**MODULE 2: PREPARING TO COACH**

**LEARNING OUTCOME:**
At the end of this module, ‘I will be able to prepare a session plan’.

The primary aim of the module is to develop planning skills to put together a session plan to meet participants’ needs and achieve desired goals.

**CONTENT:**

| Why does a coach need to plan? | • Duty of care implications of not planning  
|                               | • Making the most of your time  
|                               | • Getting the best from your participants |
| What are my participants’ needs? | • Stages of growth and development (childhood, adolescence, and the aging process) and readiness for skill acquisition  
|                               | • The importance of emphasising skills before fitness in beginners  
|                               | • Extremes that may occur in body composition, fitness and skill levels between individuals  
|                               | • Reasons why children play sport and the role of competition  
|                               | • Social considerations for participation in sport  
|                               | • Accommodating the varying motivations for participating in sport  
|                               | • Gender differences |
| What do I want to achieve? | • Setting goals and objectives:  
|                               | – session vs. program, term or season goals  
|                               | – Individual vs. team  
|                               | – competition vs. practice  
|                               | – tactical, technical or social.  
|                               | • SMART goal setting  
|                               | • Progress markers |
| What should my plan include? | • Key elements of a session plan  
|                               | • Sourcing and selecting a variety of activities appropriate for training sessions  
|                               | • Determining a suitable progression of activities, taking into account individual needs  
|                               | • Preparing instructions and questions  
|                               | • Ensuring that the session plan is inclusive of all participants  
|                               | • Developing contingency plans that accommodate potential unplanned influences  
|                               | • Identifying facilities, equipment and resources required  
|                               | • Linking sessions to develop or progress skills  
|                               | • Time management |
### What are the different coaching approaches I can use?

**Different coaching approaches or philosophies:**

- **Game centred approach**
  - using games to assist participants to understand game concepts
  - creating games to teach skills within the context of specific tactics and strategies
  - using a “Playing for Life” philosophy where inclusive games or activities teach participants and the coach facilitates learning.

- **Technique centred approach**
  - isolating the skill from the whole game to prioritise its development over game play
  - using skills to facilitate development of movement patterns, then applied to the game.

- **Constraints coaching approach**
  - integrates game and technique coaching approaches at an appropriate level for the stage of learning of the participant
  - skill development and game performance is the outcome of manipulating:
    - task (e.g. rules of the game, equipment)
    - environment (e.g. skill performance context, indoors/outdoors, grass/concrete surface)
    - participant constraints (e.g. physical size of participant, fatigue).
  - blending direct and indirect instructional coaching styles to achieve a specific movement outcome or game performance.

### How can I keep everyone safe?

**Identifying potential risks within the coaching environment and sport or activity specific risks**

**Selecting strategies or procedures to minimise risks:**

- selecting age and ability appropriate activities and equipment
- managing illness, medical conditions and return from injury
- selecting the playing area
- considering likely environmental conditions
- warm up, stretch and cool down
- balanced competition – size or weight and height match ups
- pick up arrangements for children.

**Understanding safety, injury management and emergency procedures**

**Planning alternatives to deal with contingencies such as inclement weather**

**Incident reporting procedures**