



**Australian Government**  
**Australian Sports Commission**

# Beginning Coaching General Principles

# Presenter's Guide



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## Presenter's Guide

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# Introduction

## About this Presenter's Guide

The aim of this presenter's guide is to provide a range of methods which may be used in the delivery of Beginning Coaching General Principles. It is not intended to be prescriptive, and presenters have the flexibility to choose the activities that they wish to undertake, add or delete activities as needed.

It is important that participants are involved in an activity at least every 15 minutes. Presenters therefore need to ensure that information is gained through an interactive process as often as possible and to refrain from lecturing for more than 15 minutes at any one time.

Approximate times for activities are indicated in brackets. Completion of assessment tasks has not been factored into the overall hours allocated to each module. Additional time may need to be allocated for assessment.

PowerPoint slides for each module are available on the Australian Sports Commission (ASC) website at [www.ausport.gov.au/coachofficial/agencies/principles\\_coach.asp](http://www.ausport.gov.au/coachofficial/agencies/principles_coach.asp)

## The importance of practical activities in delivery

Coaches will learn more effectively if they are active in the learning process and have an opportunity to apply their knowledge.

The old proverb:

*I hear and I forget  
I see and I remember  
I do and I understand*

reminds us that we learn by doing. Participation may involve completing a task, participating in a question and answer session, working in a group to discuss an issue or brainstorming.

- People learn best when they take an active part in the learning process. In order to let participants find their own solutions, the presenter's job will involve giving more advice, guidance and encouragement, and less lecturing
- Participation is a good way to involve a number of the senses. By involving the group in listening, questioning, interacting, doing and discovering, you will be providing a more effective learning environment appealing to a variety of senses and accommodating different learning style preferences
- Participation helps to keep the interest and attention levels high. Activity keeps mental boredom at bay
- Participation ensures the learners have some control over the direction of learning by bringing their own experiences and concerns into the course. The group brings much knowledge and experience, which is often untapped. Two heads are better than one, so use participation to tap into group power. Group activities also free the presenter to move around and provide individual attention
- Participation is a useful technique to use with adult learners. Adult learners are generally not threatened by the opportunity to participate. It also enables adults to dip into their past experience
- Group work, especially small group work, is a good way to encourage shy participants.

# Overview of Delivery Methods used in this Presenter's Guide



## Presentation

Presentations are generally used for one way oral communication with a larger audience.

- A good way to summarise key points
- Can be used in a classroom setting or on the field
- A good way to change the tempo between practical activities, allowing participants time to catch their breath
- Useful when followed by a practical activity.
- Not a good method for interacting with the audience

### Tips

- The presentation is used to convey key points in a short 5 to 15 minute session
- Intersperse with other activities to encourage participation.



## Brainstorm

Brainstorming is a method for getting people involved in an activity in a non threatening way. All the participants call out ideas, which are written up on a whiteboard or butchers paper. The aim of a brainstorming session is to generate as many ideas as possible from all members of the group, without judging them 'good' or 'bad'.

- The facilitator taps into the creativity of the group and extracts as many ideas as time allows
- Ideas that initially appear a bit fanciful may later turn out to be the starting point for a good idea
- If the presenter asks each person in the group for a response, it is OK for someone to pass
- Seek ideas not justifications from the group, and wait till all the ideas are in before discussing points further
- Use a later session to refine these ideas.

### Tips

- State the task clearly
- Set a time limit
- Discourage criticism of ideas during the brainstorm
- List single words or short sentences
- Discuss and prioritise when the brainstorm is exhausted.



## Group work

Group work is used to explore or discuss a set topic, case study or scenario. A leader is appointed for each group and information is shared after individual group discussion.

- 4-8 persons per group
- Each group appoints a facilitator and a recorder whose job it is to report the main points of their work group back to the other groups
- The task and time available should be clearly stated at the start (writing the task on a whiteboard helps to keep the group focused)
- The session leader should give all the groups occasional prompts and a warning that time is running out
- Seating should be arranged so that all group members can have eye contact with each other

- Allow sufficient time for reporting; each group should only report new points
- A useful method is to take one point from each group and continue rotating in this way.

#### **Tips**

- A good way to encourage all members of the group to participate
- A non threatening way to stimulate thought and ideas
- Useful for building the group
- There is the potential for the sharing of ignorance rather than ideas, so ensure participants actually have some background or experience to share
- Set a time limit
- State the purpose clearly
- Plan for a larger group to break into smaller groups
- Share the results of the work group with the whole class
- Too little reporting back time is a frequent shortcoming of group sessions.



#### **Case study**

A case study is a specific scenario provided to participants in a small group where a work group would determine how they would deal with the situation.

- Information about the event or circumstances may be introduced at the beginning of the exercise or fed in following some initial work group discussions
- A useful problem solving tool.

#### **Tips**

- Ensure appropriate briefing takes place to set the scene
- Plan for the appropriate debrief.



#### **Role play**

In a role play, a simulated situation is created and acted out. The roles played are discussed at the conclusion or during the role play. The role play enables participants to modify or develop, with guidance, various behaviours. The role play is a good way to improve 'people skills'.

- Involves active learning
- Useful tool in investigating alternative views.

#### **Tips**

- Explain/script the situation
- Don't have too many props
- Stop and discuss during the role play if required
- Re-run with different players
- Conduct a debrief at the conclusion- can be very important if players have become emotionally involved
- Respect the rights of members of the group not to participate.



## Interactive video

Interactive video is a delivery method that initiates audience involvement using the content of a particular video. The presenter must use the video as a springboard for questions, work groups and analysis, merely watching a video is generally not an effective way to learn.

- A useful, powerful tool in coach education
- Sport is a visual activity and we live in a time when visual images are of great relevance.

### Tips

- Ensure that you have viewed the video
- Identify major points to be made from video content and note appropriate place on video counter for pause and reference
- Develop appropriate questions or worksheets to lead participants into group work
- During pauses allow for participant interaction.



## Practical activity

Practical activities are used to physically involve an audience in a learning experience.

- Individuals and/or groups of participants take part in an exercise that reinforces a theoretical concept.

### Tips

- Prepare appropriate equipment
- Emphasise safety aspects
- Clearly define the parameters of the activity
- Allow people to decline involvement if they wish
- Conduct a debrief to ensure the understanding of the concept.



## Worksheets

Worksheets provide a documented summary of theoretical knowledge and are particularly useful for distance education. The worksheets used within this presenter's guide are also used as assessment items.

- Individuals and/or groups of participants take part in completing a worksheet and should be encouraged to discuss their responses.

### Tips

- Define timelines for completion
- Use them to enhance learning
- Use to provide variety.

