

LEVEL 6 ASSESSMENT SPECIFICATION

Student name:	Luken John Lahetjuzan	Student ID number:	1905120
Programme:	Physical Education, Sport & Exercise Science, Outdoor Adventure Education		
Module:	Coaching Pedagogy		
Module code:	BMSS6001	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Geraint Forster	Internal Verifier:	Dylan Blain
Assignment Title:	Assessment 1 – Practical Coaching	Word count (or equivalent):	20 min prac, 20 min presentation
Submission deadline:	8 th April 2022	Return date of provisional marks & written feedback:	6 th May 2021
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills	20	
2. Knowledge and Understanding Skills	25	
3. Cognitive and Intellectual Skills	20	
4. Practical Application Skills	25	
5. Transferable Skills for Life and Professional Practice	10	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

Coaching session Rationale and Reflection.

Over all Aims and Warmup.

Coaching Session					
Date: Monday 28 th March.		Number of Participants: 5-15.		Ability level: Multi Abilities beginner to advanced.	
				Duration (mins): 40 minutes.	
Resources: Goal, Cones, Footballs x 7, Whistle.				Health and Safety Issues: Ensure there is plenty of room on or in the designated area so there are no clashes or running into walls, no trip or slip hazards so the surface is dry, goals are placed correctly and there is a first aid kit on the side just in case.	
Session Outcomes: Aims of this session is to coach a group of multiple ability levels rules and tactics of the game (such as offside rule and how to play it or around it), body positioning and movements that will help make the game easier (such as getting low for quicker movements into space), and also in to the habit of receiving the ball and either listening to the call of when and where the ball is wanted or receiving and looking where the space is before playing the ball.					
Session Layout					
Time	Activity Sequence	Organisation	Coaching Methods	Points to Remember	
5-10 minutes	Warm Up and Introduction. Raise the heartrate with a light jog speeding up along the way, during the jog go around each of the stationed activities with explanations of what we shall be doing and how it's done so everyone has an idea to begin with. Activate muscles and mobilise joints with dynamic movements such as opening and closing the gate also lunges for example, focusing on lower body movements more to warm up joints and muscles in the lower body due to the session which they will be doing. Potentiate to be match and training ready will be done through a shuttle run like activity with 3 cones in a line going forward and everyone in a line to the side. 1 st cone is a walk and then back. 2 nd cone is a jog and then back. 3 rd cone is a sprint and at the end kick the ball into the goal and then sprint back.	Individuals through the warmups however becoming small groups in figuring out how to stretch dynamically instead of statically and depending on the number of participants potential small groups for the potentiate aspect of the warmup.	The use of Command to instruct the participants on what to do, whilst also using guided discovery to enhance learning, by allowing the participants to decide which stretches and movements would be more beneficial to them.	Keep checking the area for safety reasons, ensure that participants are warming up properly to avoid injuries throughout the session, make sure to ask questions or guide thoughts toward which they should warm up properly and what movements will aid them warming up correctly.	

Session Overview and Outcomes.

Resources:

- Goal.
- Cones.
- Footballs.
- Whistle.

Health and Safety:

- Ensure there is plenty of room in or around the designated area. (No clashing or running into things).
- The surface of the area is dry with no slippery or wet patches so there are no trip or slip hazards.
- Goals are placed correctly. (so, they don't fall down , or ran into).
- First Aid kit on the side-line.

Session Outcomes:

- Coach a group of multiple ability levels, rules and tactics of the game (Football).
- Rules and tactics – Offside rule, how to manoeuvre around the offside rule, and how to create space through movement.
- Receiving the ball and passing it into space, or where it has been called to be delivered to.

