:** Emergency Action Plan (EAP) Task   * Submission of an Emergency Action Plan for the coach’s home diamond |
| **PP Task 3:** Practice Plans Task   * Submission of a total of five (5) Practice Plans:   + One (1) practice plan for each training phase     - General Preparation Phase (GPP)     - Specific Preparation Phase (SPP     - Pre-Competitive Phase (PCP)     - Main Competitive Phase (MCP)   + One (1) taper practice plan |
| **Task 2: Design a Sport Program Tasks** |
| **DSP Task 1:** Yearly Training Plan (YTP) and Explanation   * Submission of a Yearly Training Plan (YTP) |
| **Task 3: Manage a Sport Program Tasks** |
| **MSP Task 1:** Coaching Philosophy Task   * Submission of a written Coaching Philosophy |
| **MSP Task 2:** Athlete Profile Worksheet Task   * Submission of one (1) completed Athlete Profile Worksheet |
| **MSP Task 3:** Parent Meeting Agenda Task   * Submission of Parent Meeting Agenda |
| **MSP Task 4:** Team Goals Task   * Submission of Team Goals |
| **MSP Task 5:** Individual Player Goals Task   * Submission of an Individual Player’s Goals |
| **Task 4: Support the Competitive Experience Tasks** |
| **SCE Task 1:** Scouting & Game Plan Task   * Submission of a Scouting Report and Game Plan |
| **SCE Task 2:** Umpire Exam Task   * Submission of proof of successful completion (80%) |
| **SCE Task 3:** Focus, Pre-Competition, Competition and Post-Competition Plans   * Submission of a Focus, Pre-Competition, Competition and Post-Competition Plan for one athlete |
| **After successful completion of the coach portfolio, the coach will be allowed to complete the following tasks:** |
| **Task 5: Complete Practice Evaluation** |
| **Task 6: Complete Game Evaluation** |

Instructions for each of these tasks are included in the portfolio. If you do not feel that you are ready to complete the task that is outlined, you may want to take a training workshop to assist you in learning how to complete the task. Please contact your Provincial/Territorial Softball Association or Softball Canada about workshop/clinics in your area.

Marking of the Coach Portfolio

* + 1. Evaluation Codes

The following codes will be used to indicate the evaluation or completion status as determined by the evaluator:

IN = Incomplete – information is missing and must be submitted to complete the portfolio evaluation

NI = Needs improvement - – information is lacking and must be re-submitted to complete the portfolio evaluation

ME = Meets expectations

EE = Exceeds expectations

**Note:** In some cases it is not possible to award an evaluation of “Exceeds Expectations” as the only evaluation that is done is ensuring that the documentation is included as part of the portfolio.

* + 1. Marking Process

Softball Canada will review the coach portfolio to ensure that all components are included. If any section is considered “Incomplete”, you will be required to submit the missing components. Once Softball Canada confirms the coach portfolio is complete, they will forward it to an evaluator for review. Should the evaluator identify any sections as “Needs Improvement”, you will be required to re-do these areas of the portfolio and re-submit them prior to being allowed to complete the on-field observations.

## STEP 3: On-Field Observations

The Evaluator will assess whether the coach is ready for the formal observations based on the evaluation of the coach portfolio requirements. The on-field observations are comprised of an evaluation of a practice and a game.

* + 1. Participants Required for the On-Field Observations

The evaluation of Softball Competition - Development coaches during the on-field observations (practice and game) must be completed with context specific participants. Typically these participants:

* Are in the Train to Train or Train to Compete stages of Softball’s Long-Term Player Development (LTPD) model.
* Are typically between 14 to 21 years old.
* Train in elite club softball programs or in provincial/territorial team programs (i.e. “A” Classification, Western Canada Summer Games, Canada Summer Games, etc.),
* Are being introduced to and/or developing/consolidating advanced softball skills, tactics and athletic abilities.
  + 1. On-Field Observation - Practice

The evaluator and coach will schedule a formal on-field practice observation and evaluation. The formal observation of a practice must include the following procedures:

* Coach must submit a practice plan that includes all necessary elements for the observation to the evaluator a minimum of **two (2) weeks prior** to the on-field practice observation.
  + The practice plan must include an introduction, warm-up, main-part, cool-down and conclusion.
    - The coach will select at least one advanced offensive skill and one advanced defensive skill from the list provided and include at least 2 drills or activities to teach these advanced skills in their practice.
    - The coach will select at least one tactic (offensive or defensive) from the list provided that uses one of the skills selected and include at least one drill or activity to teach this tactic in their practice.
  + Practice must be 1 ½ hours long at minimum.
* Coaches must demonstrate the ability to teach Softball skills according to Softball Canada’s LTPD Model for the Train to Train and/or Train to Compete stage.

**Technical/Tactical Skills for On-Field Practice Observation**

|  |  |  |
| --- | --- | --- |
| **DEFENSIVE SKILLS** | | |
| **Skill** | **Specific Advanced Skill** | **Specific Advanced Tactic** |
| Throwing | * Side arm throw * Throwing on the run | * Fielding bunt and throwing on the run to 1st from either 3rd, 1st Base, Catcher, Pitcher * Turning the double play from SS or 2nd Base positions * Middle infielders (2nd, SS) starting double play with underhand or backhand toss to 2nd base * Infielder charging a slow roller with throw to 1st Base * Catcher retrieving pass ball with runner on 3rd and a play at the plate * Outfielder fielding fly ball with runner tagging at 3rd and making a long throw to plate * Outfielder charging ground ball in outfield with throw to home plate (Do or Die throw) * Infielders working a rundown situation working on dart throws |
| Fielding | * Push through technique to field ground ball * Outfielder diving to catch a fly ball | * Runner at 1st Base - Getting the lead runner * Relays * Catching fly balls at the fence |
| Positional Skills | * Catcher – Throws to 2nd Base * 1st Base - Footwork at 1st Base with continuation play | * Steal coverages * Catcher – setting up the batter |
| **OFFENSIVE SKILLS** | | |
| Hitting | * Hitting mechanics for:   + outside pitch   + drop ball   + rise ball   + curve   + change * Running Slap * Drag bunt * Push Bunt | * Pitch selection * Various counts on batter |
| Sliding | * Head first slide * Backdoor slide | * Pick-offs |
| Baserunning |  | * Steals – straight steal, delayed steals * Run downs * Game situational baserunning |

* + 1. On-Field Observation - Game

The evaluator and coach will schedule a formal on-field game observation and evaluation during a competition where the coach’s team will be competing. During this time, the evaluator will ask the coach various questions about the coach’s team, their opponent for that game and possible strategies the coach might be implementing.

* + 1. On-Field Observation Debriefs and Action Plans

Following each of the formal on-field observations, the evaluator will debrief the coach. The purpose of the debrief is two-fold:

1. to gather additional evidence or to clarify events that occurred during the practice or game, and;
2. to provide feedback to the candidate about what went well and what areas need improvement.

The evaluator will then work with the coach to develop an action plan. The action plan is two-fold:

* If the coach has been evaluated as “Needs Improvement in any of the Competition – Development outcomes, the evaluator will:
  + outline any tasks the coach must complete for a passing mark and provide a deadline for submission.
  + follow-up with the coach regarding the action items required.
  + may suggest some specific training workshops to increase the coach’s knowledge in specific areas to meet the standards.
* If they coach has been evaluated as “Meet’s Expectations”, the evaluator:
  + may suggest some specific training workshops to increase the coach’s knowledge in specific areas or provide other suggestions on how the coach can continue to learn and grow to assist in that coach’s further development.
  + will submit all the paper work to Softball Canada supporting the coach’s certification.

Once Softball Canada is satisfied that all requirements have been met by the coach for certification, they will enter the coach’s accreditation into “The Locker” (the NCCP database).

* + 1. Overview of the Evaluator’s Role

The evaluator will

* Evaluate the coach portfolio and identify any areas that are deficient.
* Schedule the practice and game observations once the Coach Portfolio has been approved.
* Confirm with the coach prior to the formal on-field observations the parameters of the practice/game and expectations for the observation based on the evaluation of the portfolio.
* Be to conduct a debriefing session with the coach after each formal observation to create an action plan for future development (the first debrief follows the practice observation evaluation and the second debrief follows the game evaluation).
* Submit the results of the evaluation process to Softball Canada in order to be entered into the Coaching Association of Canada’s NCCP database (“The Locker”).

