



## **Introduction**

On behalf of Special Olympics International, THANK YOU for contributing your time and expertise. The knowledge you share with the course participants will make a significant impact on the lives of athletes with intellectual disabilities.

The Advanced Coach Course offers an opportunity for coaches who have gained at least one year's experience coaching Special Olympics Cross Country Skiing to expand their knowledge. The participating coaches should have already attended the Special Olympics Cross Country Skiing Volunteer Coach Course.

### **Coaches should leave the training school with a clear understanding of the following:**

- Ideas on how to improve and strengthen fundamental skiing skills
- How to adapt drills and activities to meet the needs of athletes of different ability levels
- Update to Special Olympics cross country skiing rules
- How to better prepare athletes for competition
- Technical teaching progressions for cross country skiing
- Expanding dryland training
- Ideas for appropriate drills and activities to teach skills

Review the Quick Quiz at the end of this guide to identify major points and ensure that they are covered within the course.

### **Suggestions for Instructors**

- **Review the Special Olympics Cross Country Skiing Coaching Guide.** It provides the necessary background to our coaching program.
- **Recognize the expertise of the participating coaches** and, whenever possible, draw upon their experience of coaching Special Olympics Athletes.
- **Stay on schedule.** There is a lot of material to be covered, and it is easy to fall behind. Remember, this course is an overview. Encourage coaches to take additional coaching courses.
- **Use team teaching.** Two instructors can bring different expertise to the course and also make this course more enjoyable for the participants. It is suggested that one instructor be a specialist in cross country skiing and the other in Special Olympics.

Your ideas on the course are welcomed. Please send any ideas for future improvement to the SOI Cross Country Skiing Director, Special Olympics International, 1133 19<sup>th</sup> Street, NW, Washington, D.C. 20036.



## **Cross Country Skiing Advanced Coach Training School Agenda**

### **PART 1 Classroom Session (120 minutes)**

- 1.1 Welcome, Introduction, and Course Overview
- 1.2 Training and Technical Development
- 1.3 Eight-Week Training and Competition Plan
- 1.4 Preparing for Competition
- 1.5 Video Analysis

### **PART 2 Activity Session (120 minutes)**

- 2.1 Instructional Area Selection
- 2.2 Warm-up and Stretching
- 2.3 Skills Instruction
- 2.4 Competition Venue Preparation
- 2.5 On-Course Tactical Training
- 2.6 Race Simulation

### **PART 3 Special Olympics Athletes Training Session (90 minutes)**

- 3.1 Instructional Area Selection
- 3.2 Skills Instruction
- 3.3 Competition Experience and Cool-Down

### **PART 4 Classroom Wrap-Up (30 minutes)**

- 4.1 Review (Questions)
- 4.2 Quick Quiz
- 4.3 Certification Process and Application
- 4.4 Training School Evaluation

#### **Materials**

- Course Agendas (one per coach)
- Special Olympics Cross Country Skiing Coaching Guide
- Samples of recommended skiing books and videos

#### **Equipment**

- Wax and wax bench for demo
- VCR, TV monitor, and camcorder
- Orange cones
- Bull horn (optional)
- First-aid kit
- Water and first-aid kit

**PART 1**  
**Classroom Session**  
(120 minutes)

**1.1 Welcome, Introductions, and Course Overview [10 minutes]**

**1.2 Training and Technical Development [35 minutes]**

• **Overview of Special Olympics Cross Country Skiing Coaching Guide [10 minutes]**

Highlight the sections that cover advanced athlete training and provide samples of other books and videos appropriate for this level.

• **Coaching Resources [10 minutes]**

- Teaching areas
- Ski club or race organization – coaches, equipment, wax programs
- SOI/U.S. Ski Association, P.S.I.A. C.C.S.A.A.

• **Selecting the Proper Instructional Area [15 minutes]**

- Adequate Terrain
- Variety of grades (flat, uphill, and downhill)
- Considering the “elements” (wind, sun and temperature)

**1.3 Eight-Week Training and Competition Plan**

Briefly discuss each of the following topics:

- *Dryland training*
- *Establishing goals*
- *Utilizing progressive teaching methods*

**1.4 Preparing for Competition [60 minutes]**

• **Updates of NGB and Special Olympics rules [10 minutes]**

• **Psychology of coaching athletes with intellectual disabilities (technical aspects)**  
[15 minutes]

- Use specific drills for specific purpose.
- Begin with CLASSICAL technique before moving to SKATING technique.
- Always consider the safety of the athlete first.
- Follow Official Special Olympics Winter Sports Rules.



