

Improving Microcycle Planning and Improving Learning in the Training Environment



Tuesday May 22nd, 2012

13:00 – 15:00

MAY 2012 COACH DEVELOPMENT MONTH

Recruit, Develop, Educate



AGENDA

- 1) Improving Microcycle Planning:
- 2) Improving Learning in the Training Environment



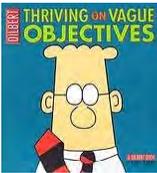
A cartoon illustration of a man with a large nose and a blue shirt, talking on a mobile phone. Above him, a speech bubble contains the text: "I CALLED THIS MEETING AND IT'S NOT A MEETING UNTIL SOMEONE'S TIME GETS WASTED!".

IMPROVING MICROCYCLE PLANNING



OBJECTIVES

- Develop understanding of factors that contribute to planning a microcycle
- Further develop, consolidate skills in microcycle planning, and knowledge in principles of microcycle planning
 - a) Discussing microcycle example
 - b) Fitting the microcycle into the yearly training plan
 - c) Sequencing within the microcycle
 - d) Creating the skeleton
 - e) Using the CKC Training Zone guidelines



Some thoughts on ...PLANNING

- ***Meticulous planning*** of a practice or training program is a hallmark of coaching expertise
- Expert coaches (vs. non-expert)
 - spend more time planning
 - Are more precise in goals and objectives of a microcycle, practice or intervention (Voss et al, 1983)
- Goal In Microcycle Planning:
 - Workouts are appropriately sequenced to create a training load and effect
 - match the goals of the phase of the year

[Plans are only good intentions unless they immediately generate into hard work.](#)

“It's not the plan that is important, it's the planning”



Activity # 1

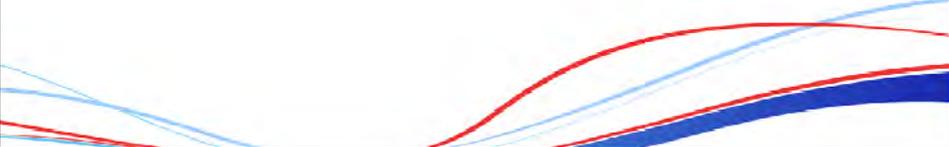
Consider and discuss the following
Microcycle(s)...





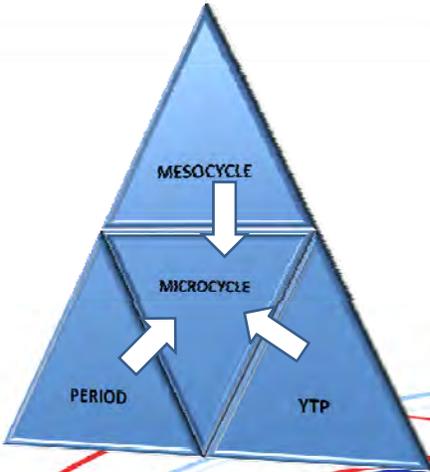
FACTORS CONTRIBUTING TO MICROCYCLE PLANNING

What factors contribute to how a coach plans a microcycle?



Fitting Your Microcycle into the Big Picture

- Training Objectives of the microcycle must be consistent with:
 - Year Plan
 - Training Period
 - Mesocycle

