



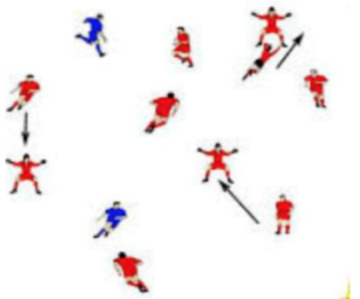
Session plan's feedback

BYA reflection

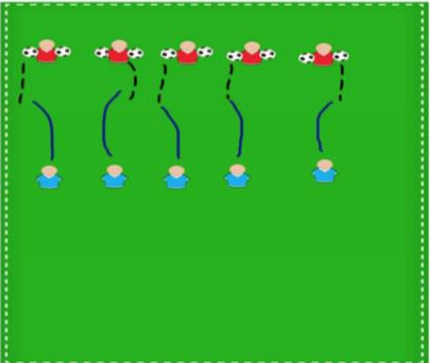
Coaching process- intervention

**Practical delivery – Planning for next week
and this week.**

Example 1

Group: Pentllagear Primary School Year 1		Time: 11:30		Soft Rugby Balls Soft Tennis Ball 2 Large Hula Hoops	
Sport/Activity: Catching		Number of Participants: 14			
Main Focus: Teaching the technique of how to catch		Ability of group: Low Ability			
Identified Hazards and actions taken: All equipment that's not being used				Learning from previous session: No Previous	
Time	Activity Name / Diagram	Goals for the activity	Key Points / Coaching Points	Explanation / Progressions / Gamification	
5 Mins	WARM UP Stuck in the mud  Blue- The people who are it Red- The people who are trying to get away from the people who are it	To warm up the participants and get them ready for the session ahead. To get their muscles warm to prevent injury for the participants.	Create an area and enforce that the participants don't leave the area for their safety. Tell them that the main coaching point is to try and stay away from the people who are on it and avoid getting tagged.	Stuck in the mud is a very good game to use to warm up young participants as it is a very high intensity game which will wear them out very fast and get their body warm. If the participants are very good at avoiding the people who are on it then we can progress it to make it harder for them. To progress the game Instead of having just two people on it I will add another two people to make four people to make it harder for the people to get away from them. To gamification stuck in the mud you can give out points to each person who is on it and give everyone a chance to be on it and tell them to keep count and then the one with the most points can be the winner overall.	

Example 2

11:50	Activity 2- Ball Drop 	-To develop participants reactions -to develop hand eye coordination -Improve movement skills	-Hands our ready to catch the ball -grasp the ball on impact -bring ball back to your chest -return to position with feet shoulder width apart	Explanation- Droppers and catchers swap after 5 attempts Droppers- • Arms out wide with a ball in each hand • Randomly drop one ball (try give no indication of which ball will drop) Catchers- • Stand around 1m away from the droppers • Once the ball drops, catcher must react to which side to run towards • Allow the ball to bounce once before catching • Return back to position
-------	--	---	--	--

Mark Napieralla: Advanced Sports Coaching:

4 C's information

On moodle

Can be used as a guide

But you must make it specific

4 C example

Creativity (child centred approach / opportunities for tactics and discussions):

Each activity will allow time for creative thinking. With the passing drills, players will be encouraged to try different ways of kicking the ball and receiving the ball. All creative attempts will be praised even if there not successful.

Team talks will also take place to develop some creative tactical thinking. The game will be stopped a 2-3 times to allow time for these discussions to take place.

The confidence of the participants and improving it:

To help consider whether the group is confident I will start off with a few questions just to get their brains working a little because I want them to think and not just me answer the questions. So the questions will be based on the activities wed be doing which would be throwing so I would ask "Has anyone done throwing before" the confident ones would always sit at the front by the coach and will answer the questions then you'll know the less confident ones and the back. But to help them you can ask them if they've done throwing before if they don't answer show them how to throw and I'll ask if that's correct and, they may reply saying "yes" that will help build confidence slowly but will work.

