

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?	<ul style="list-style-type: none"> • Duty of care implications of not planning • Making the most of your time • Getting the best from your participants
What are my participants' needs?	<ul style="list-style-type: none"> • 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?	<ul style="list-style-type: none"> • Setting goals and objectives: <ul style="list-style-type: none"> – 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?	<ul style="list-style-type: none"> • 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

MODULE 2 – PREPARING TO COACH continued

<p>What are the different coaching approaches I can use?</p>	<ul style="list-style-type: none">• Different coaching approaches or philosophies:<ul style="list-style-type: none">– <i>Game centred approach</i><ul style="list-style-type: none">○ 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.– <i>Technique centred approach</i><ul style="list-style-type: none">○ isolating the skill from the whole game to prioritise it’s development over game play○ using skills to facilitate development of movement patterns, then applied to the game.– <i>Constraints coaching approach</i><ul style="list-style-type: none">○ 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:<ul style="list-style-type: none">– task (eg/ rules of the game, equipment)– environment (eg/ skill performance context, indoors/outdoors, grass/concrete surface)– participant constraints (eg/ physical size of participant, fatigue).○ blending direct and indirect instructional coaching styles to achieve a specific movement outcome or game performance.
<p>How can I keep everyone safe?</p>	<ul style="list-style-type: none">• Identifying potential risks within the coaching environment and sport or activity specific risks• Selecting strategies or procedures to minimise risks:<ul style="list-style-type: none">– 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