## Training Aids

| Training aid                                  | Tips  | Advantages  | Disadvantages   |
|---|---|---|---|
| <b>Data projector (or overhead projector)</b> | <ul style="list-style-type: none"> <li>• Practise using the visual, including where to stand</li> <li>• <b>Very</b> useful as a flexible tool for the coach educator</li> <li>• Can be used in a gym or on the pool deck, even when there is some ambient light</li> <li>• Don't base an entire <b>course</b> on the use of PowerPoint slides!</li> </ul>   | <ul style="list-style-type: none"> <li>• Works in most light conditions</li> <li>• Portable</li> <li>• Cost efficient</li> <li>• Durable</li> <li>• Presenter faces audience</li> <li>• PowerPoint Slides can be reproduced as a handout for the audience.</li> </ul>   | <ul style="list-style-type: none"> <li>• May obscure the view of some of the audience</li> <li>• "Death by PowerPoint" can be a problem if used every session.</li> </ul>   |
| <b>Whiteboard</b>                             | <ul style="list-style-type: none"> <li>• Avoid talking to the whiteboard ...look to the class</li> <li>• Use vertical lines to divide the board into sections, avoid a jumble of information</li> <li>• Erase existing work, rather than write in the gaps!</li> <li>• Carry your own spare pens.</li> </ul>  | <ul style="list-style-type: none"> <li>• Helps class to focus on key issues</li> <li>• Graphics can complement the spoken message</li> <li>• A display can be prepared before class, saving class time.</li> </ul>  | <ul style="list-style-type: none"> <li>• Accidentally using non-erasable pens can be a headache</li> <li>• Pens may run out at the wrong time</li> <li>• Not always portable.</li> </ul>                                    |
| <b>Flip charts/<br/>Butcher's paper</b>       | <ul style="list-style-type: none"> <li>• See notes on the use of the whiteboard</li> <li>• Use Blu Tack if fixing paper to walls</li> <li>• Only record key points (unless you are brainstorming in which case you should record everything)</li> <li>• Add a title to each page</li> <li>• Write large enough to be read from the back of the room</li> <li>• Use broad tip markers</li> <li>• Check to ensure the clamp will hold the paper ... carry spare fold back clips</li> <li>• Pages can be posted around the room use if you want to keep or display the information.</li> </ul> | <ul style="list-style-type: none"> <li>• Easy way to record thoughts of smaller groups, which are then shared with the larger class</li> <li>• Portable</li> <li>• Can be mixed and matched with other training aids</li> <li>• Useful for pre-prepared notes/illustrations that are progressively revealed</li> <li>• Can be used outside of a classroom setting</li> <li>• Adds variety to a presentation.</li> </ul> | <ul style="list-style-type: none"> <li>• Poor result if hand writing is not easy to read</li> <li>• Pens may run out at the wrong time</li> <li>• Need to carry a stand or have a suitable wall to attach it to.</li> </ul> |
| <b>Handouts</b>                               | <ul style="list-style-type: none"> <li>• Complements the spoken word</li> <li>• Reduces the need for detailed note taking by participants (even though some note taking keeps the class active)</li> <li>• Issue handouts when they are needed so as to avoid participants being distracted</li> <li>• Number pages.</li> </ul>   | <ul style="list-style-type: none"> <li>• A useful written record</li> <li>• A useful home study tool</li> <li>• Learning aid</li> <li>• Time saver</li> <li>• A way to engage the audience in active learning.</li> </ul>   | <ul style="list-style-type: none"> <li>• Poor design may lead to participants recording trivial facts</li> <li>• Preparation time for presenter.</li> </ul>   |

# Overview of General Principles Modules

| Modules:                  | Approx. Duration |
|---------------------------|------------------|
| 1. Role of the Coach      | 1.5 hours        |
| 2. Planning and Reviewing | 1 hour           |
| 3. Risk Management        | 1.5 hours        |
| 4. The Coach in Action    | 3 hours          |
| 5. Athlete Development    | <u>1 hour</u>    |
| Total                     | 8 hours          |

## Notes on duration of each module:

Times allocated to each module within this training program are based on a ratio of one presenter to 15 learners. Larger groups may require additional time to be allocated to each module to allow for effective learning.

Completion of assessment tasks has not been factored into the hours allocated to each module. Additional time may need to be allocated for assessment.

## Assessment Tasks

### 1. Short answer worksheets

The worksheets are aimed at assessing the candidate's comprehension of various underpinning knowledge aspects of the general principles modules. There are worksheets for Modules 1, 3, 4 and 5. The worksheets can be used as both a learning and assessment tool. An answer guide is available to assessors marking the worksheets. All questions must be answered to the standard outlined in the answer guide to successfully complete this aspect. Candidates are permitted to access all course materials, and may consult with others when completing the worksheets. Candidates may re-submit the worksheets as many times as necessary to meet the requirements of this assessment task.

### 2. Session plan

This assessment task is aimed at assessing the candidate's ability to develop a plan for a coaching session. The session plan is used as both a learning and assessment tool, for Modules 2, 3 and 5. An assessment checklist is provided for assessors marking the session plan. The session plan must be completed to the standard outlined in the assessment checklist to successfully complete this aspect. Candidates are permitted to access all course materials, and may consult with others when completing the session plan. Candidates may re-submit the session plan as many times as necessary to meet the requirements of this assessment task.

### 3. Practical coaching task

This assessment task is aimed at assessing the candidate's practical ability to coach effectively. The coaching task is used as both a learning and assessment tool, for Modules 1-5.

This assessment task will be conducted in a different manner by general principles deliverers than when delivered by National Sporting Organisations (NSOs) as part of a sport specific training program. Two options are provided below for practical assessment. Option A is to be used by general principles deliverers and Option B is for use by NSOs.

| <b>Option A – General Principles Providers</b>  | <b>Option B – NSOs</b>  |
|---|---|
| <p>A practical demonstration of coaching skills is required, through a micro-teaching activity. The candidate will choose a particular skill to be taught to a group of peers. The coaching task should be of at least five minutes duration. An assessment checklist is provided for assessors to check the skills/competencies that the coach must demonstrate. The candidate must be rated as competent on all aspects of the assessment checklist to successfully complete this aspect. Candidates may re-take the practical assessment as many times as necessary to achieve competency.</p> | <p>A practical demonstration of sport specific coaching skills is required, by teaching a specific skill to a group of athletes. Course coordinators may determine which skill will be taught. The coaching task should be of at least 15 minutes duration. Any level of athlete may be involved, and course participants should preferably not be used as the athletes. An assessment checklist is provided for assessors to check the skills/competencies that the coach must demonstrate. The candidate must be rated as competent on all aspects of the assessment checklist to pass. Candidates may re-take the practical assessment as many times as necessary to achieve competency.</p> |

### **Details of flexible assessment practices that will be provided for coaches with special needs, disabilities or who are from rural/remote areas.**

The ASC and general principles deliverers are committed to providing flexibility in the assessment methods used. This includes:

- using oral instead of written presentation of assessment tasks 1 and 2 where appropriate
- using video of the practical coaching task (assessment task 3) where necessary (eg: for a coach in a remote area)
- considering any request from candidates for flexibility, within the framework of ensuring fairness for others, and integrity of the assessment process overall.

### **Copies of assessment tools:**

#### **1. Worksheets and answer guide.**

Worksheets for each module are included in the resources section at the end of this presenter's guide. The worksheets can also be downloaded from the ASC website at [www.ausport.gov.au/coachofficial/agencies/principles\\_coach.asp](http://www.ausport.gov.au/coachofficial/agencies/principles_coach.asp)

An answer guide is also available to authorised deliverers of the Beginning Coaching General Principles by emailing [coaching@ausport.gov.au](mailto:coaching@ausport.gov.au) or Ph (02) 6214 1551.

#### **2. Session Plan**

A session planner sheet is included in the resources section at the end of this presenter's guide. It can also be downloaded from the ASC website at [www.ausport.gov.au/coachofficial/agencies/principles\\_coach.asp](http://www.ausport.gov.au/coachofficial/agencies/principles_coach.asp)

An assessment checklist that can be used by assessors when marking the session planners is also provided in the resources section.

#### **3. Practical Coaching Task**

Two assessment checklists that can be used by assessors are provided in the resources section of this presenter's guide. Option A is to be used by general principles deliverers, while Option B is intended for use by NSOs.

# Module Overviews

## Module 1 - The Role of the Coach

### Competencies

At the completion of this module, the coach will be able to:

- Explain the roles and ethical responsibilities of the coach
- Develop strategies to work with parents, officials and sports administrators.

### Approximate duration

1.5 hours

| Learning Outcomes   | Content   |
|---|---|
| 1. Outline the coach's ethical responsibilities                         | <ol style="list-style-type: none"><li>1. Your sport's code of ethics for coaches and the relevant components of the member protection policy in your sport</li><li>2. The requirements of your sport's Junior Sport Policy</li><li>3. The requirements of your sport's Disability Action Plan (where applicable)</li><li>4. Being inclusive and balanced in your approach</li><li>5. Treating athletes with integrity, respect and empathy</li><li>6. Drugs in sport issues including:<ul style="list-style-type: none"><li>• The coach as a role model regarding social drug use</li><li>• Ethical and health issues regarding the use of drugs in sport</li></ul></li></ol> |
| 2. Identify the roles and information needs of the coach                | <ol style="list-style-type: none"><li>1. Roles of the coach for competition and participation</li><li>2. Range of coaching styles for different situations and individuals (eg. authoritarian, easy going, intense)</li><li>3. Where to find assistance to develop your coaching skills</li><li>4. Sourcing information on coaching in your sport</li><li>5. Who to contact to maintain your coaching accreditation or seek additional accreditation</li></ol>  |
| 3. Work cooperatively with parents, officials and sports administrators | <ol style="list-style-type: none"><li>1. Working positively with parents (including expectations of parents)</li><li>2. Working with officials (including the issue of abuse and how coaches can have a positive influence)</li><li>3. Roles and relationships with sports administrators</li></ol>   |

### Resource requirements

*Beginning Coaching* manual and presenter's guide

Play by the Rules website – [www.playbytherules.net.au](http://www.playbytherules.net.au)

## Delivery Strategies

Note: Presenters do not need to conduct every activity listed below.



