

SIS - Sport, Fitness and Recreation Training Package

Sport Coaching

Certificate 2 and 3 Units

Unit

SISSSC0016

Coach participants in sport competition

Please Note:

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Trainer/Teacher Manual



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STUDENT/TRAINEE DETAILS

Student/Trainee Name

Student/Trainee Email

Teacher / Trainer Name

School / Institution / Training Organisation / Employer

TABLE OF CONTENTS

Introduction	Page 5	
Unit of Competency Overview	Page 8	
Section One <i>Prepare for sport-specific competitions</i>	Page 9	<u>(Student/Trainee Manual Page 9)</u>
Section Two <i>Monitor participants in competition</i>	Page 39	<u>(Student/Trainee Manual Page 24)</u>
Section Three <i>Conduct post-competition reviews</i>	Page 77	<u>(Student/Trainee Manual Page 73)</u>
Section Four <i>Reflect on coaching practice</i>	Page 84	<u>(Student/Trainee Manual Page 80)</u>
Self Assessment	Page 96	<u>(Student/Trainee Manual Page 91)</u>

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INTRODUCTION

This manual is developed to provide training content that addresses the specific 'Unit of Competency' as outlined on the following pages.

It provides the teacher and/or trainer with a document that includes all that the student and/or trainee manual content plus guidance notes as well as answers to the learning activities in the student/trainee manual.

This manual can be packaged with various manuals addressing other 'Units of Competency' in order to meet the 'Packaging Rules' of a particular Australian Training Package Qualification.

This resource has been designed to be delivered in a form that is conducive to the learning environment including:

- ☆ Online delivery
- ☆ Classroom delivery
- ☆ On the job training

The documents are designed in a 'landscape' format in order to make reading on a computer screen easier as well as reduces the need to scroll down pages. Documents can be easily printed if the learning environment requires the student or trainee to have hard copies of the learning materials.

INTRODUCTION—CONT'D

LEARNING ACTIVITIES

The learning activities in the student and/or trainee manuals are 'Form Enabled' so that if the resources delivered online, the activities can be filled in using the computer keyboard.

Each learning activity is identified with the following icon.

**Learning
Activity**

Learning activities come in the following forms.

- ☆ Questions
- ☆ Research
- ☆ Tasks
- ☆ Interviews

Questions

Questions would relate to the information presented on previous pages.

Research

This type of learning activity would require the student or trainee to locate information by using research methods. The information they would be required to locate would be in line and/or support the information that the manual had outlined in previous pages.

INTRODUCTION—CONT'D**Tasks**

This learning activity type would require the student/trainee to actually do or undertake something and would be reinforcing the knowledge they have gained from reading the manual's previous pages.

Interviews

This learning activity type would require the student/trainee to interview person(s) in an actual workplace environment or a person(s) who are experienced in the industry sector which the student/trainee is currently undergoing training.

The student/trainee is made aware of the type of learning activity by noting the learning activity type displayed under the learning activity icon.

**Learning
Activity**

Research

SELF ASSESSMENT

At the end of each manual is a series of questions that the student/trainee should review and answer.

This self assessment is to ensure in the student's or trainee's mind that they have reviewed and understood the information that was presented in their manual.

If they are unsure of their understanding in any of the topics reviewed, they are encouraged to go back and review the information again and/or seek the assistance of their teacher or trainer.

UNIT OF COMPETENCY OVERVIEW

The following pages are extracts from Training.gov.au website and outlines this specific 'Unit of Competency' including the 'Elements' and the 'Performance Criteria'. The content within this manual has been developed to address this unit.

SISSSCO016 - COACH PARTICIPANTS IN SPORT COMPETITION

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for sport-specific competitions	1.1. Source and interpret sport-specific competition information to identify competition requirements for participants 1.2. Source, interpret and analyse competitor performance information to identify competitor strengths and weaknesses 1.3. Consult with participants to develop game strategies and tactics 1.4. Develop game plans to maximise participant performance and positive participation and document according to organisational policies and procedures 1.5. Brief participants on game plan prior to competition 1.6. Support participants to develop and implement sport-specific pre-competition routines
2. Monitor participants in competition	2.1. Determine and control competition safety risks according to organisational policies and procedures 2.2. Support participants to warm up before sport-specific competitions 2.3. Monitor participant compliance with game plans to identify and rectify game plan non compliance 2.4. Monitor participant behaviour to identify and respond to poor behaviour 2.5. Modify game plans during competitions to maximise competition outcomes 2.6. Support participants to cool down after sport-specific competitions
3. Conduct post-competition reviews	3.1. Analyse competition outcomes to identify and plan future coaching and adjustments 3.2. Debrief participants on competition performance 3.3. Document sport-specific game plan reports according to organisational policies and procedures
4. Complete post-production tasks	4.1. Seek feedback from others to identify areas to improve own coaching practice in competitions 4.2. Reflect on own coaching practice in competitions to identify areas for improvement 4.3. Analyse findings and incorporate learnings in future competitions 4.4. Seek opportunities to address identified professional development needs

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Section One

Prepare for Sport-Specific Competitions

COACH PARTICIPANTS IN SPORT COMPETITION

SECTION ONE—PREPARE FOR SPORT-SPECIFIC COMPETITIONS

INTRODUCTION

Generally, participants in any sport would be training to develop skills and fitness so that they could participate in competitions.

The role of the coach is to help participants become competition ready and this means that the coach themselves also need to be well prepared. They need to learn about the rules and requirements of competition, as well as the development of competition game plans.

In this first section, we look at how the coach and the participants will prepare for competitions.

SECTION LEARNING OBJECTIVES

At the completion of this section you will learn information relating to:

- ☆ Sourcing and interpreting sport-specific competition information to identify competition requirements for participants
- ☆ Sourcing, interpreting and analysing competitor performance information to identify competitor strengths and weaknesses
- ☆ Consulting with participants to develop game strategies and tactics
- ☆ Developing game plans to maximise participant performance and positive participation and documenting according to organisational policies and procedures
- ☆ Briefing participants on game plan prior to competition
- ☆ Supporting participants to develop and implement sport-specific pre-competition routines



SOURCE AND INTERPRET SPORT-SPECIFIC COMPETITION INFORMATION TO IDENTIFY COMPETITION REQUIREMENTS FOR PARTICIPANTS

Each and every competitive sport will have its own competition requirements which participants and their coaches need to learn, fully understand and follow.

This would include any sport that has competition for individual participants such as in tennis, athletics, swimming and so on, as well as those team based sports such as Australian rules football, cricket, soccer, rugby, netball, basketball and so on.

Competition requirements will vary depending also on the competition's level, such as foundation levels (young participants), intermediate levels (teenagers and young adults), special needs participants (older participants, disabled) as well as representative local, state and national competitions for more advanced participants.

Generally the requirements would include:

- ☆ Age groups
- ☆ Gender (although some sports have mixed gender competitions)
- ☆ Medical certificates
- ☆ Experience in the sport (or ranking as used in some sports)
- ☆ Club membership and insurance
- ☆ Uniform, sporting attire rules
- ☆ Closing dates for participant entry
- ☆ Fees payable
- ☆ Other documentation requirements such as ID

The competition organisers will often provide competition Code of Behaviour to the participants which they (or their parents/guardians/carers) would be required to agree to abide with.

Competition organisers would expect that any individuals or teams would fully understand the competition schedule and would ensure that they compete as per the schedule, unless the competition is an elimination type event, then they would be expected to compete until they were eliminated.

SPORTAUS



AUSTRALIA'S SPORTS STRUCTURE

Each sport will have a governing body here in Australia.

The Australian Institute of Sport has listed over 100 sporting organisations which they refer to as 'National Sporting Organisations', or NSOs.

NSOs are accredited by the Australian Institute of Sport and to be accredited the sporting organisation is required to meet some stringent criteria.

One important requirement is the organisation's ability to demonstrate that it is the single national entity representing all forms of a specific sport in Australia, from grass roots/community through to high performance.

The NSO will have affiliations with state organisations which include:

- ☆ Sport NSW
- ☆ VicSport
- ☆ ACTsport
- ☆ Tasmania Institute of Sport
- ☆ Sport West (Western Australia)
- ☆ Sport SA
- ☆ QSport Queensland

Then there are the sporting clubs who are affiliated with either a national sporting organisation, or a state sporting organisation.

Local sporting clubs would be bound by the rules of the sport (including modified rules for foundation level participants or disabled participants), as well as competition rules and requirements as set out by the sport's peak body.

SAMPLE ONLY

SOURCES OF COMPETITION REQUIREMENTS INFORMATION

In community sports, a coach will usually source competition information from the club's management team.

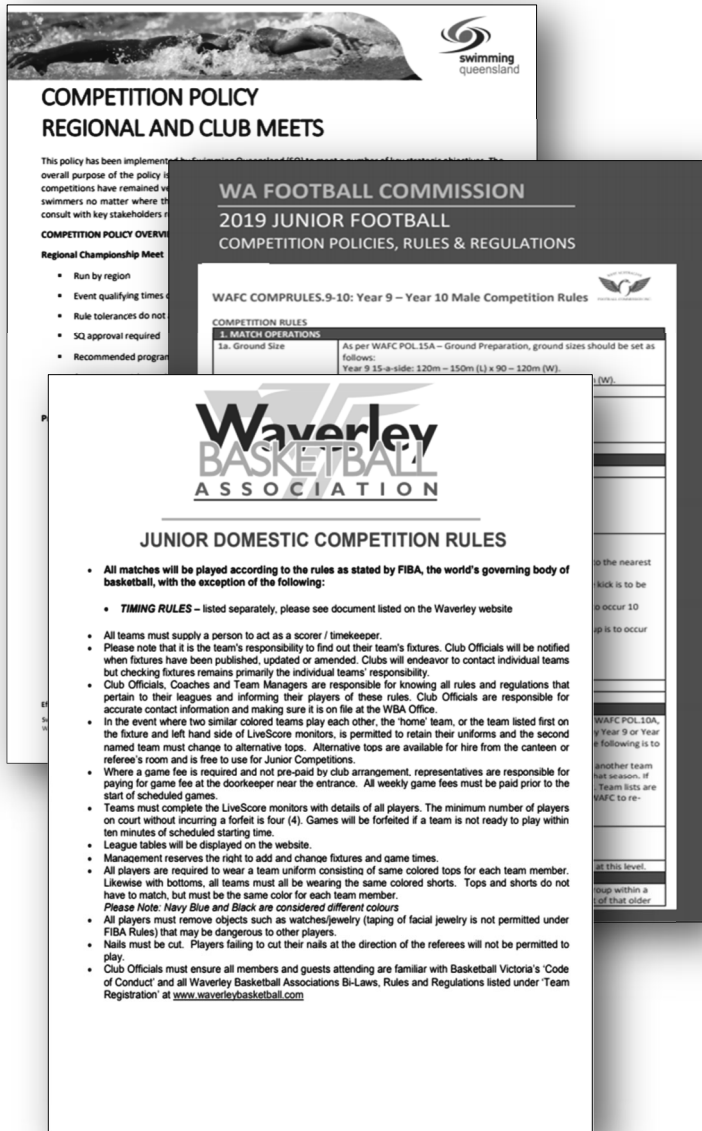
This could be in the form of a printed document, or provided electronically through the club's website.

