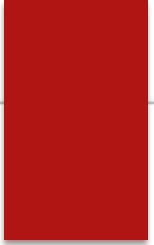


COACHING PEDAGOGY – ASSIGNMENT 1

ARCHIE HILLIER-WOOD

2205529

SETTING THE SCENE



CONTEXT

GROUP

LAYOUT

RATIONALE



The sessions:

Key Stage: 2		YEAR: 5/6	DURATION: 6 SESSIONS
AIM: In this unit players will improve their basic skills of sending, receiving, batting and bowling. Players will work on quality of replication with the intention of outsmarting opponents. Players will play and make up small-sided and modified competitive striking/fielding games. To implement skills and tactics to form an attacking and defending principle. To develop an attitude of fair play, sportsmanship and enjoyment.			
Prior Learning It is helpful if the players have: ➤ Explored and used a variety of balls, beanbags and quoits and developed sending and receiving skills. ➤ Observed some basic principles of attack (<i>i.e. use of space to avoid others</i>). ➤ Worked in small teams in a variety of roles. ➤ Used and kept basic rules for games activities.	Language for Learning Through the activities in this block pupils will be able to understand and use words relating to: Batting, fielding, bowling, sending, receiving, anticipation & scoring. Key Skills ➤ Move with ease and show control in a range of physical contexts ➤ Generate & implement ideas and strategies to solve problems ➤ Communicate & collaborate with others to share information & ideas.	Resources ➤ Cricket bats (Various size) ➤ Cricket balls ➤ Different shape and textured balls ➤ Big targets ➤ Stumps ➤ Hoops/cones	
Key Concepts and Processes:			
Outsmarting an opponent Players will explore different ways of striking a partner or in a team using a variety of bats, sticks and rackets. Players will learn to apply consistency & quality in the use of techniques for batting, bowling and fielding. Continual development, adaptation and refinement of the necessary skills will contribute to producing an improved performance & technique.	Developing Physical and Mental Capacity/ Creative Problem Solving Physical warmups are a useful fitness tool in developing a pupil's physical ability. To extend knowledge of cricket scoring and umpire signals. To develop mental capacity when scoring and calculating remaining runs and other simple mathematical problems.	Developing Accurate Replication of Skills/Performances/Actions Players will develop the skills necessary to outwit opponents. Batting, bowling and fielding will be developed through small sided games and conditional situations. Players should begin to combine skills to create effective performances. Accurate replication will be assessed.	
Making and Applying Decisions Players will need to implement tactical decisions based on movement of the ball into space to outwit opposition. Will understand the concept of a team and working within a team (<i>i.e. the different roles in it</i>). Opportunities to referee/coach pupils or small groups	Making Informed Choices About Healthy, Active Lifestyle Highlight the possible health benefits gained from taking part in Cricket activities and discuss the need to stay healthy and active. Suggest <u>any cricket</u> clubs within the local area and promote community links.	Evaluating and Improving Players will understand the concepts of cricket and make effective evaluations of strengths and weaknesses in performance. Self-evaluation- suggest areas for improvement. Peer coaching (<i>i.e. watch each other playing and refine their skills</i>). Use demonstrations effectively to highlight good work (<i>i.e.</i>	

will develop knowledge of the rules and enhance communication skills.	To understand the type of fitness cricket players need to perform at a high level.	<i>what is happening, what others are doing and copy how others act and work).</i>
Cross Subject Links: Literacy (key words), Numeracy (scoring), PSHE (Importance of rules, sportsmanship & promoting good interpersonal relationships)		Assessment opportunities: Question & Answer, formative and summative assessment.