### Presentation (2 x 10 minute presentations)

Beginning Coaching PowerPoint Slides 4 – 15 relate to the content for Module 1.



### Brainstorm (5 minutes)

Pose these two questions and record the responses from the group on the whiteboard:

1. What are the types of jobs that a coach has to undertake in their role?
2. What skills does a coach need to coach effectively?



### Group work (15 minutes)

Form groups of approx four people each group discussing one of the following scenarios. Record the major points discussed and report back to the bigger group:

1. Your best player is 80% fit and you feel that you need him/her to play in order to win the grand final. What will you do?

- Does the type of injury sway your decision?
- Would it matter if the injury was not to your best player?

2. You are the coach of an under-19 team and the opposing coach makes constant derogatory sex based remarks to his own players during the game. What do you do?

- Would you only act if it affected the outcome of the game?
- Would you report the opposing coach and to whom?

3. An under 10 player that you coach is regularly picked up late by their parents, and you are often left alone with them. The athlete is physically gregarious, often jumping on your back and wrapping their arms around you. You are a little concerned, what will you do?

- Would your response change if the athlete was of the opposite or same gender to you?

4. What could you do to include an athlete with an intellectual disability in your sport?

- What changes would you need to make to your training program?
- How would the other participants respond?



### Worksheets (20 minutes)

Complete the worksheets for Module 1 Role of the Coach. These worksheets also form the assessment for Module 1.

## **'Play by the Rules' online training course for coaches (optional)**

Participants should be provided with information about the Play by the Rules online training course, which they can complete outside of the course - [www.playbytherules.net.au](http://www.playbytherules.net.au)



## **Case study (20 minutes)**

Form groups of three or four people. Allocate a case study to each group. Discuss and develop strategies to address the issues raised in the case study. Report back.

### **Case Study 1**

Teresa is the coach of a regional team who will compete in the state basketball championships next month. One of the players, Mandy, has had a problem with her ankle for the past few months, which has been exacerbated by the increase in trainings in the lead up to the championships. The doctor has prescribed some anti-inflammatories for Mandy to take, and has told her to reduce her training for a few weeks. Mandy has not followed the doctor's instructions and is taking double the dosage each day whilst continuing her training. After the last training session, Mandy's ankle becomes very swollen and she also complains of nausea. What should Teresa do as Mandy's coach?

### **Case Study 2**

Brian is the coach of the regional under 21 women's hockey team. The captain of the team, Deanna, has formed a strong bond with Brian over the course of the year. Deanna and some of the other players have occasionally gone for a few social drinks after training with Brian. This has culminated in Deanna asking Brian out on a date. What should Brian do?

### **Case Study 3**

Susan is the coach of a school volleyball squad, and one of the players in the team, Alan, has a vision impairment. Susan has never coached a player with a disability before, and is a little uncertain regarding what she might need to do to cater for Alan. What steps should Susan take to include Alan successfully?

### **Case Study 4**

Alex is the coach of a regional under 16 girl's basketball team. The 'star' player in the team, Cassandra, is from an Indigenous background. However she is often late and missed two training sessions last week because of 'family reasons'. Alex has heard there was a recent death in her community, but is getting extremely frustrated by this apparent lack of interest in the team and questions her commitment. The major tournament is only 4 weeks away, and Alex is considering dropping Cassandra from the team. What should Alex do?

### **Case Study 5**

Damien coaches an under 12 football team. Most of the player's parents are very helpful and supportive, but there is one parent who is constantly causing trouble. This can range from making comments about which players should be playing in certain positions, to verbally abusing the referees, and occasionally making derogatory remarks about opposition teams. What should Damien do?

### **Case Study 6**

Greg coaches a group of young gymnasts, who have recently begun attending regional competitions. The judging at these competitions seems very inconsistent to Greg, and the scores awarded to Greg's gymnasts seem to be much lower than those of gymnasts from other clubs. What could Greg do about this situation?



### **Role play (20 minutes)**

- Select two prospective coaches and three interviewers. Provide a role outline to each person.
- Allow the interview panel to set up an interview area.
- The two prospective coaches should withdraw from the room and whilst the first is interviewed the second should remain outside the room.
- Each interviewee should be asked the same questions.

#### **Role 1 (Interviewers x 3)**

You are on the executive of a lacrosse club and have advertised for a coach of your under 12 team. The club is developing and wants to expand. You have a 5 minute interview with two applicants. You should ask the following questions in the interview:

1. Tell us about the skills and knowledge you would bring to this position
2. Do you believe in giving even playing time to all of the players, or do you prefer to play the best players each week?
3. What would you do if a player missed several trainings in a row?

You will have 5 minutes at the end of the interviews to make your selection.

#### **Role 2 (prospective coach 1)**

You have applied for the position of coach of the under 12 team for the local lacrosse club and you have been selected for an interview. You have been an accredited coach for six years and have been the very successful coach of under 11 to under 14 teams, winning five premierships. You are a strong disciplinarian and will not accept any questioning of your methods. Your policy is to select the best players in your team and play every game to win. You have a philosophy that if players don't train, they can't play in games. Players that are not up to standard are dropped from the squad. You believe that parents are a burden and generally only create problems.

#### **Role 3 (prospective coach two)**

You have applied for the position of coach of the under 12 team for the local lacrosse club and you have been selected for an interview. You have experience as a player in the sport, but no qualifications, but feel you have something to offer. You have been a youth club organiser and have experience with young kids from all sorts of backgrounds. You are willing (and eager) to attend any course and have a very caring outlook on child development. You believe that ALL players deserve to play and the players would take turns to be substitutes. Parents are considered part of the "team" and would be encouraged to be involved from the start. You believe that kids should enjoy their involvement in sport whatever the results.

### **Presenter Debrief**

Ask interviewers who they would select and why.

Discuss the selection with all participants and relate to stated learning outcomes.

**Questions the presenter might ask of the group:**

- Which coaching style suits you most and what factors influenced you?
- After the first interview, who would have selected the first coach and why?
- What areas or questions do you think were overlooked by the selection panel?
- What would you look for in a coach, and how would you compare to your model?

## Module 2 - Planning and Reviewing

### Competencies:

At the completion of this module, the coach will be able to:

- Plan and review coaching sessions for beginner level athletes.

### Approximate duration

1 hour

| Learning Outcomes                       | Content  |
|---|--|
| 1. Plan coaching sessions for beginners | <ol style="list-style-type: none"><li>1. Parts of a training session</li><li>2. Information gathering to identify athletes needs</li><li>3. Setting goals and objectives for the session</li><li>4. Sourcing and selecting a variety of activities appropriate for training sessions</li><li>5. Making the session plan inclusive of all athletes (eg: children, female athletes, athletes with a disability, masters athletes)</li><li>6. Progressing activities within a session</li><li>7. Linking sessions together to develop or progress skills.</li></ol> |
| 2. Review the coaching session          | <ol style="list-style-type: none"><li>1. Techniques to review coaching performance, including self-reflection, and seeking feedback from athletes and others regarding the effectiveness of the coaching session</li><li>2. Making modifications to the next coaching session based on a review of previous sessions.</li></ol>  |

### Resource requirements

*Beginning Coaching* manual and presenter's guide

*Coaching Better: Becoming a more effective coach* video and workbook

## Delivery Strategies

Note: Presenters do not need to conduct every activity listed below.



### Presentation (15 minute presentation)

Beginning Coaching PowerPoint Slides 16 - 23 relate to the content for Module 2.



### Brainstorm (5 minutes)

Pose these two questions and record the responses from the group on the whiteboard:

- Why do we plan?
- What are the considerations when you plan? eg number of participants, skill level, yearly events, resources required and/or available etc.



### Case study (15 minutes)

In small groups, consider one of the case studies below and record your response. Report back to the bigger group:

#### Case Study 1

David is planning the first training session of the season. He is working with a new group of eight year old players. All players are beginners in the sport. What type of information should David be collecting about the players before he plans the session?