The rules and requirements of competitions could be developed by the club using the national and international rules and requirements of competitions, or the coach could be provided the rules and requirements of competitions as presented by the national sporting body (NSO).

The information that is outlined in the rules and requirements of competitions would need to be fully understood by the coach and information that is not clear or understood, would need to be clarified.

A coach could seek clarification through various avenues and the common ways would include:

- ☆ Using the knowledge of an experienced coach
- ☆ Asking for clarification from the club's management
- ☆ Contacting the NSO or state sporting body for clarification

SAMPLE ONLY

**Learning
Activity****SAMPLE ONLY****Research****LEARNING ACTIVITY ONE**

In this Section we mentioned 'National Sporting Organisations' (NSO) that are accredited by the Australian Institute of Sport.

Virtually every sport is represented by a NSO in Australia.

In this activity we want you to do some research and locate the NSO listing on the Australian Institute of Sport's website.

Next locate the sport of your choice on the listing. This will contain a link to the NSO's website.

Tell us what NSO you picked and what their website address was.

NSO name _____

Website address _____

TEACHER/TRAINER GUIDANCE NOTES

This activity is basically a practice exercise for the student or trainee so that they can develop their researching skills, as well as introduce them to reliable sources of information.

SAMPLE ONLY

**Learning
Activity****Task****LEARNING ACTIVITY TWO**

As a coach, you will need to learn and understand competition rules and requirements in your specific sport at a club level.

In this activity you are required to locate documentation or online information relating to competition rules and requirements in your specific sport .

As this Section suggested, this could come from the club management, or at the very least the club managers would be able to direct you to a source.

Once you have the information, print it out and present it to your teacher or trainer for review and discussion.

TEACHER/TRAINER GUIDANCE NOTES

This activity has the student or trainee locate actual competition rules and requirements for their specific sport (and level they are coaching).

If the student or trainee is not yet actually coaching, then they should visit a sporting club of their choice and ask for information on competition rules and requirements.

SOURCE, INTERPRET AND ANALYSE COMPETITOR PERFORMANCE INFORMATION TO IDENTIFY COMPETITOR STRENGTHS AND WEAKNESSES

As we know, sport competition means that you are competing against someone else, or competing against another team.

It goes without saying that the more a participant or team knows about their competitors, the better the participant or team can prepare for the competition.

Australian sports community is known for its strong desire to gather 'statistics' on players, games, teams and so on. In professional sports there is a job role called 'sport analyst', who uses 'sports analytics'. Sports analytics are a collection of relevant, historical, statistics that when properly applied can provide a competitive advantage to a team or individual.

Sporting clubs at a community level will have a basic collection of relevant, historical, statistics such as 'game' or 'event' results that offers information on the participants or teams participating in the competition.

A sporting governing body will generally require clubs and/or athletes to submit results from games or events and this would be available to clubs and/or members of the sporting organisation.

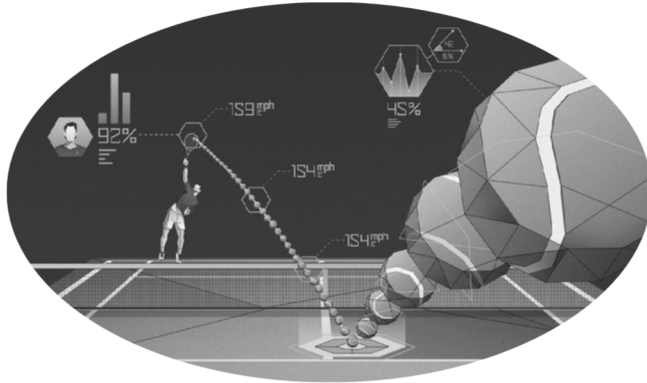
Coaches, assistant coaches and/or support staff may be taking notes at the game or event and coaches, assistant coaches and/or other support staff may even video tape a game or event.

All this information can be used to get a picture of the opposing team's or competing athletes' strengths and weaknesses and their strategies used in competitions.

This information is important to a coach.

A coach would already know his or her team's strengths and weaknesses, or know the participant's strengths and weaknesses they are coaching.

The coach is able to develop strategies for his or her team or athlete that exploit or take advantage of the opposition's weakness, as well as develop strategies that would defend against or overcome the opposition's strengths.





COMPETITOR STRENGTHS AND WEAKNESSES

SAMPLE ONLY

Each sport will have competitors with a different set of sporting strengths and weaknesses, both as a team and/or as an individual competitor.

For example in **basketball**, a team's strengths (or conversely weaknesses) could be in the team players individual fitness that could relate to:

- ☆ Speed
- ☆ Agility
- ☆ Balance
- ☆ Endurance
- ☆ Strength
- ☆ Power
- ☆ Flexibility

The team's strengths could be in the height of its players, ability to successfully implement set team plays and/or their skills in attack and defence.

Another example, from an individual player's point of view in **tennis**, the competitor's strengths and weaknesses could be:

- ☆ Consistency and accuracy of their shots
- ☆ The ability to know the zone of the court
- ☆ Skill or lack of directional changes
- ☆ Ability to attack the short ball
- ☆ Defensive-neutral-offensive tactics
- ☆ Ball control skills (height, direction, distance)
- ☆ Anticipating their opponent's shots

One final example is **swimming**. A coach would want to know and study the rivals, examine their results and learn their times, analyse their actions and watch how they compete. For example, do they have a series of highly-defined patterns? Do they start out fast at the beginning of the race or do they use conservative techniques? All this information is highly useful to the coach.

The coach's ability to identify the competition's strengths and weaknesses goes a long way in assisting the coach in developing game strategies and tactics for the team, player(s) or participant.

**Learning
Activity****SAMPLE ONLY****Interview****LEARNING ACTIVITY THREE**

In this activity we want you to interview three experienced coaches from various sports that you can choose. If possible, try and interview coaches from different sports at an intermediate level.

For each coach we want you to ask the following questions:

- ☆ Do you actively source information on competitors in your sport?
- ☆ If yes, what information do you seek and what is the source? (If no, find another coach to interview)
- ☆ What do you do with this information?
- ☆ Do you ever video tape a game or have someone video tape a game for you and if so, why?
- ☆ Do you rely on assistant coaches or support staff to give you some information on your competitors and if so, what information do they provide?

On the next pages we have provided space to record your interview results. Your teacher or trainer may require you to provide additional evidence on the coach you interview for verification purposes.

TEACHER/TRAINER GUIDANCE NOTES

This activity is to provide an insight into how experienced coaches source information on the competitors and what they do with the information.

SAMPLE ONLY

SAMPLE ONLY

1) Coaches first name _____ Sport _____

Level of sport (such as intermediate or representative etc.) _____

Do you actively source information on competitors in your sport? YES or NO _____
(If no, find another coach to interview)

If yes, what information do you seek and what is the source or sources?

What do you do with this information?

Do you ever video tape a game or have someone video tape a game for you and if so, why?

Do you rely on assistant coaches or support staff to give you some information on your competitors and if so, what information do they provide?

SAMPLE ONLY

SAMPLE ONLY

2) Coaches first name _____ Sport _____

Level of sport (such as intermediate or representative etc.) _____

Do you actively source information on competitors in your sport? YES or NO _____
(If no, find another coach to interview)

If yes, what information do you seek and what is the source or sources?

What do you do with this information?

Do you ever video tape a game or have someone video tape a game for you and if so, why?

Do you rely on assistant coaches or support staff to give you some information on your competitors and if so, what information do they provide?

SAMPLE ONLY

SAMPLE ONLY

3) Coaches first name _____ Sport _____

Level of sport (such as intermediate or representative etc.) _____

Do you actively source information on competitors in your sport? YES or NO _____
(If no, find another coach to interview)

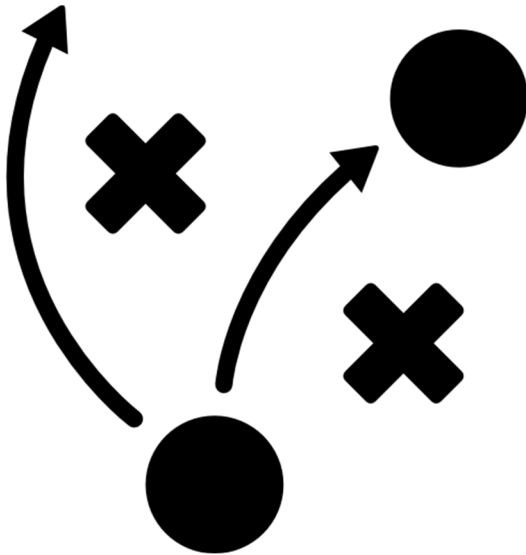
If yes, what information do you seek and what is the source or sources?

What do you do with this information?

Do you ever video tape a game or have someone video tape a game for you and if so, why?

Do you rely on assistant coaches or support staff to give you some information on your competitors and if so, what information do they provide?

SAMPLE ONLY



**CONSULT WITH PARTICIPANTS TO DEVELOP GAME STRATEGIES AND TACTICS
AND
DEVELOP GAME PLANS TO MAXIMISE PARTICIPANT PERFORMANCE AND POSITIVE
PARTICIPATION AND DOCUMENT ACCORDING TO ORGANISATIONAL POLICIES AND
PROCEDURES
AND
BRIEF PARTICIPANTS ON GAME PLAN PRIOR TO COMPETITION**

(Over the next few pages we cover three 'Performance Criteria' points at the same time to avoid repetition)

Armed with information about the competitor(s) and their strengths and weaknesses, the coach would now sit with the team or participants and start devising game strategies and tactics.

Generally a '**strategy**' can be defined as '**a plan to achieve a goal under conditions of uncertainty**'.

'**Tactics**' can be defined as '**actions used to execute chosen strategies.**'

When developing game plans, game strategies need to be developed first. The game strategies shape the details of the game plan. Next would be the need to develop the game tactics.

Tactics in general are short term actions and can change based on their effectiveness in executing the game strategies.

In sports the game strategies can vary widely, depending on the sport.

However in sports, the tactics are the skills required in any sport that allows a participant or team to effectively use their talent and skill to the best possible advantage in competition.



