



CALGARY ACADEMY
THE COACHES MANUAL



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PHILOSOPHY STATEMENT

The interschool athletic program at Calgary Academy exists to provide young people with an opportunity to strive for excellence. We seek to strengthen the integration of goals and objectives of athletics with academic and developmental objectives. To that end, we place special importance on the impact of athletics on the whole school culture. We are looking to improve student connection to CA, improve student identification with CA, improve student connection to other students, improve school spirit and improve student & staff pride in CA.

The Program is characterised by the following:

1. Participation is encouraged by maximizing the number and variety of athletic opportunities in extracurricular, intramural, and club sports. We have 24 teams with approximately 350 participants.
2. Participants receive the same treatment as other students. They have no unique privileges nor are they denied rights and opportunities that would be available to them as non-athletes.
3. Sports for men and women are given equal emphasis and the desired quality of competition is similar in all sports.
4. Students are supported in their efforts to reach high levels of performance by providing them with adequate facilities, competent coaching and appropriate competitive opportunities.

Calgary Academy's Knights Athletics will challenge athletes with realistic goals. Winning merely for the sake of winning will not produce long term positive results. Striving for improvement and working towards team and individual goals will result in our share of wins.

Dean Sawatzky

ATHLETIC DIRECTOR

Mission Statement

The duration of an athletic contest is only a few minutes, while the training for it may take weeks of hard work and continuous exercise of self-effort.

The real value of sport is not the actual game played in the limelight of applause, but the hours of dedicated determination and self discipline carried out alone, supervised by an exacting conscience.

The applause soon dies, the prize is left behind, but the memories you have, the character you build and reveal, and the friends you make are yours forever.

Calgary Academy Knights Program Objectives;

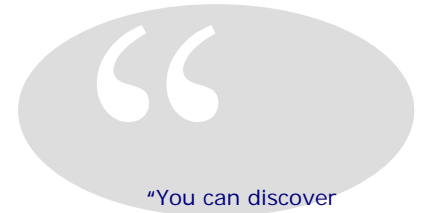
- ✓ Student connection to CA
- ✓ Student identification with CA
- ✓ Student connection to staff and students
- ✓ School spirit
- ✓ Student & Staff pride in CA
- ✓ To maintain good sportsmanship, integrity and good will within and between schools participating in interschool athlete
- ✓ To program athletic activities in a manner which interferes least in school attendance.
- ✓ To promote among students an awareness that:
 - the primary aim of school is education and their success at Calgary Academy
 - athletics provides significant physical, social, cultural and emotional values.
- ✓ To establish and maintain acceptable standards of:
 - coaching practices
 - travelling of teams and spectators
 - conduct of teams and spectators

Our school teams serve as great Ambassadors of our school both during and after the games and we hope with your guidance that this will be a positive experience for everyone involved.

In accordance with the rules of the CISAA and the philosophy of Calgary Academy Knights Athletics, the development of Calgary Academy athlete progresses from participation based involvement in grade 7 and 8 to more competitive focus in grades 9, 10, 11 and 12.

In reference to playing time, ALL ATHLETES that show commitment to the team and have acquired the necessary *basic* skills are entitled to equal playing time in grade 7 and 8. The basis of this philosophy is that at this stage all athletes need to be exposed to and practice the skills as they develop into competitive athletes.

By grade 9, athletes will be aware of the importance of the skills they have picked up and be clear in the understanding that they continue to have a fair chance of playing time based on performance as well as commitment.



“You can discover more about a person in an hour of play than in a year of conversation.”
-Plato

Supervision

A teacher or staff sponsor must be present at all times during team practices and games. Coaches are responsible for athletes on their teams at all times both on and off the campus during competitions.

Equipment

Equipment used for and by the team must be returned to where it belongs immediately after all practices and games. Equipment should not be loaned for personal use. The physical Education staff must be notified immediately of any missing equipment. The equipment room must be locked when leaving the gymnasium. Coaches will be given access to the equipment room through arrangements with the school's physical education staff.

Facility Use

At the start of each season of play coaches will meet with the Athletic Department Head to set a practice schedule. The actual organization of the practice schedule will be determined by the coaches and the Athletic Department Head.

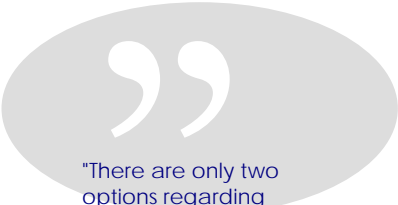
The gymnasiums need protection. It is disturbing to see coaches and players playing on the gym floor with street shoes or coaches who are allowing others to play on the gym floor with street shoes or worse with food and drinks. Please encourage your team and others to respect our facilities.