#### Case Study 2

Judy has decided that the main goal for her squad of swimmers this year should be to focus on stroke correction across all of the four major strokes. She thinks that with this as the goal, there is no point in the swimmers competing in any meets this season. What do you think about this approach?

#### Case Study 3

George has decided that he wants to use a game sense approach with his team of 14 year old netballers this season. He is reviewing some of the training plans that he used last year, and sees that many of his training activities involved skills work in pairs. How can George adjust pairs activities to use a game sense approach?

#### Case Study 4

Sarah is planning a training session for a group of middle distance runners. She has a wide range of ability levels in her group, including one athlete who is autistic. What sorts of things can Sarah do to include a range of ability levels within her training sessions?



### Group work (20 minutes)

Split participants into groups of approximately three people. Spend 5-10 minutes on each question below, and then report back to the bigger group:

- 1 Plan a warm up activity appropriate for your sport.
- 2 Plan how you would teach a particular skill, including one progression of that skill.



### **Worksheets (15 minutes)**

Complete the Session Planner Worksheet in the resources section of this presenter's guide, which is also the assessment task for Module 2. *Note: The assessment checklist that can be used when marking the session planner is also in the resources section of this presenter's guide.*



### **Interactive video (20 minutes)**

View the video *Coaching Better: Becoming a more effective coach*. Complete the self evaluation questionnaire on the next page.

## Self Evaluation Questionnaire

### How Do You Rate As A Coach?

|  | Mostly | Sometimes | Never |
|--|--------|-----------|-------|
| <b>Communication</b>   |        |           |       |
| 1 Did I reinforce the actions of the participants in a positive manner when they performed correctly?                              |        |           |       |
| 2 Did I reward effort in addition to outcome?  |        |           |       |
| 3 Did I give compliments sincerely and honestly?   |        |           |       |
| 4 Did I use sarcasm to get my message across?  |        |           |       |
| 5 Did I give constructive and specific feedback?   |        |           |       |
| 6 Did what I said to the participants match my non-verbal actions towards them?  |        |           |       |
| 7 Was I consistent and fair in my treatment of all participants?   |        |           |       |
| 8 Did I over-coach during training/game by giving too many instructions?   |        |           |       |
| Did I change my communication methods to suit the needs of the participants?   |        |           |       |
| 9 Did I encourage the participants to have an input into team decisions and did I listen to them when they had something to say?   |        |           |       |
| 10 Did I reinforce team rules fairly and consistently?   |        |           |       |
| <b>Motivation</b>  |        |           |       |
| 11 Did I show the enthusiasm while coaching that I expect from the participants?   |        |           |       |
| 12 Did the participants have fun during the training/game?   |        |           |       |
| 13 Was I aware of any anxiety or nervousness experienced by the participants and did I help to reduce this?                        |        |           |       |
| 14 Did I emphasise winning too much?   |        |           |       |
| <b>Leadership</b>  |        |           |       |
| 15 Was I prompt in arriving at training/game?  |        |           |       |
| 16 Was I well prepared and organised for training sessions?  |        |           |       |
| 17 Was my training session varied and interesting so that it challenged all participants and developed self-esteem and confidence? |        |           |       |
| 18 Did every participant have equal game time or did I over-play the more skilled participants?                                    |        |           |       |
| 19 Was I able to analyse skills and correct errors when they occurred?   |        |           |       |
| 20 Did I exercise self-control in situations which made me angry?  |        |           |       |
| 21 Was I sensitive to the individual needs of all the participants?  |        |           |       |
| 22 Did I personally demonstrate good sporting behaviour?   |        |           |       |
| 23 Did I argue with, or complain about officials?  |        |           |       |
| 24 Did I encourage parents to attend games?  |        |           |       |
| 25 Was I patient and tolerant with all participants, regardless of individual skill levels?  |        |           |       |

*Questionnaire adapted from one by Maureen Weiss, Institute for the Study of Youth Sports, state of Michigan, USA, published in AUSSIE SPORT ACTION, Spring 1992, page 25.*

## Module 3 - Risk Management

### Competencies:

At the completion of this module, the coach will be able to:

- Assess and manage the risks of coaching.

### Approximate duration

1.5 hours

| Learning Outcomes                                  | Content  |
|--|--|
| 1. Outline the legal responsibilities of the coach | <ol style="list-style-type: none"> <li>1. The coach's duty of care to athletes</li> <li>2. Planning all activities, and ensuring they are suitable for the particular group of athletes</li> <li>3. Providing a safe environment, including use of approved safety equipment</li> <li>4. Evaluating athletes for injury and incapacity</li> <li>5. Ensuring young athletes are not mismatched</li> <li>6. Keeping accurate records, including emergency contact details, medical conditions and injury/accident reports</li> <li>7. Supervision of athletes and guidelines for behaviour</li> <li>8. Providing athletes with proper instruction and warning them of the risks of the sport.</li> </ol>   |
| 2. Apply risk management principles                | <ol style="list-style-type: none"> <li>1. The risk management planning process (risk identification, strategy development, implementation, and review)</li> <li>2. Assessing risks related to program, environment and personnel</li> <li>3. Implementing good coaching practices to reduce risk</li> <li>4. Minimising the risk of injuries (eg: warm up, protective equipment, hydration)</li> <li>5. Specific safety needs of individuals (eg: juniors, athletes with a disability)</li> <li>6. Awareness of legislation that may impact on the coach (eg: state child protection legislation)</li> <li>7. Emergency action plans</li> <li>8. Coach safety and protection (eg: insurance).</li> </ol> |
| 3. Implement minor incident management procedures  | <ol style="list-style-type: none"> <li>1. Injury management procedures for a minor injury: <ul style="list-style-type: none"> <li>• STOP</li> <li>• RICER</li> <li>• No HARM</li> </ul> </li> <li>2. Common health issues that affect athletes eg: asthma</li> <li>3. Immediate incident management until the arrival of a health care professional</li> <li>4. Limitations to the role that the coach is able to play in injury management if they are not trained in first aid.</li> </ol>   |

### Resource requirements

*Beginning Coaching* manual and presenter's guide

*Managing the Risks of Coaching* video

## Delivery Strategies

*Note: Presenters do not need to conduct every activity listed below.*



### Presentation (2 x 10 minute presentations)

Beginning Coaching PowerPoint Slides 24 - 35 relate to the content for Module 3.



### Group work (15 minutes)

Form groups of approx four people. Each group to discuss one of the following scenarios and answer the questions posed. Report back to the bigger group:

1. You are conducting a rowing training session on the water, when the weather starts to change, and storm seems to be on the way. You are more than half way through the session, and are tempted to keep going and finish the session. What are the risk considerations in this situation?

2. You have had a very busy week, and haven't had a chance to plan the session for tonight's training. You are tempted to 'wing it' when you get to training. What are the risk considerations in this situation?

3. During a training session, a player sustains a cut that is bleeding quite heavily. The first aid room is 200m away from where you are training. Do you go with the injured player and leave the other players unattended? What are the risk considerations in this situation? What would you do?

4. It has been common practice within your sport for players to share protective equipment such as helmets and gloves. What are the risk considerations of this?

5. It is a very hot day, and the competition organisers have given teams the choice of whether to continue to play or not. The players in your team are keen to finish the game, as the scores are even, and they think they can win if they continue. What are the risk considerations in this situation?



### Rotating Brainstorm (15 minutes)

- Work in small groups. Each group has a risk management planner (included in the resources section of this presenter's guide)
- Each group to brainstorm possible risks under one of the headings of either 'program', 'environment' or 'personnel'.
- Groups to then pass their risk management planner on to the next group to look at, and complete the next section.
- Discuss the responses of each group.



### Worksheets (20 minutes)

Complete the worksheets for Module 3 Risk Management, including the risk management planner. These worksheets also form the assessment for Module 3.



