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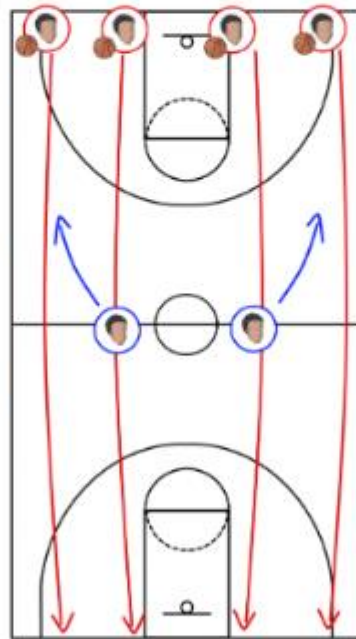
Section 1: Coaching Session Plan

UWTSD Session Planner		
Venue: LC		Age group: 7-8 Number Attending: 15-20
Date: 2 nd December		Start time: Finish time:
Equipment: Cones, bibs, basketballs		
Nearest Telephone: On person	1 st Aid bag: Reception behind desk	
Risk Assessment completed:	Additional Hazards and actions taken:	
Learning from previous session:	Personal action points from previous session:	
Goals for the session: Improve dribbling and passing ability		
Introduction and warm-up; Introduce ourselves, tell them the objectives of the session, start with a 5-minute game of stuck in the mud before getting into the technical aspects of the session		
Main Content/Game:	Organisation/diagram:	

1. **Pair passing-**
Players are paired up and face one another about 8 feet apart. They then pass back and forth, making sure that they step toward their partner to pass and step to the ball to receive. Coach calls the type of pass to be thrown.



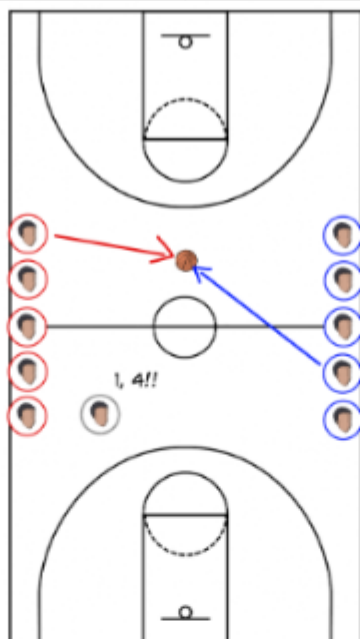
2. **Sharks-** Pick 2-5 players to be 'sharks' starting at the halfcourt line. The rest of the team - the 'minnows' will be spread out on the baseline. All the minnows have basketballs. On 'go' the minnows will all attempt to dribble from one end to the other while the sharks try to knock their balls away. If a player has their ball knocked away by a shark, they join the shark team. The players will reset and then attempt to go end to end once again, continuing until all players have become sharks. (British bulldogs with basketballs)



3. Have the players get in a line and assign each player a number. Have the

even numbers line up on one sideline, and the odd numbers line up on the opposite side. The coach will stand right in the middle of the court with a basketball. Assign one basket for each team.

- Call out an even number and an odd number and lob the ball up into the middle of the court.
- Those two players will then break for the ball, with the first player to get the ball on offense.
- The offensive player tries to score on his team's basket.
- The players will then play one on one, with the round ending when one of the players has scored.



Ideas for Development (progression / regression): 1. Pair passing- Gradually, partners move further apart as they are comfortable and accurate. 2. Add time limit 3. Multiple people battle for the ball on each side, until everyone is on the court.	Diagram for activity
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5Cs to be included in this session	Select 2 of the 5 and apply to session HOW?
Competence	
Confidence:	Increase the groups confidence with basic skills in basketball
Connection:	
Character and caring:	

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Creativity:	If they are finding the session too easy can adapt it to make things a bit more challenging and see how they get on with it

Review of your Coaching Session and Personal Action Plan

For each session you deliver you need to complete a *Coaching Session Review and Evaluation* plus a *Personal Coaching Action Plan*.