TEAM SPORTS STRATEGIES AND TACTICS

SAMPLE ONLY

Developing strategies and tactics are the most important in 'invasion sports'. Examples of invasion sports are:

- ☆ Australian rules football
- ☆ Rugby
- ☆ Soccer
- ☆ Basketball
- ☆ Field hockey
- ☆ Netball

...and so on.

These sports are team games in which the purpose is to invade the opponent's territory while scoring points and keeping the opposing team's points to a minimum and all within a defined time period.

Strategies that are common to all invasion sports can be broken down into 'offence' and 'defence' strategies. Offense strategies would include:

- ☆ Maintain possession
- ☆ Avoid defensive players
- ☆ Create space for teammates and yourself
- ☆ Attack the goal

Defence strategies would include:

- ☆ Defend the goal and defend the space
- ☆ Gain possession
- ☆ Defensive positioning
- ☆ Defensive area coverage
- ☆ Predicting opponent's movement

Tactics can be divided into different aspects in sports. The common aspects that could be applied to invasion sports include:

- ☆ Positioning
- ☆ Choice of throw, pass, shots
- ☆ Variation
- ☆ Conditions
- ☆ Use of space

DEVELOPING GAME/COMPETITION STRATEGIES AND TACTICS

Although we looked at strategies and tactics in team sports earlier, strategies and tactics are important in all types of individual sports as well.

Using swimming as an example, the strategies and tactics would be for the swimmer to use their stamina evenly; distribute their strength over time in order not to waste energy and know when is the best time to use it. The swimmer could start very quickly or more slowly than their rival expects. They may push harder mid-race to increase their advantage as a tactic.

Whatever the sport, whether it be a team sport or an individual sport, the coach must develop game or competition with the involvement of the team players or the individual participant or player.

An experienced coach knows that it is the team, the player or the participant that will be executing the game plan, so they know that the team, the player or the participant needs to participate and contribute to the development of the strategies and tactics that will make up the final game plan.

When formulating strategies the coach should involve open conversations and the planning of techniques and tactics. As a result, each team player or individual participant will be more confident about what is expected of them on the field or at the event.

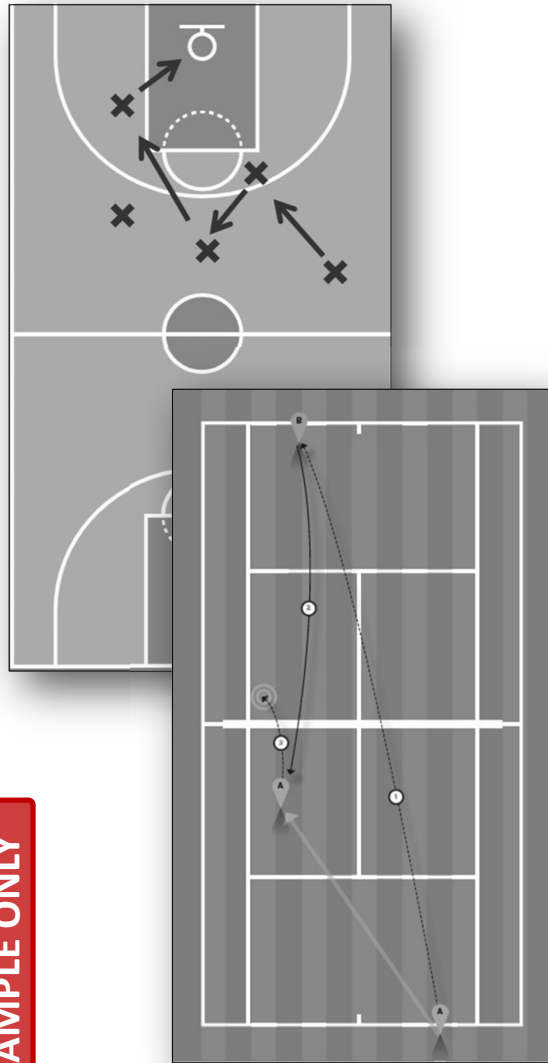
In team sports, each player will have a better understanding of their input in the team's performance and will be more motivated.

We now know that an important element of strategising is analysing past data. By looking over previous results and performances, the team will become more aware of what to improve for next time and the best tactics for later competition.

This includes looking at the competitor's information.

Although it is the coach's responsibility to source game statistics and competitor information, analysing the information should not be left for coaches alone, but rather a shared process with everyone involved.

Each team player or individual participant will take ownership of the resulting game plan and being accountable for their performance.



DEVELOPING TEAM GAME PLANS

An experienced coach will always develop a game plan that is linked to practice/training sessions.

This could be training sessions that were focussed on the previous game and was to work on what needed improving from a team and an individual point of view.

Whether it is a team or an individual participant, skills and techniques developed during training sessions must be utilised in the game, or at the event and this means incorporating them into the game plan.

There are three 'principles of play' in invasion sports:

- 1) **Possession** - the team strives to have the ball in their possession as often and as long as possible.
- 2) **Progression** - while the team possess the ball they strive to move the ball closer to the opponent's goal by pushing into the opponent's territory or space
- 3) **Finalisation** - this is getting the goal scored. This principle is absolutely necessary. The team with the most goals win.

Focussing on those three principles in a game plan, the coach is developing a game plan that is based on an offensive strategy and the tactics that were developed would be those that would support the offensive strategy.

If the opposing team is known to be a strong offensive team, then the coach would develop the game plan using a defensive strategy and the tactics that were developed would be those that would support the defensive strategy.



DEVELOPING INDIVIDUAL GAME PLANS

With individual participant game plans, a coach will incorporate all the strategies and tactics decided on and formulate the game plan in advance so that the individual participant can practice implementing it before they play their match or compete in their event.

For individual participants or players there are a number of benefits on having a 'game plan' developed with the assistance of their coach.

The first benefit is that it helps the individual participant or player play under pressure. It helps the individual participant or player avoid getting nervous during a match, or an event by focusing on executing their strategy.

Having a game plan helps the individual participant or player start off strong in an event or a match.

If the individual participant or player knows the opposition's strengths and weakness patterns and the strategies and tactics to exploit those, the individual participant or player can start using them immediately. Playing without a game plan will often result in a slow start and trying to make a comeback from way down is difficult.

The individual participant or player feels in control. With no game plan, the individual participant or player might feel lost or uncertain on what to do and this will negatively affect their performance.

The individual participant or player will feel confident about their performance and provide them with a direction to follow during the match or event.

The individual participant or player will become a smarter competitor. The individual participant or player along with the coach will get in the habit of analysing their own performance, their opponents' performance and formulating successful strategies and tactics and this leads to becoming a more intelligent competitor.

The individual participant or player will become better at dealing with all types of different opponents.



SAMPLE ONLY

DOCUMENTING GAME PLANS

A good game plan has enough detail to satisfy the most important people needing it; the team players or the individual participant/player.

Too much and it will be confusing, too little and they may be uncertain of what is required.

As time goes on and the coach has developed and documented a number of game plans, the team players, or the individual participant/player will often offer feedback to the coach on the completeness and understandability of the game plans.

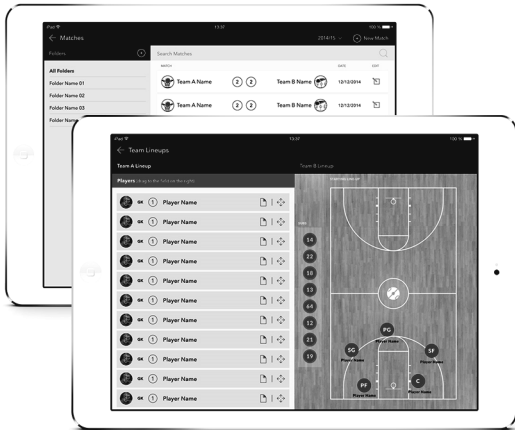
The method of documenting game plans varies depending on the sport's common 'conventions' and the coach's preferred methods.

Many coaches will develop a 'template' that is simply modified for each game or event and opponents.

Some clubs will have their own game plan templates and these are made available to all the coaches at various levels in the club.

Today computers and tablets are common tools used by coaches to create game plans.

Many coaches will also use printouts of game plans that are handed out to participants prior to game time, or the start on the event.

**SAMPLE ONLY**

SAMPLE ONLY

GAME PLAN BRIEFINGS

Once the game plan has been developed and documented, the team players or the individual participants or players need to be briefed on the game plan.

Some coaches will use the game plan as content for part of a training session. The tactics that have been decided on could be practiced and fine-tuned prior to a game or event.

In most cases the coach will brief the team players or the individual participants or players on the game plan just prior to a game or an event.

In some team sports, the coach will brief the key players first so that they are keenly aware of the plan and the key players would then brief the other players.

This avoids the coach needing to brief the team as a whole unit. This method often sees the game plan quickly accepted and implemented by the whole team.

**SAMPLE ONLY**

**Learning
Activity****SAMPLE ONLY****Task****LEARNING ACTIVITY FOUR**

Tell us the simple definitions of strategies and tactics below.

Strategies***Tactics******TEACHER/TRAINER GUIDANCE NOTES***

This activity has the student or trainee locate actual competition rules and requirements for their specific sport (and level they are coaching).

If the student or trainee is not yet actually coaching, then they should visit a sporting club of their choice and ask for information on competition rules and requirements.

SAMPLE ONLY

**Learning
Activity****SAMPLE ONLY****Task****LEARNING ACTIVITY FIVE**

Below tell us what are 'invasion sports' and give us some examples of invasion sports.

Definition of invasion sports***Examples of invasion sports*****TEACHER/TRAINER GUIDANCE NOTES**

Invasion sports are team games in which the purpose is to invade the opponent's territory while scoring points and keeping the opposing team's points to a minimum. This is played within a defined time period.

Examples include:

- ☆ Australian rules football
- ☆ Rugby
- ☆ Soccer
- ☆ Basketball
- ☆ Field hockey
- ☆ Netball

SAMPLE ONLY

**Learning
Activity****SAMPLE ONLY****Task****LEARNING ACTIVITY SIX**

Below are the three 'principles of play' in invasion sports. Tell us what each means.

Possession***Progression******Finalisation*****TEACHER/TRAINER GUIDANCE NOTES**

- 1) ***Possession*** - the team strives to have the ball in their possession as often and as long as possible.
- 2) ***Progression*** - while the team possess the ball they strive to move the ball closer to the opponent's goal by pushing into the opponent's territory or space
- 3) ***Finalisation*** - this is getting the goal scored. This principle is absolutely necessary. The team with the most goals win.

