

BA Sports Specific Training 10

District Name: Kamloops/Thompson

District Number: #73

Developed by: Ryan Porter

Date Developed: April 21, 2005

School Name: Brock Secondary

Principal's Name: Tom Elliot

Board/Authority Approval Date: 2005/05/30

Board/Authority Signature:

Course Name: Sports Specific Training 10

Grade Level of Course: 10

Number of Course Credits: 4

Number of Hours of Instruction: 120

Prerequisite(s): Grade 9 PE with an A or B standing and a genuine interest sports, or with teacher permission.

Special Training Required: Teacher must be qualified and capable of teaching each aspect of the course. Students will ideally have previous experience.

Facilities: Brock gymnasium, TRU gymnasium, Brock weight room, outdoor fields.

Equipment Required: Basketballs, volleyballs, soccer balls, weights and fitness equipment, proper gym strip.

Course Synopsis: Sports Specific Training 10 is an in depth course designed to give students a sound foundation in specific sports. Students will be involved in individual skill development, conditioning and team strategy analysis. In addition, students will also learn of the mental aspects of sports, and how it relates to life. Along with individual and team aspects of sport, students will be exposed to the often-overlooked sides of sport: coaching and refereeing. Finally, students will learn from a variety of experiences, hands-on practice, guest speakers (coaches, referees and players at the University level), various types of media and literature, as well as direct and indirect instruction by the teacher, guest speakers and fellow students.

Rationale: There are many avenues to learn about life as one grows up. Sport is an excellent avenue to do this, and find out what it takes to be successful in life. The purpose of Sports Specific Training 10 is to provide students with an opportunity to explore this avenue, and learn about the games along the way. This course offers opportunities for students to learn about life, sports, and all their aspects. Students will increase their individual and team skills through a wide variety of practice experiences, and learn about the mental side of sport and life. As well, they will be exposed to a variety of outside resources, such as coaches and players from Thompson Rivers University, experienced community referees, and various forms of media and literature. Overall, this course will provide an all-encompassing sport experience, one that will build skill, team, knowledge, experience and mental toughness, all key ingredients in having success in sports, as well as in life.

Organizational Structure:

Unit/Topic	Title	Time
Unit 1	Skills and Conditioning	40
Unit 2	Building Team	40
Unit 3	Mental Training	10
Unit 4	Coaching	15
Unit 5	Refereeing	15
Total Hours		120

Unit/Topic/Module Descriptions:

Unit 1: Overview
Curriculum Organizers and Learning Outcomes

Unit 2: Overview
Curriculum Organizers and Learning Outcomes

Unit 3: Overview
Curriculum Organizers and Learning Outcomes

Unit 4: Overview
Curriculum Organizers and Learning Outcomes

Unit 5: Overview
Curriculum Organizers and Learning Outcomes

Instructional Component:**Assessment Component:****Learning Resources:****Additional Informatio****UNIT 1: SKILLS AND CONDITIONING 40 Hours**

Students will become familiar with the skills and conditioning necessary to be successful in specific sports. They will learn and practice individual skills in specific sports, with a concentration on fundamentals, and attain experience in various methods of conditioning, while learning the importance of conditioning in having success in sports. In addition, students will be responsible to make a presentation of a specific skill to the class. A guest speaker from Thompson Rivers University will give a one-class lecture during this unit.

Curriculum Organizer - The Acquisition of Skills

It is expected that students will:

- learn the importance of practice and its relation to success in specific sports
- become familiar with numerous drills and skill building exercises
- apply their knowledge of a particular skill by presenting it to the class
- demonstrate with efficiency and form ways to send, receive, project, and retain possession of an object
- analyse and demonstrate basic offensive and defensive strategies
- apply the principals of mechanics to improve performance in specific sports

Curriculum Organizer - Conditioning

It is expected that students will:

- learn the difference between strength and endurance training
- learn the importance of conditioning in specific sports
- display effort and dedication towards improving their conditioning

Curriculum Organizer - Personal and Social Responsibility

It is expected that students will:

- select and apply rules, routines, and procedures of safety in a variety of activities in specific sports
- demonstrate positive behaviours that indicate self-respect and self-confidence while participating in physical activity
- demonstrate appropriate social behaviour while working co-operatively with others
- demonstrate etiquette and fair play
- apply leadership skills related to specific sports

