

Week 2



Week 2- Recap, Your session plans, evaluations, what's coming up?

Week 2- The session plan & planning

Recap from last week

Winning vs Development

What are the expectations from you?

What is the session plan?

What will I deliver today?

How will it be organised at the LC?

Padlet Feedback

- What went well?
- What coaching skills did you pick out?
- Why you enjoyed?
- What was the skills taught and the progressions?

Ways to control your group:



Debate

What's wrong with training kids to win?

2 groups- 1 group argues points for why you should and 1 group argues points why you shouldn't

Debate



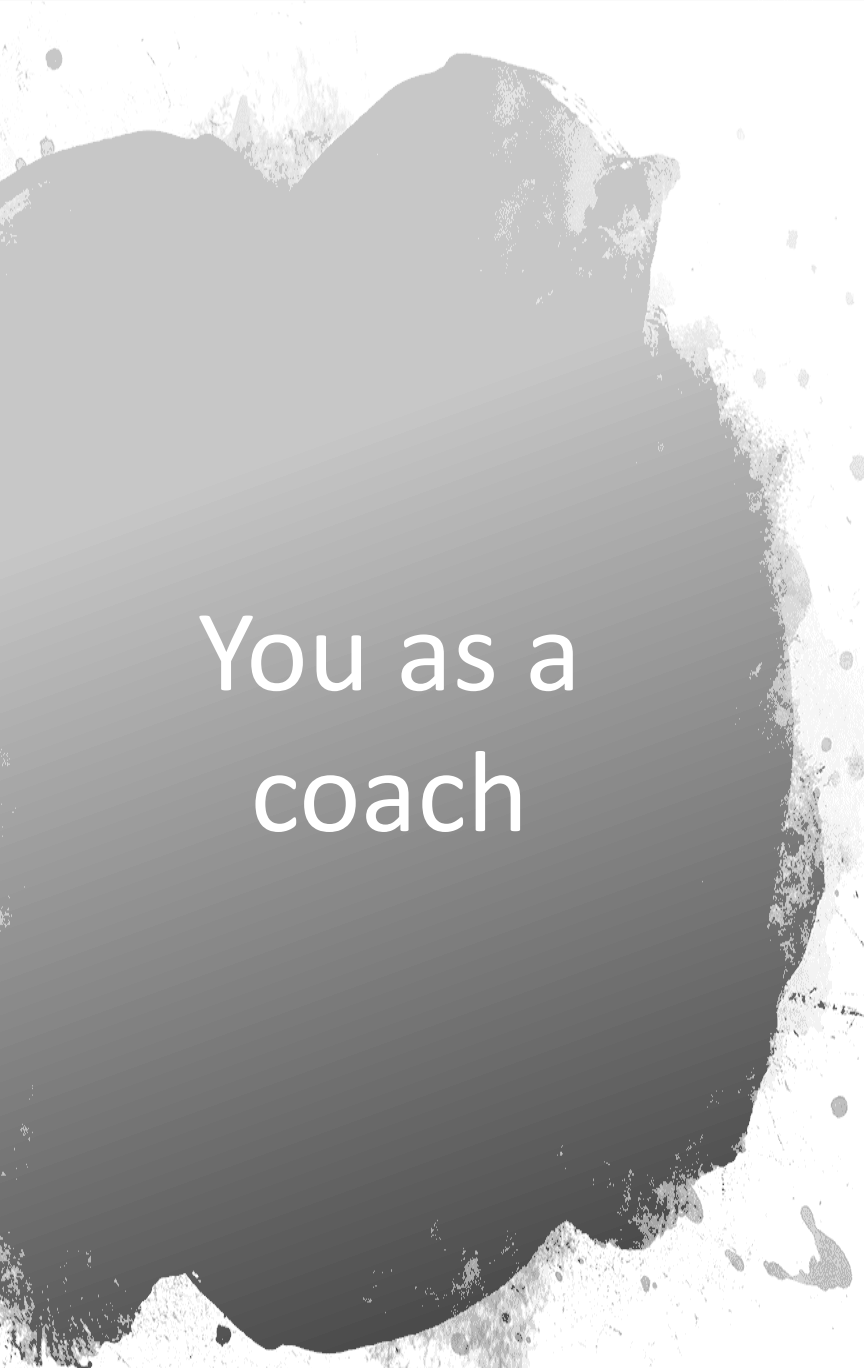
What's wrong with training kids to win?

