

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

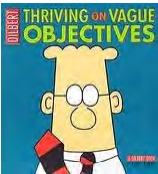
A cartoon illustration of a man with a large nose and a blue shirt, talking on a mobile phone. Above him is a speech bubble containing the text: "I CALLED THIS MEETING AND IT'S NOT A MEETING UNTIL SOMEONE'S TIME GETS WASTED!".

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

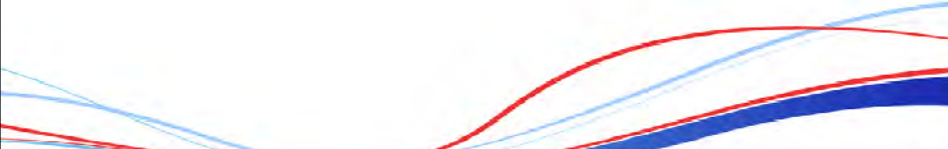
[Plans are only good intentions unless they immediately generate into hard work.](#)


“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?

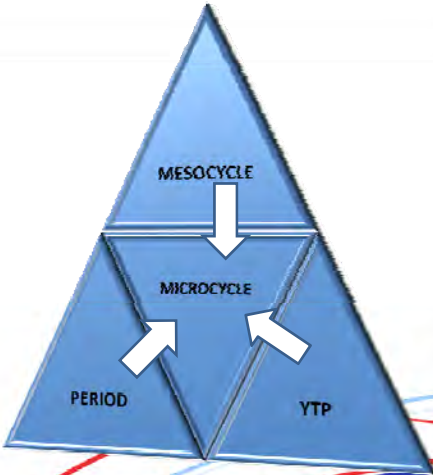


A cartoon illustration of Bugs Bunny from Looney Tunes. He is holding a white sign with the word "GENIUS" written on it in black capital letters. He has a smug expression and is looking towards the viewer. The background shows a desert landscape with a blue sky and some clouds.




Fitting Your Microcycle into the Big Picture

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

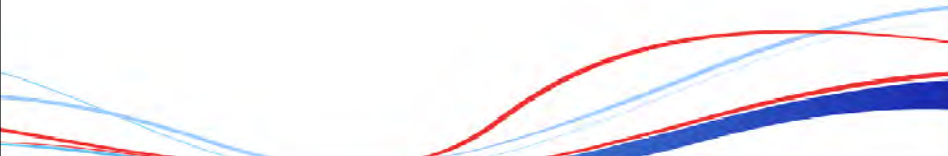
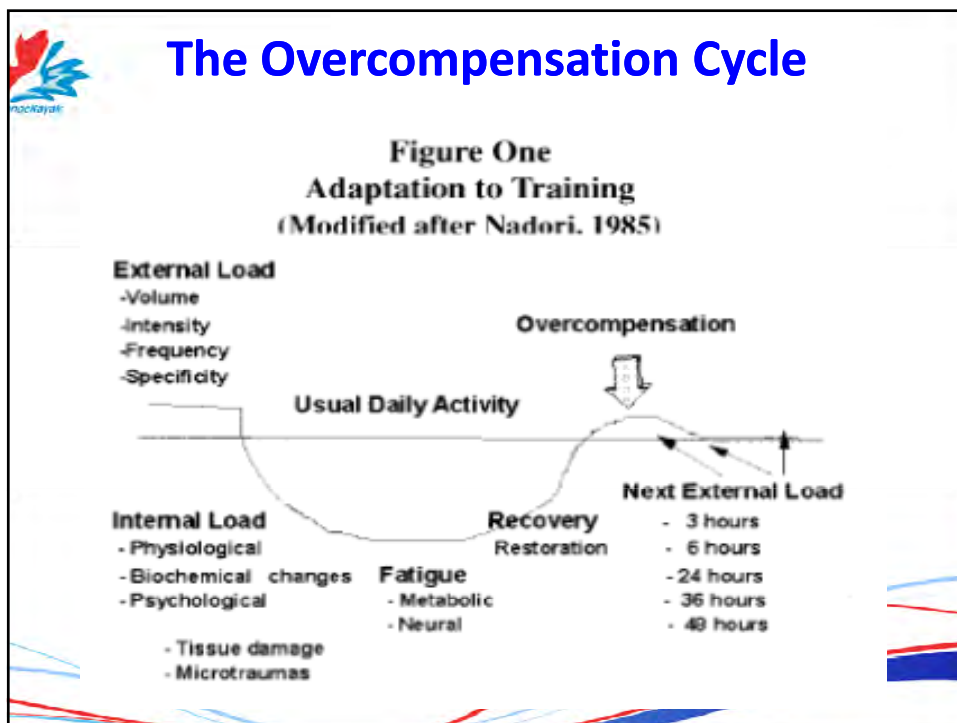