✓ Practical: Coaching Session Review and Evaluation (Individual Reflection)

Were the aims of the session achieved? Identify which ones were achieved and which if any, were not.	Before the session, we had identified passing, dribbling and shooting as skills which we wanted to develop, we came up with 3 different drills and were satisfied with the general outcome
What factors helped ensure that your aims were achieved? (Reflect upon organisation, appropriateness of activities, coaching styles.)	We worked efficiently within the allocated time per session, delivered instructions loud and clear in a noisy environment and made the most of our area provided. Also happy with how the 3 of us worked together and split the children up into smaller groups to ensure they were all active during the entire session
What were the reasons for you not achieving your aims? (Reflect upon organisation, appropriateness of activities, coaching styles.)	Our first session was not great, as none of us have ever played basketball before we had to use trial and error in our first one and make adaptations to make sure the next 3 were better

What changes (if any) did you make to your session that were not in your plan and why?	We substituted one of the drills we planned to do for another drill, as we did not have 2 baskets to shoot in, meaning that our 3 rd planned drill was not possible. Instead, we divided the groups into subgroups and had them compete in different tasks at the same time.
Would you do anything differently if you were to deliver the session again?	After the adaptations we <u>made</u> we were satisfied so would not change anything from our 2 nd session onwards
What have you learnt about your coaching from this session?	It is more difficult than anticipated to get this age group of school pupils to be paying full attention when they are excited and with their friends in what can be an overwhelming atmosphere
Personal Action Plan Using the information above, what changes will you make to your planning, coaching delivery and organisation in future sessions?	
Name of Coach: Ben, Max, Jay	Venue: LC2
	Date: 02/12/24

Risk Assessment (Complete Individually)

Ref	Hazard / Task / Activity Area of Concern	Persons at Risk	Existing Controls	Describe Any Further Controls / Actions Needed	Actions By Whom	Action By When
1	Spillages on the floor	Students and coaches	Designated area of sports hall for drink breaks		Coaches	Prior to activity
2	Running into walls	Students	Stop the play area with a big enough distance from the wall		Coaches	Prior to activity
3	Falling over balls	Students	Put all the balls away in the designated area when they are not in use		Coaches	Prior to activity
4	Falling over cones	Students	Use lines on floor instead of cones		Coaches	Prior to activity
5	Curtains	Students	Cut off the area with a safe gap from the curtains		Coaches	Prior to activity

Section 2: In class test 1

Question 1)

To my understanding the term generalization in childhood sports development is having an open mind in which sports a child would participate in, giving themselves more opportunities to find a sport that they enjoy and can be particularly good at. Exposure to different sports at a younger age is very helpful as it doesn't just limit you to one opportunity to find that enjoyment and allows you to try out all different types, team sports, individual sports, cardio based etc. When participating in these different sports they would not tend to try harder and make more of a training routine / pattern to one and it would generally all be the same, usually just taking part for enjoyment or a social aspect with potential to then change to specialization if a unique talent was to be discovered in a given sport. Generalization usually happens when a child doesn't have any parental influences, if a parent was playing a sport at a high level, they would tend to get their child into it too from a young age and potentially stop them from having opportunities in other sports which they could be talented in.

Question 1.1)

The term specialization in childhood sports development is the opposite to generalization really, this is where all focus and attention goes into one sport, plenty of hours are put into trying to perfect the skills involved in the sport. Often a private coach would be used to help the child further progress their skillset. If it was an individual sport like tennis, you could practice perfecting your serve on an empty court for example and then practice it in an in-game scenario with an opponent on the end of it. With sports like football, it could be practicing your dribbling around cones, passing to target objects and having shots on goal when you are unable to play in 11v11 circumstances. Exposure to other sports is limited to people who specialize in a sport as all their spare time and energy will be used to focus on their chosen sport. Specialization is good but options can become limited later on if you do not get where you wanted to be by a certain age and you could become too old to succeed in other sports which require the same hours of practice and attention to the one that has been focused on already.

Question 1.2)

Roger vs Tiger is a good way to analyse generalization and specializations within sport as from a very young age Tiger Woods was playing golf and only golf, it was a family sport and he was introduced from the moment he was old enough to play by his father who was adamant that specialization in golf was the only way forward. All of his focus went on him becoming a pro golfer and he broke a lot of records in the PGA for being the youngest to achieve many things. His specialization allowed him to become one of the most decorated golfers of all time and had a career that spanned over numerous decades at the highest level. Whereas Roger Federer was generalization, he was exposed to numerous sports growing up and then ultimately discovered that he had an extraordinary talent within tennis and ended up becoming one of the best players to ever step on to a tennis court winning

greatest in their sports of all time so this shows that you can still have great successes within a sport when you don't generally specialize from a young age. A lot of sports will typically require specialization like football, if you are not scouted from early teens and playing academy football during your teens its very unlikely that you will get a chance to become a professional later after academy ages. But with other sports like tennis, you could have a chance to do it professionally later.

Question 1.3)

The Polgar sisters are 3 sisters from Hungary who were trained in chess by their father from a very young age, they all went on to become professional chess players and all become international champions, the youngest of the 3 sisters is the most well-known and has had the most successful career and has been known to beat some of the top male players around the world too. The sisters link to the theme of generalization and specialization as they were specialized in chess growing up.