2 groups- 1 group argues points for why you should and 1 group argues points why you shouldn't

<http://keepitonthedeck.com/blog/2016/9/20/what-is-wrong-with-league-tables-and-winning>

Main points

- During our research the most frequent positive advantages people gave examples of in relation to non competition football are listed below.
- **1. Kids are not under pressure during games and will try things they normally wouldn't within a pressure environment.**
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- **2. A coach will make subs more often without worrying about the scoreline.**
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- **3. Parents will not get as emotionally caught up in a game heaping pressure on kids to win.**
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- **4. Less kids will leave the sport from the frustration of losing games.**

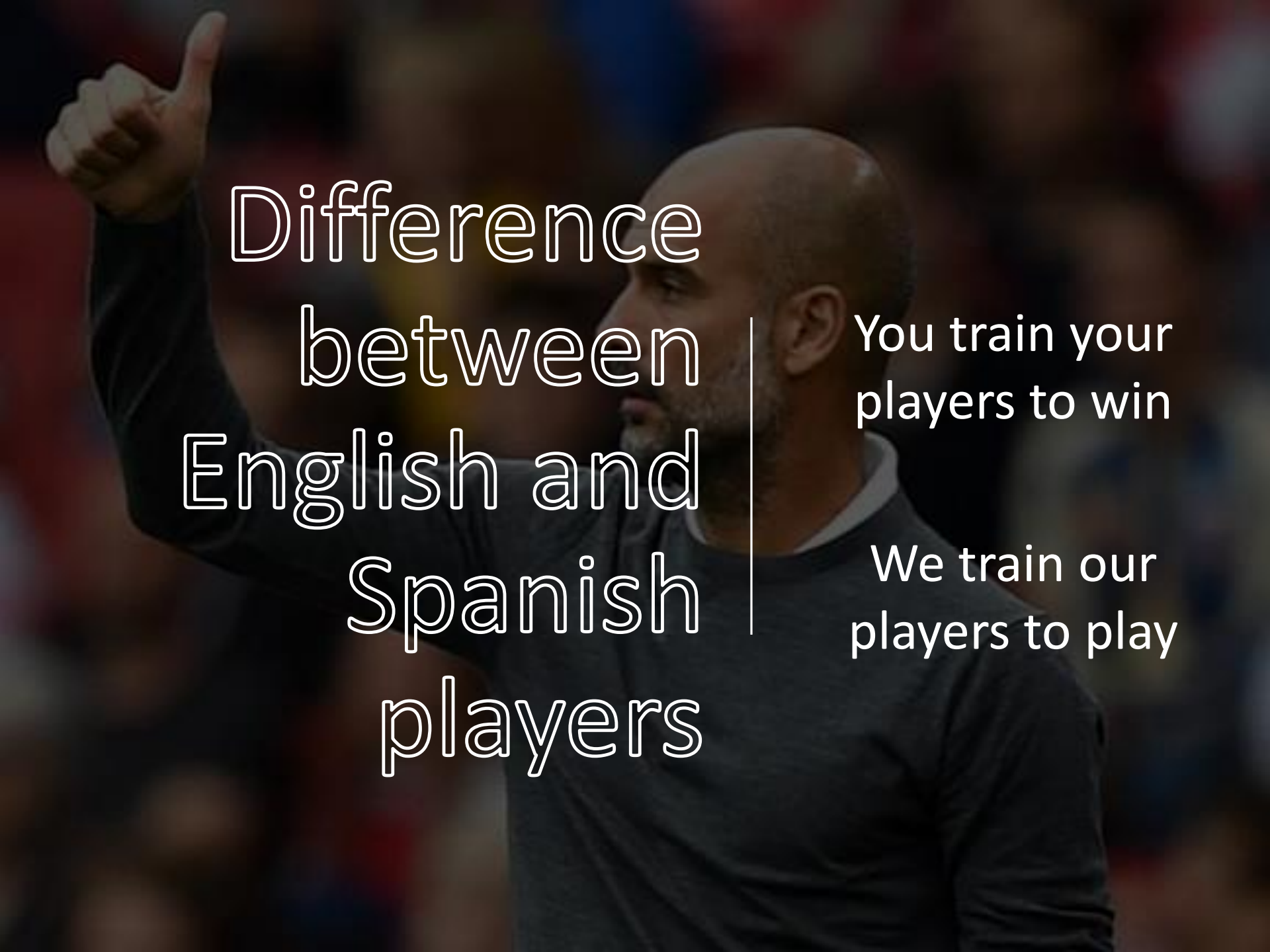


You as a coach

- 1. Kids are not under pressure during games and will try things they normally wouldn't within a pressure environment. Our answer = **If the kid is playing under the right coach pressure will not exist in the first place!**
- 2. A coach will make subs more often without worrying about the scoreline. Our answer = **If the kid is playing under the right coach every player will be within his focus to develop.**

Main Points

- 3. Parents will not get as emotionally caught up in a game heaping pressure on kids to win. Our answer = **If parents are educated about the negatives their pressure from sidelines brings to their child and others they will respect that fun and development is of fundamental importance before results.**
- 4. Less kids will leave the sport from the frustration of losing games. Our answer = **We would argue that it's in a child's nature to be competitive, it's more fun if they are trying to win or can celebrate victory, children are often respectful in defeat and only succumb to emotion when they feel they have let people down (coaches, parents).**



Difference between English and Spanish players

You train your
players to win

We train our
players to play

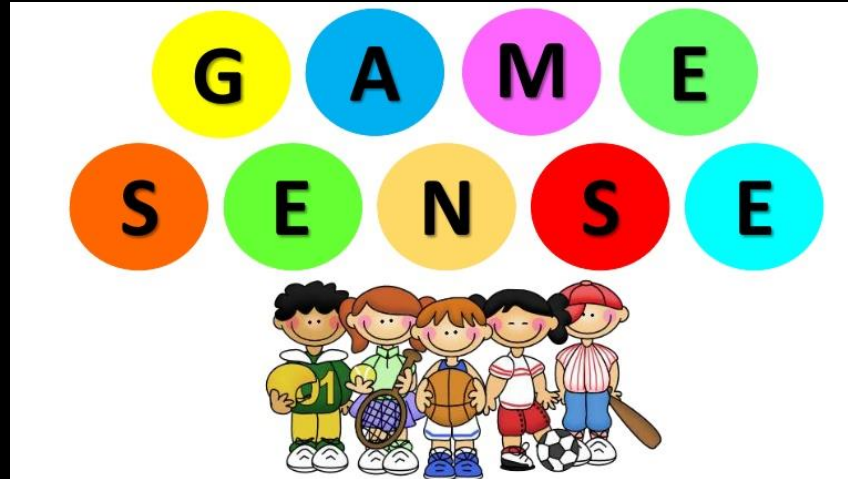
TIPS:

1- Plan

2- Pick one / two or three coaching points

3- Challenge your participants (Traffic light game, what are you comfortable doing?)