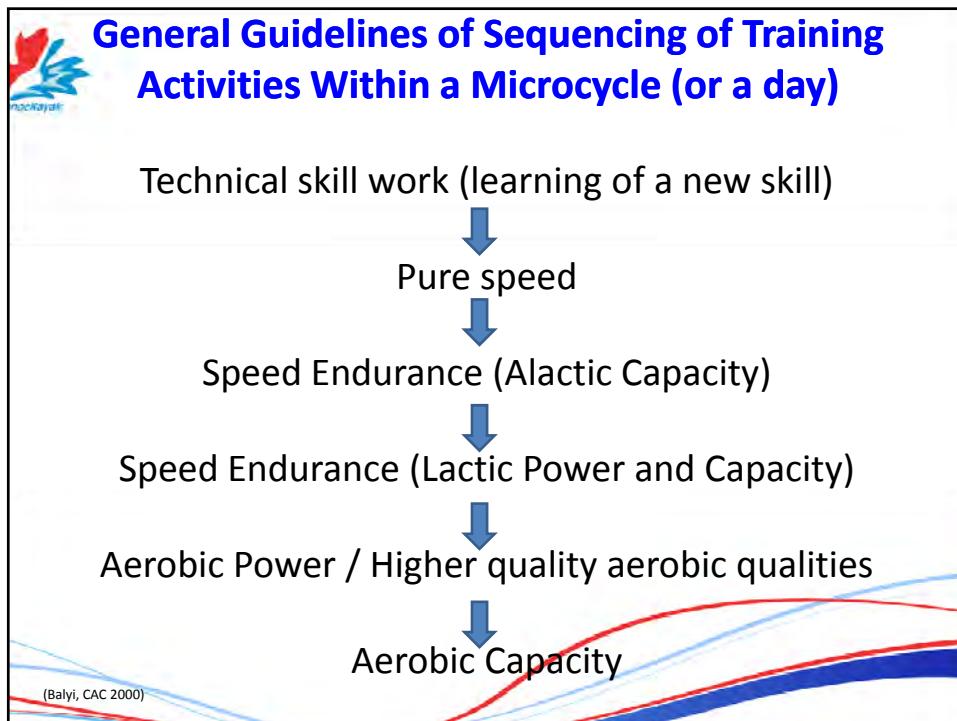
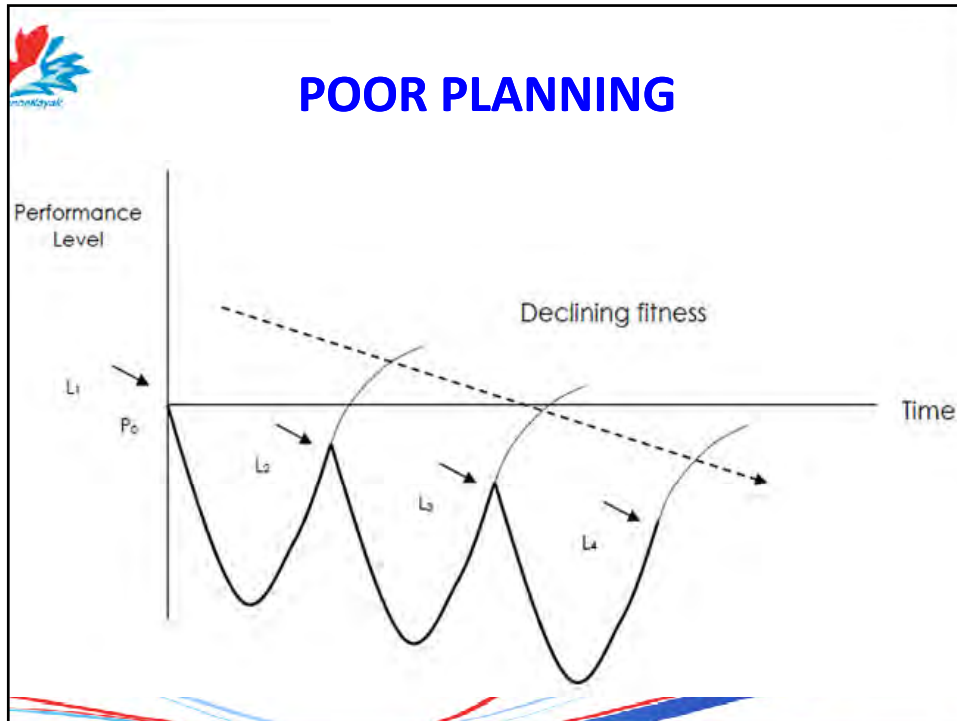
A diagram illustrating the relationship between different levels of training planning. It features a large blue triangle divided into four smaller triangles. The top triangle is labeled "MESOCYCLE". The middle triangle is labeled "MICROCYCLE". The bottom-left triangle is labeled "PERIOD", and the bottom-right triangle is labeled "YTP". White arrows point from the "MESOCYCLE" triangle down to the "MICROCYCLE" triangle, and from both the "PERIOD" and "YTP" triangles up to the "MICROCYCLE" triangle, indicating that the microcycle is derived from and must align with these higher-level plans.