Week	Learning objectives	Task examples	Assessing Progress
1	Ball familiarisation/catching To successfully throw and catch while maintaining control over the ball. To be able to accurately replicate a basic throwing technique over small to medium distances. To participate in a kwik cricket game and understand and apply basic rules and scoring.	Warm up – Student led. Coordination catching game. 6 pupils in a small grid. 3 balls. Players to move around throwing and catching all the same soft ball. Count number of consecutive catches. Demo catching; 'tea cup hands'- T.P's; Bring hands to chest as you catch, eyes on ball, cushion impact. Pairs to experiment with low and high catches within a minimum and maximum range, choice of which ball to use (larger, smaller, softer and harder options – random practice). Will be placed into pairs by teacher. Game: Kwik cricket - 8 per game – Underarm bowling.	Beginning: - Will replicate a bowling, throwing and catching motion with some success. - Can hit a ball towards a target area using a bat/racket. - Will show an understanding of anticipation. - Will understand how to score in a game situation and adhere to a set of rules.
2	Fielding To use both underarm and over arm throws depending on competitive situation. To confidently throw and catch under pressure. To understand how to score/officiate a kwik cricket game. To develop pupils knowledge of what constitutes a no ball and wide.	Fielding game. 3's. 2 stumps or hoop either end of grid. Can't run with ball. Must pass between fielders to get close enough to hit stumps/hoop. Drop ball = possession over (like netball). Discuss when to use underarm throws - close to wicket, over arm throws- provide long distances/power. Pairs - explore over arm and underarm throws with range and choice of balls, placed into pairs by teacher. Kwik cricket game. 8's – 1 pair in bat, 1 pair bowl/wicket keep, 2 pairs field.	Developing: - Will throw and catch accurately whilst on the move. - Will be able replicate an underarm bowling action towards a set target. - Will hit a ball accurately into space and anticipate opposition effectively. - Will take part in conditioned games while understanding simple tactics relating to placement of an object in a set are.
3	Introduce bowling To understand how to bowl correctly. To accurately replicate a bowling technique (either underarm or over arm). To play conditioned game understanding the rules. . To begin to incorporate bowling, batting, fielding tactics to outwit an opponent.	Warm up relay games – 3's. Throwing at targets (through hoops, into buckets), different stations with different sized hoops and buckets, groups chose which one to start at, can go harder or easier, catching skills (returning items). Discuss cricket bowling delivery. Brainstorm player knowledge. Teaching points; windmill action, straight arm. Pairs; to explore bowling from standing. Differentiate – underarm bowling. Kwik cricket game. 8's – 1 pair in bat, 1 pair bowl/wicket keep, 2 pairs field.	Exceeding: Will catch, throw and hit an object towards an intended target with excellent control, coordination and anticipation.
4	Introduce batting To accurately replicate the basic batting grip and action. To understand the importance of movement and timing in preparation to strike the ball. To develop the ability to hit the ball towards an intended target. To further build confidence in the rules and scoring of kwik cricket.	Warm up – ('team bowling') 3's. Target–box/stumps, points for box/stumps, (three separate lanes, one lane with one stump worth 6 points, one with two stumps worth 4, one lane with all three stumps worth 2 points and another lane with 6 stumps for 1 point), try once then try again see if you can beat score. Discuss batting technique. Highlight teaching points; Stance, grip & batting action. 4's - hit the ball off a cone (choice of size ball, bigger easier to hit). 1 fielder, batter, bowler, wicket keeper. Reset ball on tee. Rotate roles. Progress	

		to feed to batsmen under arm. Kwik cricket game. 8's – 1 pair in bat, 1 pair bowl/wicket keep, 2 pairs field.	- Can execute overarm bowling action to hit target areas. - Will play the role of an informal captain directing and helping others. - Will show an understanding of basic game tactics relating to the best ways to beat opposition.
5	Game situations and tactics To perform and replicate a combination of skills to outwit opponents in a competitive situation. To understand basic tactics to outwit batsmen & fielders respectively. Make effective evaluations of strength and weaknesses, of self and others' performance.	Fielding game. 3's. 2 stumps or a set of traffic cones either end of grid. Can't run with ball. Must pass between fielders to get close enough to hit target. Drop ball = possession over. 4's - Small practice session of the learnt skills. Pupils to perform a number of roles. 1 bowler, batsmen, wicket keeper and a fielder. Discuss hitting into space, timing + accuracy when bowling. Kwik cricket game. 8's – 1 pair in bat, 1 pair bowl/wicket keep, 2 pairs field.	
6	Game situations and assessment To demonstrate the ability to outwit an opponent in a game situation use a range of techniques. The players are to develop their knowledge and understanding of the laws of cricket. To demonstrate a variety of tactics based on the placement of the ball in relation to fielders.	Warm up – 4's. 'Shuttle ball relay game' - two hoops, start at one taking it in turns to throw towards other hoop, take in turns once thrown run back and tag team mate they take over from where object lands. Groups of 4, to use batting lanes to recap learnt skills. Differentiate games in terms of ability. Pupils to help umpire and keep score. Kwik cricket game. 8's – 1 pair in bat, 1 pair bowl/wicket keep, 2 pairs field. Pupil progress to be assessed.	

Learning theories:

- ▶ Bandura, A. (1977) *Social Learning Theory*. Englewood Cliffs, NJ: Prentice-Hall.
- ▶ **Festinger, L. (1957)** *A Theory of Cognitive Dissonance*. Stanford, CA: Stanford University Press
- ▶ Piaget, J. (1952) *The Origins of Intelligence in Children*. New York: International Universities Press.
- ▶ Skinner, B.F. (1953) *Science and Human Behavior*. New York: Macmillan.
- ▶ Vygotsky, L.S. (1978) *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.

Week	Learning objectives	Task examples	Assessing Progress
1	Ball familiarisation/catching To successfully throw and catch while <u>maintaining</u> control over the ball. To be able to accurately replicate a basic throwing technique over small to medium distances. To <u>participate</u> in a <u>kwik</u> cricket game and understand and apply basic rules and scoring.	Warm up – Student led. Coordination catching game. 6 pupils in a small grid. 3 balls. Players to move around throwing and catching all the same soft ball. Count number of consecutive catches. Demo catching; 'tea cup hands' - T.P's; Bring hands to chest as you catch, eyes on ball, cushion impact. Pairs to experiment with low and high catches within a minimum and maximum range, choice of which ball to use (larger, smaller, softer and harder options – random practice). Will be placed into pairs by teacher. Game: Kwik cricket - 8 per game –	Beginning: • Will replicate a bowling, throwing and catching motion with some success. • Can hit a ball towards a target area using a bat/racket. • Will show an understanding of anticipation.