Transportation

The Athletic Director will book van/bus for league play. Coaches must check with the Physical Education staff to ensure this is done. Any cancelled or changed games effect the bussing schedule. Please inform the athletic director of any such changes.

For weekend tournaments and competitions, parents drive their children to the events unless other arrangements are made. If other arrangements are made and a bus is to be required, the coach should make contact with the bus driver prior to departure to confirm all details.

If an athlete is on the team, he/she must travel on the bus to the competition and back to the school unless his/her parent is driving or has given verbal or written permission for otherwise. The coaches and Calgary Academy become responsible for athletes when competing in school sponsored sports.



"There are only two options regarding commitment. You're either IN or you're OUT. There is no such thing as life in-between."
-Pat Riley

Uniforms

Coaches are responsible for issuing school uniforms and ensuring the uniforms are returned. (Team members will pay a \$50 deposit, returned at the end of the season when the uniform is returned in good order).

At the end of the season, all uniforms must be cleaned and returned to the Physical Education department as a set. Coaches *must bring* the *deposit* and *student contract* to the Physical Education department before the team uniforms are issued.

All athletes must compete in Calgary Academy attire. The uniform is for competition only, not practice.



"Concentration is the ability to think about absolutely nothing when it is absolutely necessary."
-Ray Knight

User Fees

It is the coaches' responsibility to charge "user fees" to defer the costs of team expenses. The coach is expected to calculate the cost for league play and/or tournament play and divide this amount equally per player in order to treat all students equally. (see *sample [budget](#)*)

Tournament Fees

All tournament entry fees are paid through school accounts. A cheque requisition form must be completed and given to the Athletic Director at least one week prior to the required date. These cheque requisition forms can be picked up from the Physical Education department.

Tournaments that require the loss of instructional time, need to be approved by your Dean and the Athletic Department Head.

Fund raising

During the course of the school year, each athletic team may be expected to participate in fund raising activities under the supervision of their coach(es). Teams and team members will work in conjunction with the students council members, individual classrooms, or the team and any profits will be used to help offset team expenses (eg league/tournament entry fees, officials, transportation costs). The coach is expected to supervise and organize team members so all share equally in the fund raising ventures.

First Aid

There will be 3 medical kits available to coaches during the season. Please use the sign out sheet posted in the equipment room when taking and returning a medical kit. It is important to note any missing supplies on this sheet so the Physical Education staff can keep them well stocked.

Please ensure that the medical kit is complete before you leave on an away trip. Tape, pro-wrap, bandages, and band-aids must be included. If you should use any of the above mentioned supplies, especially the chemical ice packs, please replace them before returning the medical kit. If these supplies cannot be replaced, please indicate to the Physical Education staff what is missing so it can be replaced. Please keep kits as orderly as possible.

ANY MAJOR INJURY must be reported to the office and an accident form is to be completed.

Team Pictures

These are essential for program promotion and our records. The coaches need to make arrangements to have pictures taken by the appropriate photographer and provide adequate notice to all players.

Individual player pictures and team pictures need to be given to the Athletic Department Head no later than two weeks after your team is selected.

Publicity

Publicity is important to the development of our Volleyball Program. Please ensure that the Coach and Manager make the student body and general public aware of the accomplishments of individuals and teams at Calgary Academy.

There are many ways we can publicise our teams. These include;

Photo and display areas

Calgary Academy Newsletter

Calgary Academy Athletic Website

Year end video

League / Exhibition Play

The league schedule (including practices) will be distributed by the athletic department. Any additions to schedule (exhibition games should be scheduled): See Calgary Academy website to VERIFY schedule.

Please NOTIFY the Phys. Ed. Department of any changes.

Expense Claims

Transportation, accommodation, and meals can be claimed by coaches for games and tournaments upon approval from school administration.



For me, winning isn't something that happens suddenly on the field when the whistle blows and the crowds roar. Winning is something that builds physically and mentally every day that you train and every night that you dream.
~ Emmitt Smith

Claims must be submitted to the Physical Education Office within one week of the actual claim expense.

Communication

Calgary Academy has a dedicated web site for information regarding its athletic program. Any information that you would like included on the web site regarding your team should be passed along to the Phys. Ed. Department.

Calgary Academy also has a dedicated phone message service. The Knights Athletics Infoline gives up to the minute information on game schedules, times and locations. It is also the source of information on whether the game is cancelled.



"Power is not revealed by striking hard or often, but by striking true."
-Honore de Balzac

Parent/Coach Relationship

Both parenting and coaching are extremely difficult vocations. By establishing an understanding of each position, we are better able to accept the actions of the other and provide greater benefit to our student athletes. Parents have a right to understand what expectations are placed on their child. This begins with clear communications from their coach.