SAMPLE ONLY

**Learning
Activity****SAMPLE ONLY****Interview****LEARNING ACTIVITY SEVEN**

In this activity we want you to interview three experienced coaches from various sports that you can choose. If possible try and interview coaches from different sports at an intermediate level or above.

For each coach we want you to ask the following questions:

- ☆ Who gets involved in determining the strategies and tactics in a game plan?
- ☆ When do you formulate the game plan?
- ☆ How do you document your game plan?
- ☆ Do you use or have game plan templates available?
- ☆ At what point do you brief the team, player or participant on the game plan?

On the next pages we have provided space to record your interview results. Your teacher or trainer may require you to provide additional evidence on the coach you interview for verification purposes.

TEACHER/TRAINER GUIDANCE NOTES

This activity is to provide an insight into how experienced coaches develop and document their game plans.

SAMPLE ONLY

SAMPLE ONLY

1) Coaches first name _____ Sport _____

Level of sport (such as intermediate or representative etc.) _____

Who gets involved in determining the strategies and tactics in a game plan?

When do you formulate the game plan?

How do you document your game plan?

Do you use or have game plan templates available? YES or NO _____

At what point do you brief the team, player or participant on the game plan?

SAMPLE ONLY

SAMPLE ONLY

2) Coaches first name _____ Sport _____

Level of sport (such as intermediate or representative etc.) _____

Who gets involved in determining the strategies and tactics in a game plan?

When do you formulate the game plan?

How do you document your game plan?

Do you use or have game plan templates available? YES or NO _____

At what point do you brief the team, player or participant on the game plan?

SAMPLE ONLY

SAMPLE ONLY

3) Coaches first name _____ Sport _____

Level of sport (such as intermediate or representative etc.) _____

Who gets involved in determining the strategies and tactics in a game plan?

When do you formulate the game plan?

How do you document your game plan?

Do you use or have game plan templates available? YES or NO _____

At what point do you brief the team, player or participant on the game plan?

SAMPLE ONLY



SUPPORT PARTICIPANTS TO DEVELOP AND IMPLEMENT SPORT-SPECIFIC PRE-COMPETITION ROUTINES

In all sports, pre-competition routines are common and generally prompted by the coach.

The fundamental value of routines is that they ensure total preparation in the participant's efforts in competition. Routines enable participants to be completely physically, technically, tactically and mentally ready to perform their best.

Some pre-competition routines are suggested by the coach and often enforced by the coach. These could include:

- ☆ Time to bed the night before game or event
- ☆ What is eaten the night before game or event
- ☆ What is eaten before game or event
- ☆ Sports equipment check
- ☆ Warmup activities

Others are developed by each participant. These routines are quite personal and one participant's routine could be totally different from another's.

For example, some participants like listening to music just prior to competing. Other prefer to sit quietly and use imagery to imagine the skill they are going to execute doing the game or event.

A common routine is to perform relaxing breathing exercises. Some players/participants will meditate.

Once a pre-competitive routine is organised, the coach will encourage the participant or player to implement the routine.

Pre-competitive routines only have value if they are used consistently.

It is very common to see participants using their routine before every competition, to a point where they do not even have to think about doing it.

**Learning
Activity****SAMPLE ONLY****Question****LEARNING ACTIVITY EIGHT**

What value do pre-competition routines have for participants in sports?

TEACHER/TRAINER GUIDANCE NOTES

The fundamental value of routines is that they ensure total preparation in the participant's efforts in competition. Routines enable participants to be completely physically, technically, tactically and mentally ready to perform their best.

SAMPLE ONLY

**Learning
Activity****SAMPLE ONLY****Research****LEARNING ACTIVITY NINE**

In this activity we want you to do some research and find an elite or professional athlete or team player and tell us what their pre-competition routines are. The athlete or player is your choice as is the sport they are involved in.

Name _____ **Sport** _____

Pre-competition routines**TEACHER/TRAINER GUIDANCE NOTES**

The student or trainee will not be struggling to find an elite or professional athlete or team player and their pre-competition routines.

This is because it is so common and some are quite unique.

SAMPLE ONLY

SAMPLE ONLY

Section Two

Monitor Participants in Competition

SAMPLE ONLY

**Teacher/Trainer
Manual**

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COACH PARTICIPANTS IN SPORT COMPETITION

SECTION TWO—MONITOR PARTICIPANTS IN COMPETITION

INTRODUCTION

As a coach, you will be monitoring your team or individual participant/player in competitions.

In this section we look at what a coach would be monitoring as his or her team, participant or player was competing in a game of an event.

SECTION LEARNING OBJECTIVES

At the completion of this section you will learn information relating to:

- ☆ Determining and controlling competition safety risks according to organisational policies and procedures
- ☆ Supporting participants to warm up before sport-specific competitions
- ☆ Monitoring participant compliance with game plans to identify and rectify game plan non compliance
- ☆ Monitoring participant behaviour to identify and respond to poor behaviour
- ☆ Modifying game plans during competitions to maximise competition outcomes
- ☆ Supporting participants to cool down after sport-specific competitions



DETERMINE AND CONTROL COMPETITION SAFETY RISKS ACCORDING TO ORGANISATIONAL POLICIES AND PROCEDURES

As we know, many sports are inherently risky and the coach has a responsibility to ensure that any safety risk that sport participants may encounter are identified and eliminated, or at the very least controlled.

This is especially important when the participants are in a competitions, such as a game or an event.

One risk relates to the participant themselves. Participants need to have a fitness level and a skill level that matches the competition. Those with lower skills and lower fitness levels may be competing against those with higher skills and fitness levels in a game and this could result in illness, such as exercise intolerance and injury.

A coach would need to watch for participant fatigue while playing a 'contact sport'. Players that are overly fatigued are at a higher risk of being injured than rested players.

A coach may need to assess a participant's recovery from an injury before allowing the participant to compete. This could include reviewing medical reports and observing pre-competition training activities.

Another risk is sporting equipment. Bats, rackets and protective equipment must be in good condition and used in accordance with the club's and game's rules. A coach seeing that the equipment may pose an unacceptable risk to the participants would need to remove the equipment from play and replace it.

A coach would also need to ensure that all participants are wearing the appropriate protection equipment that has been fitted properly and is in good condition and this would include properly fitting footwear.

Many sporting competitions are outdoors. The weather extremes are another competition safety risk. In hot weather, the coach would need to ensure participants not on the field or pitch are protected from the sun in some way. The coach would need to ensure that the participants are well hydrated.

Playing time would need to be reduced for each player on the field or pitch to avoid heat stress related illnesses.



The coach would need to ensure all the playing surfaces are suitable for competition games or events. This would include both indoor and outdoor playing surfaces. The coach may need to prevent the team players, or the participant or player from competing until the surfaces are made safe for play.

For outdoor sporting areas that are fenced, the coach would need to have a look at the fenced perimeter of the playing field/pitch and ensure that there are no obstructions inside the fence that could cause injury to the participants.

Goal posts for Australian Rules football and rugby would need adequate padding to avoid injury to player accidentally hitting the posts.

Outdoor water sports using natural water sources are exposed to some significant hazards and risks. The coach would need to be assured that below the surface there are no obstructions that could cause the swimmers to become entangled.

There would need to be sufficient water depth for any sport that shallow water would be too risky to compete in.

Rips, currents, fast water rapids and so on would need to be assessed by the coach to ensure that the risk to participants is low and acceptable.

There are also biological risks. In contact sports, injuries could cause bloody injuries. This is a biological risk not only to the participant receiving the injury, but also other players in contact with the injured player. There is a 'blood rule' in Australia contact sports that require that an injured bleeding player is immediately removed from the playing area and treated.

Biological risks can also be found in unclean change rooms, toilets and clubhouse canteens.

Generally all sporting clubs and sport governing bodies will have policies and procedures that relate to the elimination or control of safety risks in sporting competitions. The coach would need to access, review and fully understand those policies and procedures.

One common requirement is that any support staff are also fully aware of the safety requirements of the sport, the club and of the coach.

**Learning
Activity****SAMPLE ONLY****Task****LEARNING ACTIVITY ONE**

In this Section we went through some common hazards and risks that a coach and his or her participants may encounter during a competition. In two to four words summarise those hazards and risks that a coach would need to be aware of and control in some way.

TEACHER/TRAINER GUIDANCE NOTES

Participant's fitness level
Participant's skill level
Exercise intolerance
Contact sport injuries
Previous injuries
Sporting equipment condition
Weather extremes
Playing surfaces
Fence hazards and risks
Padded goal posts.
Natural water hazards and risks
Biological risks

SAMPLE ONLY



SUPPORT PARTICIPANTS TO WARM UP BEFORE SPORT-SPECIFIC COMPETITIONS

In any sporting activity whether it be a recreational or professional competition, there will always be the need to include warm-up and cool down exercises.

A coach would need to ensure that all his or her participants understood the need and the benefits of warm-up and cool-down sessions and exercises.

The participants a coach may need to convey this warm-up and cool-down session and exercise information to may include:

- ☆ Professional athletes
- ☆ Amateur athletes
- ☆ Those involved in recreational sports
- ☆ Younger participants
- ☆ Special needs participants (such as disabled, aged and so on)

In a sporting environment you may need to also convey warm-up and cool-down session and exercise information to:

- ☆ Assistant coaches
- ☆ Support staff

From a coach's point of view, it is not only their own knowledge about warm-up and cool-down exercises that is important, but also how they convey this information to others.

You need to know your audience. If the audience involves professional athletes, then they would be able to understand anatomical terminology, however if the athlete's are younger, the information will need to be delivered by simple and easy to understand methods.

Many times it is better to explain the warm-up and cool-down exercises and then demonstrate how they are done.

In this part of the section we focus on warm-up exercises and later we look at cool-down exercises.



BENEFITS OF WARM-UP EXERCISES

Participants and other 'stakeholders' will readily participate or assist in warm-up sessions and exercises if they understand the benefits in doing so.

Doing warm-up exercises will improve athletic performance. An appropriate warm up will result in:

- ☆ Preparing both mentally and physically for exercise
- ☆ Increasing the flow of blood to and through your tissues, making the muscles more flexible
- ☆ Increasing the delivery of oxygen and nutrients to your muscles
- ☆ Helping to prevent the participant from getting out of breath early, or too easily
- ☆ Preparing the participant's muscles for stretching
- ☆ Preparing participant's heart for an increase in activity
- ☆ Preventing a rapid increase in blood pressure
- ☆ Priming participant's nerve-to-muscle pathways to be ready for competition exertion
- ☆ Improving participant's coordination and reaction times

Warm-ups also reduce the chance of injury. During a warm-up, any injury or illness that a participant may have can often be recognised. This means that further injury may be prevented from training and/or competition activities.