Curriculum Organizer - Reflection

It is expected that students will:

- reflect on their contribution to class activities
- reflect on their attitude and effort during class activities
- reflect on their performance during class activities
- reflect on the importance of practice in improving individual skill

UNIT 2: BUILDING TEAM 40 Hours

Students will begin “building team” by learning various team skills, strategies, plays and philosophies. They will build on their individual skills and conditioning at this point, and utilize them during the team-building process. During Unit 2, students will learn the concept of “team” and its importance to having team success. Moreover, the goal is for students to realize that they are only as good as the team they’re on, thus they must learn to maximize team effectiveness.

Curriculum Organizer - The Acquisition of Skills

It is expected that students will:

- learn the importance of practice and its relation to success in specific sports
- become familiar with numerous drills and skill building exercises
- demonstrate with efficiency and form ways to send, receive, project, and retain possession of an object
- analyse and demonstrate basic offensive and defensive strategies
- apply the principals of mechanics to improve performance in specific sports

Curriculum Organizer - Team Concepts

It is expected that students will:

- illustrate the concept of “team” through team work and other team-building methods
- show an understanding of the concept of “team”
- demonstrate knowledge of various plays, strategies, philosophies and team skills

Curriculum Organizer - Personal and Social Responsibility

It is expected that students will:

- select and apply rules, routines, and procedures of safety in a variety of activities in specific sports
- demonstrate positive behaviours that indicate self-respect and self-confidence while participating in physical activity
- demonstrate appropriate social behaviour while working co-operatively with others
- demonstrate etiquette and fair play
- apply leadership skills related to specific sports

Curriculum Organizer - Reflection

It is expected that students will:

- reflect on their contribution to class activities
- reflect on their attitude and effort during class activities
- reflect on their performance during class activities
- reflect on the importance of learning “team concepts”

UNIT 3: MENTAL TRAINING 10 Hours

Students will be introduced to the mental side of sports. This unit includes learning mental training techniques and the application of those techniques. For example, in the game of basketball, shooting a free throw can often be the most challenging part of the game, mentally. This unit aims to provide students with strategies to overcome and take control in mentally important situations in sports. In addition, students will take part in a

research project on the importance of mental training during this unit. Finally, students will learn of the importance of mental strength in sports, and how it applies to real life situations. A guest speaker from Thompson Rivers University will give a one-class lecture during this unit.

Curriculum Organizer - The Acquisition of skills

It is expected that students will:

- apply aspects of mental training to drills and game-play
- demonstrate an understanding of the importance of mental toughness in specific sports
- demonstrate knowledge of various mental training techniques

Curriculum Organizer - Personal and Social Responsibility

It is expected that students will:

- demonstrate positive behaviours that indicate self-respect and self-confidence while participating in various activities
- demonstrate appropriate social behaviour while working co-operatively with others
- demonstrate etiquette and respect for others
- demonstrate an open mind when learning a variety of mental training techniques

Curriculum Organizer - Reflection

It is expected that students will:

- reflect on their contribution to class activities
- reflect on their attitude and effort during class activities
- reflect on their performance during class activities
- reflect on the techniques that worked for them, and those that did not

UNIT 4: COACHING 15 Hours

Students will be introduced to one of the other sides of sports: coaching. During this unit, each student will be responsible of coaching their class team in alternating fashion, and will be expected to run designated plays for their team, and guide them as trained. In addition, students will be given the opportunity to take part in a one-day coaching clinic that provides NCCP Level 1 Coaching Certificates to successful participants. A guest speaker from Thompson Rivers University will give a one-class lecture about coaching during this unit.

Curriculum Organizer - The Acquisition of skills

It is expected that students will:

- apply aspects of coaching to drills and game-play
- apply knowledge of play-calling during drills and game-play
- participate in the NCCP Level 1 Coaching Certification process

Curriculum Organizer - Personal and Social Responsibility

It is expected that students will:

- demonstrate positive behaviours that indicate self-respect and self-confidence while participating in coaching activities
- demonstrate appropriate social behaviour while working co-operatively with others
- demonstrate etiquette and fair play
- apply leadership skills related to coaching and specific sports

Curriculum Organizer - Reflection

It is expected that students will:

- reflect on their contribution to class activities
- reflect on their attitude and effort during class activities
- reflect on their performance during class activities
- reflect on the value and necessity of experience in the coaching field

UNIT 5: REFEREEING 15 Hours

Students will learn the basics of refereeing specific sports during this unit. They will take part in class training sessions, and they will be responsible for refereeing a minimum of one class game, scrimmage, or practice session during the course. An experienced University level referee will give a one-class lecture on the basics of refereeing in the sport of basketball.