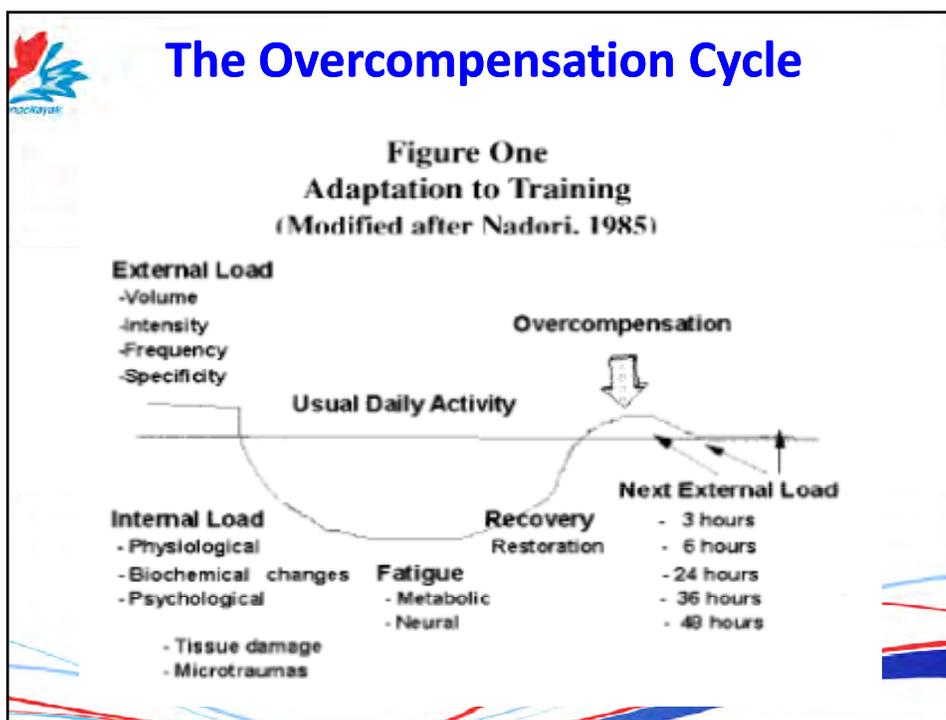


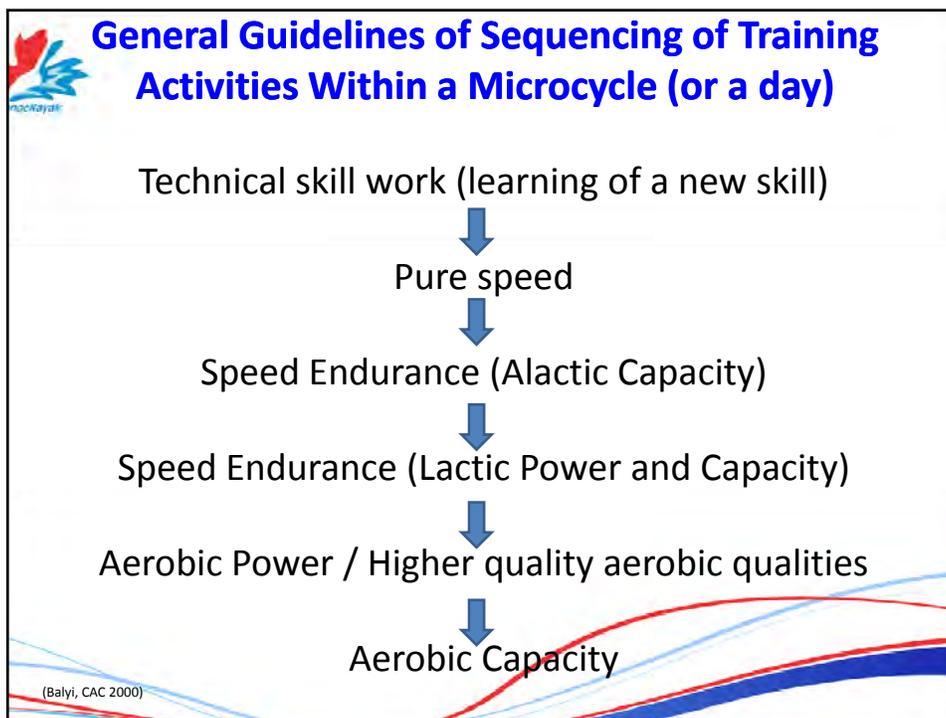
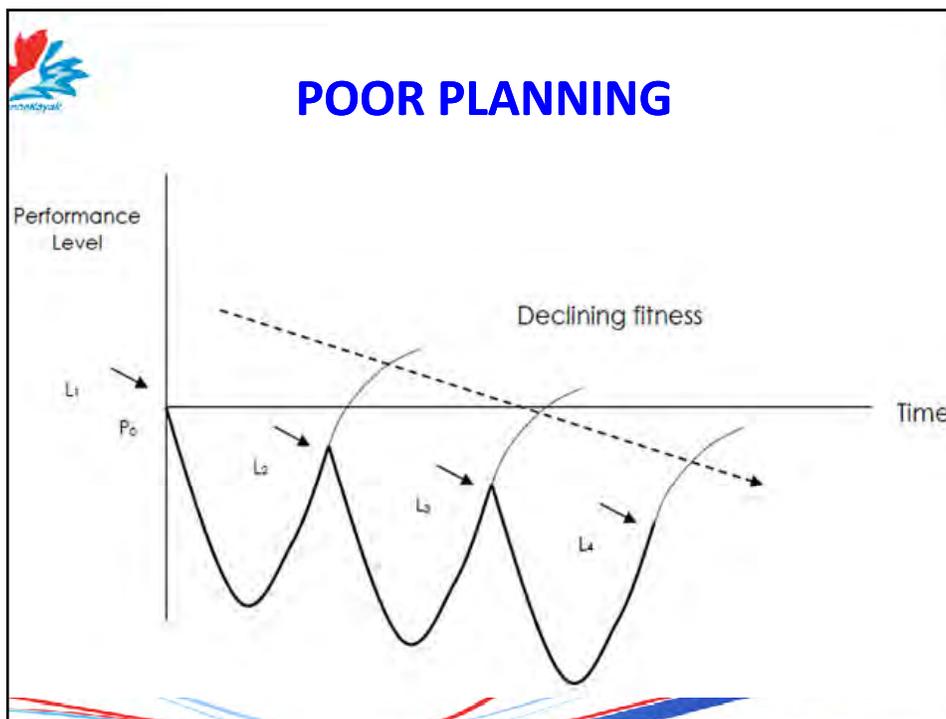