Expected Communication From A Coach.

1. Philosophy of the program and more specifically your team.
2. Expectations you have for your student athletes, as well as all the players on the team.
3. Location and times of all practices and contests.
4. Team requirements; i.e. Fees, special equipment etc.
5. Procedures should a student athlete be injured during practice or a contest.
6. Discipline that results in the denial of a student athlete's participation in contests.

Expected Communication From Parents.

1. Concerns expressed directly to the coach.
2. Notification of any schedule conflicts well in advance.
3. Specific concern to a coach's philosophy and/or expectations.

As students become involved in the program, he/she will experience some of the most rewarding moments of his/her life. It is important to understand

that there also may be times when things do not go the way everyone wishes. At these times the following policies should be followed.

Issues A Parent Should Discuss with Coaches.

1. The treatment of the student athlete mentally and/or physically.
2. Ways to help the athlete improve.
3. Concerns about the student's behaviour.

Issues A Parent Should NOT Discuss with Coaches.

1. Playing time.
2. Team strategy.
3. Play calling.
4. Other students.



In sports, mental imagery is used primarily to help you get the best out of yourself in training and competition. The developing athletes who make the fastest progress and those who ultimately become their best make extensive use of mental imagery. They use it daily as a means of directing what will happen in training, and as a way of pre-experiencing their best competition performances.

~ Terry Orlick

There are situations that may require a conference between the coach and a parent. These are to be encouraged. It is important that both parties involved have a clear understanding of the other's position. When these conferences are necessary, the following procedure should be followed to help promote a resolution to the issue of concern.

If A Parent Has A Concern With A Coach

1. Call to set up an appointment with the Coaches.
2. A parent should not confront a coach before or after a contest or practice. These can be emotional times for both the parent and the coach. Meetings of this nature usually do not promote resolution.

If A Parent STILL Has A Concern With A Coach

1. Call and set up an appointment with the Athletic Director to discuss the situation.
2. At this meeting the appropriate next step can be determined.

Research indicates a student involved in co-curricular activities has a greater chance of success during adulthood; which is why this program was established. Many of the character traits required to be successful participants are exactly those that will promote a successful life after high school.

Code of Ethics

Adults who work with students in interscholastic activities should present a positive role model for them to emulate. Students who represent a school in interscholastic activities must be creditable school citizens.

The conduct of all school representatives and for all athletic programs, whatever the level and location of competition, is the responsibility of school administration. In recognition of this authority and responsibility, please note the following guidelines:

All competition must be conducted with a high standard of courtesy, fair play and sportsmanship. All those involved share a responsibility.

Coaches - The coaches must demonstrate qualities of courtesy and good sportsmanship. These are evidenced by proper acceptance of the officials' judgement, positive encouragement of player performance and bench behavior.

Athletes - The athletes must demonstrate qualities of courtesy and good sportsmanship. These are evidenced by proper acceptance of the officials' judgement, and by showing proper respect for opposing athletes as well as for team-mates. Code of ethics for students accompanied in this manual.

Spectators - The spectators, both student and adult, demonstrate courtesy and good sportsmanship by positive cheers of encouragement for their team, not against their opponents.

Administrators and Teachers - Administrators and teachers must demonstrate courtesy and good sportsmanship by their positive example.

All players, coaches, supervisors and officials must avoid the use of alcohol and drugs while involved with athletic competitions.

In accordance with the CISAA handbook, the following policies must be followed:

- A. *Every school team must be coached or supervised by a staff member of the school*
- B. *During competition, every school team must be accompanied by a teacher-coach or teacher supervisor.*
- C. *Participants travelling who require overnight accommodation must be supervised by a chaperone of the same sex approved by the school.*

Administrators and teacher coaches must assume responsibility for the implementation of this code. The Athletic Director and Administrators must be advised of breaches of desirable practices on the part of students or coaches.

Good sportsmanship cannot be legislated. It must be a goal towards which our coaches and individual team members strive to attain.



"Everybody is looking for instant success, but it doesn't work that way. You build a successful life one day at a time."

Lou Holtz

The Role of Coaches

Coaches must demonstrate and apply leadership, integrity, responsibility, self-control, knowledge of sports rules and regulations, honesty and sportsmanship at all times on and off the playing field/court. It is necessary and important that the coach acts in a responsible and professional manner at all times because he/she represents the school, community, profession, faculty and student body leaders in this area. The coach must set a good example for all participants. While everyone wants to do their best and hopefully win the contest, coaches must remember that interscholastic athletics is an extension of the classroom and that the coach is probably the most influential person at the contest whose actions will be reflected in the behaviour of others.



"Nobody who ever gave their best effort regretted it."