 **PRINCIPLES OF MICROCYCLE PLANNING**

CONSIDERATIONS:

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


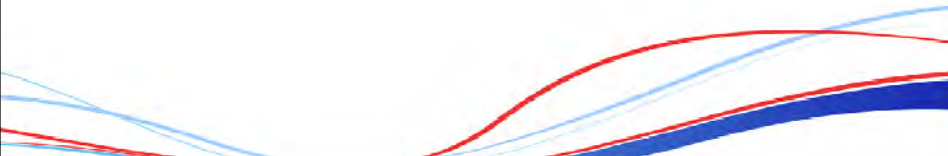







Abilities that *Cannot* be Improved when Fatigue is Present

- 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)





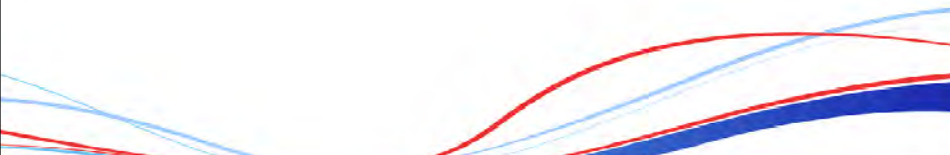
Qualities that Can be Improved in a State of *Moderate to High* Fatigue

- General, basic endurance (Aerobic Capacity)
- flexibility




Sequencing Of Workouts & CKC's Training Zones

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

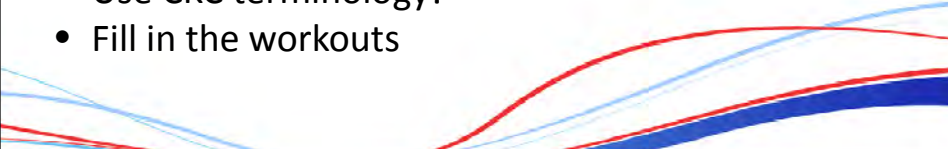


SAMPLE MICROCYCLES...



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???





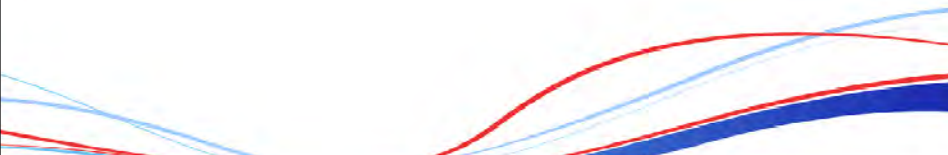
TEACHING TECHNIQUE / IMPROVING LEARNING


- 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


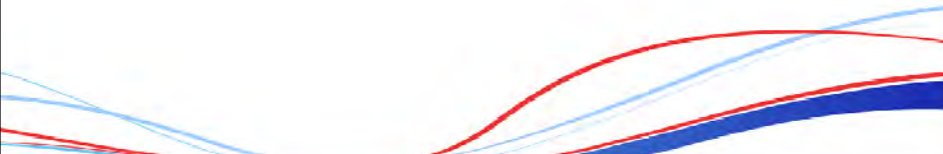
- 1) Prerequisites
- 2) Clear Idea of the Task
- 3) Motivational / attentional attitude towards developing the skill
- 4) Practice
- 5) Feedback