R.A.M.P

Raise:

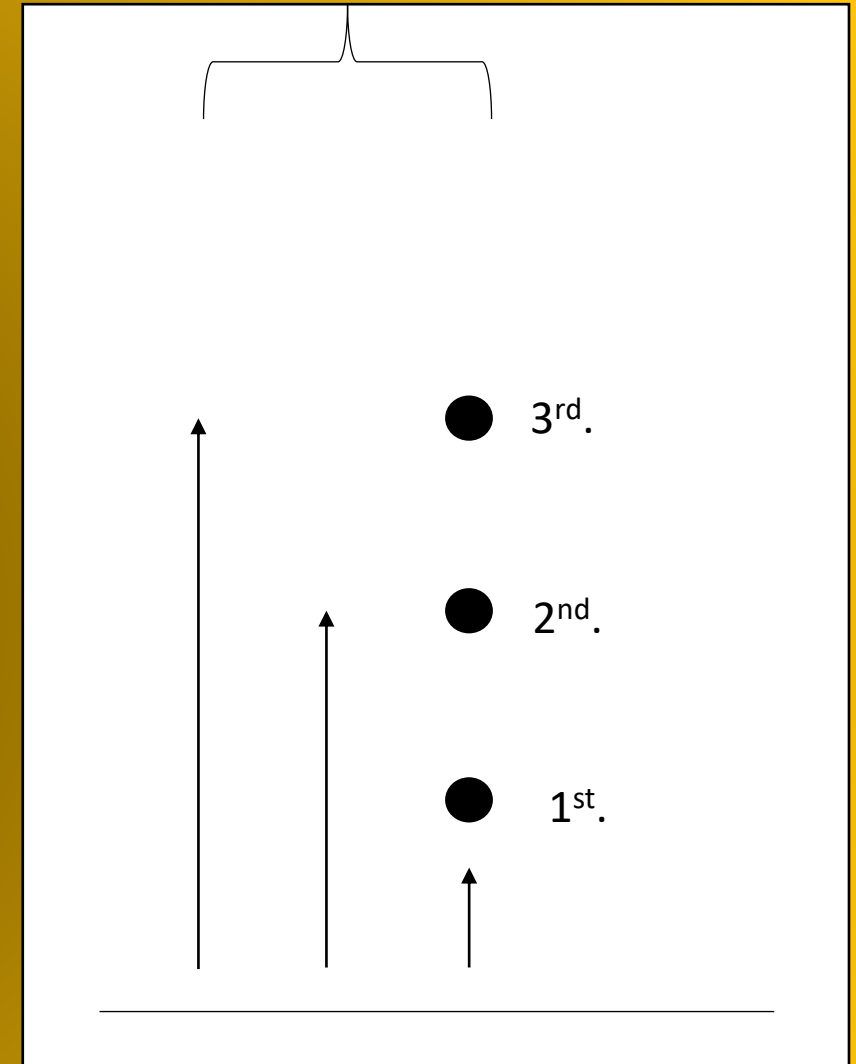
- Heartrate up with a light jog.
- Light jog around the stationed areas.
- Talk about what activities we shall be doing and how they're done.

Activate muscles and Mobilise joints:

- Dynamic Movements and stretches.
- E.g. – Opening and closing the gate, Lunges with twists.
- Focus on lower body.

Potentiate:

- Be match and Training ready.
- Shuttle like Activity.
- Walk to the 1st cone and then back.
- Jog to the 2nd cone and then back.
- Sprint to the 3rd cone and then kick the ball towards the goals and sprint back.



Rationale for R.A.M.P

“A well-planned warm-up can provide an ideal opportunity to include a range of stimuli in the training programme, without creating an additional workload on the athlete”

(Jeffreys, 2007).

“Research has appeared in the last 13 years that showed that sustained static stretching could impair subsequent performance”

(Wong, *et al.* 2011).

“Literature asserts that static stretching should be used carefully, or even avoided during warm-up to prevent subsequent potentially deleterious effects on muscular performance”

(Opplert and Babault, 2018).

- Therefore, that is why...
- However,

“Dynamic stretching warm-ups must be designed for the specific needs of both the player and the sporting activity”
(Turki, *et al.* 2020).

Behind the Scenes and Rationale.

Organisation:

- Individually warm up.
- Moving into groups or one group.
- Groups to figure out what stretches are more beneficial and share ideas.
- If required for the shuttle task 2 small groups so there isn't much waiting around.

Coaching methods:

- Command.
- Guided Discovery.
- Lev Vygostky's Constructivists theory.