George Halas

- Exemplify the highest moral character, behavior and leadership, adhering to strong ethical and integrity standards.
- Respect the integrity and personality of the individual athlete.
- Set a good example for players and fans to follow— refrain from arguments in front of players and fans; do not make inappropriate gestures to officials or opponents, and do not throw objects in disgust. Shake hands with officials and the opposing coaches before and after contests in full view of the public.
- Respect the integrity and judgment of game officials. The officials are doing their best to help promote athletics and the student-athlete. Treating them with respect, even if you disagree with their judgment, will only make a positive impression of you and your team in the eyes of all people at the event.
- Display modesty in victory and graciousness in defeat, in public and in meeting/talking with the media.
- Teach sportsmanship and reward your players that are good sports.
- Be no party to the use of profanity, obscene language or improper actions.
- Describe and define respectful and disrespectful behavior. Stress that disrespectful behavior, especially taunting, trash talking and intimidation, will not be tolerated.
- Instruct participants and fans in proper sportsmanship responsibilities and demand that they make sportsmanship the No. 1 priority.
- Treat opposing coaches, administrators, participants and fans with respect.

The Role of Student-Athletes

An essential role in the development and maintenance of sportsmanship is that of the student-athlete. Because student-athletes are admired and respected, their behaviour significantly influences the actions and behaviour of fans of all ages.

- Accept and understand the seriousness of your responsibility and the privilege of representing the school and the community.
- Learn the rules of the game thoroughly and discuss them with parents, fans, fellow students and elementary school students. This will assist them in the achievement of a better understanding and appreciation of the game.
- Treat opponents the way you would like to be treated—as a guest or friend. Who better than yourselves can understand all the hard work and effort that is required of your sport? Never direct remarks at opponents in a taunting manner.
- Wish opponents good luck before the game and congratulate them in a sincere manner that you would like to be greeted following either victory or defeat.
- Respect the integrity and judgment of game officials. The officials are doing their best to help promote you and your sport. Treating them with respect, even if you disagree with their judgment, will only make a positive impression of you and your team in the eyes of the officials and all people at the event.
- Live up to the standards of sportsmanship established by the school administration and the coaching staff.
- Refrain from taunting, trash talking or making any kind of derogatory remarks to your opponents during the game, especially comments of ethnic, racial or sexual nature. Refrain from intimidating behavior.
- Win with humility and lose with grace. Do both with dignity. Avoid excessive celebrating after a play or at the end of a game.

”

"The best teams have chemistry. They communicate with each other and they sacrifice personal glory for the common goal."

Dave DeBusschere



The Role of Parents

Athletic events are learning experiences for student-athletes. A ticket to a contest is a privilege to observe athletic tests of skills, not to verbally assault others or be obnoxious. Audiences may forget that high school athletes have not reached mature physical performance, so errors can be expected. Moreover, audiences who learn the rules of the sport are less likely to criticize officials, players or coaches.



"The difference between the impossible and the possible lies in a man's determination."

Tommy Lasorda

- Remember that you are at a contest to support and cheer for your team and to enjoy the skill and competition, not to intimidate or ridicule the other team and its fans.
- Remember that interscholastic athletics are learning experiences for students and that mistakes are sometimes made. Praise student-athletes in their attempt to improve themselves as students, as athletes and as people as you would praise a student working in the classroom.
- Remember that a ticket to an interscholastic athletic event is a privilege to observe the contest, not a license to verbally assault others and be generally obnoxious.
- Learn the rules of the game so that you may understand and appreciate why certain situations take place.
- Show respect for the opposing players, coaches, fans and support groups. Treat them as you would treat a guest in your own home.
- Refrain from taunting or making any kind of derogatory remarks to your opponents during the game.
- Respect the integrity and judgment of game officials. Understand that they are doing their best to help promote the student-athlete and admire their willingness to participate in full view of the public.
- Recognize and show appreciation for an outstanding play by either team.
- Refrain from the use of any controlled substances (alcohol, drugs, etc.) before and during games and afterwards on or near the site of the event.
- Use only those cheers that support and uplift the teams involved.
- Recognize and compliment the efforts of school and league administrators for their efforts in emphasizing the benefits of educational athletics and the role of good sportsmanship.
- Be a positive behaviour role model through your own actions and by censuring those around you at events where behaviour is unbecoming.

The Stuff That Makes a Good Coach

What makes a great coach?