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

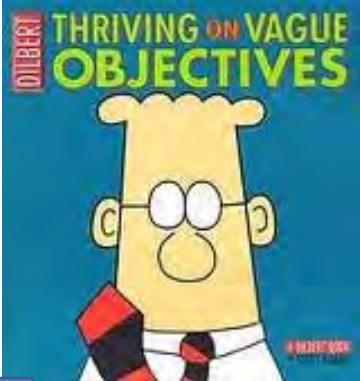
- **Motivational / attentional attitude towards developing the skill**
 - Athletes should be actively engaged in the learning process
 - Athlete **MOTIVATION** and **ATTITUDE** is key
- **Practice**
 - Human motor performance is inconsistent and variable
 - Practice of motor skills is essential for developing 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."

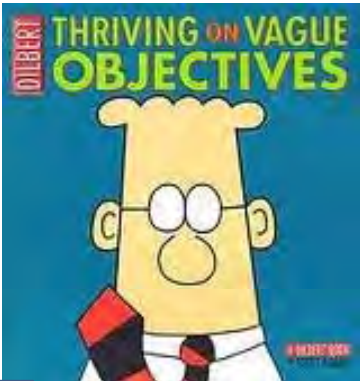


"EGO" Goal Statements




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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."

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



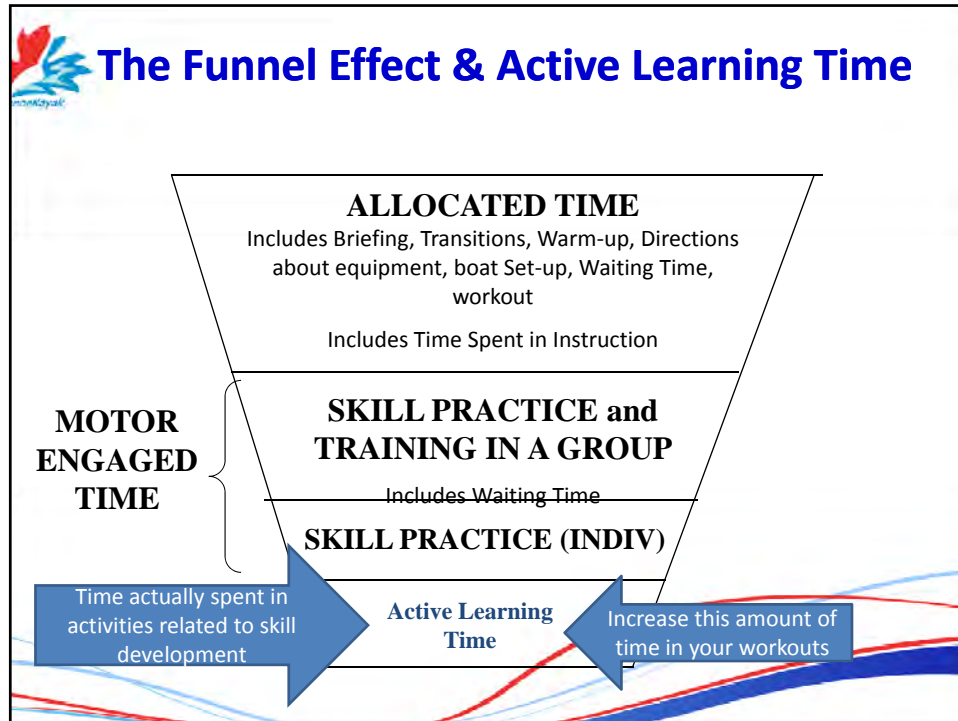
The COMPONENTS and SEQUENCE OF A PRACTICE