## Self-Tracking Form

The Self Tracking Form for Coaching Portfolio Tasks located on the next page is can be used as a checklist by the coach to ensure that all tasks have been completed prior to the submission of the Coach Portfolio to Softball Canada.

**SELF-TRACKING FORM FOR**

**COACHING PORTFOLIO TASKS**

**The following tasks must be completed as part of the Coach portfolio. Use this Self Tracking Form to ensure you have included all necessary documentation for your Coach Portfolio.**

|  |  |  |
| --- | --- | --- |
| **TASK** | **COMPLETED**  **(🗹)** | **DATE**  **(dd/mm/yyyy)** |
| **Task 1: Plan a Practice Tasks** |  |  |
| **PP Task 1:** Athlete Profile Medical Information Form Task |  |  |
| **PP Task 2:** Emergency Action Plan (EAP) Task |  |  |
| **PP Task 3:** Practice Plans Task |  |  |
| **Task 2: Design a Sport Program Tasks** |  |  |
| **DSP Task 1:** Yearly Training Plan (YTP) |  |  |
| **Task 3: Manage a Sport Program Tasks** |  |  |
| **MSP Task 1:** Coaching Philosophy Task |  |  |
| **MSP Task 2:** Athlete Profile Worksheet Task |  |  |
| **MSP Task 3:** Parent Meeting Agenda Task |  |  |
| **MSP Task 4:** Team Goals Task |  |  |
| **MSP Task 5:** Individual Player Goals Task |  |  |
| **Task 4: Support the Competitive Experience Tasks** |  |  |
| **SCE Task 1:** Scouting & Game Plan Task |  |  |
| **SCE Task 2:** Umpire Exam Task |  |  |
| **SCE Task 3:** Focus, Pre-Competition, Competition and Post-Competition Plans |  |  |
| **After successful completion of the coach portfolio, the coach can now complete the:**   * **Practice Evaluation** * **Game Evaluation** | | |

# COACH PORTFOLIO

The following pages comprise the Coach Portfolio that must be completed by the coach and must be approved by an evaluator prior to being allowed to complete the on-field observations of a practice and game.

**It is important that you keep a copy of your Coach Portfolio as it will not be returned to you.**

Once completed, forward a hard or electronic copy (preferred) of the Coach Portfolio to:

Softball Canada

Attn: Angela Ballantyne

[aballantyne@softball.ca](mailto:aballantyne@softball.ca)

223 Colonnade Road, Suite 212

Ottawa, ON

K2E 7K3

If you have any questions about completing the certification process for the Competition – Development context or completing the Coach Portfolio, please email or call Angela Ballantyne at Softball Canada [aballantyne@softball.ca](mailto:aballantyne@softball.ca) or 613-558-4663)

**Softball Competition – Development**

**Coach Portfolio Tracking Form**

**Declaration of Authenticity**

I hereby declare that I have completed this Coach Portfolio as part of the evaluation process for Softball’s Competition – Development context without the assistance of another person.

|  |  |
| --- | --- |
| **COACH’S SECTION** | |
| **Coach’s Name:** |  |
| **Coach’s Signature:** |  |
| **NCCP #** |  |
| **Address:** |  |
|  | **Street City P/T Postal Code** |
| **Home Phone Number:** |  |
| **Cell Phone Number:** |  |
| **Email:** |  |
| **Date Submitted:** |  |

|  |  |
| --- | --- |
| **EVALUATOR’S SECTION** | |
| **Evaluator’s Name:** |  |
| **Evaluator’s NCCP #:** |  |
| **Date Received:** |  |
| **Date Marking Completed:** |  |
| **Final Result:** | **Incomplete**  **Needs Improvement**  **Meets standards**  **Exceeds standard** |
| **Comments:** |  |
| **Evaluator’s Signature:** |  |

**COACH PORTFOLIO MARKING FORM**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Coach Name** |  |  | | **NCCP #:** |  |  |  |  |  |  |  |  |
| First Name | Last Name | |  | | | | | | | | |
| **Date:** |  | **Location:** |  | | | | | | | | | |

**THIS SECTION TO BE COMPLETED BY SOFTBALL CANADA**

|  |  |  |
| --- | --- | --- |
| **ITEM** | **COMPLETED**  **(🗹)** | **COMMENTS** |
| Training in all 6 Competition – Development Multi-Sport Modules |  |  |
| Making Ethical Decision on-line evaluation completed |  |  |
| Managing Conflict on-line evaluation completed |  |  |
| Leading Drug Free Sport on-line evaluation completed |  |  |
| Coach Portfolio contains all required components |  |  |

**THIS SECTION TO BE COMPLETED BY THE EVALUATOR**

**OUTCOME – PLAN A PRACTICE (Task 1 - Coach Portfolio)**

|  |  |  |
| --- | --- | --- |
| **Criterion: Identify logistics and appropriate background information for practice** | | |
| **The coach is able to . . .** | **Check List** | **Comments** |
| Identify athletes’ age, abilities, and performance level |  |  |
| Identify basic information including date, time, location, number of athletes, level of athletes |  |  |
| Identify basic logistical needs (i.e. facilities and equipment) to match the overall goal |  |  |
| Indicate where the practice fits within the yearly program |  |  |
| Organize plan into main segments that include an introduction, warm-up, main part, cool-down, and a conclusion |  |  |
| Identify the duration of the practice and each practice segment on a timeline |  |  |
| Where applicable, and given logistics of the practice, identify potential risk factors |  |  |
| **Score** |  | **5/7** |
| **Criterion: Identify appropriate activities in each part of the practice** | | |
| **The coach is able to . . .** | **Check List** | **Comments** |
| Ensure the clearly identified goal(s) that is/are consistent with the following: SC LTPD model; NCCP growth and development principles; competitive level of the athletes; time of the Yearly Training Plan |  |  |
| Ensure the duration of the practice and each practice segment is consistent with NCCP growth and development principles and the accepted guidelines for the development of athletic abilities |  |  |
| Ensure, where appropriate, planned activities reflect awareness of and control for potential risk factors (environmental, mechanical, human) |  |  |
| Ensure activities are meaningful, purposeful and link to overall practice goal |  |  |
| Include a list of key teaching points that relate to the overall practice goal |  |  |
| Describe practice activities clearly and effectively (e.g., diagrams, explanations, key points) |  |  |
| Ensure activities are aimed at improving athletic abilities and are consistent with Softball’s LTPD model |  |  |
| Ensure activities integrate the use of training methods (including loading parameters, work/rest ratios, recovery type and time, etc.) that are suitable for the training goal and for the time of the year |  |  |
| Integrate appropriate mental strategies (visualization, relaxation, re-focusing, arousal control) to assist athlete to achieve task goal or practice objective |  |  |
| **Score** |  | **7/9** |

|  |  |  |
| --- | --- | --- |
| **Criterion: Design an emergency action plan** | | |
| **The coach is able to present an emergency action plan with the following critical elements:** | **Check List** | **Comments** |
| Location of telephones are identified (cell and land lines) |  |  |
| Emergency telephone numbers are listed |  |  |
| Location of medical profiles and coordinates for each athlete under the coach’s care is identified |  |  |
| Location of fully-stocked first-aid kit identified |  |  |
| Advance “call person” and “charge person” are designated |  |  |
| Directions to reach the activity site are provided |  |  |
| **All elements must be present for certification** | **Complete**  **Incomplete** | |