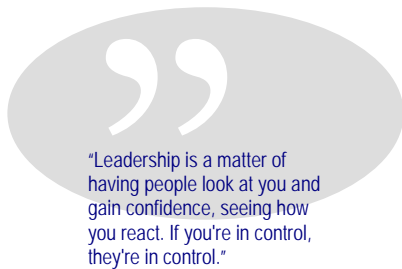
- PATIENCE -** This is probably the most important characteristic. Let's face it—12 active kids together require a lot of attention.
- TOLERANCE -** This quality goes hand-in-hand with patience. Kids are going to be rowdy, or moody or lazy. Tolerance takes the different mind-sets and turns the focus to the tasks "afoot".
- ACCEPTANCE -** Our students are so very different. Each one has varied potential and skill levels. A good coach is one who recognizes each child as an individual and he/she encourages that athlete to perform at his/her very best level. Perfection is not required!
- MOTIVATION -** Volleyball can be viewed as kids hitting a ball over a net, or it can be viewed as an opportunity for growth. The true test lies in sparking a student's interest to learn and grow and keeping that spark alive each season.
- RESPECT -** I've seen many games in which the coaches, and sometimes parents, of the other teams berate and belittle their children for making "mistakes". Sometimes they even go as far as criticizing opposing team members. 'Coach' has never singled out a child for making a mistake and he/she does not allow parents or the other team members to do so either. At the beginning of every season 'Coach' reminds us parents that we're all in this sport to learn and have a good time.
- SPORTSMANSHIP -** Perhaps this should have been on top of the list, but being toward the end does not lessen the importance. My definition of sportsmanship is to teach kids to work together as a team in order to achieve a common goal. It also means teaching kids to respect other players as well as each other. Insults are not tolerated. Mistakes are team mistakes, and they are used as teaching tools for the next game.
- ABILITY TO TEACH -** Sounds simple, right? It's not. How many times has a parent signed up a child for a sport, only to have a well-intentioned father decide to coach? He/she may or may not know the sport. He/she may or may not relate well to his/her players. There is a huge difference between the team whose members do what is yelled at them, and the team whose members actually understand what to do and why. A good coach teaches his/her players basic fundamentals, explains concepts and enables his/her players to think logically when making a play.

Coaching Duties

The following are guidelines and by no means a restrictive list of your duties.

Pre-Season

- Acquaint yourself with this Calgary Academy Athletics Handbook. Accepting a coaching position is contingent upon accepting the code and philosophy contained therein.
- Plan practice schedules with other coaches and the Athletics Department Head at the appropriate meeting.
- Promote and advertise information on your activity (try-outs, games, results etc.)
- Organise the necessary equipment for your season.
- Organise uniforms and collect deposit and individual [Team Contracts](#) before handing out uniforms.
- Organise [Pre -Season Parent's meeting](#)
- When your team is selected, please acquaint them with;
 - The Calgary Academy [Athletics Code](#)
 - The completion of all tasks and forms in the manual.
- Book tournaments well in advance and check with administration for any leave that is needed.
- Participate on the Tournament Committee.
- [Player Evaluation](#) – One on One Conferences and Individual Goal Setting



Tom Landry

During The Season

- Make arrangements for [transportation](#).
- “[Team Game Roster](#)” and “[Rotation Sheets](#)” prepared before games. Update your team website
- Follow the CISAA rules for reporting game scores.
- Player Conference – Update Strengths and Areas to Improve

Post-Season

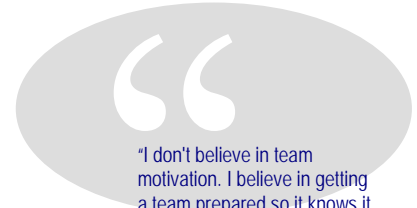
- Collect all team uniforms and return them to the Athletic Department within one week of the end of the season.
- Make sure all missing equipment is reported to the Athletic Department Head.
- Organise team banquet
- Athlete -Coach Conference for Individual Player Feedback

Pre-Season Parent's Meeting

All coaches are required to hold a parent/student meeting prior to the beginning of the season once the team has been selected.

At this meeting you are required to go through the following items;

1. Team rules
2. Coaching philosophy
3. Criteria for being a squad member
4. Sportsmanship expectations for athletes and fans.
5. The cost of participation in this season's Program.
6. Before a student can be selected for the team they must return their fees, deposit and Athletic Contract signed by both Athlete and Parent/Guardian.



"I don't believe in team motivation. I believe in getting a team prepared so it knows it will have the necessary confidence when it steps on a field and be prepared to play a good game."

Tom Landry

At this meeting you may like to address the following issues;

1. Team's style of play
2. How practice sessions are conducted including;
 - a. Their length
 - b. When they normally start and end
3. The responsibility for issued uniforms and equipment.
4. Determinants for the starting line-up and playing time.
5. Academic requirements for playing eligibility.
6. Procedures for reporting and attending to injuries.
7. How and when to contact you with a concern or question.
8. Explain commonly misunderstood aspects of sport.
9. The risks involved in participating.
10. Answer any questions.