PRINCIPLES OF MICROCYCLE PLANNING

CONSIDERATIONS:

- The Overcompensation or Adaptation to Training Cycle
- Sequencing Principles within a microcycle





Abilities that *Cannot* be Improved when Fatigue is Present

- Pure speed
- Acquisition / refinement of new motor patterns (i.e. technique)
- Coordination / technical execution at high speed
- Muscular power



Abilities that *Can* be Improved in a State of Light Fatigue

- Speed endurance (alactic power and capacity)
- Strength endurance
- Technique (consolidate a motor pattern in a variety of conditions)





Qualities that Can be Improved in a State of *Moderate to High* Fatigue

- General, basic endurance (Aerobic Capacity)
- flexibility



Sequencing Of Workouts & CKC's Training Zones

- [CKC Training Zone Guidelines](#)
- [CKC Training Zones T2C](#)



SAMPLE MICROCYCLES...



Developing & Creating the Microcycle

- Set the objectives for the week:
 - Do they fit in, or are they consistent with the objectives indicated in your YTP or mesocycles?
- Create the skeleton:
 - Ensure e-systems are sequenced properly
 - Allow appropriate recovery
 - Athletic abilities best developed in different states of fatigue
 - Attain the best training loads or results from training
- Follow the rules of physiology and training
- Use CKC terminology!
- Fill in the workouts



PART II: Improving Learning in the Training Environment

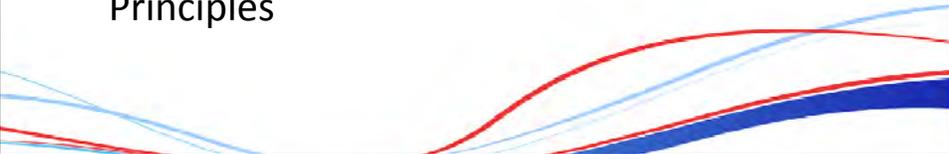
SPOT THE DIFFERENCE???