SAMPLE ONLY

SPORT-SPECIFIC WARM-UPS

All warm-up exercises should be those designed with the sport and the type of competition in mind that the participants are involved in.

The warm-up should be sport-specific, which means that it mimics the sporting activity the participant is about to do, but at a lower intensity, lower impact, and/or slower speed. A simple example one could be where the participant is a runner, a warm-up exercise could be a simple walk.

Some participants will use exercise equipment to warm-up. Exercise machines that require to use your arms and your legs are good for a total body warm-up.

Other examples could be some simple exercises, such as a jog and then be followed by some sport-specific movements and activities, such as a few minutes of easy catching practice for cricketers or baseball players, shoulder rolls, or side-stepping for rugby or footy players or slow-paced practice hits for tennis players and so on.

**SAMPLE ONLY**

THE WARM-UP

When warming up, the coach should consider having the participants follow the **FITT Principles** (Frequency, Intensity, Time and Type)



Frequency



Intensity



Time



Type

- ☆ **Frequency** - This refers to how often you should warm-up. A proper warm up should be done before any sports training session or activities in competition.
- ☆ **Intensity** - This refers to how intensely you should warm-up. A warm-up should start with exercises of low intensity and then progress to match the intensity of the training to be participated in, or the sporting event being participated in. The greater the intensity of the training or the competition event, the longer its warm-up should be.

For an effective warm-up, it is recommended to do a warm-up that includes all the large muscle groups of the body. Warm-up exercises and techniques should increase the participant's heart rate and breathing, as well as slightly increase the temperature of the participant's muscle tissue. The warm-up should be nice and easy. If it makes the participant too tired, have them do less strenuous warm-up exercises.
- ☆ **Time** - This refers to how long your warm-up should last. The participant's warm-up should last at least 5-10 minutes (or slightly longer in cold weather or before high-intensity exercise). The participant's breathing will be harder than normal, but not as hard as during the actual training or competition.
- ☆ **Type** - This refers to the activities that are suitable for warming up. As we mentioned earlier, the warm-up should be at a lower intensity than the training or competition activities the participant is about to participate in. As a common rule, the warm-up should increase the participants heart rate and breathing, as well as involve the muscles that the participant is about to use.



DYNAMIC WARM—UP

A common warm-up technique is called the 'dynamic warm-up'. It is designed to exercise the participant's body prior to training or competition and prepare the body for the demands of what is ahead.

The idea of the dynamic warm-up routine is to do some basic leg stretches while moving/walking. Warm-up with exercises for both the upper and lower extremities.

Dynamic warm-ups require dynamic movements and start with a slow walk (on a treadmill, on a track or playing area/field) for around 5 minutes.

Many coaches often add other dynamic movements such as squats, high knee skips, lunges, straight leg kicks, or some lateral movements, such as the lateral shuffle.

Many of the dynamic movements would include active movement of the arms.

The warm-up should last around 10-15 minutes, depending on the game or event.

It is **not advised** that any 'stretching' exercises be done until the dynamic warm-up exercises are fully complete.

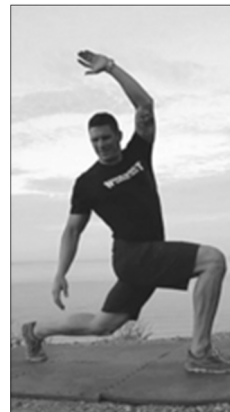
In other words you warm-up to stretch, **NOT** stretch to warm-up.

The advantages of a dynamic warm-up are that it:

- ☆ Increases core body temperature and blood flow to muscles
- ☆ Enhances muscle elasticity and lubricates joints
- ☆ Increases heart rate and respiratory rate which is the body's preparation for the demands training or competition
- ☆ It prepares the muscles and joints more than static stretching would
- ☆ It enhances coordination and motor ability, as well as revving up the nervous system
- ☆ A series of dynamic movements will develop flexibility, balance, coordination, mobility and strength

The next page shows some pictures of common dynamic warm-up exercises.

Generally, dynamic warm-ups will start off by a brisk walk or jogging session followed by a combination of some or all of the exercises below.

**High knee skips****Straight knee kicks****Lateral shuffle****Squats****Lunges**



BUILDING AROUSAL LEVELS OF THE PARTICIPANT

Warm-up sessions have been shown to increase participant's performance and lower the risk of injury. It is important that once a warm-up session has begun, the participants are monitored closely to ensure they are following the warm-up program properly.

There will be no doubt that some participant's will find some of the warm-up exercises difficult. So the coach may need to adjust the warm-up exercises slightly but still ensuring that the exercise will still have the same effect and results. This would often be needed for recreational sport participants, younger participants and those disabled participants.

The 'arousal level' of a participant and a participant's performance are strongly connected. Depending on the sport the participant needs the appropriate level of 'arousal'. Arousal levels are closely related to stress, anxiety, motivation, attention and other factors that affect the participant's mood. Too much or too little arousal will work against the participant in competition.

Arousal in a participant is defined as a mental, emotional and physiological state that prepares their body for action. It's the readiness for action that motivates a participant to run faster, lift heavier weights or hit their opponent harder.

In a game of rugby or footy, higher arousal levels will lead to increased strength, power and aggressiveness. On the other hand, shooting, gymnastics and archery require lower levels of arousal.

In a competitive sport setting, arousal is often linked to anxiety, which is a negative emotional state with feelings of worry, nervousness and apprehension. In general, arousal affects performance in two ways. First, it increases muscle tension and affects co-ordination. Too much muscle tension is detrimental to performance. Second, arousal affects attention. Therefore, attention can become either too narrow with too much arousal, or too broad with too little arousal which makes the person pay too much attention to his/her environment and not enough on their performance.

Warm-up exercises play a very important role in setting the participant's optimum arousal level.

The warm-up session and the exercises should be designed to lower anxiety levels and still build excitement about performing well. The warm-up session should be like a 'rehearsal' to the competitive event, without the physical intensity.

**Learning
Activity****SAMPLE ONLY****Question****LEARNING ACTIVITY TWO**

What were the nine benefits of pre-competition warm-up exercises as we outlined in this Section?

SAMPLE ONLY

TEACHER / TRAINER GUIDANCE NOTES

- 1) Preparing both mentally and physically for exercise
- 2) Increasing the flow of blood to and through your tissues, making the muscles more flexible
- 3) Increasing the delivery of oxygen and nutrients to your muscles
- 4) Helping to prevent the participant from getting out of breath early, or too easily
- 5) Preparing the participant's muscles for stretching
- 6) Preparing participant's heart for an increase in activity
- 7) Preventing a rapid increase in blood pressure
- 8) Priming participant's nerve-to-muscle pathways to be ready for competition exertion
- 9) Improving participant's coordination and reaction times

**Learning
Activity****SAMPLE ONLY****Task****LEARNING ACTIVITY THREE**

In this Section we mentioned the F.I.T.T. warm-up technique concept. In the space provided tell us what each letter stands for.

F**I****T****T****TEACHER / TRAINER GUIDANCE NOTES****F**

Frequency

I

Intensity

T

Time

T

Type

SAMPLE ONLY

**Learning
Activity****SAMPLE ONLY****Question****LEARNING ACTIVITY FOUR**

More specifically, what were the six advantages of a 'dynamic' warm-up?

TEACHER / TRAINER GUIDANCE NOTES

- 1) Increases core body temperature and blood flow to muscles
- 2) Enhances muscle elasticity and lubricates joints
- 3) Increases heart rate and respiratory rate which is the body's preparation for the demands of training or competition
- 4) It prepares the muscles and joints more than static stretching would
- 5) It enhances coordination and motor ability as well as revving up the nervous system
- 6) A series of dynamic movements will develop flexibility, balance, coordination, mobility and strength

SAMPLE ONLY

**Learning
Activity****SAMPLE ONLY****Research****LEARNING ACTIVITY FIVE**

We spoke about a participant's arousal levels and how they can affect their performance. There is a principle called the '*Yerkes-Dodson Law*' that explains the various levels of arousal and when a participant can expect peak performance at what arousal level.

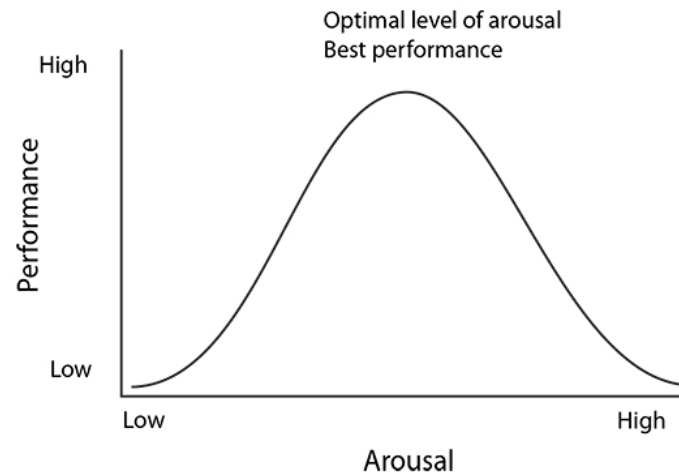
In this activity we want you to do some research and locate a diagram that describes the '*Yerkes-Dodson Law*'.

On a A4 piece of paper draw this diagram and when completed present your drawing to your teacher for review and discussion.

TEACHER / TRAINER GUIDANCE NOTES

There are many diagrams relating to the '*Yerkes-Dodson Law*' that are available on the internet. The drawing should be by the student's or trainees own hand. An example is below.

This activity is to reinforce the importance of arousal levels and how they can affect a participant's performance.

**SAMPLE ONLY**



SAMPLE ONLY

MONITOR PARTICIPANT COMPLIANCE WITH GAME PLANS TO IDENTIFY AND RECTIFY GAME PLAN NON COMPLIANCE

In Section One we learn about the 'game plan' and how important it is to develop a game plan for a team or an individual participant.

We know the benefits of having a game plan far outweighs the benefits of not having one. However a coach will at times encounter certain players, or the participant not complying with an agreed to game plan.

As a coach monitors the players or the individual during a competition, he or she may clearly see the game plan or portions of the game plan not being followed.

An experienced coach once wrote that a game could fall into one of four categories:

- 1) ***The game plan was 'executed' by the team and the team played very well*** - This is the result a coach looks for.
- 2) ***The game plan was not 'executed' by the team but the team still played very well*** - Although this is not a bad result, the coach would need to see why the game plan was not followed. In these instances, the players have good skills and are able to use those skills effectively even in the absence of a game plan.

The coach would need to determine whether the game plan has been properly and clearly communicated to the players, or the game plan needed to be improved to take further advantage of the players' skills.
- 3) ***The game plan was 'executed' by the team and the team played poorly*** - In this case it could be either the game plan is incorrect or the fundamental skills of the players need to be further developed (or both).
- 4) ***The game plan was not 'executed' by the team and the team played poorly*** - The coach would need to decide on whether the team would have done better if the game plan had been followed and if so, then this would need to be effectively communicated to the team.