Helpful Hints;

1. Make your presentation a positive as possible.
2. Don't let one parent take over the program with a "hidden agenda or personal vendetta". Invite them to make an appointment to speak with you individually.
3. If an issue arises which you cannot answer or is problematic, inform the Athletics Director, he/she will handle it.
4. Be prepared. Plan what you want to say and how you want to approach the various topics.

The coach does not need be a star athlete; however, he/she should be a student of the game. I know many great coaches who were mediocre athletes. On the other hand, I know many great athletes have made poor coaches. To become successful as a coach you must develop a road map called 'philosophy'.

A coaching philosophy takes years to develop. Your experiences as an athlete and observer will allow yours to develop. It becomes your own personal roadmap to success. Your philosophy continues to grow as you learn more about the game and dealing with players.

The Coach's Philosophy



"Approach the game with no preset agendas and you'll probably come away surprised at your overall efforts."

Phil Jackson

What is philosophy, anyway? When you add up all your experiences as an athlete, observer, lessons learned from reading, ideas picked up at clinics, gab sessions with other coaches and your own personality, you have the beginnings of a coaching philosophy. Warning: Do not be misled! All this is no guarantee of success. The way you implement this philosophy is equally important. It will continue to evolve through the years.

The coach should select the strategies he/she wishes to use during the season. Next, he/she should must break thr season down into fundamental drills and procedures. Then, you must convince your players your chosen ideas will help them succeed.

Most of all, as the coach, you must make practices fun. When practice sessions become monotonous, players lose interest and focus. In a game, be yourself.

What is your priority? Is it to develop your athletes as people? It's OK to adopt ideas from others, but if you try to be someone you're not, your players will catch on right away and you will not be the successful as could be. "If you try to be someone else, the best you can do is be second best." There are, although, essential fundamentals that each team and player must have to be successful.

When teaching the fundamentals, the coach must stress perfection. These should be repeated so often they become instinctive in competitive situations.

Balance is a prime requisite in a team philosophy. Athletes should be expected to support each other during practices, in competition and even in the hallways.

The coach must be realistic with athletes. A key to a successful coach is his/her ability to remain calm, composed, positive and well respected.

Athletes should be allowed to take advantage of their individual skills; however, you must make certain it conforms to the overall effort. Welfare of the team comes first. The coach must maintain a good team spirit, getting players up for

each practice or game. He/she must get the best from each athlete. Also, he/she must be aware of the players who need the most attention and understanding.

Be constructive with criticism. Any suggestion made to one athlete applies to all. Praise a player who makes an outstanding effort. A player should understand that a coach wouldn't waste his/her breath if he/she did not like you. The coach usually criticizes players he/she plays the most.

The coach's relationship with his/her players is most important. One-on-one conferences with each player before, during, and after the season are worthwhile. Use these conferences to discuss his/her approach to the sport.

Developing Practice Plans

As a coach you should map your road to success prior start of the school year. Organize each phase of the season for best results.

Many coaches tend to practice too long. A practice session should only be long as players can work at their best ability. Only rarely, should a practice session be more than one and a half hour long. Typical divisions could be as follows:

1. *Pre-season conditioning* - the period from the start of the school to the date of the first permissible volleyball practice.
2. *Pre-season practice* - the period from the first permissible day practice with the coach is allowed until the day before the first scheduled game.
3. *In-season practice* - the period from the first scheduled game to the last game of the season.

Organizing Practice

An outline of a general [practice plan](#) for the entire season should be made long before the pre-season conditioning. School scheduling, weather, scouting reports, and the team's progress often determine the weekly schedule during the regular season.

Usually a practice schedule should be made no more than one week in advance. Even then, a schedule sometimes must be revised during the week and occasionally on the day of the practice. A sound practice schedule makes the best use of the practice time. Daily practice plans should be posted so players can report to specified areas without delay.



Tom Landry

Selecting Players



"The difference between the impossible and the possible lies in a person's determination."

Tommy Lasorda

On the opening day of practice, the coach should give a get-acquainted talk to the entire group, outlining what will be expected of them during the entire season. Everyone, including the new candidates, must feel it is possible for him to contribute. The players must have a desire to play the sport. An aggressive team is always a dangerous team. Every player must be willing to pay the price for the opportunity to participate. They should report in good physical condition and practice diligently so that they improve each day. The team's success is based on unity and unselfishness. Loyalty to the school, the coaches, and team mates is expected at all times.

The gym/field is a classroom, not a playground. All players are expected to work towards maximum possible improvement. They either improve daily or they regress; therefore, practice must be designed to bring out the best in every player.