**PART 1** (Continued)

- **Psychology of coaching athletes with intellectual disabilities (technical aspects)** [15 minutes]
  - Limit talking
  - Provide quality demonstrations.
  - Allow plenty of skier kilometers.
  - Keep athletes warm

**1.5 Video Analysis**

- Technique Analysis: Classical Technique
- Technique Analysis: Skating Technique
- Cross Country Skiing Video (general)



**PART 2**  
**Activity Session I**  
(60 minutes)

This part of the training school should be conducted on or near the on-trail skiing venue and should focus on the elements of a training session.

## **2.1 Instructional Area Selection**

Point out and demonstrate the characteristics that make up the teaching area.

### *The Cross Country Skiing Instructional Area*

- Emphasize Safety.
- Point out and describe terrain, which is suitable for teaching. Show how to match terrain to the ability level of athletes.
- Select areas that are out of the “elements” (away from high winds, out of sun’s glare, etc.).

## **2.2 Proper Warm-Up and Stretching**

- Review and perform a basic warm-up and stretching routine as a group.
- Emphasize proper technique so that strain is not placed on joints.
  - Forward leg stretch
  - Foot swing
  - Toe touch
  - Running in place
  - Upper body stretch

## **2.3 Skills Instruction**

Review the basic skills of cross country skiing, then demonstrate and perform advanced skills. Describe and demonstrate drills, which can be used to teach new skills.

- Review basic skills.
- Demonstrate advanced skills.
  - Classical drills
  - Skating drills
  - Poling/Double-poling drills
  - Skiing without poles
  - Uphill/Downhill

**PART 2**  
**Activity Session II**  
(60 minutes)

The second activity session should focus on the elements of competition.

## **2.4 Competition Venue Preparation**

Point out and demonstrate the characteristics that make up the competition venue.

### *The Cross Country Skiing Competition Venue*

- Emphasize safety.
- Demonstrate setting up the start and finish areas.
- Set up and explain fencing.
- Describe and demonstrate the use of flags and course markings.
- Demonstrate course settings.
  - *Glide events*
  - *Classical technique*
  - *Free technique events*

## **2.5 On-Course Tactical Training**

Discuss and demonstrate advanced competition-related issues.

- Skiing multi-loop courses
- Passing
- Resting on down-hills
- Pacing and energy conservation

## **2.6 Race Simulation**

End the activity session with a simulated race, utilizing the information covered in the course to this point.

**PART 3**  
**Special Olympics Athletes Training Session**  
(90 minutes)

## **Guidelines**

This section of the course provides an opportunity for coaches to implement some of the ideas that have been introduced earlier by the instructor.

**At least ten average-to-higher ability Special Olympics athletes are needed.**

Allow coaches to lead whenever possible, while providing occasional prompts and demonstrations. Take five minutes before the session to outline and review session.

## **Instructional Area Selections and Training Session**

### **3.1 Group Warm-Up**

### **3.2 Skills Instruction**

- Begin with athletes' ability assessments.
- Choose one or two advanced skills to teach.

### **3.3 Competition Experience (Race Simulation)**

- Conduct a short (100m) interval start race.
- Conduct a short (100m) mass start race – 100m set-up.
- Conduct a Unified event (500m) with coaches, time permitting.

**PART 4**  
**Classroom Wrap-up Session**  
(30 minutes)

**4.1 Review (Questions and Answers) [5 minutes]**

**4.2 Quick Quiz (see following page) [15 minutes]**

- Ask coaches to complete the Quick Quiz.
- Provide the answers to each question.
- Coaches grade their own quiz.