comfort / panic / stretch

4- Make it fun



Planning:

Not everything goes as planned

Always plan / over plan

What does / should my session plan look like? In practice and in theory

SESSION Plan – Where to Find it?

Leader Name: Group: School Children	Venue: LC2 Space/Area: One Badminton court Time: 10:30am Number of Participants: 12-20 Ability of group: Mixed	Equipment Needed: Batch of colour co-ordinated cones, batch of bibs, bag of sponge tennis ball, bag of rugby balls, bag of footballs.
Sport/Activity: Catching Main Focus: Catching	Identified Hazards and actions taken: All checked and participants made aware of procedure and fire exits in need of an emergency	Learning from previous session: N/A

	Activity Name / Diagram	Goals for the activity	Key Points / Coaching Points	Explanation / Progressions / Gaminization
	<u>5 mins - WARM UP.</u> General warm up to begin with participants being taught the skills of catching and item. To start off it will be throwing a soft tennis ball up into the air. Upon different commands, different catching techniques will be used.	The starting point of being able to catch an item once it has been thrown up into the air.	1 – Move feet to be in line with the item that is being caught. 2-Focus eyes on the object. 3-Reach hands out to meet the object. 4- Close hands and fingers at correct time to safely catch object. 5- Bend elbows to take force of the object. (Dependant on size)	To begin the warm up the participants shall be throwing a sponge tennis ball up into the air to catch it. On different commands from the coach the activity shall slightly change, but only once the participants and comfortable in progressing. If the number one is called the participants shall continue to throw the item into the air and catch it as was done so to begin. If the number two is called, they will be required to throw the object a little higher in the air if comfortable in doing so and then catch the item. If the number three is called, they will be required to throw the item as high in the air as possible as well as clapping their hands several times before once again catching the item. If some of the participants are unable to do this activity with a soft tennis ball, they will then be able to try to do it with a coloured bib which should be easier to catch.