The first pre-season practice session is usually devoted to a discussion of the rules of the sport and the rules that the team must follow. Then, quickly as possible, reduce his/her team to about 15 players. Unless you are blessed with assistant coaches, it is nearly impossible to accomplish any effective group progress with a larger squad.

The coach should never do on the court, what can be done off the court. Furthermore, it has been my observation over the years, that good coaches should never work with only one, or two, players during the team practice time. Individual instruction should come before, or after practice.

Teaching Skills

The coach should not over-teach in the early pre-season practice sessions. You want your players to retain what is being taught. Players can and should work when physically worn out; however, they can't learn when mentally exhausted.

Athletes who practice bad habits should be corrected immediately. The coach should briefly explain the proper technique. The coach should strive constantly for mental anticipation, instinctive reaction, and intelligent aggressiveness on the part of all athletes. These intangibles turn a good athlete into a great one.

Developing Offensive and Defensive Concepts

After determining the best offensive and defensive patterns for the material at hand, the coach should be positive in their development. Do this in a way the players will have confidence. Do it in this order.

1. Explain and diagram your tactics.
2. Demonstrate the skills involved yourself, or by using a skilled player, or show a videotape.
3. Walk the players through the various strategies
4. Then, run them through at half speed.
5. After that run through at full speed without opposition
6. Finally, implement the strategy at full speed with competition.

Following the above enables the team to practice their strategy successfully, thus developing a positive attitude about their ability. Also, this erases any doubt a player may have about the coach's strategy.

Take advantage of individual abilities. On the other hand, never allow individual abilities to take over the team. The best coaches, however, do allow free-lancing that won't hurt the team.

Drills

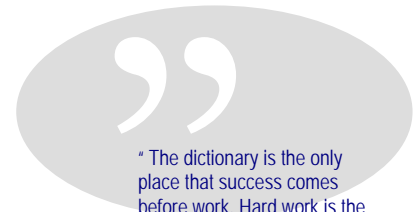
Drills for fundamentals, simulating competitive conditions as much as possible. An experienced coach will know what drills will be best for his/her team. A new coach must decide what drills to use and how long to spend on them. Drills should be simple and competitive. They should cover as many techniques as possible. They should also be selective. Don't use too many drills or drills that are too complicated,.

Drills are good only when they are completely absorbed by the team. The coach must give the reason for each operation and explain the correct technique because:

1. If players understand they gain confidence.
2. It shows them there is a reason for everything.
3. Proper technique is learned because the coach can analyze any mistakes that the players make and allows him to compliment those players who do the drill well.

Selected drills allow for concentrated practice in specific areas. Pre-season conditioning drills must be efficient; therefore, they should include fundamental techniques. Early in the year, many necessary conditioning drills use running without involving the ball, or defensive techniques.

Some drills serve as a change of pace in the daily practice routine. They are also excellent for before practice, or pre-game warm-up. These should



"The dictionary is the only place that success comes before work. Hard work is the price we must pay for success. I think you can accomplish anything if you're willing to pay the price."

Vince Lombardi

be simple, short in duration, and interesting. A variety keeps players interested in seeking perfection, preventing boredom and complacency.

Too little time on drills, leaves a desire for more. This is more effective than too much time in drills. When drills become boring, there is a lack of enthusiasm and bad habits will form. "Drills should be spirited, evoking constant chatter and desire for perfection."

Drills should reflect the team's philosophy. In fact, coaches should devise their own drills. The most adaptable and inventive coach is generally the successful. Three steps to learning are as follows:

1. The student must be interested and ready to learn. A competent coach who has the full attention of a receptive student can teach him the proper fundamentals of the sport, stressing the acquisition of accuracy before speed.
2. Practice makes perfect. Once the player understands the techniques involved, he/she practices willingly for hours on end.
3. The final examination, in this case, is the actual playing of the game itself and not whether the team wins or loses the game.

Drills should be repetitive so that reaction becomes instinctive. Players should not have to think about what they are going to do.

Every drill must demand perfect, or near perfect, performance from every athlete. Coaches must be constantly observant and highly critical, making corrections immediately. They must overcome a tendency to ignore or overlook slight irregularities or imperfections in a player's form or habits. Coaches should remember that practicing something incorrectly is just as habit forming as practicing something correctly. Perhaps the most important motto for drills is, "practice makes permanent."

Competitive drills hold athlete's interest. The use of rewards for winners and penalties for the losers creates incentive and enthusiasm. Winners could be given a reward, and the losers made to run laps.

All drills should have short, definitive names so that players know exactly what to do as soon as the name is called. Teams develop unity through drills. Players become accustomed to the movements, attitudes, habits, and idiosyncrasies of team-mates. New drills can be explained during a brief practice break one day, then incorporated into the practice for the next day.