**OUTCOME – DESIGN A SPORT PROGRAM (Task 2 - Coach Portfolio)**

|  |  |  |
| --- | --- | --- |
| **Criterion: Outline a program structure based on training and competition opportunities** | | |
| **The coach is able to . . .** | **Check List** | **Comments** |
| Present logistical information on a planning calendar |  |  |
| Identify competition schedule and number of competitions during the program, as well as other key events (training, evaluation, etc.) |  |  |
| Correctly calculate the length of the season given breaks and other logistics, and the total number of competition days in the Yearly Training Plan |  |  |
| Identify length of each period of the program (Preparation, Competition, and Transition) and break down each into Phases (GPP; SPP; PCP; MCP; Transition) |  |  |
| Identify number, duration, and frequency of training sessions in each period of the program (Preparation, Competition, Transition) |  |  |
| **Score** |  | **4/5** |
| **Criterion: Identify appropriate measures to promote athlete development** | | |
| **The coach is able to . . .** | **Check List** | **Comments** |
| Calculate the ratio of training to competition opportunities within own program |  |  |
| Compare the ratio of training to competition opportunities within own program to recommended NCCP / LTAD |  |  |
| **Score** |  | **2/2** |
| **Criterion: Integrate yearly training priorities into own program** | | |
| **The coach is able to . . .** | **Check List** | **Comments** |
| Use SC yearly program template to correctly prioritize athletic abilities to be trained at a given time of the Yearly Training Plan |  |  |
| Use SC yearly program template to identify training objectives (i.e. acquisition, development, consolidation, refinement, maintenance) for specific athletic abilities at a given time of the Yearly Training Plan |  |  |
| **Score** |  | **2/2** |

|  |  |  |
| --- | --- | --- |
| **Criterion: Organize and sequence training priorities and objectives on a weekly basis to optimize adaptations** | | |
| **The coach is able to . . .** | **Check List** | **Comments** |
| Manage and prioritize training time appropriately and present a strategy to develop athletic abilities that is consistent with the training priorities and objectives identified in the NCCP |  |  |
| Account for logistical constraints in the yearly training plan when sequencing weekly training activities |  |  |
| Present a 1-week plan for one period of the yearly program that correctly identifies main objectives and priorities for training athletic abilities |  |  |
| Strategically position training sessions relative to each other within the week that accounts for: anticipated fatigue levels, time necessary to recover from specific activities, training priorities, overall performance goals, and competitions scheduled in the short term |  |  |
| Provide a practice plan that identifies appropriate types of exercises for athletic abilities, and practice conditions for technical/tactical factors within the weekly plans |  |  |
| Factor in critical programming decisions that have to be made to the weekly plan in order to address/correct specific performance factors based on evaluation of program |  |  |
| **Score** |  | **5/6** |

**OUTCOME – MANAGE A SPORT PROGRAM (Task 3 - Coach Portfolio)**

|  |  |  |
| --- | --- | --- |
| **Criterion: Manage administrative aspects of the program and oversee logistics** | | |
| **The coach is able to . . .** | **Check List** | **Comments** |
| Present a communication tool which outlines their coaching philosophy and objectives of the program |  |  |
| Provide a schedule of competition and training commitments to athletes, parents, and other key stakeholders |  |  |
| Identify expectations for behaviour and commitment and identify appropriate consequences |  |  |
| Facilitate logistics for away competitions (e.g., travel arrangements, food, chaperones, etc.) |  |  |
| Work with program volunteers and/or administrators to prepare budgets and other financial logistics |  |  |
| **Score** |  | **4/5** |
| **Criterion: Report on athlete progress throughout the program** | | |
| **The coach is able to . . .** | **Check List** | **Comments** |
| Present an assessment of the status of relevant performance indicators at periodic stages of the program to athletes and to other key stakeholders (parents, club authorities, sport administrators, etc.) |  |  |
| Identify and communicate appropriate levels of progression and steps for improvement throughout the program |  |  |
| Present evidence of debriefing session or interview with athlete, parents and or other key stakeholders to discuss progress in relation to goals |  |  |
| Protect the privacy of participant information and take steps to maximize confidentiality |  |  |
| Use effective communication strategies and or skills to present and promote program messages |  |  |
| **Score** |  | **4/5** |

**OUTCOME – SUPPORT THE COMPETITIVE EXPERIENCE (Task 4 - Coach Portfolio)**

|  |  |  |
| --- | --- | --- |
| **Criterion:** Implement procedures to promote readiness for performance: Pre-competition | | |
| **The coach is able to . . .** | **Check List** | **Comments** |
| Develop a game plan that outlines an appropriate level of strategies or tactics for achieving desired performance during competition |  |  |
| Understand the rules of competition and how to apply them during games. |  |  |
| **Score** |  | **2/2** |
| **Criterion:** Implement pre-competition mental training procedures that promote readiness for performance (focus plan) | | |
| **The coach is able to . . .** | **Check List** | **Comments** |
| Implement mental skills procedures pre-competition and during competition such as:   * Focus and re-focus plans with athletes   + Distraction control * Relaxation * Routines * Visualization * Arousal control strategies * Goal setting (outcome, performance and process goals) |  |  |
| **Score** |  | **1/1** |

**SCORING SUMMARY**

|  |  |
| --- | --- |
| **Outcome** | **Coach Result** |
| Plan a Practice |  |
| Design a Sport Program |  |
| Manage a Sport Program |  |
| Support the Competitive Experience |  |

**Evaluation Codes:**

EE = Exceeds Expectations

ME = Meets Expectations

NI = Needs Improvements

IN = Incomplete

**EVALUATOR’S RECOMMENDATION:**

|  |  |
| --- | --- |
|  | The Coach’s portfolio is incomplete and requires further information in the following areas: |
|  | The Coach’s portfolio requires further improvement in the following areas: |
|  | The Coach is recommended to proceed to the practice and game observation/evaluation |

The signatures below signify an acceptance of the Coach Portfolio Evaluation:

|  |  |
| --- | --- |
| Coach’s Signature |  |
| Evaluator’s Signature |  |

**Softball Competition – Development**

**Coach Portfolio**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Coach Profile** | | | | | | | | | | | | | | | | |
| **Name:** |  | | |  | | NCCP #: | |  |  |  |  |  |  |  |  | |
| First Name | | | Last Name | |  | | | | | | | | | | |
| **Address:** |  |  | | | | | | | | | | | | | | |
| Apt. | Street # and Street Name | | | | | | | | | | | | | | |
|  | | | |  | |  | | | | | | | | | |
| City | | | | Province/Territory | | Postal Code | | | | | | | | | |
| **Phone:** | ( ) | | | | ( ) | | ( ) | | | | | | | | | |
| Home | | | | Work | | Cell | | | | | | | | | |
| **E-mail:** |  | | | | | | | | | | | | | | | |
| **Number of years coaching Softball:** | | |  | | | | | | | | | | | | |
| **Name of Your Team:** | | |  | | | | | | | | | | | | |
| **Your position with Team:** | | | **Head Coach**  **Assistant Coach** | | | | | | | | | | | | |
| **Age Category of Team:** | | |  | | | | | | | | | | | | |
| **Classification of Team:** | | |  | | | | | | | | | | | | |

**Insert a copy of your latest NCCP transcript (all sports including softball).**

**List any other relevant training/certification you have taken:**

|  |
| --- |
|  |

**Coaching Environment**

|  |  |  |  |
| --- | --- | --- | --- |
| **Number of athletes on team:** |  | **Average practice length:**  **(i.e. # of hours/mins)** |  |
| **Youngest athlete’s age:** |  | **Typical number of practices / week:**  **Off-Season:**  **In-Season:** |  |
| **Oldest athlete’s age:** |  | **Program length (# of weeks per year):** |  |
| **Start Date of Season (first contact with athletes):** |  | **End Date of Season (typically the last major competition):** |  |

## Task 1: Plan a Practice (PP) Tasks

* + 1. PP Task 1: Athlete Profile Medical Information Form Task

Being prepared in case of an emergency is an important task for any coach. Your first step is to have all athletes and/or their parents complete the Athlete Profile Medical Information form. You will be expected to have copies of these forms as well as a medical kit with you at all practices and games. This is a requirement for your on-field observations (practice and game). In this portfolio, you are only required to provide one example.

**ATHLETE PROFILE MEDICAL INFORMATION**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Athlete Name: |  | | | | | | |
| Birth Date | (dd/mm/yy) | | Age |  | | Gender |  |
| Address |  | | | | | | |
| Street | | | | | | |
|  |  | | |  | | |
| City | Province | | | Postal | | |
| Healthcare Number |  | | | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| Parents Name |  | | |
| Address |  | | |
| Street | | |
|  |  |  |
| City | Province | Postal |
| Phone #’s |  |  |  |
| Home | Work | Cell |

|  |  |  |
| --- | --- | --- |
| Family Doctor |  |  |
| Name | Phone |

**Health History Details:**

Allergies Yes No \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Asthma (Respiratory) Yes No \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Blackouts/Fainting Yes No \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chest pain Yes No \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Diabetes Yes No \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Epilepsy Yes No \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Deaf/Hard of Hearing Yes No \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Heart Condition Yes No \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Recurring Headaches Yes No \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Seizures Yes No \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Glasses Yes No \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Contact Lenses Yes No \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Injuries (specify) Yes No \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Medications (specify) Yes No \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Other (including recent surgery) Yes No \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* + 1. PP Task 2: Emergency Action Plan (EAP) Task

The next step is to design an Emergency Action Plan for your team’s home softball field. 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.