- 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:


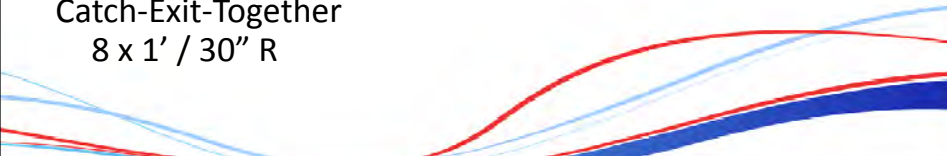
- 10 x 45" / 15" R
- 12 x 40" / 20" R
- 16 x 30" / 15" R
- 8 x 1' / 30" R

or,

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

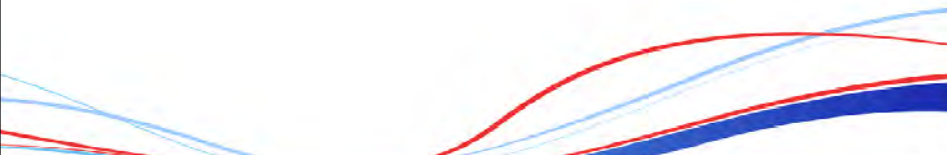
Catch-Exit-Together

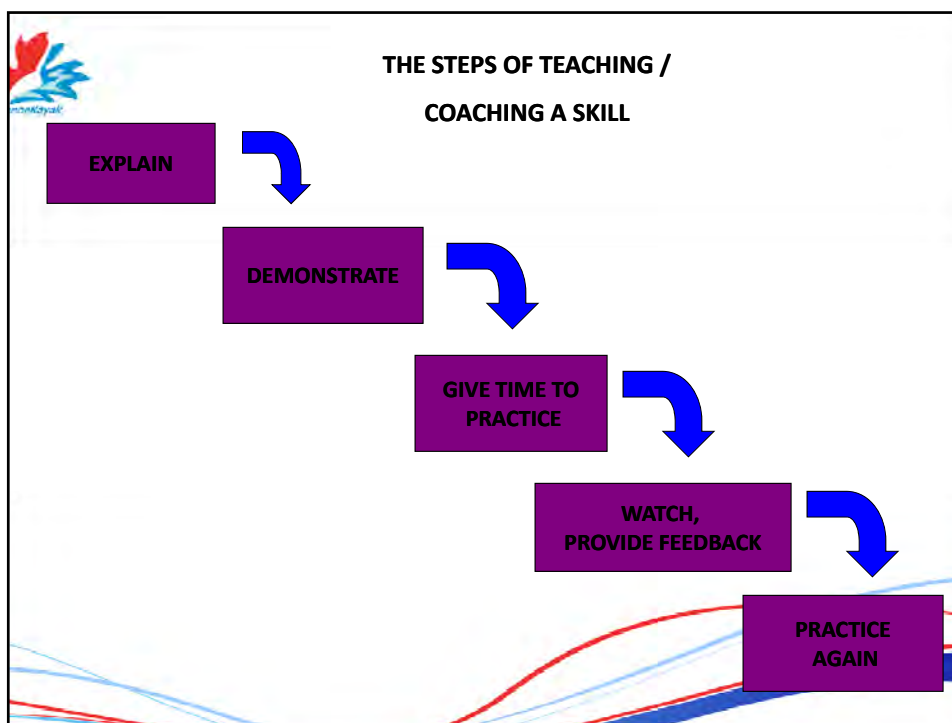
- 8 x 1' / 30" R



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

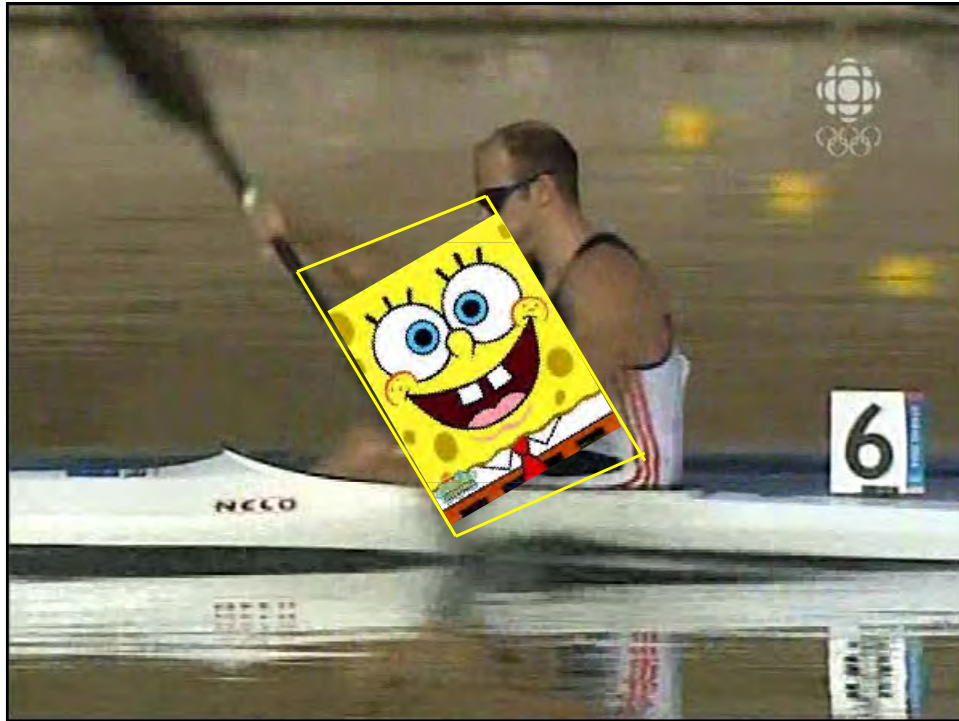
- 1) Be a BUILDER!
 - ✓ Use Positive, Constructive, *Specific* Feedback
- 2) Every morning in Africa...
 - ✓ Be a Great Story Teller,
 - ✓ Use Analogies
- 3) Ensure athletes get the “WHAT, HOW, WHY?”
- 4) Ask Questions!
 - ✓ Check for understanding and clarity
 - ✓ Avoid the Yes-No