Often a coach will use practice sessions to have players go through drills that are components of the game plan. It could be the case that the players are unable to execute the game plan simply because they do not have the skills to do so.

(Cecile Reynaud - The Coaching Bible)

SAMPLE ONLY

INDIVIDUAL PARTICIPANT COMPLIANCE WITH GAME PLANS



On the previous page we learn that a coach may have at times a team that does not follow (comply) with an agreed to 'game plan'. This would often be due to skill levels of the players, the effectiveness of the game plan being communicated, or both.

Non-compliance with a game plan can also be with individual players on a team, or an individual participant at a competitive event.

The pre-game or pre-event is the coach's best opportunity to set the tone and reinforce the key messages for the game or event ahead. Much of their work for the game or event should be done during the week at training and in team meetings or one-on-one sessions with the individual participant.

If the training sessions were effective, the players or an individual participant should be clearly aware of the key components of the game plan.

This means that during the pre-game or pre-event session, the coach should try and avoid giving too much information on game/event day as players or an individual participant are unlikely to remember much of what is said. Preparation and effective communication are key.

Team sport games where there is one or two individual players clearly not following the game plan, then a coach during the breaks should point out to the team as a whole where the game plan was not followed.

This should not be directed at those individual players during the game as they would likely be aware it is them that has not complied with the game plan. This often is enough to pull those individual players back in line with the game plan.

For an individual participant a coach should discuss non-compliance with the agreed to game plan after the cool-down session when everyone is relaxed.

The outcome of this discussion may lead to the game plan being modified, or more focus being placed on the current game plan at future training sessions.

**Learning
Activity****SAMPLE ONLY****Question****LEARNING ACTIVITY SIX**

Non-compliance with an agreed to game plan is often due to three things? What are they?

TEACHER / TRAINER GUIDANCE NOTES

- 1) Lack of fundamental skills of the player(s) or individual participants.
- 2) Game plan does not match the skill level of the player(s) or individual participants.
- 3) The game plan has not been effectively communicated to the player(s) or individual participants.

SAMPLE ONLY



MONITOR PARTICIPANT BEHAVIOUR TO IDENTIFY AND RESPOND TO POOR BEHAVIOUR

There is nothing more damaging to game or an event than inappropriate or unacceptable behaviour by one or more participants (as well as parents or spectators). Types of unacceptable behaviour would include:

- ☆ Disruptive behaviour by participants
- ☆ Harassment and bullying by participants
- ☆ Unsporting behaviour to other competitors
- ☆ Lack of respect for officials
- ☆ Obscene or rude language
- ☆ Unsafe sporting practices
- ☆ Not playing by the rules of the game or club
- ☆ Malicious damage to the equipment and/or facilities

A coach must be on the constant look out for any type of behaviour that fits into the category of inappropriate or unacceptable and deal with it without delay. The best strategies to assist in preventing or dealing with unacceptable behaviour is communication.

Participants need to be well aware of the rules of the club, the sport as well as what will happen if those rules are broken. This could be communicated through participant handbooks (received when they join the club), in newsletters, on the website and reinforced during training sessions and games.

The consequences of unacceptable behaviour needs to be clearly outlined and the participants need to understand what they can expect if there is evidence of unacceptable behaviour. To ignore or brush off unacceptable behaviour will only increase the problem. So action must be taken quickly and decisively.



BEHAVIOUR MANAGEMENT

A successful coach is one that is able manage the ‘participant’s or participants’ behaviour. Inappropriate behaviours, such as not listening to the coach or officials, not following instructions, bothering other participants or competitors and so on can be very disruptive to a game or event and the result would often lead to participants being excluded from the competition.

Some tips on behavioural management include:

- ☆ Ensure that participants (including the parents and support staff) are aware of the expected behaviour
- ☆ Deal with the behaviour issues by focusing on the behaviour. Avoid getting personal and publicly insulting or embarrassing the offender
- ☆ Never punish a group for the poor behaviour of one participant
- ☆ Be consistent with your approach to managing behaviour. Be firm and apply consequences quickly and fairly.



CODES OF BEHAVIOUR AND STANDARDS

Codes of behaviour identify a series of key principles on which participants should base their sporting involvement in games or competitive events. When adopted, these Codes will ensure that participants develop good sporting behaviours and have an enjoyable experience of sport, which encourage them to remain involved throughout their lives.

The Australian Sports Commission has developed participant's codes of behaviour to involve all Australians involved in sport.

Many sporting clubs will use these Codes as part of their policies and procedures for acceptable behaviour for participants.

Participants Code of Behaviour

- ☆ Play by the rules
- ☆ Never argue with an official. If you disagree, have your captain, coach or manager approach the official during a break or after the competition
- ☆ Control your temper. Verbal abuse of officials and sledging other participants, deliberately distracting or provoking an opponent are not acceptable or permitted behaviours in any sport
- ☆ Work equally hard for yourself and/or your team. Your team's performance will benefit, so will you.
- ☆ Be a good sport. Applaud all good plays whether they are made by your team or the opposition.
- ☆ Treat all participants in your sport as you like to be treated. Do not bully or take unfair advantage of another competitor.
- ☆ Cooperate with your coach, team mates and opponents. Without them there would be no competition.
- ☆ Participate for your own enjoyment and benefit, not just to please parents and coaches
- ☆ Respect the rights, dignity and worth of all participants regardless of their age gender, ability, cultural background or religion

**Learning
Activity****SAMPLE ONLY****Question****LEARNING ACTIVITY SEVEN**

In this Section we mentioned eight examples of what could be consider unacceptable behaviour by participants in sport. What were those eight examples?

SAMPLE ONLY

SAMPLE ONLY***TEACHER/TRAINER GUIDANCE NOTES***

- 1) Disruptive behaviour by participants
- 2) Harassment and bullying by participants
- 3) Unsporting behaviour to other competitors
- 4) Lack of respect for support staff, officials
- 5) Obscene or rude language
- 6) Unsafe sporting practices
- 7) Not playing by the rules of the game or club
- 8) Malicious damage to the equipment and/or facilities

SAMPLE ONLY

**Learning
Activity****SAMPLE ONLY****Question****LEARNING ACTIVITY EIGHT**

In this Section we mentioned four tips relating to behaviour management of participants in sport. What were those four tips?

TEACHER/TRAINER GUIDANCE NOTES

- 1) Ensure that participants (including the parents and support staff) are aware of the expected behaviour
- 2) Deal with the behaviour issues by focusing on the behaviour. Avoid getting personal and publicly insulting or embarrassing the offender
- 3) Never punish a group for the poor behaviour of one participant
- 4) Be consistent with your approach to managing behaviour. Be firm and apply consequences quickly and fairly.

SAMPLE ONLY

**Learning
Activity****Task****SAMPLE ONLY****LEARNING ACTIVITY NINE**

In this Section we outlined the nine parts of the 'Code of Behaviour' for participants. In this activity we want you take those nine parts and outline them below in as few words or shortened sentences.

SAMPLE ONLY

SAMPLE ONLY***TEACHER/TRAINER GUIDANCE NOTES***

- 1) Play by the rules
- 2) Never argue with an official
- 3) Control your temper
- 4) Work equally hard for yourself and/or your team
- 5) Be a good sport
- 6) Treat all participants in your sport as you like to be treated
- 7) Cooperate with your coach, team mates and opponents
- 8) Participate for your own enjoyment and benefit
- 9) Respect the rights, dignity and worth of all participants

SAMPLE ONLY



MODIFY GAME PLANS DURING COMPETITIONS TO MAXIMISE COMPETITION OUTCOMES

Any game plan needs to be flexible enough to take into account the many factors outside the coach's control.

Weather and pitch/playing field conditions can change rapidly, referees/officials can manage the game differently and the opposition may be playing in an unexpected way.

For example, the game plan may need to go from an offensive game plan, to using more defensive strategies and tactics.

Mixing up strategies and tactics during a game can often catch the opposing team off guard and this enhances the opportunity of winning the game.

Coaches in Australian Rules Football and rugby will often develop wet weather game strategies and tactics and practice those during rainy training sessions.

These strategies and tactics can then be implemented in a modified game plan during a game should the weather turn wet.

The coach and his or her players should always be on the lookout for opportunities to maximise the game outcomes by simply modifying the game plan during the game.

**Learning
Activity****SAMPLE ONLY****Task****LEARNING ACTIVITY TEN**

In this activity we want you to think about what situations in the team sport of your choice that could require you as the coach to modify the game plan during the game in order to enhance the opportunities of winning.

Think of as many examples as possible and write them down below.

TEACHER/TRAINER GUIDANCE NOTES

This activity will get the student or trainee to think about game plan flexibility and what situations could require the game plan modifications so to enhance the opportunities of winning the game.

SAMPLE ONLY

SUPPORT PARTICIPANTS TO COOL DOWN AFTER SPORT-SPECIFIC COMPETITIONS

A proper cool down provides many benefits to participants who have competed in a game or an event. Some of these include:

- ☆ Bringing your heart rate and breathing down, gradually returning to normal
- ☆ Preventing fainting or dizziness (this is a result of blood pooling in the extremities when vigorous exercise is suddenly stopped)
- ☆ Preparing your muscles for the next training session or competition event
- ☆ Helps remove waste products which can build up during vigorous activity, such as lactic acid,
- ☆ Reducing the post-exercise muscle spasm or cramping
- ☆ Reducing muscle soreness and stiffness

Again, when cooling down follow the **FITT Principles** (Frequency, Intensity, Time and Type)

- ☆ **Frequency** - This refers to how often you should cool-down. A proper cool-down should be done after any training session or competition.
- ☆ **Intensity** - This refers to how you should cool-down. The participant should cool-down with a low intensity exercise after a vigorous training session or competitive event or workout. The cool-down exercise chosen should gradually slow in its intensity and/or speed.
- ☆ **Time** - This refers to how long your cool-down should last. A 10 to 15 minute cool-down should be sufficient to allow the participant's heart rate and breathing to return to normal. After training or strenuous competition, it is important to decrease the participant's body temperature gradually until it returns back to normal.
- ☆ **Type** - This refers to what activities are suitable for cooling down. The type of cooling down exercises are not important, as long as they slowly lower the participant's heart rate and breathing as well as involve the muscles the participant has just worked.

The best time to stretch is after the participant's cool-down, since the participant's muscles are still warm and most likely to respond favourably and there is a low risk of injury.



Frequency



Intensity



Time



Type



DYNAMIC COOL-DOWN

All participants need to be encouraged to do a dynamic cool-down after a game or competition event.