Question 2.1)

3 outcomes that parents may want in addition to technical player development from your coaching session can be simply just enjoyment, if a child is playing for example football and is having fun during the session and making friends all leaves the session with a positive outlook on it then they are more likely to return again which could then potentially see them progressing their skillset. Another outcome could be making possibly physical development, for sports like rugby a lot of positions require players to be more physical, so practicing lifts for line outs or scrummaging could boost their child's abilities during a game, this would all be age dependent if line outs and scrums were included in the rules for their age range. If a child's concentration became a lot better during sessions and they learnt to listen and obey your commands this would be beneficial to the parents too as they understand that they must listen to others and be able to communicate efficiently.

Question 2.2)

If a child during my session was not engaging and causing disruption to spread throughout the children during the session then I would firstly pull the child over and just ask if anything was particularly wrong to see if there was any issues causing them to have their focus on something else, if there was something wrong I would then ask if they would like to take 5, have a drink and come back when they were ready to. Failing that I could adapt my session to make it more inclusive for everyone so they are always doing something, make the groups smaller for instance have them paired up practicing passing drills for example so the disruption wouldn't be spread throughout, and the engagement levels would increase. I could also exclude the child temporarily in a calm way to set an example to the rest of the children to show that you need to be focused on the activity and not

the engagement levels would increase. I could also exclude the child temporarily in a calm way to set an example to the rest of the children to show that you need to be focused on the activity and not mess around. And lastly at the end of the session when the parents came, I would have a chat with

them too to let them know what was happening or if they were there during the session I could speak to them then.

Question 2.3)

If I was taking an under 5's session and a child present had said they have a bad leg and hadn't participated for the 2 weeks prior to this session then I would check what reasons they had for missing the previous sessions, speak with parents to see if they know anything about a disinterest for the activity and see if the child was just not enjoying anymore and wanted to stop doing it and maybe try something else. I would not be harsh in any way as they are only young and at that age it's all about enjoyment, they aren't there to be put through intense training its simply just for them to be active and have fun and see if they want to continue playing or finding something else they enjoy more. If the child was finding my session too difficult and it was causing them to feel pain and they did want to take part, but the pain was stopping them then in future I could adapt my sessions to make it inclusive for everyone.

Question 2.4)

If I was taking an U21's session and one of the players started shouting and swearing at other players at this age now I would be able to stamp a bit of authority and pull them aside and have a proper chat with them and say how it is not on to be disrespectful to others there. If it continued I would then pull them off and leave them off for a good 10 minutes or so again to set an example to others that disrespect and violence will not be tolerated in my sessions. If they came back and nothing had changed then I would just send them back to get changed and not allow them to come back, after the session I would then speak and see what was wrong, if there was any potential issues at work, home, university etc that was causing them to be stressed and aggressive or whether they were just having a bad day and felt taking it out on other people was an appropriate thing to do. I would explain that that kind of behaviour is not appropriate and in future if they are feeling that way to not bring it to my session.

Section 2

Question 3.1)

This video shows technical and tactical coaching, the coach is working very specifically with his players, giving every position specific instruction and positional orders too. Set up his players to start from a goal kick so he has all his players where he wants them to be. He is a very visual as well as vocal coach. Not only is he telling them how he wants them to be set up, but he is also moving them into the positions he wants them to be in, so they then know exactly what is being asked of them. The focus on this clip seemed to be all positional tactics with some technical skills being incorporated too. He has it set up replicating a real game scenario with 2 teams playing and set up in the way he wants to practice.

Question 3.2)

This coach is being very tactical with his team, he has a tactics board out with magnets symbolizing attacking and defending players, explaining to his team how quickly using time frames he wants to transition from one area of the pitch to another and making sure they all understand. He also explains how quickly he wants his players to get back and support his defenders after losing the ball in seconds. He is being very vocal with his players and getting them all involved so he knows that they are all focused and listening to his coaching. He is also asking them how long they think these changes should happen and then telling them about his thoughts on how long these transitions should take from defence to attack and vice versa.

Question 3.3)

Within this video we saw a game split into 2 halves, the first half the coach was very negative, criticizing everything his players were doing, being aggressive on the sidelines and often quite abusive, the players seemed to be playing with their heads down and no belief whatsoever.

However the second half the coach is encouraging, praising them for trying even when the shots, passes etc are not making it to the intended targets. Praising his keeper for making saves and encouraging them whenever they are attacking. The game ends with them scoring and celebrating together and high fiving the coach as they leave the pitch. This video focuses on psychological development and shows the difference in player attitude when they have a coach who is aggressive and critical compared to a patient, more chilled out and tactical coach on the sidelines.