TEACHING TECHNIQUE / IMPROVING LEARNING

- 5 requirements for learning a skill
- Setting Practice Goals & Objectives for athletes to be more Task Oriented
- Increasing Active Learning Time
- Effective Practice Planning
- Effective Feedback
- LTAD Stages & Growth & Development Principles



The 5 REQUIREMENTS or FACTORS FOR LEARNING A MOTOR SKILL

- 1) Prerequisites
- 2) Clear Idea of the Task
- 3) Motivational / attentional attitude towards developing the skill
- 4) Practice
- 5) Feedback





5 Requirements for Learning a Motor Skill

- PREREQUISITES:
 - Motor abilities
 - Physical abilities
 - Developmental readiness and level
- CLEAR IDEA OF THE TASK:
 - Athletes perform according to their cognitive understanding of the task



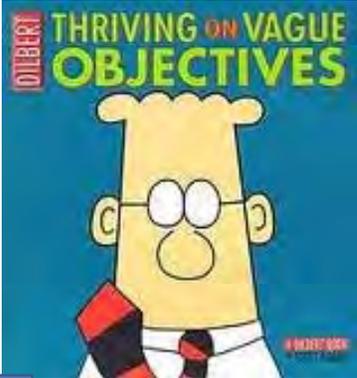
5 Requirements for Learning a Motor Skill

- Motivational / attentional attitude towards developing the skill
 - Athletes should be actively engaged in the learning process
 - Athlete MOTIVATION and ATTITUDE is key
- Practice
 - Human motor performance is inconsistent and variable
 - Practice of motor skills is essential for developing and refining the motor program
- Feedback
 - Knowledge of Results
 - Knowledge of Performance



Practice Goals and Objectives

- I beat everyone in the 6 k time control without even having to work hard in practice.
- I'm the only one in the group that can do that drill correctly.
- "John is not doing the drill / intensity like you said to, that's why I'm behind."

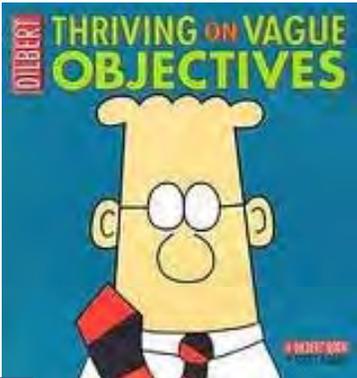


"EGO" Goal Statements



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"EGO" Goal Statements



Teach / Coach the athletes to be more Task-Oriented

- High-task orientation is associated with far more positive outcomes than ego-orientation – Promote motivation to practice and persist.
- Find ways to enhance athlete's perceptions of competence
- Structure the training environment so it more frequently encourages athletes to adopt task goals:
 - ✓ Focus on the *LEARNING PROCESS* rather than the *outcome*
 - ✓ *Mastering of skills*
 - ✓ *Personal improvement*
 - ✓ *Co-operation*
 - ✓ *Effortful involvement*
- Reward the athletes, reinforce positively the athletes who follow the task, paddle well



GOAL-SETTING FOR THE PRACTICE

- Communicate the goals, or intent of a task to your athlete
- **Define** if the goals are Task oriented or outcome/performance oriented
- Have the ATHLETES set TASK goals or objectives for the practice, or ahead of the practice
- Develop short term goals to accomplish the long term proficiency and mastery goals
- The more specific the information – the clearer the goal orientation will be for the athlete

Never assume the goal orientation unless you (the coach) state it!



HOW DO YOU KNOW YOUR ATHLETE'S ARE LEARNING?

4 Criteria of a Learning Experience:

- 1) **The learning experience must have the potential to improve the motor performance / activity skills of the athlete.**
- 2) **The learning experience must provide maximal activity or practice time for all athletes at an appropriate level of ability**
 - ✓ recognizes direct relationship between opportunities to learn and actual learning
- 3) **The learning experience must be appropriate for the experiential and developmental level of all athletes**

Optimal development occurs when training is

 - matched to developmental status.
 - *Specialization vs. diversification*
 - *Importance of unstructured activity with younger kids*
- 4) **The learning experience should have the potential to integrate psychomotor, affective, and cognitive educational goals whenever possible**

(Rink, 2009)

Some thoughts on ...PLANNING

HOW do we accomplish the 4 Criteria of a Learning Experience?

- ***Meticulous planning*** of a practice is 1 hallmark of coaching expertise
- Expert coaches (vs. non-expert)
 - spend more time planning
 - Are more precise in goals and objectives of practice or intervention (Voss et al, 1983)
- Goal In Planning:
 - Maximum efficiency out of a practice so athletes are active as much as possible
 - Actively learning

Plans are only good intentions unless they immediately degenerate into hard work."