The idea of the dynamic cool-down routine is to:

- ☆ Allows the participant's heart rate and blood pressure to slow gradually
- ☆ Helps to avoid dizziness or fainting that can sometimes occur with suddenly stopping an active work out
- ☆ It allows the participant's body time to reset and relax prior to stretching
- ☆ Helps to flush waste products
- ☆ Decreases post workout soreness and enhances recovery time

Dynamic cool-downs basically start with a brisk run or jog (on the playing field, gym or on a track) and then slowly reduced down to a walk for 5 to 10 minutes.

The walk will then convert to slow long strides and at this time it is suggested that the participant starts drinking fluids to re-hydrate.

Within 15 minutes the participant's breathing should be normal and then they can begin their static stretching routine.

SAMPLE ONLY



STATIC STRETCHING

After a competition and the cool-down, coaches would provide the participants a series of static stretches.

Static stretches should be avoided before a game or a competition event.

Static stretches are used to improve flexibility and cool the participant's body down after the participant's training session or event and are therefore done when the body is standing still.

They reduce post training or event stiffness and soreness.

Generally, each stretching exercise should be done for 20-30 seconds each and begin the stretch to a point when is ***just starts*** to feel uncomfortable.

Ease into and out of each stretch slowly and ***never bounce***.

Breath normally.

There are many types of static stretches and on the next page we have shown the most common ones.

SAMPLE ONLY



Shoulder Stretch - Interlock your fingers and reach above your head. Your lower back should be flat or slightly arched inwards



Triceps Stretch - Place your left hand behind your head and reach as far down your back as possible. With your right hand grasp your left elbow and gently pull it behind the back of your head. Repeat with the other arm.

SAMPLE ONLY



Chest Stretch - Clasp your hands behind your back. Gently straighten your elbows and raise your arms as high as comfortably possible.



Lower Back Stretch - Lying flat on your back place the sole of your right foot on your left thigh. Grasp your right knee with your left hand and gently roll it to the left. Try to get your knee as close to the floor as possible without your right shoulder leaving the floor. Repeat with the other side.



Groin Stretch - Stand with your feet about 2 meters apart, toes pointing forward. Gradually shift all your weight to your right leg by bending your right knee. Your left leg stays straight. Place both your hands on your knees or hips for support. Repeat with the other side.



Quadriceps Stretch - Standing upright hold onto a support with one hand (i.e. a chair) for balance. With your other hand clasp your ankle and pull your heel into your butt. Repeat for the other leg.

SAMPLE ONLY

SAMPLE ONLY



Hamstring Stretch - Sitting down, stretch your legs out in front of you while keeping your back flat and upright. Bend your left leg keeping your left foot flat on the floor. Slowly reach forward and try to touch your right toe. Bend from your waist keeping your lower back flat and your head up. Repeat for the other leg.

SAMPLE ONLY



Calf Stretch - Stand arms length away from a wall and with feet shoulder width apart. Place your right foot about 2 feet in front of your left. Keeping both heels flat on the ground lean towards the wall by bending your right knee. Your left leg should stay straight. Push gently against the wall for a deeper stretch. Repeat for the left leg.

SAMPLE ONLY



Achilles Stretch - This is exactly the same procedure as above except as you lean towards the wall let both knees bend. Rather than leaning forward you should feel like you are lowering yourself straight down. Remember to keep both heels flat on the floor. Repeat for the other leg.

Learning Activity

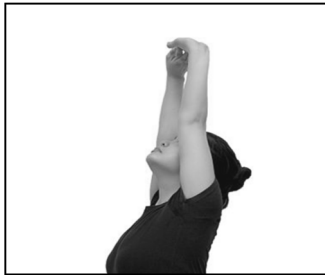
SAMPLE ONLY

Task

LEARNING ACTIVITY ELEVEN

In Section One we reviewed some static stretching exercises that can be incorporated into a cool-down program. Tell us the name of the exercise in each picture.

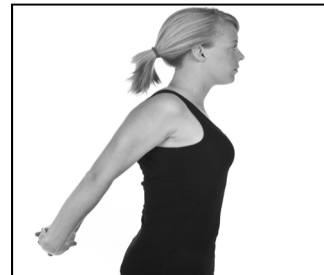
1



2



3



4



7



8



9

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1

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SAMPLE ONLY

SAMPLE ONLY***TEACHER / TRAINER GUIDANCE NOTES***

- 1) Shoulder Stretch
- 2) Triceps Stretch
- 3) Chest Stretch
- 4) Lower Back Stretch
- 5) Groin Stretch
- 6) Quadriceps Stretch
- 7) Hamstring Stretch
- 8) Calf Stretch
- 9) Achilles Stretch

SAMPLE ONLY

SAMPLE ONLY

Section Three

Conduct Post-Competition Reviews

SAMPLE ONLY

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COACH PARTICIPANTS IN SPORT COMPETITION

SECTION THREE—CONDUCT POST-COMPETITION REVIEWS

INTRODUCTION

It is always important that a coach reflect back on the competition and analyse what occurred during the game or event.

This is for a few reasons of which we will review in this section.

SECTION LEARNING OBJECTIVES

At the completion of this section you will learn information relating to:

- ☆ Analysing competition outcomes to identify and plan future coaching and adjustments
- ☆ Debriefing participants on competition performance
- ☆ Documenting sport-specific game plan reports according to organisational policies and procedures



**ANALYSE COMPETITION OUTCOMES TO IDENTIFY AND PLAN FUTURE COACHING AND ADJUSTMENTS
AND
DEBRIEF PARTICIPANTS ON COMPETITION PERFORMANCE
AND
DOCUMENT SPORT-SPECIFIC GAME PLAN REPORTS ACCORDING TO ORGANISATIONAL POLICIES AND
PROCEDURES**

(Over the next few pages we cover three 'Performance Criteria' points at the same time to avoid repetition)

During the game or competition event a coach will be making notes on the team's or the individual player or participants performance.

These notes will make up part of the game plan report and would include the coach's analysis of the game or competition.

This analysis would also include the opposition and how they performed during the game or event, including their strengths during the game or event, as well as their weaknesses.

It is a common practice for a coach to compile his or her game or event analysis while the team, individual player or participant performs their cool-down activities.

Once the team, individual player or participant has completed their cool-down activities, the coach will 'debrief' the team, individual player or participant on the game or event performance using their notes they had documented during and after the game or event.

As we learned earlier, training sessions should always be linked to game or event analysis. The coach's analysis could very well pinpoint areas where the team, individual player or participant need to work on their skills.

The coach's analysis could also pinpoint areas where strategies and tactics in the game plan need to be adjusted for future competitions.

The debriefing would be short and concise and should be done in a way that the team, individual player or participant is mentally prepared for what will be focussed on in the next training session.

Game plan reports are often finalised and documented for future reference or discussion with support staff, such as assistant coaches.

Game plan reports are also used to develop training session plans.

**Learning
Activity****SAMPLE ONLY****Interview****LEARNING ACTIVITY ONE**

In this activity we want you to interview three experienced coaches from various sports that you can choose. If possible try and interview coaches from different sports at an intermediate level or above.

For each coach we want you to ask the following questions:

- ☆ How do you analyse a game or an event once it has been completed?
- ☆ When analysing a game or an event, what specifically do you look for?
- ☆ What methods do you use to document your post-game or post-event analysis?
- ☆ When debriefing the team, individual player or participant, what do you specifically cover?

On the next pages we have provided space to record your interview results. Your teacher or trainer may require you to provide additional evidence on the coach you interview for verification purposes.

TEACHER/TRAINER GUIDANCE NOTES

This activity is to provide an insight into how experienced coaches perform post-game or post-event analysis, as well as how they debrief their team, individual player or participant.

SAMPLE ONLY

SAMPLE ONLY

1) Coaches first name _____ Sport _____

Level of sport (such as intermediate or representative etc.) _____

How do you analyse a game or an event once it has been completed?

When analysing a game or an event, what specifically do you look for?

What methods do you use to document your post-game or post-event analysis?

When debriefing the team, individual player or participant, what do you specifically cover?

SAMPLE ONLY

SAMPLE ONLY

2) Coaches first name _____ Sport _____

Level of sport (such as intermediate or representative etc.) _____

How do you analyse a game or an event once it has been completed?

When analysing a game or an event, what specifically do you look for?

What methods do you use to document your post-game or post-event analysis?

When debriefing the team, individual player or participant, what do you specifically cover?

SAMPLE ONLY

SAMPLE ONLY

3) Coaches first name _____ Sport _____

Level of sport (such as intermediate or representative etc.) _____

How do you analyse a game or an event once it has been completed?

When analysing a game or an event, what specifically do you look for?

What methods do you use to document your post-game or post-event analysis?

When debriefing the team, individual player or participant, what do you specifically cover?

SAMPLE ONLY

Section Four

Reflect on Coaching Practice

COACH PARTICIPANTS IN SPORT COMPETITION

SECTION FOUR—REFLECT ON COACHING PRACTICE

INTRODUCTION

Coaches should always be looking at their coaching practices, programs and interaction with participants and other stakeholders, as well as where they can improve, especially when coaching participants in competitions.

In this final section we look at how feedback can help coaches look for improvements, as well as the importance of looking for opportunities for personal development.

SECTION LEARNING OBJECTIVES

At the completion of this section you will learn information relating to:

- ☆ Seeking feedback from others to identify areas to improve own coaching practice in competitions
- ☆ Reflecting on own coaching practice in competitions to identify areas for improvement
- ☆ Analysing findings and incorporate learnings in future competitions
- ☆ Seeking opportunities to address identified professional development needs



SEEK FEEDBACK FROM OTHERS TO IDENTIFY AREAS TO IMPROVE OWN COACHING PRACTICE IN COMPETITIONS

AND

REFLECT ON OWN COACHING PRACTICE IN COMPETITIONS TO IDENTIFY AREAS FOR IMPROVEMENT

AND

ANALYSE FINDINGS AND INCORPORATE LEARNINGS IN FUTURE COMPETITIONS

(Over the next few pages we cover three 'Performance Criteria' points at the same time to avoid repetition)

As a coach, whether coaching for only for a few weeks or for many years, you will need to continue to look at any opportunities where you can improve your coaching, skill, styles and methods when coaching in sport competitions.

The first method of determining where possible improvements can be made is seeking feedback from various sources. Sources of feedback could come from:

- ☆ The participants themselves
- ☆ Other coaches
- ☆ Support staff
- ☆ Club management

This feedback would likely reveal other areas of improvement that you could consider, such as:

- ☆ Game plan development
- ☆ Improving your communication skills during competitions
- ☆ Dealing better with inappropriate or unacceptable behaviour
- ☆ Coaching style during competitions

...to name just a few.

