Plan a beginner level coaching session for sport participants

MCj03108200000[1]

Unit 22771 Version 1 Level 3 Credit 4

Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Unit Standard 22771: Plan a beginner level coaching session for sport participants

When you have completed this assessment task you will be able to explain and prioritise the objectives of a beginner level coaching session; select session activities to achieve sessions; and plan equipment, safety, and coaching requirements of each activity for a beginner sport session.

The unit standard is made up of the following criteria and learning elements as per the NZQA unit standard.

**Element 1**

Explain and prioritise the objectives of a beginner level coaching session.

**Performance criteria**

1.1 Objectives of the coaching session are defined and explained in relation to how they will meet the needs of the participants.

1.2 Session objectives are ordered in terms of priority.

**Element 2**

Select session activities to achieve session objectives.

**Performance criteria**

2.1 Activities are selected in line with session objectives.

Range must include but is not limited to – introduction, warm-up, skill teaching, skill practise or application, cool-down.

2.2 Activities are ordered in line with session priorities and safety considerations.

2.3 Time allocated to activities is commensurate with session priorities and safety considerations.

2.4 Activity set up maximises active participation.

Range may include but is not limited to – small groups to reduce ‘down time’, variety to maintain participant interest, quick transitions between activities, the amount of time required to set it up and coach the activity.

**Element 3**

Plan equipment, safety and coaching requirements of each activity for a beginner sport session.

**Performance criteria**

3.1 Equipment and assistance needed are identified and checked for availability in accordance with the requirements of the activities.

3.2 Requirements for a safe coaching session are described in relation to the planned session.

Range first aid kit, equipment, environment, consideration of participants’ fitness and medical conditions, participants’ clothing and footwear, contingency plans for injury and bad weather, cultural safety, management of competition and participants’ behaviour, supervision ratios.

3.3 Coaching requirements for each activity for a sport is documented in plan.

Range may include but is not limited to – explanations, demonstrations (including mirror, whole-part-whole, and sequencing), feedback that may be used (including positive reinforcement, corrections, prompting, questioning), structured play (what rules will apply to the activity), where the participants will gather for instructions for that activity, coachable moments (when coaching can best take place).

*This assessment is open book in conjunction with the participants*

*This unit standard only requires teaching of what actually makes a coaching plan.*

*All other work is the students own.*

*This unit standard is the beginning session plan for unit standard 22768*

**Planning a coaching session**

An effective coaching session begins with good planning.

Planning is an essential part of any successful activity.

If you and your athletes are to achieve the goals you set together you need to plan where you are going and what you have to do to get there.

- 4 steps in planning a practice

* Setting the framework within which the coach will operate
* Deciding on the objectives and content of the individual coaching session
* Implementing the session
* Evaluating the coaching session

**Setting the framework**

Establish the framework in which the coach with operate

a. **Coaching philosophy** – reflection of personal values and beliefs

Philosophy is based on ideas formed from personal experiences, opinions gained from knowledge you acquire, and your hopes and aspirations for the future.

b. **The athletes** – what stage is your athlete’s growth, development and experience.

Coaches expectations at training should reflect the level and interest of the athletes involved.

c. **Sport safety** – Before every coaching session the coach should ensure that the training environment is safe and take steps to minimise any potential risk of injury.

**Deciding on objectives and content for the session**

There are 3 main ingredients of a coaching session

1. **Skill development** – includes activities that develop the athletes techniques and skill performance

2. **Physical preparation** – includes activities that prepare the athlete physically for the demands of the sport

3. **Mental preparation** – assist in developing the athlete’s mental abilities. Includes such things as game tactics and strategies, concentration and motivation.

When planning the content of a coaching session, the coach should first identify specific objectives.

Examples:

Skill development – athlete should be able to demonstrate the s-shape pull in freestyle.

Physical preparation – athlete should be able to run 3000m in less than 11 minutes

Mental preparation – athlete should be able to listen while the coach is talking

**Principles of an effective coaching session**

When planning your coaching session consider the following principles of an effective coaching session.

a. **Provide plenty of activity**

-Keep the athletes active through out the session by providing activities specific to the sport

- Plan the activities to keep waiting time to a minimum

b. **Make maximum use of time, facilities and equipment**

- Often your time is booked by the hour and groups behind you will not wait for you to finish.