### Brainstorm (10 minutes)

- There are a number of pieces of legislation made by state and federal parliaments that affect coaches in their role. These include:
    - Privacy Act 1988
    - Discrimination Act 1991
    - Disability Discrimination Act 1992
    - Sex Discrimination Act 1984
    - Child Protection Legislation
- (Note these are listed on Powerpoint Slide 31 if you wish to display this during this activity)*
- Brainstorm the impact of these pieces of legislation on coaches
  - Record responses, and discuss
  - For further information on National/State Legislation Acts and Regulations, refer coaches to [www.austlii.edu.au](http://www.austlii.edu.au) The Play by the Rules website also contains information regarding this area [www.playbytherules.net.au](http://www.playbytherules.net.au)



### Role play (20 minutes)

- Participants placed into groups of three
- Each group member has a role to play, either athlete, coach, or observer
- Give the athlete one of the roles below
- Tell the coach that this is their best athlete and this is a championship final and to deal with the situation
- Instruct the observer to use the STOP, RICER checklist to provide feedback to the coach on completion of the role playing
- Rotate each group member's role until all have been a coach, athlete and observer.

#### **Role 1** (Standing up)

You have been struck on the hand during a practice session have sprained your finger. You want to continue to participate. If you are asked to use your fingers to hold or catch you have great difficulty in doing so.

#### **Role 2** (Lie on ground)

During a practice you fell full length forwards, you landed heavily and winded yourself. You have difficulty catching your breath initially, however after a short time you seem to recover.

#### **Role 3** (Sitting down)

You have twisted your ankle. You don't think you can continue to participate because it's too sore, however when/if the coach asks you to stand up you do so and realise it is not too bad and think you can continue participating.

**Role 4** (Standing)

You have sustained a knock to the head and you are seeing double. You have a bit of a headache and feel a little wobbly. You can't remember much of what has happened in the last hour, vision is a little blurry but slowly clears.

**Presenter Debrief**

- Report back on the decisions made by the coach in the role play
- Discuss the legal responsibilities and duty of care of the coach
- Refer group to Sports Medicine Australia for further information and training.

**Interactive video (20 minutes)**

View the video *Managing the Risks of Coaching*. Answer the questions presented in the video.

## Module 4 - The Coach in Action

### Competencies:

At the completion of this module, the coach will be able to:

- Safely conduct a training session, ensuring fun and maximum participation through games and activities.
- Utilise a range of communication, teaching and behaviour management strategies to help athletes learn basic skills and tactics.

### Approximate duration

3 hours

| Learning Outcomes   | Content   |
|---|---|
| 1. Demonstrate effective group organisation                     | <ol style="list-style-type: none"> <li>1. Allocating sufficient space and resources for the activity for all athletes</li> <li>2. Training formations and group organisation strategies including: <ul style="list-style-type: none"> <li>• Structuring activities to maximise participation, and provide athletes with equal opportunities</li> <li>• Strategies to include a range of ability levels (eg: grouping by ability or mixing ability levels).</li> </ul> </li> </ol>   |
| 2. Manage group behaviour                                       | <ol style="list-style-type: none"> <li>1. Teaching appropriate behaviour for individuals and groups</li> <li>2. Developing a discipline policy that includes athlete input (where appropriate)</li> <li>3. Promoting cooperation and good relationships</li> <li>4. Common causes of misbehaviour</li> <li>5. Strategies for dealing with extreme behaviour.</li> </ol>   |
| 3. Conduct a coaching session to teach basic skills and tactics | <ol style="list-style-type: none"> <li>1. Stages of learning (early, intermediate &amp; final stages)</li> <li>2. Styles of learning (visual, auditory, kinaesthetic/tactile)</li> <li>3. Selecting basic techniques, skills and tactics for beginner athletes to learn</li> <li>4. Breaking down techniques and skills into parts, and providing key coaching/safety points</li> <li>5. Allowing adequate time for practice, and observing athletes' performance</li> <li>6. Progressing the activity in a sequential manner</li> <li>7. Ensuring that the session is fun and provides variety.</li> </ol> |
| 4. Demonstrate effective communication strategies               | <ol style="list-style-type: none"> <li>1. Conveying instructions clearly to athletes, and providing a demonstration</li> <li>2. Checking the athletes' understanding of the instructions and giving them the opportunity to ask questions</li> <li>3. Providing encouragement and feedback to each athlete</li> <li>4. Non-verbal communication techniques (eg: eye contact, non-verbal cues)</li> <li>5. Active listening techniques</li> <li>6. Communication techniques for a range of groups (eg: parents, athletes with a disability, ethnic groups).</li> </ol>                                       |
| 5. Use a game sense approach to develop skills and tactics      | <ol style="list-style-type: none"> <li>1. Benefits of using games to assist players to understand game concepts and develop long term learning</li> <li>2. Structuring a game sense session</li> <li>3. Using a game sense approach to teach skills</li> <li>4. Creating games to teach specific tactics and strategies</li> <li>5. Modifying games for a particular athlete or group.</li> </ol>   |

### Resource requirements

*Beginning Coaching* manual and presenter's guide

*Game Sense: Developing Thinking Players* video and workbook

*Game Sense Cards*

## Delivery Strategies

Note: Presenters do not need to conduct every activity listed below.



### Presentation (2 x 15 minute presentations)

Beginning Coaching PowerPoint Slides 36 - 53 relate to the content for Module 4.



### Practical activity (20 minutes)

#### Group Management

Each participant to be given one of the scenario's below. They have one minute to organise the group into the stated formation:

1. Organise the group so that there is an equal number of participants in each corner of a 20 metre square grid.
2. Organise the participants into pairs of roughly equal height
3. Organise participants into three groups, with each group at the corner of a triangle
4. Organise four groups to stand in line behind four markers, spaced approx 1 metre apart
5. Organise participants into pairs with one piece of equipment per pair
6. Organise two groups of participants into two parallel lines, facing each other
7. Organise participants into groups of three, with one person in each group wearing a bib
8. Organise participants to have a piece of equipment each and stand in a circle
9. Organise four groups to stand in line behind four markers, with each group to nominate a team leader who will have a ball
10. Organise two equal teams with bibs on
11. Organise participants into two circles one inside the other
12. Organise participants into a 20 metre square grid, evenly scattered and spaced out within the grid

#### Presenter Debrief

- Did participants use succinct communication - short, simple instructions
- Discuss the advantages and disadvantages of differing formations.



## Group work (15 minutes)

### Behaviour management

In small groups discuss and record on butcher's paper how you would deal with the following situations:

1. A child continually talks to their friends while the coach is trying to explain an activity to the group
2. The participants always try to "muck around" during the warm up
3. You are coaching a large group of participants (more than 15), and are struggling with getting them organised into group activities quickly
4. One child in the group is not well liked by the other children and is often left without a partner for activities, and ostracised during games
5. One participant in the group is very shy, and lacks confidence to try new skills



## Interactive video (20 minutes)

- Show the *Game Sense* video.
- Participants to discuss the questions presented in the video.



## Practical activity (20 minutes)

### Communication Activities

1. Information overload:

- Split participants into groups of three people
- Assign two talkers with one listener in the middle
- The two talkers tell the listener, at the same time, how they got into coaching for 30 seconds.

### Presenter Debrief

- Which listeners managed to get both lots of information
- Who listened to one talker only - why?
- Who alternated between the two?
- Who gave up?
- Highlight information overload, the ability to only take in so much information.

2. Active listening:

- Split participants into groups of three people
- Assign 1 talker, 1 listener, 1 observer
- The talker has 1 minute to tell listener about their last holiday
- Listener then recalls as much information as possible and retells it back to the talker
- The observer looks for body language and gaps in the retelling of the information.

### **Presenter Debrief**

- How well did the listener retell the story
- What was the body language displayed?

#### 3. Body language:

- Split participants into groups of two
- Assign one talker, one listener
- Talker relates a funny story, joke or interesting story
- Listener makes out they are not interested and try to let the talker know this without speaking.

### **Presenter Debrief**

- What body language was used to convey lack of interest

## **Y Practical activity (20 minutes)**

### **Skill Learning**

Select a generic activity to be taught. Possible activities include: juggling, dance steps, making a paper aeroplane, or a simple sports skill.

- The selected activity is demonstrated by the presenter while participants observe. No instructions are given
- Participants then move into pairs and try to repeat the activity through a co-operative learning situation
- After 2-3 minutes gather the participants to observe a second viewing of the sequence. This time the presenter provides instruction on one or two specific aspects. Participants again move away and practice
- Draw participants together for the final time and ask each person to perform the task.