***What’s in an EAP?***

An EAP should be prepared for the facility or site where you normally hold your team practices and for any softball field or site where athletes regularly engage in softball practices or games.

An EAP should cover the following items:

1. A designated charge person, which identifies who is in charge in the event of an emergency.
2. A cell-phone with a fully charged battery. If this is not possible, identify where the nearest phone is located. Have spare change in the event you need to use a pay phone.
3. Emergency telephone numbers (facility manager, fire, police, ambulance) as well as contact numbers (parents/guardians, next of kin, family doctor) for the athletes.
4. Medical profile for each athlete, 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. Directions to provide Emergency Medical Services (EMS) to enable them to reach the site as rapidly as possible. Information such as the closest major intersection, one way streets, or major landmarks are useful
6. The location of a properly stocked first aid kit (all coaches are strongly encouraged to pursue first aid training).
7. A designated “call person” (the person who makes contact with medical authorities and otherwise assists the person in charge). Be sure that your call person can give emergency vehicles precise instructions to reach your facility or site.

**You may use the templates that are provided on the following pages to assist you in completing this task.**

**Sample Emergency Action Plan for Softball Facility**

###### Contact Information

*Attach the medical profile for one “made up” athlete (to protect confidentiality).*

*The EAP should be printed two-sided, on a single sheet of paper.*

**Emergency phone numbers:** 9-1-1 for all emergencies

**Cell phone number of coach:** (xxx) xxx-xxxx

**Cell phone number of asst coach:** (xxx) xxx-xxxx

**Phone number of pool facility:** (xxx) xxx-xxxx

**Address of pool facility:** Algonquin Municipal Park

123 Park Lane,

between Chestnut St. and Poplar St.

City, Province/Territory XXX XXX

**Address of nearest hospital:** Mercy General Hospital

1234 Queen Elizabeth Drive

City, Province/Territory XXX XXX

**Charge person (1st option):**  Suzie Chalmers (coach)

**Charge person (2nd option):** Joey Lemieux (assistant coach)

**Charge person (3rd option):**  Angela Stevens (parent, usually on site)

**Call person (1st option):** Brad Fontaine (parent, cell xxx-xxxx)

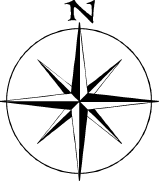
**Call person (2nd option):**  Sheila Lachance (parent, cell xxx-xxxx)

**Call person (3rd option):**  Stefano Martinez (parent, cell xxx-xxxx)

Directions to Mercy General Hospital from Algonquin Municipal Park:

**Algonquin Municipal Park**

**Queen E. Drive**



**Belmont**

**Park Lane**

**Poplar**

**Chestnut**

**Mercy General Hospital**

|  |  |  |
| --- | --- | --- |
| **EMERGENCY ACTION PLAN** | | |
| **EMERGENCY PHONE** | **C:\Users\knoonan\Desktop\SC_Emblem.png911**  **Police:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Fire: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Phone Location:\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Head Coach:**  **PH: ( )**  **Assistant Coach:**  **PH: ( )** | **C:\Users\knoonan\Desktop\SC_Emblem.pngCHECKLIST:**  **Location of telephones are identified (cell or land lines)**  **Emergency telephone numbers are listed**  **Cell phone, battery well charged**  **Change available to make phone calls from a pay phone** |
| **FACILITY ADDRESS** | **Address of Facility:**  **Address of Nearest Hospital:** | **DIRECTIONS & DIAGRAM:**  **Provide accurate directions to the site and a diagram:** |
| **CHARGE PERSON** | **NAME:**  **PH: ( )**  **ALTERNATE 1:**  **PH: ( )**  **ALTERNATE 2:**  **PH: ( )** | **ROLES & RESPONSIBILITIES**   * **Clear the risk of further harm to the injured person by securing the area and shelter the injured person from the elements** * **Designate who is in charge of the other athletes** * **Protect yourself (wears gloves if he/she is in contact with body fluids such as blood)** * **Assess ABCs (checks that airway is clear, breathing is present, a pulse is present, and there is no major bleeding)** * **Wait by the injured person until EMS arrives and the injured person is transported** * **Fill in an accident report form** |
| **CALL PERSON** | **NAME:**  **PH: ( )**  **ALTERNATE 1:**  **PH: ( )**  **ALTERNATE 2:**  **PH: ( )** | **ROLES & RESPONSIBILITIES**   * **Call for emergency help** * **Provide all necessary information to dispatch (e.g. facility location, nature of injury, what, if any, first aid has been done)** * **Clear any traffic from the entrance/access road before ambulance arrives** * **Wait by the driveway entrance to the facility to direct the ambulance when it arrives** * **Call the emergency contact person listed on the injured person’s medical profile** |
| ATHLETE INFORMATION | | **Athlete profile information and emergency contact information is attached (Where)** |
| FIRST AID KIT | | **Location of First Aid Kit is identified (Where)** |

* + 1. PP Task 3: Practice Plans Task

You are to submit one (1) practice plan for *each* phase (GPP, SPP, PCP, MCP) of the Yearly Training Plan (YTP), and one (1) practice plan for the taper prior to a major competition. The total number of practice plans to submit is five (5).

Submission for this task will be:

* 1 practice plan for the General Preparation phase.
* 1 practice plan for the Specific Preparation phase.
* 1 practice plan for the Pre-Competition phase.
* 1 practice plan for the Main Competition phase.
* 1 practice plan for the Taper Phase before a major competition

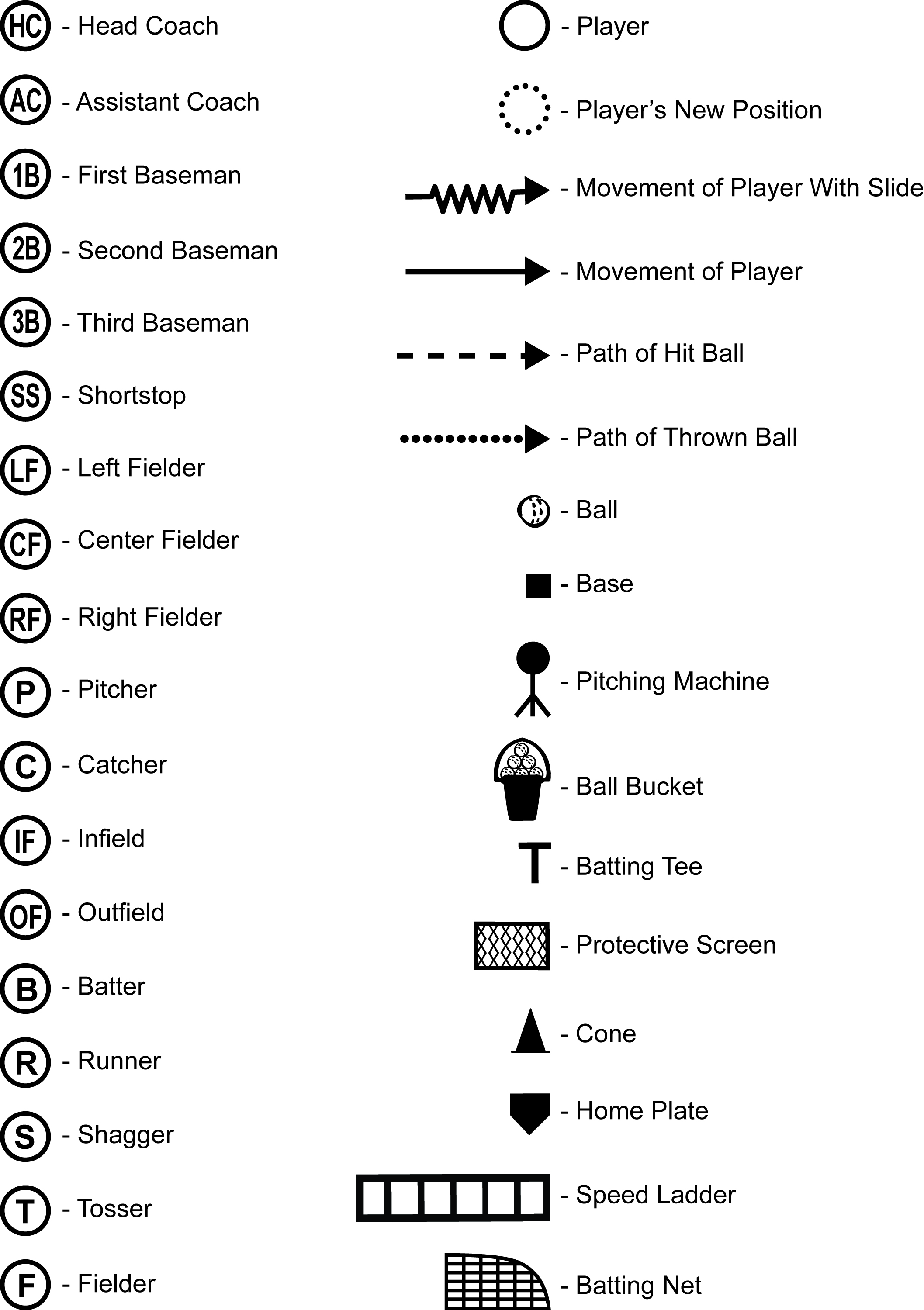
On each practice plan, the following information is required:

* Identify the Practice Plan number and date of practice as well as other pertinent administration information.
* Identify the phase in the YTP.
* State the goals for each practice.
* Write a brief intro you will use at the start of practice
* State the objectives for each drill in the practice plan.
* State the time allotted to each drill.
* List the equipment needed for each drill.
* Provide the drill name, drill description and diagram of each drill in the warm-up and main part of the practice.
* Provide teaching points to be emphasized for each drill.
* Write a brief debrief you will use at the end of practice
* Provide a brief evaluation of the practice in the space provided.

The coach may use the practice plan templates provided on the following pages or his/her own practice plan forms (as long as all necessary information listed above is included). An indoor practice plan template and an outdoor practice plan template are provided.

Use the symbols on the following page for any diagrams used in your practice plans.

**Practice Plan Symbols Legend**



|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Practice Plan # | | | | | | | Date: | | |
| **YTP Phase** | | **General Prep  Specific Prep  Pre-Comp  Main Comp  Tapering** | | | | | | | |
| **Location:** | |  | | **# of Athletes:** | |  | | **Length of Practice** |  |
| **Absent Athletes:** | |  | | | | | | | |
| **Support Staff:** | |  | | | | | | | |
| **Goals of Practice:** | | 1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | 3 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| Intro | | | | | | | | | |
| **Use the space below to outline what you will tell your athletes at the start of practice:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | |
| Warm-up | | | | | | | | | |
| Drill: | | | | | | | | | |
| **Time:**  **Equipment:**  **Objective(s) of Drill:**   * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   **Drill Description:**   * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   **Key Teaching Points:**  1  2  3 | | | | | | | | | |
| Drill: | | | | | | | | | |
| **Time:**  **Equipment:**  **Objective(s) of Drill:**   * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   **Drill Description:**   * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   **Key Teaching Points:**  1  2  3 | | | | | | | | | |
| Drill: | | | | | | | | | |
| **Time:**  **Equipment:**  **Objective(s) of Drill:**   * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   **Drill Description:**   * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   **Key Teaching Points:**  1  2  3 | | | | | | | | | |
| Drill: | | | | | | | | | |
| **Time:**  **Equipment:**  **Objective(s) of Drill:**   * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   **Drill Description:**   * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   **Key Teaching Points:**  1  2  3 | | | | | | | | | |
| Main Part | | | | | | | | | |
| Drill: | | | | | | | | | |
| **Time:**  **Equipment:**  **Objective(s) of Drill:**   * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   **Drill Description:**   * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   **Key Teaching Points:**  1  2  3 | | | | | | | | | |
| Drill: | | | | | | | | | |
| **Time:**  **Equipment:**  **Objective(s) of Drill:**   * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   **Drill Description:**   * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   **Key Teaching Points:**  1  2  3 | | | | | | | | | |
| Drill: | | | | | | | | | |
| **Time:**  **Equipment:**  **Objective(s) of Drill:**   * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   **Drill Description:**   * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   **Key Teaching Points:**  1  2  3 | | | | | | | | | |
| Drill: | | | | | | | | | |
| **Time:**  **Equipment:**  **Objective(s) of Drill:**   * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   **Drill Description:**   * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   **Key Teaching Points:**  1  2  3 | | | | | | | | | |
| Drill: | | | | | | | | | |
| **Time:**  **Equipment:**  **Objective(s) of Drill:**   * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   **Drill Description:**   * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   **Key Teaching Points:**  1  2  3 | | | | | | | | | |
| Drill: | | | | | | | | | |
| **Time:**  **Equipment:**  **Objective(s) of Drill:**   * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   **Drill Description:**   * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   **Key Teaching Points:**  1  2  3 | | | | | | | | | |
| Cool Down & Conclusion | | | | | | | | | |
| **10 minutes** | **Static Stretching Routine**  **Debrief:** | | | | | | | | |
| Practice Evaluation | | | | | | | | | |
| **What worked well:** | | | | | **What to change for next time:** | | | | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Practice Plan # | | | | | | | Date: | | |
| **YTP Phase** | | **General Prep  Specific Prep  Pre-Comp  Main Comp  Tapering** | | | | | | | |
| **Location:** | |  | | **# of Athletes:** | |  | | **Length of Practice** |  |
| **Absent Athletes:** | |  | | | | | | | |
| **Support Staff:** | |  | | | | | | | |
| **Goals of Practice:** | | 1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | 3 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| Intro | | | | | | | | | |
| **Use the space below to outline what you will tell your athletes at the start of practice:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | |
| Warm-up | | | | | | | | | |
| Drill: | | | | | | | | | |
| **WU_PP20_BLANK REDUCED.jpgTime:**  **Equipment:**  **Objective(s) of Drill:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Drill Description:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Key Teaching Points:**  1  2  3 | | | | | | | | | |
| Drill: | | | | | | | | | |
| **WU_PP20_BLANK REDUCED.jpgTime:**  **Equipment:**  **Objective(s) of Drill:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Drill Description:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Key Teaching Points:**  1  2  3 | | | | | | | | | |
| Drill: | | | | | | | | | |
| **WU_PP20_BLANK REDUCED.jpgTime:**  **Equipment:**  **Objective(s) of Drill:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Drill Description:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Key Teaching Points:**  1  2  3 | | | | | | | | | |
| Drill: | | | | | | | | | |
| **Time:**  **WU_PP20_BLANK REDUCED.jpgEquipment:**  **Objective(s) of Drill:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Drill Description:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Key Teaching Points:**  1  2  3 | | | | | | | | | |
| Main Part | | | | | | | | | |
| Drill: | | | | | | | | | |
| **WU_PP20_BLANK REDUCED.jpgTime:**  **Equipment:**  **Objective(s) of Drill:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Drill Description:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Key Teaching Points:**  1  2  3 | | | | | | | | | |
| Drill: | | | | | | | | | |
| **Time:**  **WU_PP20_BLANK REDUCED.jpgEquipment:**  **Objective(s) of Drill:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Drill Description:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Key Teaching Points:**  1  2  3 | | | | | | | | | |
| Drill: | | | | | | | | | |
| **Time:**  **WU_PP20_BLANK REDUCED.jpgEquipment:**  **Objective(s) of Drill:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Drill Description:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Key Teaching Points:**  1  2  3 | | | | | | | | | |
| Drill: | | | | | | | | | |
| **WU_PP20_BLANK REDUCED.jpgTime:**  **Equipment:**  **Objective(s) of Drill:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Drill Description:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Key Teaching Points:**  1  2  3 | | | | | | | | | |
| Drill: | | | | | | | | | |
| **WU_PP20_BLANK REDUCED.jpgTime:**  **Equipment:**  **Objective(s) of Drill:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Drill Description:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Key Teaching Points:**  1  2  3 | | | | | | | | | |
| Drill: | | | | | | | | | |
| **WU_PP20_BLANK REDUCED.jpgTime:**  **Equipment:**  **Objective(s) of Drill:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Drill Description:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Key Teaching Points:**  1  2  3 | | | | | | | | | |
| Cool Down & Conclusion | | | | | | | | | |
| **10 minutes** | **Static Stretching Routine**  **Debrief:** | | | | | | | | |
| Practice Evaluation | | | | | | | | | |
| **What worked well:** | | | | | **What to change for next time:** | | | | |

## Task 2: Design a Sport Program

* + 1. DSP Task 1: Yearly Training Plan

You are to submit a Yearly Training Plan (YTP) for your current team covering the physical, mental, technical, tactical, ancillary and life skills training program plans and competition plans for your team. You can provide a printed or electronic copy of your YTP (Word or Excel). A YTP template has been provided on the following pages.