Points to Remember:

- Check surface for slip or trip hazards.
- Participants are warming up correctly to avoid injuries.
- Ask questions and prompt using Guided discovery -
Why this stretch?
What area should you focus on?
How will that movement or stretch aid you?

Rational:

"The defining characteristics of the command style is precision performance reproducing a predicted response or performance on cue".

"The defining characteristics of the Guided Discovery style is the logical and sequential design of questions that lead a person to discover a predetermined response"

(Mosston and Ashworth, 2008).

Main activities/Main body.

20 minutes	Development First stage – A T shaped activity. 4 cones in the shape of a T with the participants starting on both cones in the middle one receiver and one deliverer. The receiver starts by moving to one side of the cones on the side and receives the ball then passes it back, and then repeats roughly 5 times before swapping positions. Second stage – Small game like activity, shaped like football. 3 designated areas can be a small area or big area and can be modified suit ability. 1 defensive team and 2 attacking team. Aim of the session to move both as defenders and attackers either into space to receive the ball or to cut out space if you're a defender. Third stage – Game like scenarios putting everything which has been worked on into game like scenarios which are attacker favoured. 3 v 2 defenders do have an offside line, and this is where some might learn about the rule. With an odd number of players have one person feed the ball into the attackers and then keep rotating players in, aim to get them thinking about where the space is how to attack that space and how to create space for others, whilst defenders try and cut that space out with it being a bit more challenging for them.	Be in pairs and small groups throughout the session. Depending on ability which will be seen in the session if not known prior to the session it would be ideal to have mixed groups as even if players are better, they can still learn how to create space to help others who may struggle more than themselves.	The use of command and to begin with allowing them to get a feel for the activity and what they need to be doing. Moving into guided discovery asking why they think it's important? what it might help? Promoting towards the correct answers so they see the session as helpful which might spark some motivation if people seem disinterested. Going of Lev Vygotsky's constructivist theory the aim is to allow the participants to be told what I would like them to do and how to do it but figure out amongst their partners or small groups what's easier for them by communicating, which is progressed throughout the stages of the session.	Ensure the court or designated area is safe in all areas to avoid injuries with first aid kit on the side in case. Questions: Why do this? What will this help? Is it easier to do this? How do you make space? Prompt back to first stage of the session to indicate how to make the space and then allow them to make mistakes or do things successfully to determine what worked and what didn't. Provide feedback throughout the session whether someone needs to do something slightly different which will make things easier or better for them or if they have done something well let them know. Focus on what ability everyone has to vary what feedback is given and why? Such as praise or could it be done differently. Challenge with how easy or hard the session is with the amount of touches or how they receive the ball or pass it. Fast and low – Maybe like a crab. T shape – easy to remember how to move around it. Not everyone will know the offside rule so it may take a few times to be explained and demonstrate.
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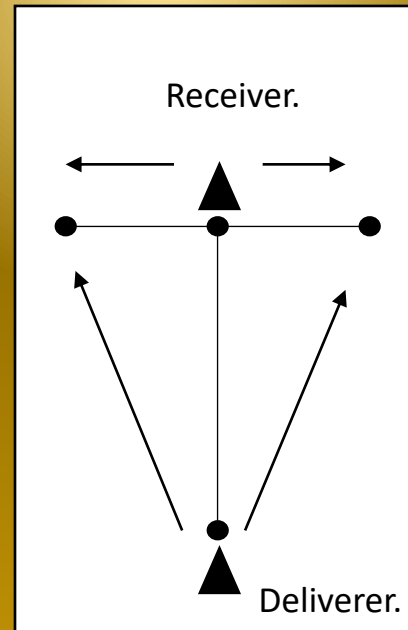
Main Body Activity 1.

Activity:

- T shape.
- 4 cones in the shape of a T.
- One receiver and one deliverer.
- Receiver moves to the left or right to receive the ball.
- Once receiving the ball, he passes it back to the deliverer and goes back to the middle to go again.
- Repeat roughly 5 times and switch.



= Directions to move or pass to.



Adaptations:

To make it more challenging:

- Fewer touches.
- Faster Movements.
- Deliverer gives you the direction they want you to go.
- Less time to prep in the middle.