As a group, discuss issues raised regarding coaching and skill development. (5 minutes)

- How did people feel in the initial stages of learning?
- Was there feedback between partners?
- What was the response after the second demonstration?
- What are the implications for progression of skills?

## **Y Practical activity (20 minutes)**

### **Game Sense**

- Place participants in groups of three, one ball per group, to play 'piggy in the middle'
- Pose the following challenges and observe the variety of responses/solutions the participants make.

### **Challenge 1**

- Keep the ball off piggy for ten seconds, using any method (ie: no rules).
- Look for a variety of tactics, such as holding the ball and running away, passing or using physical attributes (eg: height).
- Highlight the variety of successful methods to the remainder of the group and repeat the activity, observing any changes.

## Challenge 2

- What is the most number of passes you can make in 20 seconds?
- Players in possession - discuss what strategies you can use to get a high number of passes
- Piggies - discuss as a group how you can prevent a high number of passes being achieved
- Play “piggy in the middle” for 20 seconds
- Observe responses during the activity
- Provide opportunity to discuss again (piggies and partners separately) and revise their plans
- Play “piggy in the middle” again for another 20 seconds

## Presenter Debrief

- How did you feel at the first attempt?
- What were the changes in strategies and performance (discuss changes in a skill learning context)
- What was learned?



## Worksheets (20 minutes)

Complete the worksheets for Module 4 Role of the Coach. These worksheets also form part of the assessment for Module 4.

## Practical Coaching Assessment Task (5 mins per participant)

| Option A – General Principles Providers  | Option B – NSOs  |
|--|--|
| <p>A practical demonstration of coaching skills is required, through a micro-teaching activity. The candidate will choose a particular skill to be taught to a group of peers. The coaching task should be of at least five minutes duration. An assessment checklist is provided on which assessors should check the skills/competencies that the coach must demonstrate. The candidate must be rated as competent on all aspects of the assessment checklist to successfully complete this aspect. Candidates may re-take the practical assessment as many times as necessary to achieve competency.</p> | <p>A practical demonstration of sport specific coaching skills is required, by teaching a specific skill to a group of athletes. Course coordinators may determine which skill will be taught. The coaching task should be of at least 15 minutes duration. Any level of athlete may be involved, and course participants should preferably not be used as the athletes. An assessment checklist is provided on which assessors should check the skills/competencies that the coach must demonstrate. The candidate must be rated as competent on all aspects of the assessment checklist to pass. Candidates may re-take the practical assessment as many times as necessary to achieve competency.</p> |

*Note: Presenters/Assessors to use the Practical Coaching Activity Checklist in the resources section of this guide to assess this activity*



## Practical activity (20 minutes)

### **Inclusive coaching**

- Conduct an activity from the Game Sense cards
- During the activity allocate a simulated disability to some individuals in the practice, eg: stroke (paralysed down one side, walk with limp, little or no use of arm.) use a wheelchair (if available), provide blacked out or restricted vision goggles to simulate visual impairment
- Ask participants what changes might need to be made to accommodate the participants during the simulation
- Continue with activity and observe changes
- Observe level of involvement of all participants and ask if the changes made are effective.

### **Presenter Debrief**

- Were the changes appropriate?
- How involved in the activity were those athletes with simulated disabilities?
- What other changes could be recommended for future use?

## Module 5 - Athlete Development

### Competencies:

At the completion of this module, the coach will be able to:

- Cater for the physical and social development of athletes.

### Approximate duration

1 hour

| Learning Outcomes  | Content  |
|--|--|
| 1. Identify physical growth and development considerations | <ol style="list-style-type: none"><li>1. Stages of growth and development (childhood, adolescence, and the aging process)</li><li>2. Hydration and nutritional needs of children playing sport</li><li>3. The importance of emphasising skills before fitness in beginners</li><li>4. Extremes that may occur in fitness levels between individuals (eg. those who have never exercised)</li></ol> |
| 2. Outline social development considerations               | <ol style="list-style-type: none"><li>1. Reasons why children play sport</li><li>2. Social considerations for athlete's participation in sport</li><li>3. The role of competition in children's sport</li><li>4. Accommodating the varying motivations of athletes for participating in sport</li></ol>  |

### Resource requirements

*Beginning Coaching* manual and presenter's guide

## Delivery Strategies

Note: Presenters do not need to conduct every activity listed below.



### Presentation (10 minutes)

Beginning Coaching PowerPoint Slides 54-61 relate to the content for Module 5.



### Rotating Brainstorm (10 minutes)

- Work in three groups to brainstorm the question “What needs to be considered when coaching children?” Each group to look at one of the following:
  - Physical
  - Social / Motivational
  - Nutrition / Hydration
- Each group to record outcomes on a sheet of paper. This paper is then passed to the next group to add to.
- Repeat the above activity, but considering the question “What needs to be considered when coaching masters athletes?”



### Group work (20 minutes)

In small groups, discuss one or two of the scenarios below and report back.

1. You are coaching a physically mature twelve year old talented player with good all round skills and understanding of the game for your age. What are the issues in this situation?

2. You are coaching an overweight ten year old whose parents are keen to provide sporting activities to help address the weight problem. How can you cater for this child?

3. You are coaching a group of six year olds, who struggle to keep their concentration on the training activities. What could you do to keep their attention and interest?

4. You are coaching a deaf athlete. What things should you consider in this situation?

5. You are coaching a group of masters athletes, and there is a mixture of motivations in the group – some want to win, while others are more interested in the social aspects. What would you do in this situation?

6. You are coaching a group of 11 year old rugby players. There is one girl in the team. What are the issues in this situation?

7. You are coaching a physically immature 13 year old, who is struggling to keep up with some of the other players in physical contests, and situations where height is an advantage. How can you cater for this child?

8. You are coaching a group of 14 year old girls, and several of the girls seem to be lacking in interest, and often don't turn up to training. They have mentioned that they are thinking about dropping out. What might you do in this situation?

## Presenter Debrief

Look for the following:

1. The different needs of participants at different ages:
  - Physiological - fitness, expending energy
  - Sociological - affiliation, being with friends
2. How does the coach cope with this variety?



### Group work (15 minutes)

Participants to list what they ate and drank the previous day for the entire day, then identify the food groups in the day's diet. Then discuss:

- What changes would you make to your diet if you were an athlete and you were competing on the day?
- Which food groups would you increase/decrease to assist in your performance?
- Would you require additional fluid, if so how much?
- Is thirst a good indicator of the need to take on fluid?
- How can you determine how much fluid is required?



### Worksheets (15 minutes)

Complete the worksheets for Module 5 Athlete Development. These worksheets also form the assessment for Module 5.

# Resources

# Assessment Task 1 - Worksheets

## Module 1 – Role of the Coach

1. The coach plays a wide variety of roles. Which do you see as your most important roles? Explain why.

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2. What are the characteristics of each of the following types of coaches?

**Authoritarian** \_\_\_\_\_

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**Business like** \_\_\_\_\_

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**Nice guy** \_\_\_\_\_

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**Intense** \_\_\_\_\_

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**Easy going** \_\_\_\_\_

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**Democratic** \_\_\_\_\_

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6. How would you deal with a situation where one of the players you were coaching was verbally abusive towards an umpire/referee?

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7. What strategies could you put in place as a coach to ensure that the welfare of the athletes you coach is protected?

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8. The under 16 netball team that you coach has made it into the grand final of the local competition. Halfway through the game, your goal shooter rolls her ankle. She is taken from the court and examined by a sports trainer who advises that she should not return to the game. The substitute goal shooter is not handling the pressure of the game well and is not scoring consistently. At three quarter time, scores are level. The injured goal shooter approaches you, and explains that she has taped her ankle and that she is fine to play. What would you do?

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9. Jim's friend, Bill, has asthma and uses ventolin before exercising. He told Jim that the ventolin opens his airways so that he can breathe more easily. Jim is thinking of using Bill's ventolin before he runs, because he gets out of breath due to his lack of fitness. As the coach, what would you do?

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10. You are coaching an under 14 basketball team at a regional competition. Your assistant coach has turned up to the game hung over from a big night out, and smells strongly of alcohol. What would you do?

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# Module 3 – Risk Management

1. What are your legal responsibilities as a coach?

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2. What is your 'duty of care' in coaching?