Question 3.4)

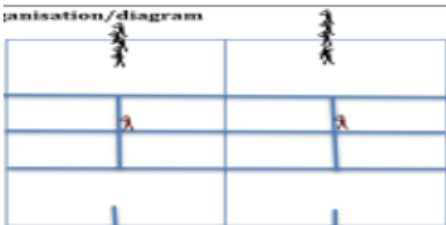
This video seems to be focused on social development, the coach says how they should be respecting their opponents, their coaches, the officials who have turned up on a Sunday so they can play and also respect their teammates and themselves – ROOTS. He also says that they should be

having fun and hasn't insisted that they are only there to win. He includes their parents too, which can help a lot with getting the players on board with his coaching style. The coach is very calm and clear and only shows positives within the game and enforces that he wants them to play by the rules and not cheat or give away bad fouls to pick up cards.

Question 3.5)

This video is the opposite to the one beforehand, it highlights negative social behaviour, the coach being aggressive physically and verbally towards his players, shouting at them, throwing bottles, grabbing them by their shirts getting in their face. One of the players then reacts and gives his negative opinions too which the coach then says who gave you the right to say that and he responds saying 'you did' the environment created within the dressing room was set by the coach and the players will follow the behaviour of the coach. If he is showing no respect to them then why should they respect him. If a positive atmosphere was created then the players are more likely to get on board with him even if he was being critical, there is a way you should criticise players and it's not by throwing water bottles around and being verbally abusive

Section 3: Coaching Session Plan 2

UWTSD Session Planner	
Venue: Lc2	Age group: Year 3 - 5 Number Attending: 15
Date: 2/12/2024	Start time: 12.15 Finish time: 2.30
Equipment: cones, tennis rackets, balls, net	
Nearest Telephone: Reception	1 st Aid bag: Reception
Risk Assessment completed: Yes	Additional Hazards and actions taken: N/A
Learning from previous session:	Personal action points from previous session:
Goals for the session: To develop mobility through tennis. Learn different shots Racket control with balancing a ball	
Introduction and warm-up All learners will walk around the area of two badminton courts with a ball balanced on a tennis racket. If they drop their ball they must move to the inside of other learners, do five star jumps then put the ball back on the racket and join back in.	
Main Content/Game Around the world How to hit forehands and backhands	animation/diagram 
Ideas for Development (progression / regression): Progression – Feed the ball on the other side of the court with more aggressive feed. Regression – drop feed balls up close to make it easier to hit	Diagram for activity
5Cs to be included in this session	Select 2 of the 5 and apply to session HOW?
Competence	

Confidence:	Increase the groups confidence with a tennis racket, show them different techniques of how to hit the ball, where to stand when serving and receiving and a general understanding of the rules
Connection:	
Character and caring:	Make sure that the partners are of similar level so that they both enjoy playing and make it as fair as possible
Creativity:	
Cool-down:	
Comments on session:	

Review of your Coaching Session and Personal Action Plan

For each session you deliver you need to complete a *Coaching Session Review and Evaluation* plus a *Personal Coaching Action Plan*.

Practical: Coaching Session Review and Evaluation (Individual Reflection)

Were the aims of the session achieved? Identify which ones were achieved and which if any, were not.	All aims of the session were achieved. We improved mobility by having the participants run around the area of two courts. We taught a forehand and backhand shot. We taught balance and control of a tennis ball.
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What factors helped ensure that your aims were achieved? <i>(Reflect upon organisation, appropriateness of activities, coaching styles.)</i>	We made sure to stick to our aims but were ready to adapt our plan to make sure everything ran properly. We made sure our organisation and teamwork skills were good so we could do everything effectively. This meant having three people doing activities with the groups instead of just one person.	
What were the reasons for you not achieving your aims? <i>(Reflect upon organisation, appropriateness of activities, coaching styles.)</i>	We achieved all our aims.	
What changes (if any) did you make to your session that were not in your plan and why?	We had an extra step in the around the world part of the game to teach how to return shots and we had forehand and backhand shadowing. We did this so we could fit everything we wanted to in the session and so there were not people waiting around for things to do.	
Would you do anything differently if you were to deliver the session again?	The main bit of feedback was to play an actual tennis match. This would be hard as there are lots of kids and not much time or area. There may also be differences in abilities that may be unfair on some kids. If I was to deliver again, I would find a game that could be played as a big group to make the session more fun for the participants.	
What have you learnt about your coaching from this session?	I have learned that I am confident in presenting information about what we are doing, and I am confident when asking for feedback. I can present information clearly and I can help to make people understand what they need to do.	
Personal Action Plan Using the information above, what changes will you make to your planning, coaching delivery and organisation in future sessions?		
In the future I will make a more detailed plan. I will plan each task with a specific time including time at the end for feedback. This will make the session run smoother and means I can focus more on the task than working out how much time should be left on each part.		
Name of Coach:	Venue: LC	Date:25/11/2024