- Keep waiting times to a minimum

c. **Variety**

- Repetition is needed to master a skill

- **BUT** a variety can be created by making small changes only and increasing enthusiasm and concentration

d. **Explanations**

- Demonstrations should be planned

- Keep explanations and demonstrations simple and to the point

- Athletes learn by doing rather than watching

e. **Appropriate Practice**

- Only practice makes perfect – stop athletes when they are doing a drill incorrectly

- Provide practice opportunities that reflect the real competition situation

f. **Appropriate Progressions**

- The activities should be done to the abilities, interests and experience of the athletes

- Don’t expect athletes to perform complex activities before they have mastered the simple skills

- The step from one level to the next should be small enough to achieve but large enough to be challenging

g. **Safe and non threatening**

- The coach is responsible for both the physical and emotional safety of the player

h. **Allow for individual differences**

- Remember that athletes are individuals and the coach should make provisions for them to learn at their own rates

i. **Involve athletes in planning**

- Keep your athletes informed and let them have some input into planning and decision making – they will become more committed to their goals.

j. **Be organised but flexible in planning**

- While it is important to be organised, it is equally important to be flexible enough to alter the plan if needed.

k. **Ways of teaching a skill**

- Whole or Part Learning:

Skill may be taught in its entirety (whole learning) or broken down into parts (part learning). Most coaches combine the two, athletes learning the whole skill at times, while at other times concentrating on parts of the skill

- Chaining

Involves breaking a skill down into progressive part teaching. Each part is taught and practised on its own and the parts are added in their correct sequence. Chaining is adopted when a skill is complex and needs to be taught in a particular order

- Massed or Distributed Practice

Massed practice is where the coach has their athletes continuously practice a skill without any breaks until the skill has been learned.

Distributed practices is the most effective for improving performance particularly with younger athletes, as the breaks between sessions reduce boredom and recharge the athletes’ energy and powers of concentration

- Drill or Problem Solving

Drills involve learning through repetition while problem-solving refers to learning through investigation and discovery.

Drills are better suited for the repetition of movement patterns – simple skills.

- Mental or Physical Practice

Physical practice of a skill is necessary for improved skill performance and is what most athletes are accustomed to,

Mental practice can also be used by picturing the performance in one’s mind.

**Evaluate the coaching session**

The final step in planning is evaluation.

Evaluation is an important part of any planning process as a guide to future planning.

There are a number of ways to evaluate your coaching session.

a. **Feedback from athletes**

Both during and after the session by observing and asking specific questions the coach can get valuable feed back on how much the athletes enjoyed the session and what they think they gained from it

b. **Coach’s Log Book**

By maintaining a log you can keep notes of coaching sessions, performances and results. Note any injuries.

c. **Feedback from Peers**

It is often good to get feedback from other coaches

d. **Self analysis**

Being able to analyse your own coaching session is a valuable skill – you can use an evaluation form (see end of coaching session forms)

e. **Video analysis**

A video is also a good tool for analysing your coaching effectiveness – it will help you to see any weaknesses your athletes may have as well and see how to improve on

**Basic Elements of the coaching session**

Be mindful when planning a coaching session that some objectives will be achievable in a session while others may take a number of sessions or the entire season.

Basic elements are:

1.**Introduction**

Start with a brief discussion on the plan for the session

Explain the aims & purpose of the session

2. **Warm up**

Essential for any part of the practice

Prepares both the mind and body for a more strenuous workout

Helps to reduce the chance of injury

3. **Skill Revision**

Spend a small amount of time revising previously learned skills

Can be used as part of a warm up

4. **New Skill Learning**

Optimum time for introducing new skills is early in the session when athletes are fresh and focused.

Limit instructions to 2 or 3 key points and include a demonstration

5. **Skill Practice**

Provide athletes with opportunities to practice skills learned for this session and in previous sessions through games and drills.

Give feedback about skills, tactics and strategies

6. **Physical Preparation**

Coach needs to consider the specific demands of the sport and also the energy demands of the other parts of the coaching session

If planned skill activities are active enough for that level of athletes, there is no need to add a fitness requirement.

7. **Cool Down**

Important part of recovery which can be neglected at the end of a session

It is easy to set it in the planning of the session and treat it as a team activity

8. **Evaluation / Closure**

Can occur both during and immediately after a session as part of closure.

Discussing the session will not only provide good feedback for the coach but it will also make the athletes feel included.

TASK

Name your sport: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Describe your coaching philosophy

Identify the level your athletes are at

Write down at least two safety requirements for each of:

Before training

During training

After training

You are now required to plan your next coaching session.

An example of a plan structure is included from the Coaching New Zealand Level One book that will assist you in this planning

Complete the plans for your next session on the following pages then undertake the coaching evaluation

**COACHING SESSION PLAN**

**Sports team/athletes:** Rangi Ruru Rowing

**Date:** 20th November **Venue:** Kerrs Reach

**TRAINING OBJECTIVES**

Drop the blade out at the finish, setting the boat up off the back (balance)

Outside hand – stay in contact with the blade

Cox’s have their crews getting on the water by 4.15pm!!!!