The coach should be able to discuss during their evaluation(s):

1. An overview of his/her integrated yearly training and competition plans.
2. Rationale for or an analysis of the implementation of these plans based on actual athlete/training group response and results.
3. Specific elements pertaining to the various components of the team’s training and competition environment.

Coaches should also be prepared to discuss the following deliverables of their YTP:

1. Introduction and objectives of the plan
2. Description of the athlete(s), team and coaching staff (yourself included) including athletes’ current abilities.
3. Description/review of prior yearly plans and present performance-related situations
4. Long-term goals for the team.
5. Brief overview of ‘location’ of the annual plan in terms of Long-Term Player Development.
6. Description and rationale of the Periods and Phases of the yearly plan:
   1. Preparation Period(s)
      1. General Preparation Phase (GPP)
      2. Specific Preparation Phase (SPP)
   2. Competitive Period(s)
      1. Pre-Competitive Phase (PCP)
      2. Main Competitive (MCP)
   3. Transition Period(s).
7. Program logistics such as:
   1. Length of the season breaks and other planning logistics (e.g. holidays, travel, school, exams, etc.)
   2. The number of training sessions and competition sessions in your season
   3. The training to competition ratio for your team for the current season and compare this to the recommended ratio in Softball’s LTPD model.
8. Rationale for mesocycle and microcycle distribution in each of the Phases of the yearly plan
9. Description of a microcycle from one phase (GPP, SPP, PCP, MCP, or TP) and describe the objective of the microcycle and the daily sequencing of training, competition and recovery activities for that microcycle.
10. Description and rationale for the metabolic Energy System training planned in your yearly plan
11. Description, rationale and objectives for the Strength training planned in your yearly plan
12. Description, rationale and objectives for the Mental training planned in your yearly plan.
13. Description, rationale and objectives for the Technical training planned in your yearly plan
14. Description, rationale and objectives for the Tactical training planned in your yearly plan
15. Description, rationale and objectives for the Ancillary skills training planned in your yearly plan
16. Description, rationale and objectives for the Recovery and Regeneration procedures you have planned for the athlete(s)
17. Description, rationale and objectives for your taper
18. A brief overview of the physical, technical, mental and medical monitoring planned for the athlete(s)
19. Provide an evaluation of your YTP at the conclusion of the season indicating what modifications were made during the season, what went well and what areas you would improve for next year.

**PERFORMANCE PLAN**

**Team Name: Age Category: Classification: Coach’s Name: Season:**

**LEGEND**

**Team Goals: 1) 2) 3)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1** | **Dates** | Months |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2** | Week Date |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3** | **Competitions** | Type/Number |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **4** | Importance1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **5** | **Training** | Type/Number |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **6** | **Test, Monitor, Evaluate** | Date/Type |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **7** | **Other Events** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **8** | **Periods / Phases** | Periods |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **9** | Phases |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **10** | Mesocycles |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **11** | Microcycles | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 |
| **12** | **Offensive Technical Skills** | Hitting |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Bunting |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Baserunning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Sliding |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **13** | **Defensive Technical Skills** | Throwing/Catching |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Fielding |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Infielders (Corners) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Infielders (Middle) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Outfielders |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Catchers |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Pitchers |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **14** | **Offensive Tactical Skills** | Short Game |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Situational Hitting |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Baserunning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **15** | **Defensive Tactical Skills** | Hits to Infield |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Hits to Outfield |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Catchers |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Pitchers |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Bunt Coverage |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Pick-offs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Run Downs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Relays/Cut-offs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1st & 3rd |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **16** | **Physical** | Aerobic |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **17** | Anaerobic |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **18** | SAQ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **19** | Strength |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **20** | Power |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **21** | Flexibility |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **22** | **Ancillary** | Nutrition |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **23** | Equipment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **24** | Environment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **25** | **Psychology** | Goal Setting |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Arousal Control |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Emotional Control |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Attentional Control |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Imagery |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Mental Plans |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Team Building |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **26** | **Peaking Index** | Volume1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **27** | Intensity1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **28** | **% Emphasis** | Physical |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **29** | Psychological |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **30** | Technical |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **31** | Tactics / Strategies |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **32** | **Total Hours** | Ave. Hours/Week |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

1 - H = High, M = Medium, L = Low 2 – Speed, Agility and Quickness

## Task 3: Manage a Sport Program (MSP) Tasks

Under the Manage a Program a Sport Program outcome, a softball coach is responsible for a number of items related to running a team. These tasks involve administration, communication, staffing, organizing team trips, planning non-softball events, etc. To show your competency as a coach in this outcome, you will need to submit the following:

* Written coaching philosophy with program objectives identified.
* Completed Athlete Profile Worksheets for every player on your team.
* A copy of your Athlete/Team handbook that identifies expectation for behaviour and commitment and identifies appropriate consequences.
* A copy of your team’s budget for the current year.
  + 1. MSP Task 1: Coaching Philosophy Task

The purpose of this task is for you to reflect on what is truly important to you in your role as a coach. There are no right or wrong answers for this task. However there are philosophies that are consistent or inconsistent with the NCCP Code of Ethics and Softball Canada’s Long-Term Player Development Model. Be prepared to defend your coaching philosophy as it related to these concepts.

Taking time to reflect on your coaching philosophy can help you in many ways. For example when you:

* Work with the athletes to set goals for the team and develop guidelines for behaviour
* Work with your coaching staff to set guidelines for how you want to interact with the athletes as a coaching staff
* Meet with parents at the beginning of the season and throughout the season to clearly identify what guides your coaching decisions
* Develop your Yearly Training Plan and create practices plans to reach the goals set by your team.

Use the space provided on the following page to articulate your coaching philosophy (add more pages as needed). Your coaching philosophy should:

* include one of the following three (3) cornerstones concepts:
  + Providing a positive softball experience for all athletes
  + Providing the opportunity for athletes to achieve their full potential through sport
  + Using softball as a holistic means of individual development
* State your leadership style (i.e. lead by Participant, Command, or Laissez-faire style") and how you plan to bring your coaching philosophy to life through examples of how you act or behave.
* State the values (personal and social) that are important to you and your program. Reminder: A value is an enduring, deeply held belief that is a statement of personally or socially preferred ideals. When you determine your values as a coach, you need to pay attention not only to what is important to you but also what is important to society.

**My Coaching Philosophy is:**

|  |
| --- |
|  |

* + 1. MSP Task 2: Athlete Profile Worksheet Task

Understanding and knowing your athletes is a key component of managing a softball team. Complete the following Athlete Profile Worksheet for one (1) athlete on your team that you are currently coaching.

***Athlete Profile Worksheet***

|  |  |  |  |
| --- | --- | --- | --- |
| Team Name: |  | Season (i.e. 2021): |  |

| Player’s Name | Age | LTPD Stage | Developmental Age |
| --- | --- | --- | --- |
|  |  |  |  |

| Strengths (KPF) | Development Needs (KPF) | Current Year’s Goals | Notes |
| --- | --- | --- | --- |
|  |  |  |  |

**\*Developmental Age:**

Pre-P Pre-Puberty: No signs of physical maturation apparent yet

P-On Puberty Onset: A few early signs of physical maturation

PHV Peak Height Velocity: Rapid phase of growth & maturation, constant changes

Post-P Post-Puberty: Most growth & maturation seems complete or almost complete

Mature Mature: Athlete has attained mature adult body, minimal changes

* + 1. MSP Task 3: Parent Meeting Agenda Task

The purpose of this section is to provide you with a place to prepare the agenda and key points you want to cover in your first meeting of the season with parents. In all likelihood, this is something you will do every time you start with a new team, and one agenda can be used as a template for meetings to come.