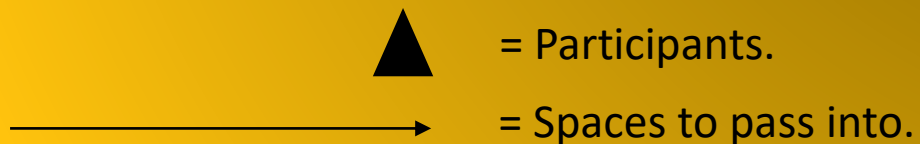
To make it easier:

- More touches if they have been given a limit.
- Receiver can say which way they're going.
- Easier passes.
- Can make the T smaller.

Main Body Activity 2.

Activity:

- Small game.
- Looks like a foosball table. (with the same concept).
- Ability levels should be mixed.
- In pairs, trios or groups.
- Three areas and two large or small spaces.
- 2 areas are for the attackers.
- 1 area for the defender.
- Attackers need to get the ball to the other side by making space.
- Defenders need to shut down the space and stop the ball from reaching the other side.
- On the floor passes.



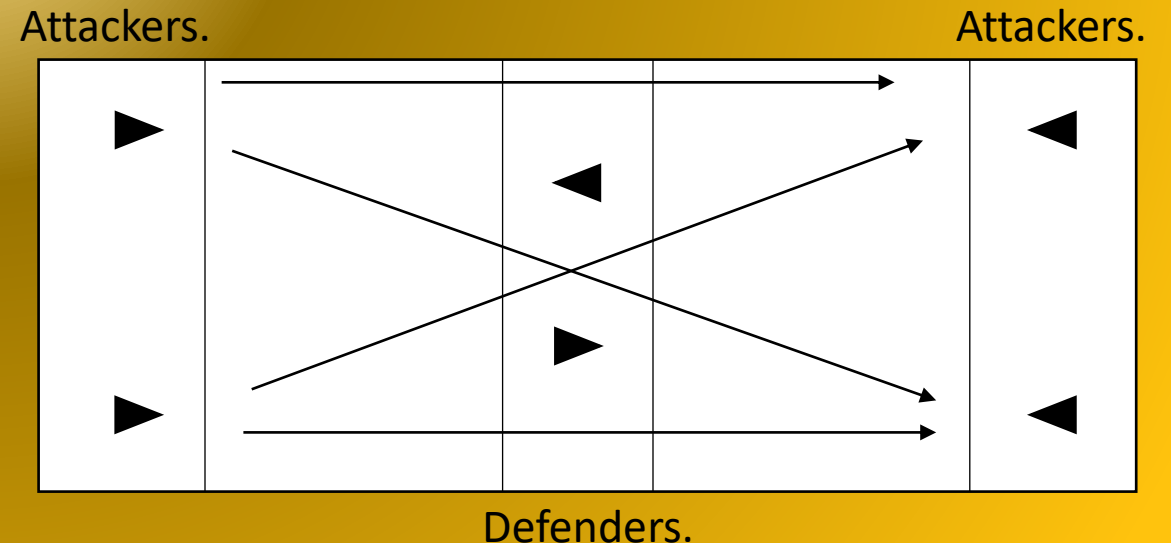
Adaptations:

Make it more challenging:

- Bigger court.
- Smaller spaces to move in.
- Fewer touches.
- No talking.
- More attackers or more defenders.

Make it easier:

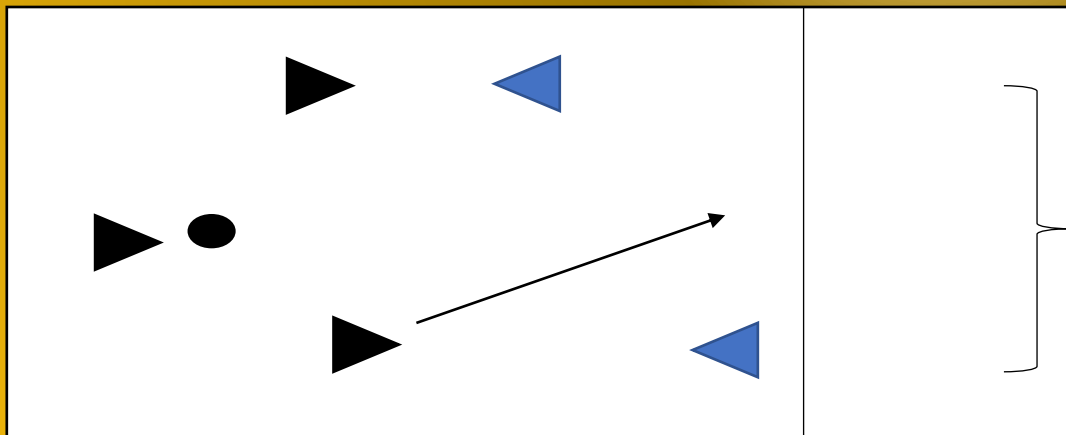
- Fewer defenders.
- Fewer attackers.
- More touches.
- Smaller court.
- Bigger areas to move in.



Main Body Activity 3.

Activity:

- Game like scenario.
- 3 attackers.
- 2 defenders.
- Offside line.
- Attackers only need to beat the defenders with movement and not be offside to shoot into an open goal.
- If groups are uneven participant to feed the ball in and swap in rotations.



Adaptations:

Make it more challenging:

- Play the offside rule correctly.
- Defenders can come off the line and shut down. (Causing quicker decisions and thinking).

- Fewer touches.

Make it easier:

- More touches.
- Take a defender away.
- Defenders can't move off the line.
- Tell the defender to make a specific movement to allow the attackers to counter off it.



= Attacker.



= Defender.



= Space (to be moved into).

Behind the scenes.

Points to remember:

- Designated area is safe with no slip or trip hazards.
- First aid kit on the side.
- Questions to ask –

Why do this?

What will this help? Or cause?

Is it easier to do this?

How will you get into that space?

Can you do this instead?

- Provide feedback throughout.
- If its easy make it more challenging.
- If its to hard make it easier.
- Fast and low like a crab.
- T shape creates triangles between pairs.
- Demonstrate if needed and ensure participants understand the offside rule.

Organisation:

- Pairs.
- Moving into small groups.
- Different abilities throughout the groups or pairs.

Coaching Methods:

- Command.
- Guided Discovery.
- Lev Vygotsky's Constructivist Theory.

Rationale.

- Moving sideways.
- Creating space.
- Communication.
- Teamwork.
- Speed.
- Problem solving.
- **Progression.**

“The ideas and concepts that an individual learns are mediated (or facilitated) by, and cannot be separated from, his or her social interactions and relationships with more experienced individuals”

(Nelson and Groom and Potrac, 2016).

“teaching styles if used correctly will enable students to acquire useful knowledge for their futures”

(Rivas and Espada, 2021).

“Giving feedback to learners is an essential part of education and training. It helps them to maximise their potential at different stages of training, raise their awareness of strengths and areas for improvements, and identify actions to be taken to improve performance”

(Lally, 2013).

Cool down and Contingencies.

5 – 10 minutes	Warm Down / Conclusion Jog to either side of the area loosening the shoulders and upper body whilst being asked questions on the session. Following on from this will dynamically stretches of the upper body, then a jog to one side again followed by side stepping back then dynamically stretching the lower body. And then one last shuttle run like activity with 4 cones instead of 3 like in the warmup.	Small groups throughout the cool down.	The use of guided discovery and Also lev ~~vygostkys~~ theory again allowing the participants to share thought and talk about what learnt and if needed prompted by the session runner.	All equipment is put back safely and correctly, warm down is taken seriously. Talk about football and what aspects they like and don't like for future references. Provide 2 good traits and 1 that could use	
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	1 st cone is a walk and back. 2 nd cone is a jog and back. 3 rd cone is side stepping and back noting how quick and low they go 4 th cone sprint and kick the ball.			work whilst praising everything which has been done today.	
Contingency Activity: Can be done indoors or outdoors, anyone who is injured can help out by setting up and providing feedback on sessions and also challenge or make activities easier.					



