

## **Competition-Introduction Multi-Sport Module Descriptions**

### **Planning a Practice**

Organize activities within a practice plan that is well structured, is adapted to athletes' age, and reflects safety considerations. Distribute activities appropriately in the various parts of the practice. Identify potential risk factors for the sport and the activities. Design an Emergency Action Plan. Identify suitable practice goals. Design activities that have appropriate characteristics for the sport, the age group, and athletes' proficiency level. Design activities to obtain certain training effects on the athletic abilities required in the sport.

### **Make Ethical Decisions**

Analyze a situation that has moral implications. Determine whether the situation has legal or ethical implications. Identify the ethical issues in the situation. Apply the NCCP ethical decision making framework to respond to an ethical situation adapted to the coaching context, and produce a response that is consistent with the NCCP Code of Ethics.

### **Nutrition**

Assess whether foods and beverages consumed by athletes before, during, and after training or competition are adequate, and offer suggestions on suitable alternatives where necessary. Design strategies to influence parents and athletes to make food choices that are consistent with basic sport nutrition principles.

### **Design a Basic Sport Program**

Outline the structure of a sport program using training and competition events. Compare the major orientations of your own program with those proposed by the NCCP in terms of athlete long-term development. Assess the athletic development opportunities offered through the program, and identify possible options to address identified weaknesses. Interpret the information in a sample program designed for a family of sports, and identify training priorities and objectives for certain periods. Establish a link between a program's training priorities and objectives and the content of daily and weekly practice sessions.

### **Teaching & Learning**

Assess your own beliefs regarding effective teaching. Analyze certain coaching situations to determine whether they promote learning. Create conditions that promote learning and self esteem through (1) appropriate consideration of the affective, cognitive, and motor dimensions of learning; (2) the use of words and methods that relate to the athlete's preferred learning style; (3) a sound organization; (4) active supervision; (5) and the provision of feedback that is well formulated and offered at the right time and with the right frequency. Use teaching assessment grids to gather objective information on teaching effectiveness. Interpret this data to develop an action plan to enhance teaching effectiveness.

### **Basic Mental Skills**

Recognize signs that an athlete may need to improve his or her skills in areas such as goal setting, focus, and anxiety control. Develop an action plan that will enable the athlete to improve in these areas. Run simple guided activities that will enable the athlete to improve these basic mental skills.