Curriculum Organizer - The Acquisition of skills

It is expected that students will:

- apply aspects of refereeing to drills and game-play
- demonstrate knowledge of basic rules and procedures

Curriculum Organizer - Personal and Social Responsibility

It is expected that students will:

- demonstrate positive behaviours that indicate self-respect and self-confidence while participating in refereeing activities
- demonstrate appropriate social behaviour while working co-operatively with others
- demonstrate etiquette and fair play
- apply leadership skills related to refereeing and specific sports

Curriculum Organizer - Reflection

It is expected that students will:

- reflect on their contribution to class activities
- reflect on their attitude and effort during class activities

- reflect on their performance during class activities
- reflect on the value and necessity of experience in the field of refereeing

INSTRUCTIONAL COMPONENTS:

- Direct instruction (teacher, guest speakers, students)
 - Indirect instruction
 - Interactive instruction
 - Independent instruction
 - Modelling
 - Group work
 - Videos
 - Experiential learning (hands-on experience)
-

ASSESSMENT COMPONENTS:

- 90% of the grade will be based on assessments
-
- conducted throughout the course.
- 10% of the grade will be based on a final evaluation of the entire course.

- The course will be broken into 3 sections: Term 1 (45%), Term 2 (45%), and a final evaluation (10%). This will make up the entire course grade.

* This course aims to use assessment **OF** learning and assessment **FOR** learning throughout the duration of the course, as its means of assessment. In doing so, a variety of assessment techniques will be used, such as daily anecdotal/checklist evaluations, skill testing, knowledge testing, presentation and group work evaluations, and reflection.

*Each term will include the following assessment:

- 1) Daily anecdotal/checklist – 5 marks per day (based on **effort, participation, attitude, performance, gym strip**).
This assessment will be weighted at 50% of each term mark.
- 2) Skills testing/measurement.
This assessment will be weighted at 15% of each term mark.
- 3) Presentation.
Each student will be responsible for a presentation on a skill, drill, technique, or aspect of a sport each term.
This assessment will be weighted at 10% of each term mark.
- 4) Assignments and knowledge testing.
During the course, students will be assigned a research project and other small assignments. In addition, students will be given periodical written tests based on course content.
This assessment will be weighted at 20% of each term mark.
- 5) Reflection.
Students assess their own effort, participation, attitude and performance at the end of each term.
This assessment will be weighted at 5% of each term mark.

LEARNING RESOURCES:

- * Videos - skill based, informative, motivational and inspirational, and philosophical videos.
- * Books/Literature - skill based, informative, motivational and inspirational, and philosophical books and literature.
- * NCCP Coaching Level 1 Manual
- * Play Books - high school and/or university play books (basketball, volleyball, etc.)
- * Internet
- * Library
- * Facilities - Brock gymnasium, weight room and fields, Thompson Rivers University gymnasium.
- * Guest speakers - coaches, players and referees from the University level, including Nevin Gleddie (Head Coach of TRU Wolfpack Men's Basketball Team), Sean Garvey (TRU basketball player, ALL-CANADIAN), and others.

ADDITIONAL COURSE INFORMATION:

This is a new course intended to provide students with training and experience in specific sports. It will be an intense, demanding course, and it is not recommended for students unwilling to dedicate themselves to the course. It is highly recommended that students entering this course have a background in individual and/or team sports. Much of the course will be taught in a sports camp style, in which teaching, practice, application and reflection occur daily.

This course is also designed for those wishing to learn about specific sports and all their aspects, and want to excel in them. Sport Specific Training 10 aims to illustrate the importance of sport and how it relates to life.

Students will do some of the teaching, in the form of presentations on various skills and techniques, and they will be introduced to the coaching and refereeing of specific sports. Moreover, this course will touch on the mental aspects of sports, and how they relate to every day life.