NO MUCKING AROUND

**EQUIPMENT**

2 Eights

Four and Double (Bels & Emily)

**NOTES / INJURIES**

Batteries for megaphone

U17’s have exams until Monday

Emma in coaching boat - tendonitis

**TIME PLANNER**

**TIME ACTIVITY**

10 min bike to rowing sheds (warm up)

5-10mins Organise crews – get boats out

4.15pm Crews on water – warming up to first bridge

1st-3rd Bridge Square blade in 6’s – 75% pressure

5 mins square blade as whole crew – 90% pressure

Techique

3rd Bridge Drink stop – quick talk, questions? – turn around

3rd bridge to club then back to Work: 3 x 7 mins (5 mins recovery – drills)

1st bridge

Warm down – light relaxed paddling from first bridge home

5-10 mins stretching on land

6.00pm Be on their bikes home

**SESSION BREAKDOWN (DRILL & DIAGRAMS ETC)**

Warm up

light rowing in 2’s & 4’s

wide arm grip / outside arm only drills

Technique – working in 2’s or 4’s for starters

Touching off the back…. Outside arm only (square blade)

* flat wrist, fingers in contact with oar handle
* feel weight of oar in outside hand
* pushed hand down and then away (holding tummy muscles firm)

Body over….. ½ slide ….. full slide

* keep feeling weight and control of oar handle in outside hand

Especially when you put the other hand on – don’t let it take over!

Try rowing whole crew outside hand square blades

Five strokes with the blades off the water!!!

**EVALUATION NOTES**

Good session – definite improvement on balance after technique drills!

* Put Kate on the erg before tomorrows row to show her a flat wrist

Concentration is coming and going – must make sure I don’t overload them with too much information – have concentration breaks

Jemma took off home without stretching again!!!

**COACHING SESSION PLAN**

**Sports team/athletes:**

**Date:**  **Venue:**

**EQUIPMENT**

**TRAINING OBJECTIVES**

**NOTES / INJURIES**

**TIME PLANNER**

**TIME ACTIVITY**

**SESSION BREAKDOWN (DRILL & DIAGRAMS ETC)**

**EVALUATION NOTES (FEEDBACK)**

**Coach’s Self Evaluation Form**

*This form is a tool for self-evaluating your practical coaching skills. It should be completed as soon as possible following a coaching session.*

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Strategy / Characteristic Rating : 1 never - 5 all the time**

I planned and prepared well for the session 1 2 3 4 5

I listened to my athletes 1 2 3 4 5

I was positive 1 2 3 4 5

I gave effective feedback 1 2 3 4 5

I was enthusiastic 1 2 3 4 5

I kept my cool 1 2 3 4 5

I provided quality learning experiences 1 2 3 4 5

I varied my tone of voice 1 2 3 4 5

I provided equal attention to all athletes 1 2 3 4 5

My demonstrations where understood 1 2 3 4 5

My explanation were clear and concise 1 2 3 4 5

I provided coaching cues 1 2 3 4 5

I allowed some athlete decision-making 1 2 3 4 5

My coaching actions matched my coaching philosophy 1 2 3 4 5

The training session was well organised 1 2 3 4 5

I found the session enjoyable 1 2 3 4 5

Equipment fit & / or size matched the athletes’ learning levels 1 2 3 4 5

The training environment was safe 1 2 3 4 5

**Assessment Schedule for Unit 12722**

**Describe the nervous system of the human body**

**Version 2 Level 4 Credit 3**

|  |  |  |  |
| --- | --- | --- | --- |
| P.C. | Students must complete | Competent | Not  Competent |
| P.C.1.1 | Objectives of coaching session – defined, explained how meet needs of participants |  |  |
| P.C.1.2 | Session objectives ordered in terms of priority |  |  |
| P.C.2.1 | Activities selected in line with session objectives  (range 5) |  |  |
| P.C.2.2 | Activities ordered in line with session priorities & safety |  |  |
| P.C.2.3 | Time allocates to activities commensurate with session priorities & safety considerations |  |  |
| P.C.2.4 | Activity set up maximises active participation  (Range 4) |  |  |
| P.C.3.1 | Equipment & assistance needed identified & checked for availability with requirements |  |  |
| P.C.3.2 | Requirements for safe coaching session describe in relation to planned session (Range 9) |  |  |
| P.C.3.3 | Coaching requirements for each activity for a sport is documented in a plan ( Range 6) |  |  |

Assessor Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date received: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

COMPETENT/ NOT COMPETENT

Reassessment due: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2nd assessment: \_\_\_\_\_\_\_\_\_\_

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

COMPETENT/ NOT COMPETENT