When the activities are going on the non-confident participants may struggle so as a coach I will go over and give extra help to build their confidence and praise them for great effort.

Reflecting

What were the reasons for you not achieving your aims?
(Reflect upon organisation, appropriateness of activities, coaching styles.

When I was coaching my game which was throwing a bean bag underarm into the hops on the floor. After finishing the drill I realised that I demonstrated the drill incorrect. I didn't show the participants to show from the arm to the opposite leg. So to help with not achieving the aims I could reinforce more demonstrations next time when delivering to ensure that the coaching points are correct and, clear. I need to correct my fault ID making sure that I have the knowledge with underarm throwing to help deliver it in my session.

Example of the action plan

Personal Action Plan

Using the information above, what changes will you make to your planning, coaching delivery and organisation in future sessions?

Upon reflection of this session, I'm happy with many aspects of my planning and coaching delivery. Although, I do feel that I could improve on ensuring that the key points for each technique were explained in much simpler terms to allow for better understanding.

I will also ensure I create "back up" activities as I found it difficult to keep the group under control once I'd realised that the quidditch game would not work with this group. It took around 5 minutes before I had decided on the relay race as a replacement. This is time I simply can't waste with a short session.

Finally, I will ensure that I demonstrate multiple times, rather than once before the activity. Giving regular demonstrations may improve players development.

From: Wendy Anderson (Culture & Tourism) <Wendy.Anderson2@swansea.gov.uk>
Sent: 13 November 2019 11:07
To: Mark Napieralla <m.napieralla@npt.gov.uk>
Subject: Bronze training

Hi Mark,

Thanks for your input on the Bronze Training Day. The students were great.

Regards
Wendy



Wendy Anderson

Cydlynnydd Pobl Ieuainc Egniol
Active Young People Co-ordinator

☎ 01792 635092

✉ Wendy.Anderson2@swansea.gov.uk

✉ Wendy.Anderson2@abertawe.gov.uk

Feedback from last week

Positive

Build rapport by asking questions- what team do you support etc

Great interaction with the children

Enthusiasm- smiling- enjoying – You and the BYA

Brought children in to speak to them

Clear communication and instructions

Picked up on children not taking part and engaged them

Good organization and one person taking the lead

Learning names

How can we correct faults?



FA WALES C CERTIFICATE

www.fawcourses.com

Challenge

Can you look to utilise the **Coaching Process** at least once when you identify a **breakdown within the Mechanics** during your practical delivery.

7) Play live

1) Observe

2) Diagnose

6) Player Rehearsal of Performance

4) Provide Feedback
5) (Demonstrate)

3) Accurately
Recreate the situation
What happened?



Challenge

When you are **supporting your players**.

Do you consistently support your players using the full coaching process and understand the benefits to this.

The Coaching Process



The Alternative



- Highlight the positive
- Players will copy
- Players feel rewarded / more confident
- Avoids putting players in front of a group to show their mistakes / bad technique
- Call a player out to work 1-1

Today's Plan

3x groups- 10 children 20 minutes

Group 1- Free me- catching- free me

Group 2-Change football- passing- Change football

Group 3- King Ball – overarm throw- Kingball



Next week

3x groups

Group 3- Free me- catching- free me

Group 1-Change football- passing- Change football

Group 2- King Ball – overarm throw- Kingball



Plan → Christmas

Friday November 8th -

**Hand in 2 lesson plans with 4c's and reflection
must be Penllergaer, Brynmill or Camp**

Monday 11th November-

Bya Training 9:45am LC

Monday 18th November-

9am lecture and Trallwm

Monday 25th November-

11am LC meet Lon Las

Monday 2nd December-

9am lecture- assignment Olcfa advanced session

Monday 9th December-

9am support and LC catch up

Friday 13th December-

**Hand in date for assignment and 3 plans – must be
one of R1 option Trallwn, Lon Las, Olcfa or catch up**