Drills should be scheduled so that a physically strenuous drill is followed by one that is easier. Several small groups in which all athletes work strenuously are more beneficial than one large group in which several players are not working. At the end of a hard practice, the coaches should incorporate a drill that the athletes enjoy. This implementation will leave the athletes in a good frame of mind. They will anticipate the next day's practice.



"When I played with Michael Jordan on the Olympic team, there was a huge gap between his ability and the ability of the other great players on that team. But what impressed me was that he was always the first one on the floor and the last one to leave."

Steve Alford

Daily Coaching Duties

For all DAILY PRACTICE sessions, the coach should arrive on the court dressed for practice as much as a half-hour before the beginning of practice.

He/she should review the day's scheduled practice. The coach should be sure that the necessary materials are available.

Before practice begins, the coach can give individual attention to athletes, discussing shortcomings observed in the previous practice session. He/she can work with one, or two, athletes.

The coach should be sure that the athletes begin before-practice workouts as soon as they arrive. He/she should make certain that all athletes are on time and that practice starts at the prescribed time. The organized practice time, in which the timing by the manager is all-important, should begin with a whistle. The manager, or assistant manager, should check the time allotted for each part of the practice session and inform the coach when the time is up for each segment.

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On GAME DAYS, the coach should also be in a routine of arriving early with the "[Team Game Roster](#)" prepared as well as any other paperwork ready to go.

An organized flowing team warm up that has been mastered through the practices is also an asset. Even the most organized coach might need to make some last minute changes.

If the team has learned to focus on their warm-up and run through it independently and automatically, the team also looks and feels confident and the coach can relax and have a friendly word with the referee or the opposing coach.

If the team has an away competition, it is important that the coach arrives at the venue before the team arrives in order to learn about change room and gym locations and to take control, direct traffic and settle the nerves of the team.

Please familiarize yourself with game locations so that coaches are prepared to arrive early if not travelling with the team.

A Message from the CISAA

Dear Coaches:

Good sportsmanship is the attitude and behavior that exemplifies positive support for the interscholastic athletic programs of the Calgary Independent School Athletic Association member schools as well as for the individuals who participate.

People involved in all facets of the interscholastic athletic programs are expected to demonstrate respect for others and display good sportsmanship.

It is essential that student-athletes, coaches, parents, student groups and fans in general are constantly reminded that **Good Sports Are Winners!** People seriously believe sportsmanship to be an important issue of concern in interscholastic athletics. Positive experiences do not occur by chance, rather they are a result of the educational structure, the right perspective, the right leadership and the true understanding of sportsmanship.

Good sportsmanship is not merely a campaign — it is the essence of what educational athletics is about. Let all of us who have the opportunity promote the ideals of sportsmanship so that today's students and tomorrow's citizens may build a better society.

The Calgary Independent School Athletic trust that you will do your part in promoting good sportsmanship within your school and community.

Remember, **Sportsmanship is EVERYONE's responsibility!**

Acceptable and Unacceptable Behaviour

1. I will be reasonable when scheduling games and practices, remembering that young people have other interests and obligations.
2. I will teach my athletes to play fairly and to respect the rules, officials and opponents. I will lead by example.
3. I will ensure that all athletes get equal instruction, support and opportunities.
4. I will not ridicule my athletes for making mistakes or performing poorly. I will remember that young people play to have fun and must be encouraged to have confidence in themselves.
5. I will remember that young people need a coach they can respect. I will be generous with praise and set a good example.
6. I will make sure that equipment and facilities are safe and match the athletes' ages and abilities.
7. I will obtain proper training and continue to upgrade my coaching skills.

Sportsmanship Pledge

Young people need to know that integrity, fairness and respect are lifetime values taught through athletics, and these are the principles of good sportsmanship.

We need good sportsmanship

- To prevent violent action towards officials, opponents and other spectators which are becoming commonplace in today's society and sports.
- To decrease the emphasis on just winning and losing an athletic event.
- To promote ethics, respect and integrity in all walks of life.
- To promote the ideal of intrinsic rewards of athletics.
- To learn the attitudes necessary for responsible behavior. You can make proper behavioral choices while coaching your school's athletic team.
- Those who pledge agree
 - To be a proper role model for our student-athletes.
 - To inform our student-athletes that we have taken the pledge and why.
 - To be clear and firm about rules concerning our conduct and behavior while serving as a coach for our athletic team.

The Coaches' Pledge

As a school coach, I acknowledge that I am a role model. I know that the principles of good sportsmanship are integrity, fairness and respect. While teaching the skills of the game, I must also teach student-athletes how to win and how to lose graciously, and that sports are meant to be educational and fun. I know the behavior expectations of me by this school and the CISAA, and I hereby accept my responsibility to be a model of ethic behavior, integrity and good citizenship.