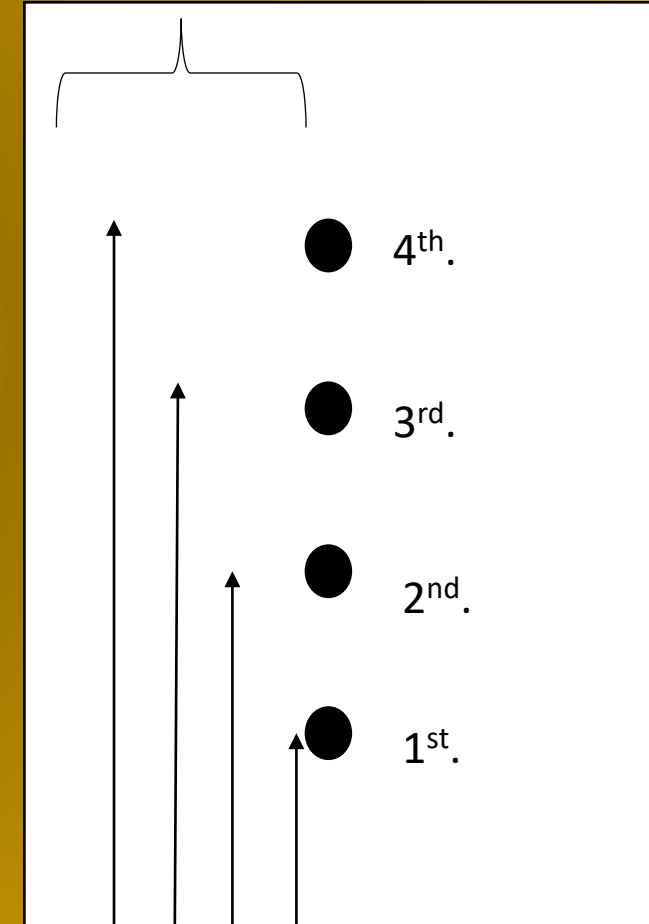
Warm Down and Contingencies.

Warm down:

- Jog to either side of the area.
- Dynamically stretch upper body to one side.
- Sidestep back.
- Dynamically stretch lower body to one side.
- Sidestep back.
- Shuttle run activity.
- 1st cone walk and back.
- 2nd cone Jog and back.
- 3rd cone side stepping and back.
- 4th cone sprint and kick the ball then walk back.

Contingencies:

- Can be done both indoors and outdoors.
- Anyone unable to contribute can help provide feedback or make activities harder or easier whilst providing feedback on what they think the session is doing.



Behind the scenes and Rationale.

Organisation:

- Small groups throughout the cooldown.

Coaching Methods:

- Guided Discovery.
- Lev Vygotsky's constructivist theory.

Points to remember:

- All equipment is put back correctly.
- Warm down is taken seriously.
- Talk about football and what aspects they enjoy or don't enjoy.
- Provide 2 praises and 1 area for improvement.

“The mode, intensity, and duration of a cool-down and activity preceding the cool-down will likely influence the effectiveness of the cool-down on recovery and these effects may also differ between individuals”

(Van Hooren and Peake, 2018).

Reflection.

<u>Positive.</u>	<u>Negative.</u>
• The session flowed in progression as I wanted it to. • Participants who didn't know the offside rule towards the end learnt it. • Asking at the end people understood the progression (but not during). • Developed on their passing. • Developed their decision making on both the foosball and game scenarios.	• Focused more on the offside rule by talking about it through the activities and using it as a reasoning to do the activities or why the activities are being done. • Could use reciprocal teaching style if there's an uneven number of participants. • Could have used problem solving more. • Provided more feedback individually. • Mixed the groups up more so they learnt off each other.

Reflection.

John Dewey.

“Dewey himself characterized his approach using the complementary categories of empirism, naturalism, instrumentalism, and functionalism. These categories refer to the instrumental function of thought in biologically understood human activity”

(Miettinen, 2006).

- Ask participants to reflect on their own actions.
- Instead of following lev Vygotsky’s constructivism and Reflecting off other choices and how they performed.
- So, if something went well ask them why and ask them to look back on why it did.
- Allow ample time to reflect on their choices.

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