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3. An athlete has collided heavily with another player, and has been knocked unconscious. You are the first one on the scene. Outline the steps you would undertake to deal with this emergency situation:

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4. Complete the following risk management planner:

| <b>Risk Identification</b> | <b>Strategies to minimise risk</b> | <b>Timeline</b> | <b>Responsibility</b> |
|----------------------------|------------------------------------|-----------------|-----------------------|
| <b>Program</b>             |                                    |                 |                       |
| 1.                         |                                    |                 |                       |
| 2.                         |                                    |                 |                       |
| 3.                         |                                    |                 |                       |
| <b>Environment</b>         |                                    |                 |                       |
| 1.                         |                                    |                 |                       |
| 2.                         |                                    |                 |                       |
| 3.                         |                                    |                 |                       |

| <b>Personnel</b> |  |  |  |
|------------------|--|--|--|
| 1.               |  |  |  |
| 2.               |  |  |  |
| 3.               |  |  |  |
| <b>Other</b>     |  |  |  |
| 1.               |  |  |  |
| 2.               |  |  |  |
| 3.               |  |  |  |

5. What steps would you take if an athlete in your squad informed you that they had a medical condition such as asthma?

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6. List the steps of '**STOP**' (for dealing with a soft tissue injury).

**S** \_\_\_\_\_

**T** \_\_\_\_\_

**O** \_\_\_\_\_

**P** \_\_\_\_\_

7. List the steps of **RICER** (for dealing with a soft tissue injury).

**R** \_\_\_\_\_

**I** \_\_\_\_\_

**C** \_\_\_\_\_

**E** \_\_\_\_\_

**R** \_\_\_\_\_

8. List the steps of No **HARM** (for dealing with a soft tissue injury).

**No H**

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**No A**

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**No R**

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**No M**

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## Module 4 – The Coach in Action

1. In your own words, provide a dot point summary of each of the stages of learning:

### Early stage of learning

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### Intermediate stage of learning

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### Final stage of learning

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2. How would you gain the attention of the athletes to begin a training session?

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3. How would you go about selecting which skills and tactics to teach to a beginner in your sport?

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4. When teaching a new skill to a beginner, outline the steps you would use:

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5. You have a group of 11 athletes. You have planned an activity that requires three groups of four athletes. What can you do to ensure that the activity can still run effectively?

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6. You are explaining a new activity to the group. Charlie Chatterbox has been talking throughout your explanation, and is now distracting some of the others with silly comments. What steps would you take to get Charlie's attention and stop his disruptive behaviour?

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7. Why should coaches be aware of their body language when dealing with athletes?

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8. In what practical ways can you 'actively' listen? Give examples of active listening.

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9. How could you modify a training activity for a person has a vision impairment?

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10. Game Sense. Develop a game that will emphasise tactical thinking for your sport. Use the following steps to assist you.

**Step 1: Select the tactical aspect(s) you wish to emphasise.**

For example, decision making, deception, risk, time, shot selection & placement, spatial awareness, anticipation, attacking and defending patterns, field setting.

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**Step 2: Devise a simple game that will develop the above aspects**

You may like to modify an existing game that is used within your sport.

Draw a diagram of the game in the space below.

**Step 3: Develop some rules for the game.**

For example: How do you score goals or gain points? How does the game start and re-start after scoring? How does the ball move? How do the players move?

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**Step 4: Devise one progression to make the game more complex.**  
This may involve changing the above rules, or adding additional problems/challenges.

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## Module 5 – Athlete Development

1. List some of the reasons why children play sport.

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2. You are coaching a child who is an early developer, and is physically very mature. List some considerations for working with this child.

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3. You are coaching a group of teenage girls, who are becoming more interested in socialising than playing sport. What strategies could you use to keep them involved in your sport?

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4. Write down some considerations for coaches working with masters athletes.

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5. How much emphasis do you think should be placed on competition in children's sport?

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6. What precautions should you take to avoid heat stress in junior athletes?

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7. How would you deal with the inclusion of an athlete whose fitness level was extremely poor?

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# Assessment Task 2 - Session Planner

|                  |                    |                          |
|------------------|--------------------|--------------------------|
| <b>Date:</b>     | <b>Attendance:</b> | <b>Equipment Needed:</b> |
| <b>Venue:</b>    |                    |                          |
| <b>Duration:</b> |                    |                          |

**Introduction** (aims for session, reminders etc):

|                            |                          |                              |
|----------------------------|--------------------------|------------------------------|
| <b>Warm Up Activities:</b> | <b>Drills and Games:</b> | <b>Warm Down Activities:</b> |
|----------------------------|--------------------------|------------------------------|

|  |  |                                      |
|--|--|--------------------------------------|
| <b>Coaching tips   Questions   Challenges:</b> |  | <b>Class management / Energisers</b> |
|--|--|--------------------------------------|

**Review/evaluation** (key points from session, what worked and what didn't, modifications for next session etc) :

## Checklist for Assessment Task 2 - Session Plan

This checklist is to be used when marking session plans submitted by coaches for assessment task 2.

Name of Coach: \_\_\_\_\_

| Performance Criteria   | Comments | Competent | Not yet competent |
|--|----------|-----------|-------------------|
| Identify suitable goals for the training session   |          |           |                   |
| Safety considerations are identified   |          |           |                   |
| Use appropriate warm up and cool down activities   |          |           |                   |
| Use appropriate activities for skill development   |          |           |                   |
| Use appropriate activities to develop fitness requirements   |          |           |                   |
| Use appropriate activities to develop the game/tactical requirements                                       |          |           |                   |
| Sequence activities appropriately, including timing of activities  |          |           |                   |
| Ensure that the session plan is inclusive of all athletes (eg: children, athletes with a disability)       |          |           |                   |
| Seek feedback from athletes and others and use self reflection techniques to evaluate the coaching session |          |           |                   |

**ASSESSMENT DECISION:**    **COMPETENT**                       **NOT YET COMPETENT**

**COMMENTS:**

**ASSESSOR SIGNATURE:**

**DATE:**

## Assessment Task 3 - Practical Coaching Activity Checklist Option A (for general principles deliverers)

A practical demonstration of coaching skills is required, by teaching a skill to a group of peers. The candidate may choose the skill to be taught. The coaching activity should be of least five minutes duration.

Name of Coach: \_\_\_\_\_

| Checklist   | Comment | Competent | Not yet competent |
|---|---------|-----------|-------------------|
| Was the available space and equipment set up for the activity?      |         |           |                   |
| Was the activity started quickly (eg: within one minute?)           |         |           |                   |
| Were instructions and demonstrations clear?                         |         |           |                   |
| Were the key components of the skill explained?                     |         |           |                   |
| Did the coach consider safety aspects?                              |         |           |                   |
| Were the players active throughout the session?                     |         |           |                   |
| Were the sessions supervised in a positive and enthusiastic manner? |         |           |                   |
| Did the activity produce the desired response?                      |         |           |                   |

**ASSESSMENT DECISION:**    **COMPETENT**                       **NOT YET COMPETENT**

**COMMENTS:**

**ASSESSOR SIGNATURE:**

**DATE:**

## Assessment Task 3 - Practical Coaching Activity Checklist Option B (for NSOs)

A practical demonstration of coaching skills is required, by teaching a particular skill to a group of athletes. The coaching task should be of least 15 minutes duration. Any level of athlete may be involved, and course participants should preferably not be used as the athletes.

