



Australian Government

Australian Sports Commission

National Coaching Accreditation Scheme (NCAS)

Beginning Coaching General Principles

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.

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

Authoritarian

Business like

Nice guy

Intense

Easy going

Democratic

5. If you were having problems with a parent who was over-emphasising winning and putting a lot of pressure on their child to perform, what strategies would you use to deal with them?

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

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

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?

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?

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?

Module 2 - Session Planner

Complete the session plan below for one training session for the athlete(s) that you are coaching.

Name of Coach: _____

Date: _____ Venue: _____		
Level of athletes: _____		
Equipment: _____		
Goals for session: _____		
Skills to be developed in the session: _____		
Safety considerations: _____		
Element	Activity	Time
Warm-up		
Skill Development, Fitness and Game Activities		

Cool-down

Evaluation

Module 3 – Risk Management

1. What are your legal responsibilities as a coach?

-
-
-
-
-
-
-
-
-

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

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:

4. Complete the following risk management planner:

Risk Identification	Strategies to minimise risk	Timeline	Responsibility
Program			
1.			
2.			
3.			
Environment			
1.			
2.			
3.			

Personnel			
1.			
2.			
3.			
Other			
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?

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 _____

No A _____

No R _____

No M _____

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

-
-
-
-

Intermediate stage of learning

-
-
-
-

Final stage of learning

-
-
-
-

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

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

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

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?

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?

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

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

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

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.

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?

Step 4: Devise one progression to make the game more complex.

This may involve changing the above rules, or adding additional problems/challenges.

Module 5 – Athlete Development

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

- _____
- _____
- _____
- _____

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

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?

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

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

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

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