It goes without saying that some feedback will be from those that are merely expressing their own personal opinion and may not be constructive or given in the spirit of assisting you with your growth as a coach. However, all feedback needs to be acknowledged and then evaluated.

A suggestion is that you should look for consistencies in your feedback. If the feedback being received has mentioned on numerous occasions a specific area that should be looked at, then you should seriously look at it as an area of improvement.



REQUESTING FEEDBACK

Request for and/or receiving feedback from participants, support staff and other relevant stakeholders can happen in a few ways.

The first and most informal way is to casually ask the participants, support staff and so on, questions about what they feel about the game plan, training sessions and activities they are engaged in. This should happen on a regular basis, as well as the end of the game or event and the responses of the participants noted down on the game plan report.

Another informal method of receiving participant's feedback is when they offer their feedback unsolicited, in other words, they were not asked for their feedback at the time. Again, this type of feedback is important and should be noted down.

The more formal way is to provide the participants a feedback form that has questions they are requested to answer and/or provide their thoughts on the game plan, training sessions and activities in writing. This method should be used as soon after a competition as possible.

Staff or coaching meetings should be held regularly where the coach encourages those assisting them to provide feedback. They may have their own thoughts, as well as have received feedback from the participants or other coaches and are passing it on to the coach.

The information from the participant's feedback and other feedback, both formal as well as informal feedback is an important part of what should be used by the coach in order to evaluate his or her game plan development skills, competition coaching practices, competition communication skills, training programs and so on.



SELF ANALYSIS

Many coaches will video tape games or events or have someone do so for them. This is an ideal method of reviewing from a personal point of view how you performed as a coach in each competition and where you think there is room for improvement.

Aside from video taping and other person's feedback, your own performance as a coach should also be evaluated personally. Areas that should be reviewed could include:

- ☆ **Your relationship with the participants** - Do they show trust in what you say, respond positively to your requests and respond well to your ongoing encouragement? Do you feel you are a good coach?
- ☆ **Your communication skills** - Are you able to easily and effectively communicate a wide range of messages to your participants and are you an active listener when the participants are interacting with you?
- ☆ **Ability to respond to feedback** - Do you respond positively to all feedback even if some is negative. Are you able to take advice, or guidance from others when developing game plans, training sessions or interacting with participants?
- ☆ **Supportive and responsive nature** - Are you always finding ways to support your participant's skill development in competition and are responsive when your participants start to experience difficulty in some aspect of the coaching activities? Do you show empathy and compassion when interacting with your participants?
- ☆ **Technical skills** - Is your ability to develop effective game plan development and competition coaching skills at a level you believe they should be, or is there room for improvement?
- ☆ **Personal development** - Are you reasonably confident that you are abreast or up to date with new coaching concepts and trends?

In most cases when a game plan and your competition coaching skills are being evaluated, some areas revealed that need improvement actually relate to how the coach is developing and communicating the game plan.

As suggested above, it could be your technical ability to develop a proper game plan and/or training session, it could be the way you have been communicating with the participants, or it could be lack of response to feedback from others, including the participants.

Improving your own performance will result in your ability to coach at competitions being more effective and achieving the results everyone is expecting.

There is room for everyone to improve, even those that have been coaching for many years have found areas that they needed to improve on.

**Learning
Activity****SAMPLE ONLY****Question****LEARNING ACTIVITY ONE**

- 1) What were the four sources where feedback should be sought from?

- 2) What six areas should a coach consider performing a self analysis on?

SAMPLE ONLY

SAMPLE ONLY***TEACHER / TRAINER GUIDANCE NOTES***

- 1)
 1. Participants
 2. Other coaches
 3. Support staff
 4. Club management
- 2)
 1. Your relationship with the participants
 2. Your communication skills
 3. Your ability to respond to feedback
 4. How supportive and responsive your nature is
 5. Level of your technical skills
 6. Personal development opportunities

SAMPLE ONLY

**Learning
Activity****SAMPLE ONLY****Task****LEARNING ACTIVITY TWO**

In this Section we reviewed six areas where your performance could be evaluated and improved. We have listed those six areas below. Next to each we want you to place a number that you think is the most important area starting with 1 and number the rest in order of those you think are of lesser importance.

Your relationship with the participants _____

Your communication skills _____

Ability to respond to feedback _____

Supportive and responsive nature _____

Technical skills _____

Personal development _____

TEACHER / TRAINER GUIDANCE NOTES

This is a trick question. There are no right or wrong answers here, as they all are of equal importance. It encourages the student or trainee to think hard about these areas and they may probably struggle with the ratings.

It would be interesting to hear from each student or trainee as to why they chose their ratings as they did.

SAMPLE ONLY



SEEK OPPORTUNITIES TO ADDRESS IDENTIFIED PROFESSIONAL DEVELOPMENT NEEDS

Your strategies to improve your coaching performance should include looking for professional development opportunities.

As with any vocation, coaching included, there is always more to learn, newer and better ways of doing things are always being developed, as well as emerging technologies and trends in coaching.

These could include:

- ☆ Scientific studies of various training and exercises and the effects they have on a human body
- ☆ New trends in sports nutrition
- ☆ Health and safety in sports
- ☆ Better proven methods of coaching beginners and novices
- ☆ Coaching participants with special needs
- ☆ Emerging technologies in sports equipment
- ☆ Developing and/or improving leadership skills

...to name just a few.

Coaches have numerous sources of information where they can do their professional development research such as:

- ☆ Internet
- ☆ Industry magazines, both local and overseas
- ☆ Government departments, such as the Australian Sports Commission
- ☆ Seminars put on by the sport's governing bodies
- ☆ Training organisations such as TAFEs, universities and so on
- ☆ Consulting with experienced coaches, medical professionals and so on



RESEARCH METHODS

There is a skill in doing information research. There are two main methods you can use:

- 1) Direct information gathering
- 2) Indirect information gathering

Direct method - Gathering direct information is the best form of research and the most reliable form of acquired knowledge. It involves personal research and requires you to gather the information from reliable sources. Direct information should be the type of information you concentrate on. Examples of places from which you can gather direct information can include:

- ☆ Credible industry approved written materials
- ☆ Information provided by a qualified person in the subject manner
- ☆ Training sessions
- ☆ Websites of known credible organisations or persons

Indirect method - Indirect information is the next best form of research and should only be used as support information for direct information gathering. Do not base your all your research and gathered knowledge on indirect information.

Indirect information can come from other sources, for example, other coaches new to the sport, those providing information that clearly supports other commercial interests such as sports equipment, sports drinks and food products. For example, friends, family and associates may have their own view on how a game plan should be developed, what type of training should be done or of what the appropriate method of coaching is.

Always take indirect information and confirm its reliability from what you already know.

SAMPLE ONLY

IMPLEMENT INDUSTRY INFORMATION IN COACHING ACTIVITIES

When working within the sports environment as a coach it is important to gather information about coaching, however it is pointless unless you put that information to good use.

We now know that as a coach you will be working not only with participants, but also a wide range of other people and organisations such as:

- ☆ Fellow coaches
- ☆ Club management/committee
- ☆ Parents/guardians/carers
- ☆ Health professionals
- ☆ Suppliers and/or manufacturers servicing the sports industry

One area of improvement would no doubt be your coaching programs.

Look for areas or components of the program that are interrelated and when seeking to improve one component, evaluate how it affects the other components. For example, an activity being changed may mean different sports equipment is required. Or regressive activities may now be needed to train participants on new equipment.

So when looking for improvements, careful analysis of each competition game plan is important and also equally important is how the results of the competition should be linked to each training session.

Keeping up with the latest information related to your coaching role will greatly assist you in your interaction with others operating within the sports environment.

Your interaction becomes far more productive and your own creditability and reputation increases as a coach.

SAMPLE ONLY

**Learning
Activity****SAMPLE ONLY****Question****LEARNING ACTIVITY THREE**

What were the six examples of sources a coach can go to for information on coaching trends, new research and the latest in coaching methods?

TEACHER / TRAINER GUIDANCE NOTES

- 1) Internet
- 2) Industry magazines, both local and overseas
- 3) Government departments, such as the Australian Sports Commission
- 4) Seminars put on by the sport's governing bodies
- 5) Training organisations such as TAFEs, universities and so on
- 6) Consulting with experienced coaches, medical professionals and so on

SAMPLE ONLY

SELF ASSESSMENT

Self assessment is where you ask yourself certain questions to ensure you have understood what you have learned while reading this manual and completing the learning activities.

This unit requires you the student or trainee at the completion of your training to have a certain level of 'Required Knowledge' in which you would need to have acquired and in which you will be assessed on. This self assessment section reviews this required knowledge by way of questions and if you are able to say YES to all of them you can be confident your assessment will be satisfactory.

- ☆ This training unit had four sections each focussing on areas relating to coaching participants in sport. After reviewing the information in Section One, are you confident that you understand and could:
 - 1) Source and interpret sport-specific competition information to identify competition requirements for participants?
 - 2) Source, interpret and analyse competitor performance information to identify competitor strengths and weaknesses?
 - 3) Consult with participants to develop game strategies and tactics?
 - 4) Develop game plans to maximise participant performance and positive participation and document according to organisational policies and procedures
 - 5) Brief participants on game plan prior to competition?
 - 6) Support participants to develop and implement sport-specific pre-competition routines?
- ☆ After reviewing the information in Section Two, are you confident that you understand and could:
 - 1) Determine and control competition safety risks according to organisational policies and procedures?
 - 2) Support participants to warm up before sport-specific competitions?
 - 3) Monitor participant compliance with game plans to identify and rectify game plan non compliance?
 - 4) Monitor participant behaviour to identify and respond to poor behaviour?
 - 5) Modify game plans during competitions to maximise competition outcomes?
 - 6) Support participants to cool down after sport-specific competitions?

- ☆ After reviewing the information in Section Three, are you confident that you understand and could:
 - 1) Analyse competition outcomes to identify and plan future coaching and adjustments?
 - 2) Debrief participants on competition performance?
 - 3) Document sport-specific game plan reports according to organisational policies and procedures?
- ☆ After reviewing the information in Section Four, are you confident that you understand and could:
 - 1) Seek feedback from others to identify areas to improve own coaching practice in competitions?
 - 2) Reflect on own coaching practice in competitions to identify areas for improvement?
 - 3) Analyse findings and incorporate learnings in future competitions?
 - 4) Seek opportunities to address identified professional development needs?

If there were any questions that you were unable to confidently say YES to, we encourage you to review the information again in this manual and if needed seek the assistance of your teacher or trainer.

SAMPLE ONLY

NOTES

SAMPLE ONLY

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