Academic Journal Review – Sports Management

Student Name: Maxwell Hughes
Title of Work: A Qualitative Study of Professional Sport Teams in Australia
Author: Andrew Bennie and Donna O'Connor
Reference:
Date of Article:
PERSONAL REVIEW
Review Suggestions ▪ Give an overview of the article. ▪ What are the key points in this article? ▪ Who is <u>intended</u> audience – academics/ practitioners – why do you come to that conclusion? ▪ Does the author define any terms? Are the definitions specific, useful, circular? ▪ What are the key findings? ▪ What did I find striking or interesting about these key points? ▪ How has this article influenced me in thinking deeply about my values, beliefs and assumptions? ▪ Does the author suggest areas for further research or discussion?
Personal Review (300 words) After reading this journal I have come to notice that one of the key themes is the relationship between coaches and players within sports teams in Australia, specifically cricket, rugby league and rugby union. In the article several male coaches and players are all interviewed and give their opinion on player / coach relations. The article finds that typically there are 2 distinct relationships types which show up the most, a family type bond where the coach has personal bonds with their player and is more of an approachable leader and one relationship which has set out some boundaries where the relationship does not include a close knit relation but also shows support and can be seen as approachable to the group. Part 3.2 states that the most effective coaches have developed an open, honest and respectful relationship with their players in comparison to the coaches who do not have these qualities. A rugby league player called Lenny who is being questioned about these relations gives his opinion and states that with mutual respect between player and coach makes it much better as you want to play for someone who respects you and a coach would prefer to work with players who respect them too, if the team believes that he is doing everything with their best interests at heart then it allows them all to feel more confident. The articles intended audience I would say are for sports coaches and people who are interested in sports science and psychology within sport, the coaches would get insights into how effective relationship building can influence performance and team rapport which would then enable them to have better understanding of everyone in the team and around the team. Whereas a psychologist would be able find data within the article to provide a framework for understanding the interpersonal dynamics within a professional sports dynamic. One of the key findings from the data is that a coach doesn't just need technical and tactical instructions to be successful but interpersonal skills help and provide the ability to further their skills with individual development and people management. The article has made me aware that the values of a coach remain the same universally and there is not just one variation of how to coach as each one has their own techniques and values which they use to contribute to their efficiency.

Academic Journal Review – Sports Management

Student Name: Maxwell Hughes
Title of Work: Using Tactical Games
Author: Shane Pill
Reference:
Date of Article:
PERSONAL REVIEW
Review Suggestions

UWTSD Observational Coaching Competence Assessment Template

Name - <u>Max</u>	Venue - <u>LC2</u>	Assessor - <u>Cecilia Wood</u>	Date <u>31/03/25</u>	
Assessment Criteria	Development Area	Competent	Achieved	Exceeded
Instruction (Gain Attention, Consider positions, Clear, Concise, Tone, Positive, Motivated)	✓	✓		
Explanation (Key Points, Questioning, Check for Understanding)	✓	✓		
Demonstration (Mechanics, Repetition, Viewing Position, Learning Styles)	✓	✓		
Observation (During the activity, Position, Template, Technical to Skill Transfer)	<u>Struggling</u>	✓		
Analysis (Compare against template, Identify development areas and Training gap)	✓	✓		
Provide Feedback (Ask questions, Discussion, Key Points, Specific Information, Positive)	✓	✓		
Recreation (Freeze, Demonstration, Appropriate Practice, Play Live, Evaluate Success)	✓	✓		
Game Adaptions or Modifications (Playing area, Positioning, Numbers, Ball Introduction, Conditions, Challenges)	✓	✓		
APES (Active, Purposeful, Enjoyable, Safe – For Everyone?)		✓		
Coaching Attributes (Empathy, Innovative, Friendly, Questioning, Time Management, Motivated, Listening)	✓	✓		
SCORE				
Assessor Signature - <u>[Signature]</u>			TOTAL	<u>20</u> /30

Toquet Struggling to control group - seems to only be coaching half of the group when split up

I agree with what the article states and personally think that the best way to run a session would be by trying to make real game scenarios as it allows you to prepare for situations you will find yourself in when playing which will make the players more comfortable and equipped to do better when in a proper game.

