

MODULE 4 – THE COACH IN ACTION

LEARNING OUTCOME:

At the end of this module, *'I will be able to safely conduct a coaching session, ensuring fun, learning and maximum participation through games and activities'*.

The primary aim of this module is to provide knowledge of a range of organisation, communication, risk and behaviour management strategies that enable coaches to help participants learn basic skills and techniques.

CONTENT:

<p>What do I need to organise?</p>	<ul style="list-style-type: none"> • Allocating sufficient space and resources for the session • Set up and layout plans for effective use of space • Selecting and checking equipment • Training formations and group organisation strategies: <ul style="list-style-type: none"> – structuring activities to maximise participation – including a range of ability levels – transition activities.
<p>How do I choose the right coaching approach?</p>	<ul style="list-style-type: none"> • Match the coaching approach to participants needs: <ul style="list-style-type: none"> – developing games to assist participants to understand game concepts – using a game-based approach to teach skills – recognising when to isolate a skill from the context of a game – understanding the tools available to modify an activity to meet the needs of participants – using direct and indirect coaching styles to achieve a specific movement outcome or game performance.
<p>How do I minimise risks?</p>	<ul style="list-style-type: none"> • Applying risk management strategies: <ul style="list-style-type: none"> – selecting age and ability appropriate activities and equipment – managing illness, medical conditions and return from injury – checking the playing area, facilities and equipment – considering environmental conditions (including weather policies) – including warm up, stretch and cool down • Communicating key safety points: <ul style="list-style-type: none"> – obeying the rules – use of protective equipment – hydration. • Balanced competition – size or weight and height match ups • First Aid and dealing with incidents (STOP and RICER)

MODULE 4 – THE COACH IN ACTION continued

<p>How can I enhance learning?</p>	<ul style="list-style-type: none"> • Creating a learning climate <ul style="list-style-type: none"> – Instructions, demonstrations and explanations – Feedback – Modifying activities (progression and regression) – Integrating learning in tactical, technical and social areas • Development of competence, confidence, connection and character
<p>How do I make it fun?</p>	<ul style="list-style-type: none"> • Group organisation • Engaging the participants • Encouraging self-management • Strategies for preventing misbehaviour • Providing clear instructions • Linking instructions to demonstrations • Allowing participants to play • Providing opportunities for experimentation • Selecting age and ability appropriate equipment • Setting clear boundaries • Ensuring young participants are not mismatched • Providing appropriate challenge
<p>How do I deal with misbehaviour?</p>	<ul style="list-style-type: none"> • Establishing behaviour standards and appropriate behaviour for individuals and groups • Promoting cooperation and good relationships • Common causes of disruptive behaviour • Preventing behaviour problems: <ul style="list-style-type: none"> – developing a positive environment – creating rules and sharing your expectations – establishing routines – make sessions exciting – praise good behaviours when they least expect it – value individual differences. • Behaviour management strategies: <ul style="list-style-type: none"> – misbehaviour – over competitiveness – domineering behaviour – non-participation.
<p>How can I be a better coach?</p>	<ul style="list-style-type: none"> • Gathering feedback and self-reflection • Checking actual against plan – what worked and what didn't • Working out what should I do different next time • Designing links to future sessions to develop or progress skills • Identifying personal professional development needs