**4.3 Certification Process and Form [5 minutes]**

- Ask coaches to fill out the first part of the certification form.
- In addition to taking this course on teaching and coaching a specific sport, a Special Olympics coach must do the following in order to achieve certification:
  - Attend a General Orientation as a basic introduction to Special Olympics
  - Complete a course on the basics of teaching and coaching Special Olympics athletes.
  - Complete 10 hours of working with Special Olympics athletes under an experienced coach
  - Complete the training programs for Protective Behaviors and Concussion Training and submit confirmation of completion to the Local Special Olympics Program (U.S. only).
  - Receive endorsement from his/her Program as having fulfilled the above criteria, as well as general screening approval as a suitable individual to work with Special Olympics athletes.

**4.4 Training School Evaluation [5 minutes]**

- Coaches complete the course evaluation and return it before leaving the training school.





## Quick Quiz

1. In an interval start race, the race time is found by subtracting the \_\_\_\_\_ from the \_\_\_\_\_.
2. In the \_\_\_\_\_ technique, the poles and one ski hit the snow at \_\_\_\_\_, and there is one poling motion for every \_\_\_\_\_ skating motions.
3. In the \_\_\_\_\_ technique, the skier poles one time for each push off of the legs.
4. In the double pole technique, it is important that the athlete \_\_\_\_\_ with the arms and does not \_\_\_\_\_.
5. When applying kick wax to the ski, use \_\_\_\_\_ and cork it well.
6. When determining the use of kick wax, it is allowable to apply a \_\_\_\_\_ over a \_\_\_\_\_ wax, but not the other way around.
7. Equipment for a skating technique differs from classical equipment in the following three ways: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.
8. Skiing without \_\_\_\_\_ is a good way of working on balance and technique, in both skating and classical skiing.
9. A common progression for moving from the classical technique to the skating technique is \_\_\_\_\_.
10. The \_\_\_\_\_ is a technique that places one ski in the track and the other at a diverging angle for skating.
11. The skiing instruction area should have good, consistent tracks and be free of \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
12. A drill for improving a skier's push-off in the classical technique is the \_\_\_\_\_. The skier \_\_\_\_\_.
13. When on a longer ski tour, athletes should always carry \_\_\_\_\_ and \_\_\_\_\_.
14. If a skier is slipping and is unable to skate, he/she can \_\_\_\_\_ the ski by \_\_\_\_\_. One way to accomplish this is by alternating between the \_\_\_\_\_ stance and a \_\_\_\_\_.
15. When negotiating downhill terrain, it is important that the skier bends both the \_\_\_\_\_ and \_\_\_\_\_.





## Quick Quiz Answers

1. In an interval start race, the race time is found by subtracting the **Start Time** from the **finish time**.
2. In the **V1** technique, the poles and one ski hit the snow at **the same time**, and there is one poling motion for every **two** skating motions.
3. In the **V2** technique, the skier poles one time for each push off of the legs.
4. In the double pole technique, it is important that the athlete **reaches forward** with the arms and does not **bend at the knees**.
5. When applying kick wax to the ski, use **many thin coats** and cork it well.
6. When determining the use of kick wax, it is allowable to apply a **warmer or softer** over a **colder or harder** wax, but not the other way around.
7. Equipment for a skating technique differs from classical equipment in the following three ways: **the skis are sorter and stiffer, the skis do not have “fishscales” or kick wax for gripping the snow; the poles are longer, and the boots are taller and more stable.**
8. Skiing without **poles** is a good way of working on balance and technique, in both skating and classical skiing.
9. A common progression for moving from the classical technique to the skating technique is **double pole to marathon skate to V1 skate**.
10. The **marathon skate** is a technique that places one ski in the track and the other at a diverging angle for skating.
11. The skiing instruction area should have good, consistent tracks and be free of **ice, wind, and skier traffic**.
12. A drill for improving a skier’s push-off in the classical technique is the **scooter drill**. The skier **removes one ski and pushes off of the other foot as if on a scooter**.
13. When on a longer ski tour, athletes should always carry **water** and **extra clothes**.
14. If a skier is slipping and is unable to skate, he/she can **edge** the ski by **rotating the knees and ankles inward**. One way to accomplish this is by alternating between the **bow-legged** stance and a **knock-kneed**.
15. When negotiating downhill terrain, it is important that the skier bends both the **knees** and **ankles**.