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The COMPONENTS and SEQUENCE OF A PRACTICE

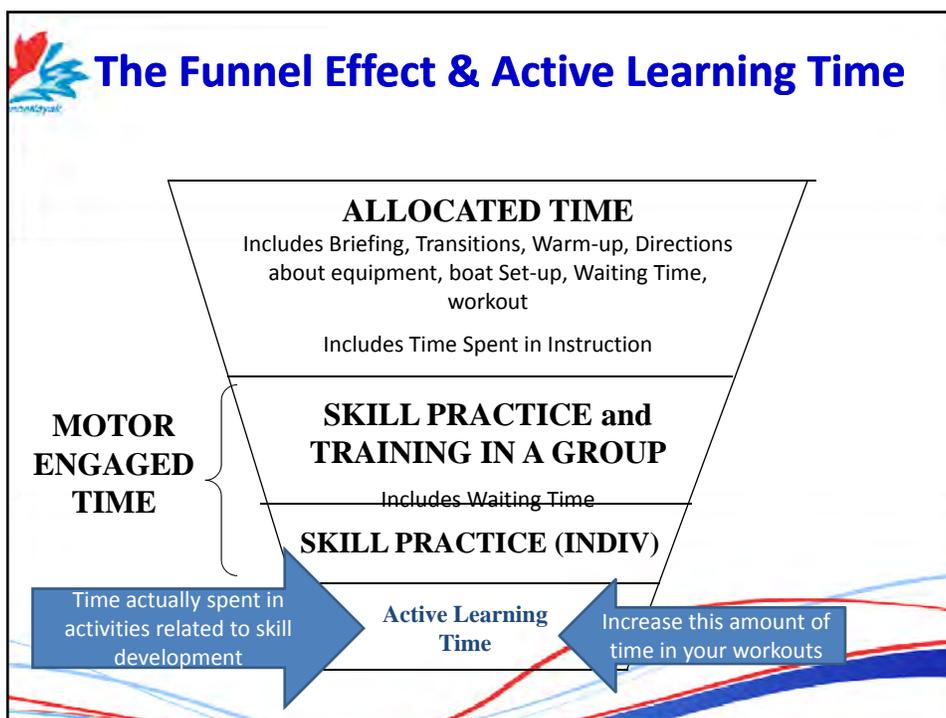
- 1) DETERMINE YOUR **CLEAR** OBJECTIVES!
- 2) The Sequence of a Good Practice
 - Introduction
 - Warm-up
 - Main Portion
 - i) **Learning**
 - ii) Practice
 - iii) Fitness
 - iv) FUN
 - Cool Down
 - Conclusion / Wrap-Up



Does your Practice Plan...

- 1) Fit the needs of the training group (i.e. Skill level, LTAD stage of development, etc.)?
- 2) Involve learning and training activities that support the objectives of the practice?
- 3) Provide ample time for skill development and learning?





Helping Technical Development & Learning

- **Warm-Ups:**
 - ✓ Use structured warm-ups that promote learning
 - ✓ Drills
 - ✓ Dryland warm-ups
 - ✓ Resistor
 - ✓ Skill focused to prepare for workout
- **New Skills taught at *beginning* of workout**
 - ✓ Athlete is rested – mentally and physically
- **Break up the long Aerobic Intervals**
 - ✓ Athletes in L2T, T2T, L2C stages can have issues focusing for long periods of time
 - ✓ Use shorter intervals (same intensity) with short rest
 - ✓ Athletes are more focused, quality is higher
- **Use Dryland Methods**
 - ✓ Dock Paddling
 - ✓ Shadow paddling



Break Up the Long Aerobic Workouts

Examples

8 minute Aerobic Capacity piece:

- 10 x 45" / 15" R
- 12 x 40" / 20" R
- 16 x 30" / 15" R
- 8 x 1' / 30" R

or,

Change technical focus every 30" – 1' during 8 minutes

Catch-Exit-Together

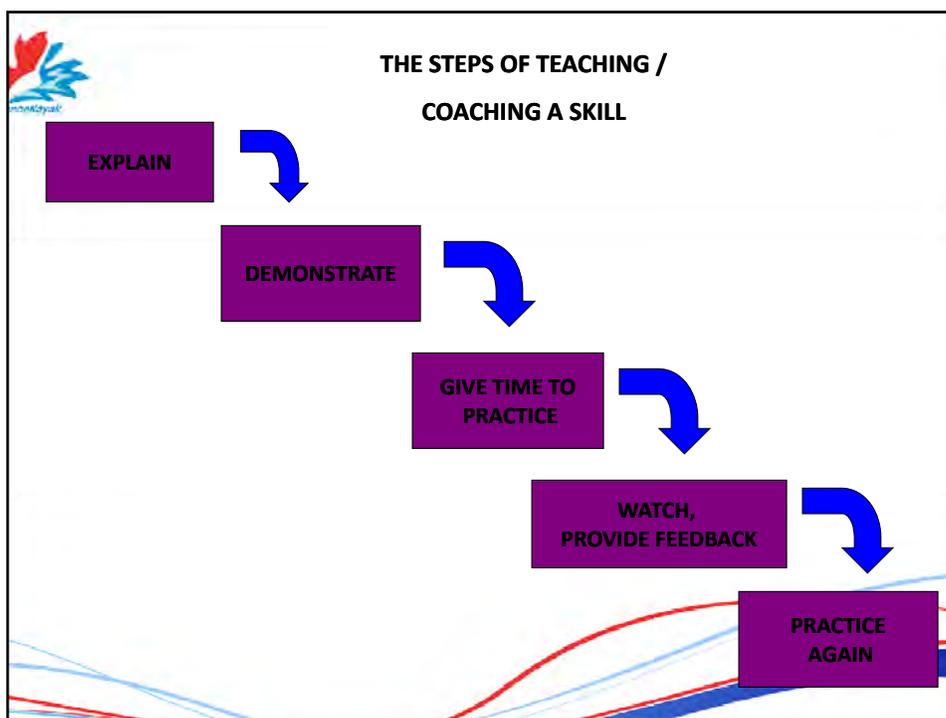
- 8 x 1' / 30" R



TEACHING TECHNIQUE / IMPROVING LEARNING

- Setting Practice Goals & Objectives
- Effective Planning
- Increasing Active Learning Time
- Teaching the Skill & Effective Feedback**
- LTAD Stages





DELIVERY OF AN ACTIVITY TO A GROUP

- **Group organization**
- **Duration of explanations**
 - Think about attention span of athletes
- **Tone of voice**
- **Positioning when giving the instructions**
- **Type of instructions given to the participants**
 - Are they clear? – Deliver the Clear Message
 - Do the athletes understand?



PROVIDING EFFECTIVE FEEDBACK

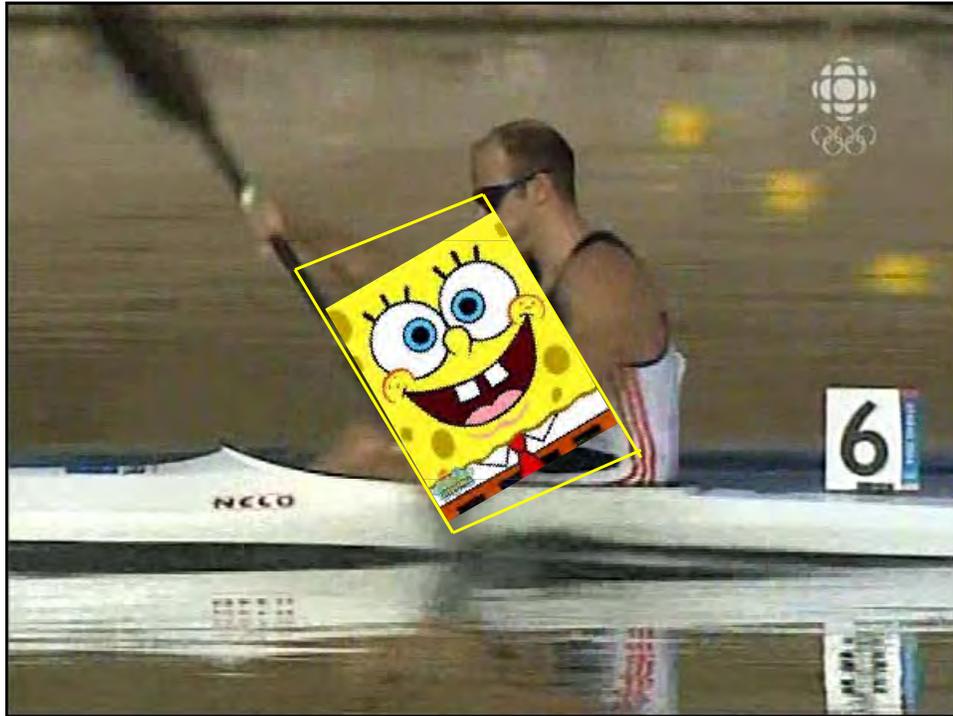
- 1) Be a BUILDER!
 - ✓ Use Positive, Constructive, *Specific* Feedback
- 2) Every morning in Africa...
 - ✓ Be a Great Story Teller,
 - ✓ Use Analogies
- 3) Ensure athletes get the “WHAT, HOW, WHY?”
- 4) Ask Questions!
 - ✓ Check for understanding and clarity
 - ✓ Avoid the Yes-No
 - ✓ Challenge the “Wikipedia Brain”
- 5) Know your athletes and
 - a) ability to use a language your athlete (s) can understand
 - b) understand growth and development principles Clear and informative and