Coaching Observation Competency Assessment 2

UWTSD Observational Coaching Competence Assessment Template

Name - <u>Max Hughes</u>	Venue - <u>LC2</u>	Assessor - <u>Cecwyn Wood</u>	Date - <u>10/03/25</u>	
Assessment Criteria	Development Area	Competent +	Achieved ++	Exceeded +++
Instruction (Gain Attention, Consider positions, Clear, Concise, Tone, Positive, Motivated)		✓	✓	
Explanation (Key Points, Questioning, Check for Understanding)		✓	✓	
Demonstration (Mechanics, Repetition, Viewing Position, Learning Styles)			✓	
Observation (During the activity, Position, Template, Technical to Skill Transfer)			✓	
Analysis (Compare against template, Identify development areas and Training gap)		✓		
Provide Feedback (Ask questions, Discussion, Key Points, Specific Information, Positive)			✓	
Recreation (Freeze, Demonstration, Appropriate Practice, Play Live, Evaluate Success)		✓		
Game Adaptions or Modifications (Playing area, Positioning, Numbers, Ball Introduction, Conditions, Challenges)		✓		
APES (Active, Purposeful, Enjoyable, Safe – For Everyone?)				✓
Coaching Attributes (Empathy, Innovative, Friendly, Questioning, Time Management, Motivated, Listening)			✓	
SCORE				
Assessor Signature - <u>[Signature]</u>			TOTAL	<u>18/30</u>

In Class Test Semester 2

Pupil Card 1

Skill	Performance Criteria	Directions	1st	2nd	3rd
Lob / Chip shot	- As you are approaching the ball, take a short, controlled run up and keep your eyes on the ball - As you get to the ball, lean back ever so slightly and keep your non-kicking foot planted beside the ball - Point your toes downwards so that your ankle is locked and make sure you use the lower part of your toes or your instep to execute the lift on the ball - Aim to make the contact of the underneath of the balls centre point to get the lift - Try to kick in a scoop like motion, making sure your posture is right, and your kicking leg is nice and controlled - You want to use a shorter, stabbing sort of motion when kicking, do not follow through like you typically would do with other shots or passes.	In pairs, get a ball and aim for the crossbar, you can practice this way as it will help you to be able to chip the ball higher than you will normally need to, and get your familiar with the techniques you need to use. Once you comfortable with the technique you can then give yourself a small target to aim for like a cone, bucket etc. In your pairs, help each other out by going through the steps provided in the performance criteria, ticking them off as you go along. Have 5 attempts each at the crossbar, swap and then have 5 attempts but this time with the ball rolling slowly			

Teacher / Coach Card 1

Skill	Equipment	Directions	Performance Criteria	1	2	3	4	5
Lob / Chip Shot	- Large indoor-outdoor area - At least 2 goal posts - Footballs - Cones	Instruct the pupils to run up to the ball and practice the approach, slower, more controlled than usual Ball should not be kicked hard; this is practising precision and not power Give a demonstration of how to approach and where the contact area from the foot is and at what part of the ball	1. Eyes to always remain on the ball, from the run up to the ball until after the contact has been made 2. Make sure they are slightly leant back 3. Non-kicking foot positioned correctly beside the ball 4. Contact point of the ball is good 5. Swing is good, not too much follow through and the scoop motion executed					

Pupil Card 2

Skill	Performance Criteria	Directions	1st	2nd	3rd
Basketball Shooting	1. Get into your shooting stance, feet shoulder width apart with your dominant foot slightly ahead of the other one, your dominant foot would be the side you are shooting with 2. Knees bent a little, remain balanced as if you are about to jump 3. Hold the ball correctly, your shooting hand goes under the ball whilst your other hand will be on the side for guidance, keep the ball on your fingertips, not on your palm 4. Bring the ball Infront of your face or just above your head, elbow to remain under the ball and not outwards 5. Set your aim, either the square on the board or the net, keep your eyes focussed on said target, do not watch the ball leave your hands, keep the eye contact with the target throughout. 6. Push up with your legs as you are about to shoot to generate power, release the ball with a flicking motion from the wrist, do not push with your guiding hand, that should remain still throughout. 7. Follow through with your shooting hand once the ball has left your hand, keeping your fingers pointing at the basket	Make sure you are stood correctly Practice throwing at a marker on the wall if that is easier than going straight into shooting at the basket Tick the points from the performance criteria when you feel you have mastered the step When comfortable, in pairs take 5 shots each at the basket from a chosen point, give each other advice and feedback after you have had your turn.			