Name of Coach: \_\_\_\_\_

| Performance Criteria  | Comment | Competent | Not yet competent |
|---|---------|-----------|-------------------|
| <b>Organisation</b>   |         |           |                   |
| Define training area boundaries and communicate these to the athletes   |         |           |                   |
| Allocate sufficient space and resources for the activity and/or game  |         |           |                   |
| Brief the athletes on safety practices, procedures and appropriate behaviour  |         |           |                   |
| Ensure the session is fun and provides variety  |         |           |                   |
| <b>Group Management</b>   |         |           |                   |
| Utilise a range of training formations / group organisation strategies to maximise participation and interaction                      |         |           |                   |
| Be able to include a range of ability levels, using strategies such as grouping by ability or mixing ability levels where appropriate |         |           |                   |
| Promote cooperation and good relationships  |         |           |                   |
| Treat athletes with integrity, respect and empathy  |         |           |                   |
| <b>Teaching</b>   |         |           |                   |
| Convey instructions to the athletes clearly, and provide a demonstration  |         |           |                   |
| Break down complex skills and techniques into parts and communicate the key components of the skill                                   |         |           |                   |
| Use a game sense approach to assist players to develop tactical thinking  |         |           |                   |
| Provide corrections to improve skill execution on an individual and group basis   |         |           |                   |
| Progress the activity to the next step or level in a sequential manner  |         |           |                   |
| Provide adequate time for practice, and observe athletes' performance   |         |           |                   |
| <b>Communication</b>  |         |           |                   |
| Check the athletes' understanding of the instructions and give them the opportunity to ask questions                                  |         |           |                   |
| Provide encouragement and/or feedback individually, and to the group  |         |           |                   |
| Use non-verbal communication techniques effectively (eg: maintain eye contact)  |         |           |                   |
| Utilise active listening techniques   |         |           |                   |

**ASSESSMENT DECISION:**    **COMPETENT**                       **NOT YET COMPETENT**

**COMMENTS:**

**ASSESSOR SIGNATURE:**

**DATE:**

# Course Co-ordinator And Presenter Support Material

- Course Coordinators Responsibilities
- 12 month time-line planner
- Coordinator's check list
- Course evaluation form

# Course Coordinators Responsibilities

The key components of a successful course are:

- good preparation
- the quality of the delivery
- the ability of the course participants to apply the coaching principles to their own sport
- having fun and enjoyment.

## **Good preparation**

- book the venue and presenters
- send out registration forms and participants needs analysis
- make arrangements for collection of course fees
- provide appropriate resource material
- make arrangements for breaks and refreshments when required.

## **Resource material**

- basic equipment is required for practical sessions with a workable ratio of equipment per candidate
- it may be necessary for candidates to bring their own equipment for practical activities.

## **Other resources**

- Beginning Coaching General Principles Curriculum
- Beginning Coaching Manual
- Beginning Coaching Worksheets
- Beginning Coaching PowerPoint slides
- first aid equipment

Check that all equipment is in working order and that arrangements have been made to obtain appropriate access to facilities and equipment.

# 12 Month Timeline Planner

## What to do, What to Issue and when

| WHEN                              | WHAT TO ISSUE   |
|-----------------------------------|---|
| <b>Up to 12 months before</b>     | <ul style="list-style-type: none"> <li>• Set the date for the course(s)</li> <li>• Attend to funding and budgeting considerations.</li> </ul>   |
| <b>12 weeks before</b>            | <ul style="list-style-type: none"> <li>• Venue hire</li> <li>• Travel, accommodation arrangements</li> <li>• Contact presenters.</li> </ul>   |
| <b>9 weeks before course</b>      | Send the following to course participants: <ul style="list-style-type: none"> <li>• Information</li> <li>• Application</li> <li>• Needs analysis.</li> </ul>  |
| <b>2 weeks before course</b>      | Send the following to course participants: <ul style="list-style-type: none"> <li>• Acceptance letter (you may wish too issue earlier)</li> <li>• Manual or other pre-course reading</li> <li>• Program</li> <li>• Brief staff and presenters.</li> </ul>   |
| <b>1 week before course</b>       | <ul style="list-style-type: none"> <li>• Check and reconfirm all arrangements</li> <li>• Presenters to prepare participants handouts.</li> </ul>  |
| <b>During the course</b>          | Issue the following: <ul style="list-style-type: none"> <li>• List of staff/facilitators</li> <li>• List of names, sports, work phone numbers and workgroups</li> <li>• Program (affixed to wall)</li> <li>• Evaluation sheets (to be completed after each session)</li> <li>• Promotional material</li> <li>• ASC information</li> <li>• Participation certificate.</li> </ul> |
| <b>2-4 weeks after the course</b> | <ul style="list-style-type: none"> <li>• Thank you for attending</li> <li>• Follow-up ... how can we help?</li> </ul>   |

## Coordinator's Check List

| Item   | Tick When Done | Follow-Up Action |
|--|----------------|------------------|
| <p><b>Timing of course</b></p> <ul style="list-style-type: none"> <li>• Application and information must be issued a minimum of two months before the event</li> <li>• Coincide with school holidays?</li> <li>• Coincide with public holiday?</li> <li>• Coincide with significant events on the sporting calendar?</li> </ul>  |                |                  |
| <p><b>Venue</b></p> <ul style="list-style-type: none"> <li>• Venue booked?</li> <li>• Venue adequate? Identify work areas required</li> <li>• Refreshment facilities?</li> <li>• Seating, desks</li> <li>• Nearest shops for lunch if required?</li> <li>• Transport access. Will you supply a map?</li> <li>• Who will open and close the venue?</li> <li>• Do you have an emergency contact?</li> <li>• Will the venue be shared by another group?</li> <li>• Is there phone access?</li> <li>• Availability of first aid equipment including ice?</li> </ul>  |                |                  |
| <p><b>Equipment</b></p> <p>Audiovisual equipment</p> <ul style="list-style-type: none"> <li>• Lap top computer</li> <li>• Data projector (or overhead projector)</li> <li>• Screen</li> <li>• Video equipment:             <ul style="list-style-type: none"> <li>- VCR/DVD player</li> <li>- monitor</li> <li>- remote control</li> <li>- cabling</li> <li>- video tapes</li> <li>- worksheets</li> </ul> </li> <li>• Writing surfaces:             <ul style="list-style-type: none"> <li>- White board, pens and eraser</li> <li>- Butchers paper and pens</li> <li>- Masking tape, map pins or Blu Tack</li> </ul> </li> </ul> <p>Sundry materials/equipment</p> <ul style="list-style-type: none"> <li>• Extension leads / double adaptor</li> <li>• Writing paper and pens</li> <li>• Photocopier</li> <li>• Variety of balls</li> </ul> |                |                  |

|  |  |  |
|--|--|--|
| <p><b>Specific equipment</b></p> <p>List specific equipment as required</p>  |  |  |
| <p><b>Venue Requirements</b></p> <ul style="list-style-type: none"> <li>• Hot water urn</li> <li>• Coffee and tea</li> <li>• Milk</li> <li>• Sugar</li> <li>• Orange juice</li> <li>• Biscuits</li> <li>• Cups</li> <li>• spoons</li> <li>• clean-up needs</li> <li>• plates</li> <li>• waste bin</li> <li>• Toilets</li> </ul>  |  |  |
| <p><b>Administration</b></p> <ul style="list-style-type: none"> <li>• Saleable items</li> <li>• Receipt book and petty cash tin</li> <li>• Name tags</li> <li>• Flyers, stickers, giveaways</li> <li>• Wall displays (Sponsors material)</li> </ul>  |  |  |
| <p><b>On the day</b></p> <ul style="list-style-type: none"> <li>• Arrive one hour early <ul style="list-style-type: none"> <li>- open and set up venue</li> <li>- set up registration desk</li> <li>- check AV equipment</li> <li>- turn on the urn!</li> <li>- greet early candidates</li> </ul> </li> <li>• Start on time</li> <li>• Attend to any refreshment break and lunch arrangements</li> </ul> |  | <p>Don't penalise those who arrive on time starting late</p> |

# Beginning Coaching General Principles Participant Evaluation Form

Are you currently coaching?      Yes              No

If yes, which sport(s): \_\_\_\_\_

**Please rank the following using the scale below:**

1 = Poor              2 = Adequate              3 = Good              4 = Excellent

| MODULE                    | CONTENT | DELIVERY |
|---------------------------|---------|----------|
| 1. Role of the Coach      |         |          |
| 2. Planning and Reviewing |         |          |
| 3. Risk Management        |         |          |
| 4. The Coach in Action    |         |          |
| 5. Athlete Development    |         |          |

| ORGANISATION  | Rating |
|---|--------|
| <b>1. Pre-course</b> Comments (eg: publicity, application form, your involvement) |        |
| <b>2. In-course</b> Comments (eg group allocations, timetable, etc)               |        |
| <b>3. Venue</b>   |        |
| <b>4. Your enjoyment of the course</b>  |        |

Best features of the course:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Aspects of the course that could be improved, changed or deleted:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

List any topics not covered, that you would like to see covered in future courses:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Thanks for your feedback, good luck with your coaching*