Activity

- How would you explain “The Block” principle to:
 - 8- 12 yr old
 - 12 – 15 yr old
 - Older?
- How would you explain the recovery and set-up in canoe to:
 - 8-12 yr old
 - 12 – 15 yr old?
 - Older?





 **Growth & Development & Learning**

CanoeKids (6-7):

- Short attention span
- Visual learners(learn best through observation)
- Ability to reason is limited to what they observe
- Likely to imitate and be highly imaginative
- Curious and wants to know everything





Growth & Development Cont...

Late CanoeKids (8-9):

- “Golden Years of Development”
- Emphasis on motor development and learning of skills
- Ability to reason (cause and effect relationships) is limited
- follow instructions to learn faster and reacts favorably to positive feedback.
- Ability to pay attention gets better



Peeweeps

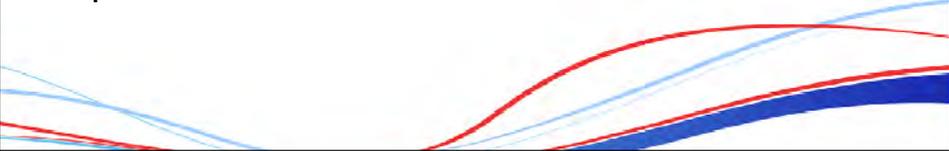
- Can focus and concentrate a little longer
- Emphasis still on general motor development and learning of skills
- Possible to start teaching a few specialized techniques
- Instruction, teaching and demonstrations should be:
 - highly specific,
 - simple, and aimed at the achievement of a well-defined objective.
- duration of activities should be relatively short, and exercises should change frequently
- Feedback:
 - focus on one point only: choose the most important one.



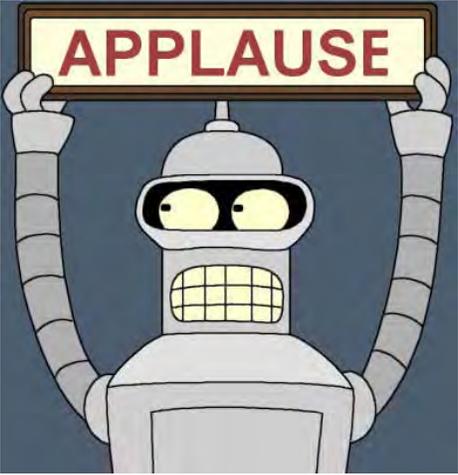


Bantam – Midget (12-15)

- Begin to think like adults - understand cause and effect relationships
- Need change on a regular basis, highly curious
- Attention span is greater
- Explanations can be more elaborate
- Need to be involved as much as possible in a practice



THANKS FOR YOUR ATTENTION!



Questions?