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- Deci, E.L. and Ryan, R.M. (1985) *Intrinsic Motivation and Self-Determination in Human Behavior*. New York: Springer.
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- Mosston, M. and Ashworth, S. (2008) *Teaching Physical Education*. 5th edn. Boston, MA: Benjamin Cummings.
- Schmidt, R.A. and Lee, T.D. (2019) *Motor Learning and Performance: From Principles to Application*. 6th edn. Champaign, IL: Human Kinetics.
- Wulf, G. and Lewthwaite, R. (2016) 'Optimizing performance through intrinsic motivation and attention for learning: The OPTIMAL theory of motor learning', *Psychonomic Bulletin & Review*, 23(5), pp. 1382–1414.

Session 1:

2	Fielding To use both underarm and over arm throws depending on competitive situation. To confidently throw and catch under pressure. To understand how to score/officiate a ~~kwik~~ cricket game. To develop pupils knowledge of what constitutes a no ball and wide.	Cricket Bowling Fielding game. 3's. 2 stumps or hoop either end of grid. Can't run with ball. Must pass between fielders to get close enough to hit stumps/hoop. Drop ball = possession over (like netball). Discuss when to use underarm throws - close to wicket, over arm throws- provide long distances/power. Pairs - explore over arm and underarm throws with range and choice of balls, placed into pairs by teacher. Kwik cricket game. 8's - 1 pair in bat, 1 pair bowl/wicket keep, 2 pairs field.
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Session 2:

3	Introduce bowling To understand how to bowl correctly. To accurately replicate a bowling technique (either underarm or over arm). To play conditioned game understanding the rules. . To begin to incorporate bowling, batting, fielding tactics to outwit an opponent.	Warm up relay games – 3's. Throwing at targets (through hoops, into buckets), different stations with different sized hoops and buckets, groups chose which one to start at, can go harder or easier, catching skills (returning items). Discuss cricket bowling delivery. Brainstorm player knowledge. Teaching points; windmill action, straight arm. Pairs; to explore bowling from standing. Differentiate – underarm bowling. Kwik cricket game. 8's – 1 pair in bat, 1 pair bowl/wicket keep, 2 pairs field.
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Session 3:

Session 4:

		keep, 2 pairs field.	
4	Introduce batting To accurately replicate the basic batting grip and action. To understand the importance of movement and timing in preparation to strike the ball. To develop the ability to hit the ball towards an intended target. To further build confidence in the rules and scoring of kwik cricket.	Warm up – ('team bowling') 3's. Target–box/stumps, points for box/stumps, (three separate lanes, one lane with one stump worth 6 points, one with two stumps worth 4, one lane with all three stumps worth 2 points and another lane with 6 stumps for 1 point), try once then try again see if you can beat score. Discuss batting technique. Highlight teaching points; Stance, grip & batting action. 4's - hit the ball off a cone (choice of size ball, bigger easier to hit). 1 fielder, batter, bowler, wicket keeper. Reset ball on tee. Rotate roles. Progress	

		to feed to batsmen under arm. Kwik cricket game. 8's – 1 pair in bat, 1 pair bowl/wicket keep, 2 pairs field.	• Can execute overarm bowling action to hit target areas. • Will play the role of an informal captain directing and helping others. • Will show an understanding of basic game tactics relating to the best ways to beat opposition.
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	Game situations and assessment	Warm up – 4's. 'Shuttle ball relay game' - two hoops, start at one	

Session 5:

- Deci, E.L. and Ryan, R.M. (2000) ‘The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior’, *Psychological Inquiry*, 11(4), pp. 227–268.

		bowl/wicket keep, 2 pairs field.	
6	Game situations and assessment To <u>demonstrate</u> the ability to outwit an opponent in a game situation use a range of techniques. The players are to develop their knowledge and understanding of the laws of cricket. To demonstrate a variety of tactics based on the placement of the ball in relation to fielders.	Warm up – 4’s. ‘Shuttle ball relay game’ - two hoops, start at one taking it in turns to throw towards other hoop, take in turns once thrown run back and tag team mate they take over from where object lands. Groups of 4, to use batting lanes to recap learnt skills. Differentiate games in terms of ability. Pupils to help umpire and keep score. Kwik cricket game. 8’s – 1 pair in bat, 1 pair bowl/wicket keep, 2 pairs field. Pupil progress to be assessed.	opposition.

Session 6:

Main Aims: SMARTER

- ▶ Grit, P. and Sheldon, K.M. (2013) 'Goal-setting in sport: The SMARTER framework', *International Journal of Sport Psychology*, 44(4), pp. 313–327.
- ▶ Locke, E.A. and Latham, G.P. (2002) 'Building a practically useful theory of goal setting and task motivation', *American Psychologist*, 57(9), pp. 705–717.
- ▶ Weinberg, R. and Gould, D. (2014) *Foundations of Sport and Exercise Psychology*. 6th edn. Champaign, IL: Human Kinetics.

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ANY QUESTIONS?