10mins - Game 1 – Passing and Catching of a sponge rugby ball.



Increase participant's ability to move around an area.

Communication/ Passing and Catching Skills.

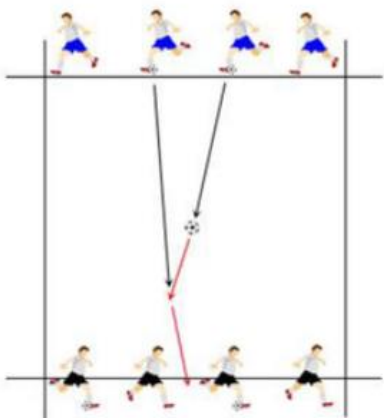
- 1 – Keep head up at all times whilst running around the area, make sure not to collide with other players.
- 2- Communication is a must as it is important to know when to pass the ball to the players on your team.
- 3- To focus on the catching of the ball, having soft hands and taken the ball into your chest to avoid dropping.
- 4- Make sure to put up a target in front of you to make it

To begin the game 2 people are 'on'. They have to chase the people that are not 'on' and tag them. The only way the other people in the game can be tagged is by the people that are 'on' touching them with the rugby ball. This can only be done by passing the ball between the 2 people that are 'on' and using good communication skills and movement to achieve this.

When they have tagged another participant, who was not on, that person is 'stuck in the mud'. They stand with legs and arms out and they cannot move. The only way to release them is if another person who is not stuck goes under the participant that is stuck to free them. They can go through the person's legs, or under their arms.

If the game is becoming too difficult, there can be an introduction of another person who can be 'on' who will then have a special ball that they can run with to help the other two participants who are 'on'.

During some of this game participants will be able to gain confidence from their teammate's praise, along with having a chance to express their creative instinct in defence and attack with different formations.

8 minutes	Activity 2 Crossfire 	To have fun and to accurately shoot ball at target at speed.	Look at the position of the target ball while shooting. The game is about who can get target ball over opponent's line first so shot should be aimed and shot fast.	The coach will mark off an area of suitable size to suit the number and age of players. The group will then be split in to 2 teams, each team lines up on opposite sides of the area. One target ball will be put in the middle of the marked area and each team will have 3 balls as ammunition. The aim of the game is to knock the target ball over the opposition's goal line. Both teams can fire at the same time. Idea from Teachpe.com. Progression. One team mate passes it and the other shoots. One or two touch before shoot. Add more than one target. Make space bigger.
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	Cool down / plenary	To get rid of any lactic acid built up.	Static stretching when cooling down and walking and not running.	Everyone who took part in the session will walk around the sports hall and stop at every corner of the hall to stretch a part of their body. Each corner will mean a different part of the body to stretch.
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EDD

- Explain
- Demonstration
- Do

Which is the most important?

Organisation as a coach?

- Planned – everyone knows what they are doing, coaching points to deliver
- All kit available
- Area set up as much as possible
- Colour co-ordinated cones
- Equipment set out in an area near to delivery
- Group is brought in and controlled from the start

The form- Fill out for today's session

**Include a warm up, your game/ games sense,
a progression to a conditioned game / real
game**

**Next week we will look at the 4C's and the
reflection and you will have the chance to
complete a full form.**



Friday 8th November

**Hand in 2 session
plans. (must be 2 out
of the 3 below)**

14th October- Penllergaer- Improve 3 basic skills

21st October- Brymill Primary – Booklet games

**28th October- Sports Camp delivery- Meet 9am- arrive back 3:30pm
to Uni. Delivery sessions 7-11 years @ Ystalyfera**

Etiquette

**Kit?
Equipment?**

**When not
delivering?**

**Language
Enthusiasm /
Energy
Teamwork!**



Planning time

- ✓ Focus on one skill
- ✓ Think about the ability of the group
- ✓ Start with a basic practice / warm up and introduce coaching points
- ✓ Coach a fun game to improve that skill