***PARENT MEETING AGENDA***

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Approximate time needed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Key points[[1]](#footnote-1):

How it went (how long it took, what went well, what I would do differently next time):

* + 1. MSP Task 4: Team Goals Task

The purpose of this section is to provide you with a space to record your team’s goals that have been identified by your players/parents and coaching staff. Team goals should be set with the players and all staff, so that everyone involved is committed to achieving them.[[2]](#footnote-2)

Using the Team Goals Form on the following page, identify three outcome goals (Column 1) for your team. In Column 2, specify two or more performance goals for the team for each outcome goal you have identified and the checkpoint date to evaluate throughout the season to see whether they need to be revised and/or whether they have been achieved. In Column 3, describe the appropriate process goals for the next month of training with your team.

***TEAM GOALS***

|  |  |  |  |
| --- | --- | --- | --- |
| **Team Name:** |  | **Season:** |  |

| Outcome Goal | Performance Goal(s) and Checkpoint | Process Goals for the Next Month |
| --- | --- | --- |
| **Goal #1** |  |  |
| **Goal #2** |  |  |
| **Goal #3** |  |  |

* + 1. MSP Task 5: Individual Player Goals Task

The purpose of this section is to provide you with a space to record an individual player’s goals. You are expected to work with one player on your team to complete this task.[[3]](#footnote-3)

Using the Individual Player Goals Form on the following page, identify three outcome goals (Column 1) for your selected player. In Column 2, specify two or more performance goals for this player for each outcome goal you have identified and the checkpoint date to evaluate throughout the season to see whether they need to be revised and/or whether they have been achieved. In Column 3, describe the appropriate process goals for the next month of training with this athlete.

***INDIVIDUAL PLAYER GOALS***

|  |  |  |  |
| --- | --- | --- | --- |
| **Athlete’s Name:** |  | **Season:** |  |

| Outcome Goal | Performance Goal(s) and Checkpoint | Process Goals for the Next Month |
| --- | --- | --- |
| **Goal #1** |  |  |
| **Goal #2** |  |  |
| **Goal #3** |  |  |

## Task 4: Support the Competitive Experience Tasks

To show your competency as a coach under the Support the Competitive Experience outcome you will need to submit the following:

* Scouting Report on your team
  + You may fill in the scouting report template provided or use your own scouting report.
* Game Plan
  + You will develop a game plan to use against the team you have scouted (your team).
* Umpire Exam
  + You will submit the Softball Canada Umpire Exam for the current year completing the Level III exam (questions 1-75). You need a score of 80% or better to pass.
* Pre-Competition & Competition Focus Plan
  + 1. SCE Task 1: Scouting & Game Plan Task

Complete the Scouting Report on the following page to compile information on your team’s offence and defense or use your own Scouting Report form. Use this scouting information to develop an understanding of your own team’s strengths and weaknesses. Then develop a game plan that you would use versus your team based on possible opportunities and threats you have identified.

**SCOUTING REPORT**

**TEAM: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**OPPONENT: FINAL SCORE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**OFFENSE**

**HITTING**

BEST HITTERS

WHO HITS WITH POWER? # \_\_\_\_\_\_ # \_\_\_\_\_\_ # \_\_\_\_\_\_ # \_\_\_\_\_\_

WHO HITS FOR CONTACT? # \_\_\_\_\_\_ # \_\_\_\_\_\_ # \_\_\_\_\_\_ # \_\_\_\_\_\_

CLUTCH HITTER? # \_\_\_\_\_\_ # \_\_\_\_\_\_ # \_\_\_\_\_\_ # \_\_\_\_\_\_

**SHORT GAME**

SAC BUNT ON FIRST PITCH?  YES  NO # \_\_\_\_\_\_ # \_\_\_\_\_\_ # \_\_\_\_\_\_

WHO TRIES TO BUNT OR SLAP FOR BASE HIT? # \_\_\_\_\_\_ # \_\_\_\_\_\_ # \_\_\_\_\_\_

DO THEY SQUEEZE BUNT?  YES  NO

**TENDANCIES (1st pitch take, 3-0 take, H & R rather than bunt in typical sac situations, etc.)**

**WHAT PLAYS DO THEY RUN (who, how, when, where)**

**GENERAL COMMENTS ON HITTING:**

**BASERUNNING**

ARE THEY AN AGGRESSIVE BASERUNNING TEAM?  YES  NO

PLAYERS WITH SPEED: # \_\_\_\_\_\_ # \_\_\_\_\_\_ # \_\_\_\_\_\_ # \_\_\_\_\_\_ # \_\_\_\_\_\_

WHO STEALS BASES? # \_\_\_\_\_\_ # \_\_\_\_\_\_ # \_\_\_\_\_\_ # \_\_\_\_\_\_ # \_\_\_\_\_\_

DO THEY STEAL 3RD?  YES  NO # \_\_\_\_\_\_ # \_\_\_\_\_\_ # \_\_\_\_\_\_

IS THERE A PATTERN TO WHEN THEY STEAL? (i.e. on first pitch)

**GENERAL COMMENTS ON TEAM OFFENSE (what plays they run, what they do in various situation – R1 + No one out, R2&3 +One out, etc.):**

**DEFENSE**

**ALIGNMENTS**

1. **Primary**
2. **Bunt**
3. **Slap Defense**
4. **Steal Defense**

**SPECIAL ALIGNMENTS, SHIFTS, BASE COVERAGE:**

**TENDANCIES**

**CATCHERS**

# \_\_\_\_\_\_ ARM:  STRONG  AVERAGE  WEAK ACCURATE:  YES  NO

ATTEMPTS PICK-OFFS: 1ST:  YES  NO 3RD:  YES  NO

# \_\_\_\_\_\_ ARM:  STRONG  AVERAGE  WEAK ACCURATE:  YES  NO

ATTEMPTS PICK-OFFS: 1ST:  YES  NO 3RD:  YES  NO

**INFIELDERS**

# \_\_\_\_\_\_ ARM:  STRONG  AVERAGE  WEAK ACCURATE:  YES  NO

RANGE:  GOOD  AVERAGE  WEAK

# \_\_\_\_\_\_ ARM:  STRONG  AVERAGE  WEAK ACCURATE:  YES  NO

RANGE:  GOOD  AVERAGE  WEAK

# \_\_\_\_\_\_ ARM:  STRONG  AVERAGE  WEAK ACCURATE:  YES  NO

RANGE:  GOOD  AVERAGE  WEAK

# \_\_\_\_\_\_ ARM:  STRONG  AVERAGE  WEAK ACCURATE:  YES  NO

RANGE:  GOOD  AVERAGE  WEAK

**OUTFIELD**

# \_\_\_\_\_\_ ARM:  STRONG  AVERAGE  WEAK ACCURATE:  YES  NO

RANGE:  GOOD  AVERAGE  WEAK

# \_\_\_\_\_\_ ARM:  STRONG  AVERAGE  WEAK ACCURATE:  YES  NO

RANGE:  GOOD  AVERAGE  WEAK

# \_\_\_\_\_\_ ARM:  STRONG  AVERAGE  WEAK ACCURATE:  YES  NO

RANGE:  GOOD  AVERAGE  WEAK

# \_\_\_\_\_\_ ARM:  STRONG  AVERAGE  WEAK ACCURATE:  YES  NO

RANGE:  GOOD  AVERAGE  WEAK

**PITCHERS**

# \_\_\_\_\_\_ Best Pitch\_\_\_\_\_\_ First Pitch\_\_\_\_\_\_ Patterns: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# \_\_\_\_\_\_ Best Pitch\_\_\_\_\_\_ First Pitch\_\_\_\_\_\_ Patterns: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# \_\_\_\_\_\_ Best Pitch\_\_\_\_\_\_ First Pitch\_\_\_\_\_\_ Patterns: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**GENERAL COMMENTS ON TEAM DEFENSE (what plays do they run, what they do in various situation – R1 + No one out, R2&3 +One out, trick plays? etc.):**

**GAME PLAN**

Use the space below to describe your game plan for the team you have scouted (your team).

* + 1. SCE Task 2: Umpire Exam Task

As part of the coaching portfolio, you are required to complete the online Umpire Exam for the current year. To begin your exam please click on the link below:

* <http://hosted.onlinetesting.net/SoftballCanada/login>

Once you open the link, you will have to select the test you are expected to complete and enter your personal data. There are many tests so be sure to select the **2022Coaching** test. When selecting your “Group”, please select “**Coaches**”.