 - ✓ Challenge the “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?

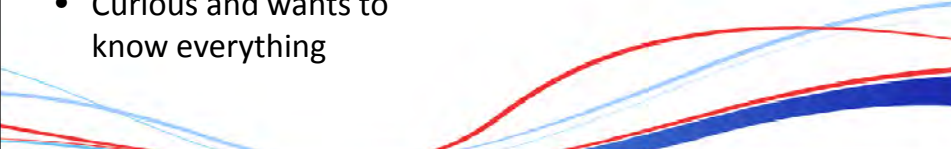





 **Growth & Development & Learning**

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


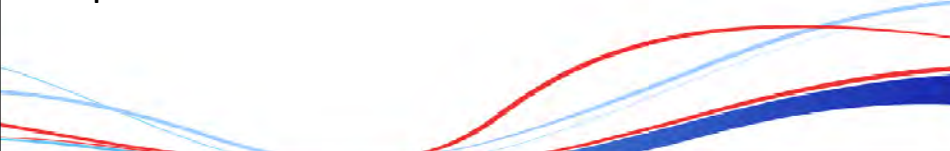
- Can focus and concentrate a little longer
- Emphasis still on general motor development and learning of skills
- Possible to start teaching a few specialized techniques
- Instruction, teaching and demonstrations should be:
 - highly specific,
 - simple, and aimed at the achievement of a well-defined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



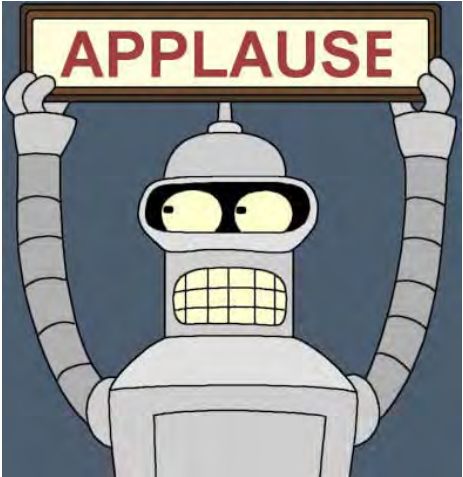


Bantam – Midget (12-15)

- 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?