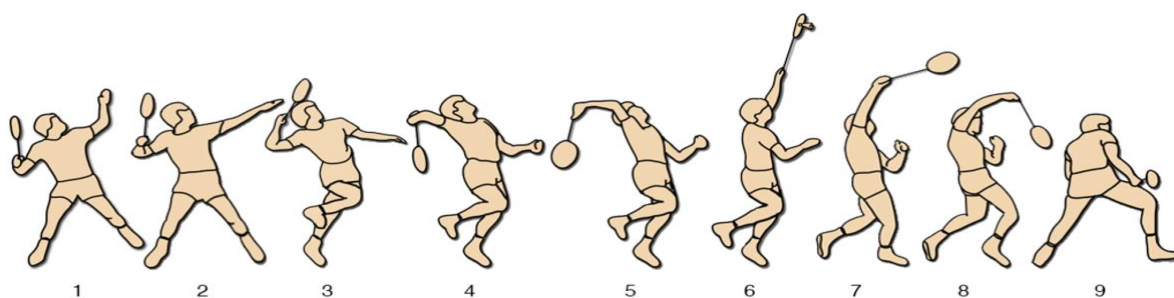
Teacher / Coach Card 2

Skill	Equipment	Directions	Performance Criteria	1	2	3	4	5
Basketball Shooting	Indoor or outdoor court with at least 2 baskets Balls Cones if markings are not available Blue tac or something similar to make a target on the wall	Instruct pupils to make sure their stance is correct before worrying about holding the ball Make sure they are comfortable then with the release of the ball and able to generate power through the knees	1. Stance is correct 2. Holding the ball correctly, shooting hand under, guiding hand remains to the side 3. Eyes remaining locked to the target and not at the ball 4. Strong release of the ball 5. Safe follow through					



Pupil Card 3

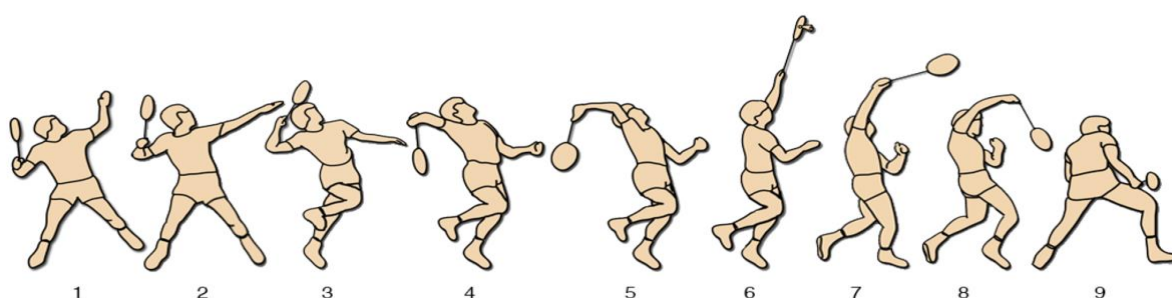
Skill	Performance Criteria	Directions	1st	2nd	3rd
Forehand shot in Badminton (Static)	1. Place your feet shoulder width apart 2. Non-dominant foot slightly ahead 3. Knees should be slightly bent, standing tall but relaxed 4. Hold the racket with the forehand grip as if you are shaking hands with the racket grip 5. Racket faced slightly forward but not flat 6. Turn your shoulders so you are side on facing the net 7. Raise your racket arm behind your head 8. Non racket hand forward to keep your balance 9. When taking the shot all focus remains on the shuttle 10. Swing the racket forward using your shoulder, elbow and wrist 11. Make contact with the shuttle at the highest comfortable	Make sure you have stood correctly Practice holding the racket first if necessary Follow the steps provided in the performance criteria, ticking them off once you are comfortable If you would prefer to have your partner, drop the shuttle in front of you so you have more time to get into your positions, then that is fine Have 10 attempts each at hitting the shuttle over the net, swap over and then give each other feedback			



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Teacher / Coach Card 3

Skill	Equipment	Directions	Performance Criteria	1	2	3	4	5
Forehand shot in Badminton	Rackets Badminton net Shuttles	Instruct pupils to make sure their stance is correct; feet shoulder width apart etc If they are comfortable with static shooting in pairs they can try and have a rally with each other Give a visual demonstration of how to stand, hold the racket and the shooting motion	1. Correct stance, bent knees and side on approach 2. Correct grip on the racket 3. Eyes focussed on the shuttle and not hands 4. Correct swing and follow through					