If you do not have an Umpire # please enter 0, and in the last 2 sections regarding level and # of registered years, please put Coach and N/A.

The Coaching test is comprised of 50 standard questions (all umpires will see the same test). To pass the test, you will need a minimum score of **80% or better (40/50).** You have up to three opportunities to successfully complete the test. This is an open book test, so you may use your rule book to complete the test.

Please note that you have the ability to start the test and then stop and then come back to it at another time. When you stop, you will be given a code to get back into the system where you left off. Be sure to write this code down as you will need it to re-start the test. However, you only have a **14 day window** once you’ve started the test to complete it. After 14 days, the system will lock you out and you will need contact to Softball Canada to reset it.

If you have any issues accessing or completing the online rules test, please contact Angela Ballantyne ([aballantyne@softball.ca](mailto:knoonan@softball.ca) or 613-523-3386, x-3104).

Good luck!

**Please indicate below that you have successfully completed the exam.**

I have successful completed the exam.

* + 1. SCE Task 3: Focus, Pre-Competition, Competition and Post-Competition Plans

In the Train to Compete stage, coaches will be working with the athlete to develop and consolidate their mental skills. An individualized assessment should be completed to help the athlete understand their tendencies, implications for play and areas to develop or improve. Basic mental skills should continue to be practiced, advanced mental skills should be developed and consolidated and technology might be considered to help develop accountability around skill development (i.e. apps, portable biofeedback, etc.).

The athlete should have a pre-competition plan for game preparation as well as competition plan for during the game and a post-competition plan for after the game. This should include a focus plan (what the athlete should be thinking and feeling at various times), the identification of potential distractions and a plan for refocusing. Routines should be well-rehearsed and woven seamlessly into their game. The athlete should be purposeful about practicing mental skills strategies as a component of their regular practice sessions. A regular debriefing process should be implemented with the coach and all key stakeholders involved with the athlete should be working collaboratively towards a specific performance goal.

**Note:** During your on-field observations (practice and game), the evaluator will explore how you have incorporated the training of mental skills and the use of the various plans into practice and competitive situations. This training and development should also be reflected in your yearly training plan.

Using the worksheets provided on the following pages or your own worksheets, develop the following for one (1) athlete on your team:

* A pre-competition plan
* A competition plan
* A post-competition plan
* A focus plan
  + For training
  + For competitions

**MENTAL TRAINING – DIAGNOSTICS**

|  |  |  |  |
| --- | --- | --- | --- |
| **Athlete’s Name:** |  | **Date:** |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | | |
|  |  | **Don’t Know** | **Poor** | **Not Good** | **OK** | **Good** | **Superb** |
| **GOAL SETTING** |  |  |  |  |  |  |  |
|  | Outcome Goals |  |  |  |  |  |  |
|  | Process Goals |  |  |  |  |  |  |
|  | Daily Training Goals |  |  |  |  |  |  |
|  | Competition Goals |  |  |  |  |  |  |
| **AROUSAL CONTROL** |  |  |  |  |  |  |  |
|  | Relaxation |  |  |  |  |  |  |
|  | Energizing |  |  |  |  |  |  |
| **ATTENTIONAL CONTROL** |  |  |  |  |  |  |  |
|  | Self-Talk |  |  |  |  |  |  |
|  | Routines |  |  |  |  |  |  |
|  | Imagery/Visualization |  |  |  |  |  |  |
|  | Re-Focusing |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **PREPARATION** |  |  |  |  |  |  |  |
|  | Ideal Performance State |  |  |  |  |  |  |
|  | Pre-Competition Plan |  |  |  |  |  |  |
|  | Competition Plan |  |  |  |  |  |  |
| **COMMUNICATION** |  |  |  |  |  |  |  |
|  | Athlete – Athlete |  |  |  |  |  |  |
|  | Coach – Athlete |  |  |  |  |  |  |
|  | | | | | | | |

**List the mental skills you feel are your strengths:**

**List the mental skills you feel you need to improve to help your performance (what do you need to do better)?**

**PREPARATION PLAN WORKSHEET**

|  |  |  |  |
| --- | --- | --- | --- |
| **Athlete’s Name:** |  | **Date:** |  |

| **PRE-COMPETITION PLAN** | | |
| --- | --- | --- |
|  |  |  |
|  | **What do you need to do or think about to be mentally ready?** | **What do you need to do or feel to be physically ready?** |
|  |  |  |
| Day Before Game |  |  |
| Arrival at ball park |  |  |
| During Warm-up |  |  |
| 10-minutes before the game |  |  |
| 1- minute before the game |  |  |

| **COMPETITION PLAN** | | |
| --- | --- | --- |
|  |  |  |
|  | **What do you need to do or think about to be mentally ready?** | **What do you need to do or feel to be physically ready?** |
|  |  |  |
| **Batting** |  |  |
| When “On Deck” |  |  |
| Prior to stepping into Batter’s Box |  |  |
| While in the Batter’s Box |  |  |
| Between Pitches |  |  |
| When up in the count |  |  |
| When behind in the count |  |  |
| After a bad call by the umpire |  |  |
| After striking out (called or swinging) |  |  |
| After a getting a hit |  |  |
| **On Defense** |  |  |
| Prior to the pitch |  |  |
| Between pitches |  |  |
| Critical time #1 during the game while on Defense |  |  |
| Critical time #2 during the game while on Defense |  |  |
| After I commit an error |  |  |
| After a teammate commits an error |  |  |
| **Pitching** |  |  |
| Before stepping on the pitcher’s plate |  |  |
| Prior to beginning pitch |  |  |
| Between pitches – after a ball is called |  |  |
| Between pitches – after a strike is called |  |  |
| After pitch – ball call by umpire |  |  |
| After pitch – hit/homerun |  |  |

| **POST-COMPETITION PLAN** | | |
| --- | --- | --- |
|  |  |  |
|  | **What do you need to do or think about to be mentally ready?** | **What do you need to do or feel to be physically ready?** |
|  |  |  |
| Immediately after Game |  |  |
| After cool-down/team debrief |  |  |
| 1 hour after the game |  |  |
| Before going to sleep |  |  |
| Before next Practice/Game |  |  |

**DISTRACTION WORKSHEET (TRAINING)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Athlete’s Name:** |  | **Date:** |  |

| These things in the training environment that distract me and prevent me from focusing well… | Things that will help me deal with this distraction… |
| --- | --- |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**DISTRACTION WORKSHEET (GAME)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Athlete’s Name:** |  | **Date:** |  |

| These things in the competitive environment (game) that distract me and prevent me from focusing well… | Things that will help me deal with this distraction… |
| --- | --- |
|  |  |
|  |  |
|  |  |
|  |  |
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|  |  |

**FOCUS PLAN (PRACTICE)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Athlete’s Name:** |  | **Date:** |  |

| Thinking About… | Feeling… |
| --- | --- |
| **Examples:**  What my job is… (on the field, hitting, defense)  What the goals for me in this practice are…  Playing my position  Refocusing after breaks in the practice | **Examples:**  I am practicing with intensity and commitment to the objectives of the practice  Confident that I am supporting my teammates |
|  |  |

**FOCUS PLAN (GAME)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Athlete’s Name:** |  | **Date:** |  |

| Thinking About… | Feeling… |
| --- | --- |
| **Examples:**  What my job is… (on the field, hitting, defense)  What the game plan is…  Playing my position  Refocusing after breaks/runs/hits in the game | **Examples:**  I am playing with intensity and commitment to the game plan  Confident that I am supporting my teammates |
|  |  |

Notes:

Logo

Description automatically generated

1. Ideas for key points include: Your coaching philosophy, your expectations of yourself, the staff, the players, and the parents/guardians, how goals will be set, what you believe should be the focus of training and competition at this stage of development, how you will manage playing time in games, how best and when best to contact you if parents/guardians wish to communicate with you, budget/fundraising, etc. [↑](#footnote-ref-1)
2. Ideas for team goals include how everyone will treat each other and other guidelines for behaviour, attendance and effort targets, skill improvement targets, team physical fitness training targets, results targets (be careful with these – focus more on things that the athletes can control). [↑](#footnote-ref-2)
3. Ideas for team goals include how everyone will treat each other and other guidelines for behaviour, attendance and effort targets, skill improvement targets, team physical fitness training targets, results targets (be careful with these – focus more on things that the athletes can control). [↑](#footnote-ref-3)