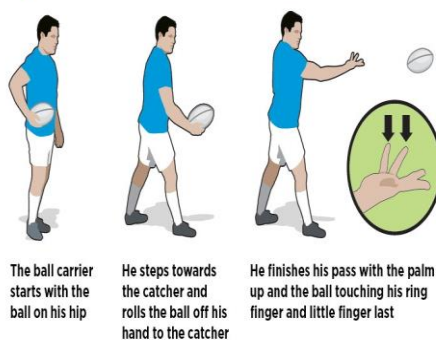


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Pupil Card 4

Skill	Performance Criteria	Directions	1st	2nd	3rd
Passing in Rugby	- Get a good grip on the ball, both hands placed on the sides of the ball, dominant hand slightly behind the ball and non-dominant hand closer to the front - Stand in a stable position, feet shoulder width apart with your non-dominant foot forward - Body turned slightly sideways facing your desired target, knees to be bent - Bring the ball to hip or chest level ready for the pass, looking at your target the entire time, elbows remain bent and close to your body - Step forward with your front foot towards your target, swing your arms forward smoothly with your dominant hand leading, your non-dominant hand is there to help your guide the ball and support your aim - As your arms are extending and you are ready to release the ball you want to flick your dominant wrist to add a spin to the ball - Let the ball roll off your fingers nicely - Keep your arms extended throughout and follow through with them remaining extended	Get comfortable with the grip, figure out which hand would be your dominant and non-dominant, not all people's writing hand is their dominant hand with all sports Find your stance which you are most comfortable with and keep feet shoulder width apart Practice passing back and forth with your partner 5m apart from each other Tick off the steps in the performance criteria when you are happy with them			

✓ Making a spin pass

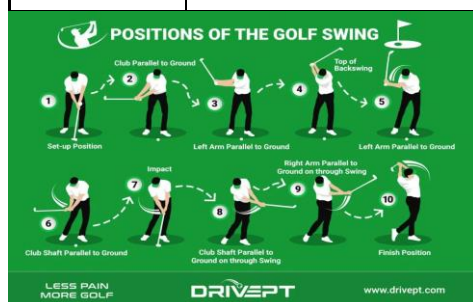


Teacher / Coach Card 4

Skill	Equipment	Directions	Performance Criteria	1	2	3	4	5
Passing in Rugby	Rugby balls Cones Safe indoor or outdoor area	Instruct pupils to make sure their stance and grip is correct. Practice the flick of the wrist when releasing to get the spin on the ball Keep your arms straight throughout the pass until the ball has gone	Eyes focussed on the target and not the ball once you have got the correct grip Stance is correct for which way you are making the pass Arms extended correctly until the follow through Pass has reached its intended target accurately					

Pupil Card 5

Skill	Performance Criteria	Directions	1st	2nd	3rd
Golf drive off a tee	1. Set up your stance, feet shoulder width apart. 2. Ball should be positioned just inside of your front foot (left foot for right handers, right foot for left handers) 3. Align your body parallel to the target, feet hips and shoulders. 4. Distribute your weight evenly between both feet to remain balanced 5. Grip the club with a V shape, where your thumb and forefinger pointing between your chin and shoulder 6. Slightly bend your knees and tilt forward from the hips, keeping your back as straight as you can 7. Eyes remaining on the ball and not the club 8. Turn your shoulders fully while your front arm remains straight, as you swing shift your weight to your backfoot to generate the power 9. Swing forwards keeping your eye on the ball, try to hit the ball with the upswing with a smooth motion 10. After making contact let your arms and club finish the movement up high, you should end the process standing tall and straight	Practice standing over the ball with the driver in your hand comfortably with the correct grip Practice the swing motion without a ball at first just to get comfortable with the grip, swing motion and follow through Practice then hitting the ball at the correct spot at the right time of the swing, always on the upswing to generate the height and power to allow the ball to travel further and higher			



Teacher / Coach Card 5

Skill	Equipment	Directions		Performance Criteria	1	2	3	4	5
Golf drive off a tee	Driving range if available, if not a safe and big enough grass area Drivers / Clubs Balls Tees	Instruct pupils to make sure their stance and grip is correct. Practice the swinging motion numerous times without a ball Give a visual demonstration of how to stand and swing to the pupils so they can understand and see it first hand to replicate		Eyes focussed on the ball throughout the entire swing Stance is correct and swing is safe and controlled, followed through correctly with the correct grip also Ball travels in the intended direction, aiming to just hit it straight					

Reference List

Coach-athlete Relationships: A Qualitative Study of Professional Sports Teams in Australia. Andrew Bennie (2012)

Using Tactical Games. Shane Pill